Addressing the Needs of LGBTQ Students: When Personal Beliefs Interfere With Professional Service  
DeAngela Niles, Bethune-Cookman University; Earl S. Mowatt, Bethune-Cookman University;  

Professional Competency Areas: Equity, Diversity, and Inclusion  
This session is geared toward helping professionals identify and reduce biases that may limit their ability to effectively service the needs of LGBTQ students. Educational exercises and discussions will be used to build awareness and sensitivity as it relates to providing services to LGBTQ students.  

Assessment Methods Training Module  
Kara L. Fresk, University of Georgia; Ginny M Jones, University of Georgia; Shannon R Dean, University of Georgia  

Professional Competency Areas: Assessment, Evaluation, and Research  
Assessment Methods is a module intended to provide student affairs professionals with a general understanding of the methods necessary for conducting and analyzing the quality of assessment projects. The module was developed to align with NASPA's Assessment Education Framework 200: Overview of Methods and Basic Implementation Issues. This presentation will (a) educate attendees on basic assessment methods and considerations, and (b) train attendees to effectively facilitate the Assessment Methods module on their campuses.  

Breaking the Glass: Retaining the Academically Unprepared Student of Color  
Ramone C. Smith, Mid-South Community College; Stephani Krehl, Mid-South Community College; M. Elaine Wilkins, Mid-South Community College; Robert Oselen, Jr, Mid-South Community College; Paula Rose-Greer, Mid-South Community College  

Professional Competency Areas: Advising and Helping; Equity, Diversity, and Inclusion; Leadership; Student Learning and Development  
This session will allow attendees to explore best practices for retaining students of color and how these practices have help improve the overall quality of student support services. Throughout this session, case studies from utilizing best practices in More Effective Advising and Counseling, Structured Learning Assistance, Contextualized Learning, and Leadership and Mentoring Opportunities will be presented in hopes of fostering a new conscious and give attendees new innovative tools and ideas to channel these issues that contribute to the retention of students of color at their respective institutions.  

Bridge Builders: Creating Collaborations Between Student Affairs and Fundraising  
April Heiselt, Mississippi State University; Emilie Cravens, Mississippi State University  

Professional Competency Areas: Human and Organizational Resources  
Difficult financial times present challenges on university campuses nationwide. Donor cultivation continues to become more important as state funding is reduced. Student affairs practitioners work closely with students from the time they enter the university until their matriculation, often creating bonds between students and their institutions that can be built upon for future fundraising efforts. This program includes research conducted with SEC development officers sharing how partnerships with student affairs can create a culture of giving during a student’s undergraduate education. Learn how to create partnerships between student affairs and development professionals to benefit departments and universities as a whole.
Bridging Long Term Strategic Public/Private Partnerships in Collegiate Housing
Bradley R. Shaw, Ed. R.; Michelle Massey, University of Louisville; Brooke Daniel, Ed. R.; Teresa Crum, Ed. R.; Shannon Staten, University of Louisville

Professional Competency Areas: Assessment, Evaluation, and Research, Human and Organizational Resources, Leadership, Student Learning and Development

Public-private/private-private partnerships are growing to assist in updating and adding student housing. Successful partnerships exist to incorporate cutting edge design with the seamless partnering of developer/manager and student affairs. Requirements for innovation and collaboration between all stakeholders top the list of “must haves”. With a focus on relationship building, learn how one university created and combined best practices and cultivated a 10 year partnership with the private sector to create a truly unique and collaborative student housing management model.

Bridging Student Strengths to Success: A Pilot Study on Early Intervention
Bonnie V. Daniel, University of TN-Martin; George E. Daniel, University of TN-Martin

Professional Competency Areas: Advising and Helping, Assessment, Evaluation, and Research, Student Learning and Development

This session will share the results of a pilot study on the use of the Student Strengths Inventory© with First-Year Initiative participants at a primarily undergraduate institution in rural West Tennessee. The study was conducted to determine if interventions based on the results were effective and whether the results were consistent with other predictors employed by the university. The study utilized the Student Strengths Inventory©, which provides two student success/risk indices (i.e. probability of retention and probability of academic performance). The presentation will review the design of the study, detail results, and recommendations for future use.

Building Bridges for Student Success through Collaboration and Innovation
Dennis Edward Gregory, Old Dominion University; Kate Broderick, Old Dominion University; Ellen Neufeldt, Old Dominion University

Professional Competency Areas: Advising and Helping, Assessment, Evaluation, and Research, Leadership Student Learning and Development

This session provides a structure and process for institutions that seek to make student success central to the institutional mission and as a result how collaboration and innovation have become key to this effort. The presenters will share information on the process, including the theoretical underpinnings; the role of presidential leadership; the resulting structure; and mechanisms for formative and summative evaluations of the process and its success. Participants will engage in large and small group interactions with the presenters and will emerge with valuable deliverables that may be used on their own campuses.

Building Bridges for the Future Through the New Professional Competencies for Practice
Pam A. Havice, Clemson University; Tony Cawthon, Clemson University

Professional Competency Areas: Leadership; Counselor Education; Human and Organizational Development

In recent years, a number of competency models for professional practice have emerged. In July 2010, the NASPA Board of Directors and the ACPA Governing Board approved the Professional Competency Areas for Student Affairs Practitioners. What is this document called the NASPA/ACPA Competency Areas for Student Affairs Practitioners? Comprised of ten competence areas, this presentation explores how this competency model (as well as others) can be used to guide professional development such as career planning, performance evaluation, curriculum planning, job task analysis, and job development. Participants will engage in conversations on the benefits and use of this model as well as share examples of using the competencies.
Building Bridges to Cross Cultural Experiences through Domestic Study Away  
*Kimberly Dressler, University of South Carolina; Klinegores, University of South Carolina*

**Professional Competency Areas:** Advising and Helping, Equity, Diversity, and Inclusion, Student Learning and Development

Students often hear about opportunities to expand their horizons abroad, but few students realize they can gain a different cultural perspective without leaving North America or going far from home. In this session participants will examine the benefits and best practices of domestic study away from faculty-led short-term experiences, to semester or yearlong independent programs and exchange consortiums that focus on exchange in the US, territories and Canada. Participants will examine the benefits students can gain from this experience, various ways to implement the concept on campus, as well as challenges and opportunities that can arise when launching such programs.

Building Innovative Models of Racial Identity Development  
*Helen Diamond Steele, University of West Georgia*

**Professional Competency Areas:** History, Philosophy, and Values; Law, Policy, and Governance; Student Learning and Development; Assessment, Evaluation, and Research; Equity, Diversity, and Inclusion

The browning of America is reflected in the increasing diversity of college campuses. However, extant literature on student development reflects a discourse shaped by monoracial identity models. This program will challenge student affairs’ reliance on monoracial identity models and present innovative models of racial identity development of mixed race college students. This program will examine the factors that influence mixed race college students’ choice of racial identity. Survey data regarding racial identification, physical characteristics, cultural attachment, and perceptions of institutional support services for mixed race college students will be discussed. This research was supported by SACSA's Research Incentive Grant.

Building Intercultural Knowledge of Student Affairs/Services Abroad to Help Students  
*Kristin Walker; Clemson University; Pam Havice, Clemson University*

**Professional Competency Areas:** Advising and Helping; Equity, Diversity, and Inclusion; Personal Foundations, Student Learning and Development

Internationalization in higher education is not only a hot topic but demands the professions’ attention. In fact, intercultural competency is featured in the Professional Standards/Competencies endorsed by NASPA and ACPA. With more students coming to the US for their education, practitioners must understand other countries’ systems and services to ease students’ transitions, encourage development, and ensure students get the most out of their experiences. Learn about the importance of internationalization in higher education, examine the delivery of student services abroad, and broaden your student affairs lens to help you as a professional and more importantly, help you better serve students.

Classroom as Bridge: Linking Academics with Student Affairs in Graduate Coursework  
*April Heiselt, Mississippi State University; Laura Dean, University of Georgia; Wade Livingston, Clemson University*

**Professional Competency Areas:** History, Philosophy, and Values; Student Learning and Development

As student affairs educators, we continually encourage colleagues and students to examine the intersections between theory and practice. While we often do a good job of this as professionals, we sometimes miss opportunities to role model this intersection in graduate preparation coursework. This program showcases how three graduate preparation faculty members use innovative teaching techniques—characterized by immersive and experiential learning—as vehicles for fostering intentional and engaged collaborations between graduate students in the classroom and professionals serving as student affairs practitioners within their respective institutions. These hands-on partnerships illustrate powerful learning opportunities for all involved parties.
Connecting Transfers: Student Affairs Services that Bridge the Gap
April Heiselt, Mississippi State University; Cory Bailey, Mississippi State University; Kimone Holtzman, Mississippi State University; Brittany Faye Kinard, Mississippi State University

Professional Competency Areas: Equity, Diversity, and Inclusion; Student Learning and Development

Getting connected to the college campus environment can be challenging for any student. Typically, campuses tend to focus on freshmen students and their integration to campus; however, another important student population, transfer students, also deserve this same emphasis. This program will highlight research conducted on transfer student services provided within selected SACSA institutions in order to learn more about how Student Affairs divisions are helping to connect transfer students beyond the classroom in order to foster holistic student development and bridge the gap.

Contemplating the Doctorate? Factors to Consider in Empowering your Decision
Peggy Ann Crowe, Western Kentucky University

Professional Competency Areas: History, Philosophy, and Values; Personal Foundations

Why am I considering pursuing a doctoral degree? What do I need to consider if I decide to pursue the doctorate? There are so many programs to consider - which is best for me? How do I navigate the application process? Can I afford (personally, professionally) to go back to school? If you are seeking answers to any of these questions, then this is the session for you! Attend and you will leave with a clearer understanding about your potential journey towards the doctorate and feel more empowered to begin, thrive, and successfully complete the process from application to dissertation!

Courageous Supervision
Pamela Nessle Curtis, University of Louisville

Professional Competency Areas: Human and Organizational Resources; Leadership

One of the greatest gifts staff can receive is that of a supervisor who trusts them, has compassion for their issues, creates a stable environment and provides hope for the future. With a dearth of role models for positive supervision, this workshop is offered as a challenge to new professionals to have the courage to break old habits for how our staff are being managed across the profession. Say no more to micromanagement, low morale and stressful work environments and commit during this session to practice a strengths-based approach to managing staff.

Cultivating Tradition-based Programming for a Changing Student Population
Cord McLean, Texas A&M University; Gerald Harris, Texas A&M University

Professional Competency Areas: Advising and Helping; Equity, Diversity, and Inclusion; Leadership

As student demographics and campus populations continue to change, so do the demands on our institutions and their traditional programming. Student affairs professionals are often called to respond to these demands while simultaneously charged with upholding university and organizational traditions. This session will provide participants the opportunity to understand “tradition” and “innovation” as concepts; explore how they relate to professional leadership and advising responsibilities; and examine what is considered the norm on their respective campuses.

Current Legalities In Greek Life And Where It Could All Be Headed
Dr. Denny Bubrig, Samford University

Title IX exemptions, hazing bills and more have all been discussions of late in the fraternity and sorority community. Join the facilitator of this program for a review of recent issues and discussions surrounding hazing legislation, the MiAKA’s and what the ramifications could be.
Enriching Student Development: A Student Affairs and Academic Affairs Partnership  
Courtney Allen, Mississippi State University; Jamey Matte, Mississippi State University

Professional Competency Areas: Student Learning and Development

Collaboration between Student Affairs and Academic Affairs seems to be a missing link at many colleges and universities. The Office of Student Leadership and Community Engagement at Mississippi State University recently partnered with the Department of History to create a unique opportunity for students to deepen their understanding of the MS Delta region through class discussion and an experiential-learning spring break trip featuring service and cultural activities. This presentation will provide an overview of the partnership and the collaborative planning process involved in developing and implementing an experiential-learning class that enhances student development and learning.

Gambling Behavior and College Students: Bridges to Other Behaviors?  
Ann Bailey, Mississippi State University

Professional Competency Areas: Law, Policy, and Governance; Student Learning and Development

Many risky and addictive behaviors (i.e., substance abuse, drug and alcohol use, and sexual behaviors, etc.) take center stage on today’s college campuses. The issue of college student gambling—often deemed “the silent addiction” or “the dirty little secret”- does not receive the same level of discussion. To that end, this presentation will offer participants a “primer” on the topic and share facts and stats from the literature, explore the proliferation of all forms of gambling, present task force recommendations and best practices, and delve into a case study or two.

Getting Involved At A Deeper Level  
Dr. Joy Smith, Clemson University

Many of us pay dues to professional associations and receive information online, but only a small proportion of us go deeper. This session is designed to open the door of involvement with NASPA at the state, regional and/or national level. A Professional Panel from a variety of institutions and leadership levels will explain some of the opportunities open to you for impacting your association and our profession.

Grant Writing 101 for Student Affairs  
Bonnie V. Daniel, University of TN-Martin; George E. Daniel, University of TN-Martin

Professional Competency Areas: Assessment, Evaluation, and Research; Human and Organizational Resources

Grant Writing is increasingly a collaborative process, with many agencies requiring collaboration among on-campus units and/or with off-campus stakeholders. As a result, the process of writing successful proposals challenges the typical "silo" mentality that exists on many campuses. Student Affairs professionals have much to offer to faculty members who are interested in writing program-based or research-based grants, and Student Affairs has much to gain from external funding.

Hammers, Nails, & Other Tools: Collaborating with Students in Constructing a Career  
Susan R. Barclay, University of Central Arkansas

Professional Competency Areas: Advising and Helping; Personal Foundations; Student Learning and Development

Preparing college students for the work world is essential, especially as students graduate to face an unpredictable work future in the global economy. Career theories of the 20th century, though important, fail to address student preparation by focusing solely on matching. Use of Career Construction Theory (CCT) helps students explore self-concept, work roles, and adaptability as they approach the task of work. The presenter will provide an overview of CCT, including principles of career adaptability, life themes, and life design. In addition, the presenter will introduce the Career Story Interview, a CCT technique for assisting students in constructing their career.
I Believe in Strengths
Earl Gerome Stephens, University of Louisville; Lauren Christine Doerner, University of Louisville

Professional Competency Areas: Leadership; Personal Foundations; Student Learning and Development

A freshmen leadership program curriculum has combined the core values of Strengths with the concepts from the NPR program This I Believe. This engaging presentation will explore how This I Believe has enhanced the use of Strengths with college freshmen, deepened their self-awareness, and highlighted for these students the impact of their core talents. Learn how to incorporate these ideas into your own Strengths workshops and explore how This I Believe and Strengths can be used for encouraging, advising, and mediation.

Job Hunting in Memphis: Southern Placement Exchange 2013 Preview
Lauren Wilson Rust, Ringling College of Art and Design; Amanda Morales, Arkansas State University

Professional Competency Areas: Human and Organizational Resources

This presentation will provide information about student affairs placement exchanges, with a focus on upcoming Southern Placement Exchange in Memphis, TN. Audience members will learn about the basics of placement exchanges and job hunting tips, as well as learn about ways to get involved at SPE through SACSA.

Laying the Foundations: Peer Mentoring to Maximize Major Declaration Success
Kelsey Axe, Clemson University; Katie Bower, Clemson University

Professional Competency Areas: Advising and Helping; Student Learning and Development

Educational satisfaction has been linked to increased retention rates across campuses, though many underclassmen are too timid to approach faculty or professional staff with questions regarding majors. The Major Mentor Program at Clemson University was created to alleviate the stress of approaching a professional staff member by connecting undeclared students with their peers. This presentation details the development and implementation of the Major Mentor Program, which connects undeclared students and students who are uncertain of their current major choice with upperclassmen within certain interest areas to gain a student perspective about possible majors.

Legal Issues Update 2012
Steve Janosik, Virginia Tech

Professional Competency Areas: Law, Policy, and Governance

Every SACSA member should possess a basic understanding of legal issues facing our profession. Two experts in campus legal issues will provide information about several contemporary legal issues facing SACSA members and their institutions. This program has been an annual conference favorite for the past five years.

Managing Student Affairs During Hard Times: What Have We Learned?
Andy Lewter, Maryville College; Vandy Kemp, Maryville College

Professional Competency Areas: Ethical Professional Practice; Human and Organizational Resources; Law, Policy, and Governance; Leadership

Since the economic downturn of 2008, Colleges have faced unprecedented budget cuts, staff reductions, and enrollment declines. Therefore, Student Affairs Divisions have confronted a great deal of external and internal challenges resulting in a time of transition. This facilitated discussion will explore how one liberal arts college dealt with these challenges and will invite other institutions to share their experiences. Ultimately we will address the questions: What can Student Affairs professionals learn from these experiences, and how can we be better prepared in the future?
Measuring Leadership as a Process: A Leadership Instrument Development Plan
Ginny M. Jones, University of Georgia; Shannon R Dean, University of Georgia; Kara L Fresk, University of Georgia

Professional Competency Areas: Assessment, Evaluation, and Research; Leadership

Grounded in the Framework for Assessing Learning and Development Outcomes and Learning Reconsidered 2, the presenters focused on understanding leadership as a process and designing an instrument to measure that concept. The presenters will discuss how they conceptualized leadership as a process and the steps they took to create a locally designed instrument. Additionally, they will describe how they addressed validity and reliability for the instrument.

Minority College Students and the Second-Year: Results from a Pilot Study
Dena R. Kniess, Clemson University; Pam Havice, Clemson University

Professional Competency Areas: Assessment, Evaluation, and Research; Equity, Diversity, and Inclusion; Student Learning and Development

The majority of retention efforts have focused on the first-year of college, however just as many students leave college after their second-year (Berkner, He, & Forest, 2002). Experiences of second-year students have been appearing in publications. These studies have identified the broad concerns of the second-year experience, but little is known about how the second-year experience is similar or different for minority students. This program will focus on the results from a pilot study conducted in 2011 and the emerging results from current focus groups as part of a full dissertation. Implications for practitioners in higher education will be shared.

My Bridge Is Gone: How to Deal with Organizational Change Just as You Enter the Organization
Aubrey Holt, Arkansas Tech University; Kenneth Johnson, Western Kentucky University

Professional Competency Areas: Ethical Professional Practice; Personal Foundations

“Congratulations, You are Hired! But, I will no longer be working here as of July 1.” How do you navigate organization change as a new hire? This session will offer participants a qualitative analysis and research in theories of collaboration and how to handle organizational change. Real world case studies will be utilized to show different strategies.

Partnering Up: Academic Centers for Excellence and University Housing
Aaron Rutledge, University of South Carolina; Jessie Wortham, University of South Carolina

Professional Competency Areas: Advising and Helping; Student Learning and Development

With students’ success at the core of every institution’s academic mission, it is important to understand the opportunities that exist to create successful environments on college campuses. This session will describe the relationship between the University of South Carolina’s Academic Centers for Excellence (ACE) and University Housing to provide academically-enriching residential spaces, implement early intervention programs and academic recovery initiatives that help to aid USC students towards a more successful future.

Practical Application of CAS Self-Assessment Guides (SAGs)
Donna Lee Sullins, Dalton State College; Jami Hall, Dalton State College

Professional Competency Areas: Assessment, Evaluation, and Research

Looking for a way to know that you’re doing things “the right way?” The Council for the Advancement of Standards in Higher Education (CAS) exists to promote improvement via cross-area agreed upon standards. We will discuss current assessments taking place in the participants’ offices and goals for such assessments. We will then walk the participants through several ways a CAS SAG can be conducted on your campus to meet the needs. Additionally we will have groups work on part of one section from a functional area so they will feel more comfortable conducting such a review on their own campuses.
Small Colleges and Universities: Bridging Cultures and Experiences  
Debbie Heida, Berry College

What’s it like to work at a small college or university? How can I be most successful in my work at a small college or university? Are there experiences that will facilitate career progression at small schools? Student affairs staff in small colleges and universities are bridge builders between students, faculty, and administration. Join us for a panel presentation and discussion about the joys and challenges of small college work. The session is particularly geared for young professionals and graduate students but open to all for a discussion of the complex world that makes up the majority of colleges and universities nationwide.

Social Programming for Non-Traditional Students
Joe Pokraka, Nova Southeastern University Miami-Kendall; Sholondo Campbell, Nova Southeastern University Fort Myers SEC; Lorrenza Vandiver, Nova Southeastern University Orlando SEC

Professional Competency Areas: Student Learning and Development

"Who you callin' non-traditional?" Students 25 years of age and older now account for about 40% of total enrollment across the United States (Hussar, W., and T.M. Bailey. 2009). As this population grows, it is imperative to understand the social wants and needs of non-traditional students. Social Programming for Non-Traditional Students will identify successful marketing strategies and events to reach this growing population, and generate discussion of best practices from the audience.

Spend less but do more?? Building bridges through effective, efficient, and CHEAP assessment!
Bryan Shelangoski, University of Louisville

Professional Competency Areas: Assessment, Evaluation, and Research; Equity, Diversity, and Inclusion
Human and Organizational Resources

In the midst of extensive budget cuts at most higher education institutions, Student Affairs practitioners are forced to continue doing more with less. Incidentally, the same practitioners are being required to increase their number and effectiveness of assessment initiatives. An in-house comprehensive assessment program can save thousands of dollars each semester in lieu of outsourcing this initiative to an external company. “Spend less but do more?? Building bridges through effective, efficient, and CHEAP assessment!” will intentionally engage participants and portray the step-by-step process of establishing a grassroots in-house assessment program, with all of the unique challenges and invaluable opportunities.

Status of the SACSA Strategic Plan
Bobby R. Woodard, East Carolina University

Professional Competency Areas: Assessment, Evaluation, and Research

A new SACSA Strategic Plan was approved by the Executive Committee in November 2010. Over the past two years, each SACSA Committee and Officer was charged with developing and implementing goals and objectives related to this Strategic Plan. During this session, attendees will hear about the progress being made on the Strategic Plan and how this will impact them as members of SACSA. They will also have the opportunity to help shape the future of SACSA by providing feedback directly to the members of the Strategic Planning Committee.

Strengths in Community: Assets-Based Approaches to Community Partnerships in Service-Learning
Melissa Dawn Gruver, Texas Christian University; Mary Kathleen Baldwin, Texas Christian University

Professional Competency Areas: Equity, Diversity, and Inclusion; Leadership; Student Learning and Development

Service-learning projects often begin with a discussion of needs and deficits, leaving students with a skewed view of community. This needs-based approach can create distance in partnerships; students seek to “fix” the community around them (Remen, 1999). Effective community partnership “build upon identified … assets” first, while also working to identify and address issues (CCPH, 2006). It takes intentional efforts to infuse strengths and assets into inherent conversations of community need. Session will identify strategies for infusing strengths-based discussion into curricular and co-curricular service. Presenters will highlight ways to start the conversation on building partnerships around assets and shared purpose.
Stress and Violence on Campus: Comprehension, Prevention and Intervention  
Aaron W. Hughey, Western Kentucky University; Monica G. Burke, Western Kentucky University

Professional Competency Areas: Ethical Professional Practice; Human and Organizational Resources; Leadership

Both stress and violence have been increasing on college campuses for the past few years. In this discussion-oriented session, the presenters will describe the relationship between stress and violence and provide recommendations regarding how faculty and staff can lower stress levels and hopefully help avert hostile behaviors from occurring on campus. Proactive strategies will be included for recognizing the potential for violent incidents to occur as well as proactive strategies effectively dealing with them if they do materialize. Participants will be asked to participate in a case study exercise designed to further clarify core concepts and strategies.

Students’ Perceptions of Conduct Sanctions: A Review of Deterrence Theory  
James G. Archibald, Valdosta State University; Nigel Richardson, Valdosta State University; Matt T Parnell, Valdosta State University

Professional Competency Areas: Advising and Helping

Deterrence theory is the assumption that human behaviors reflect perceived or anticipated fear of negative consequences (Tittle & Paternoster, 2000). With the amount of conduct violations increasing, it is important to understand why students are not deterred by the consequences of these actions. In this presentation session, the presenters will share the findings of undergraduate students’ perceptions of conduct sanctions. The sample consists of full-time undergraduate students who live on-campus. Participants will also learn strategies for increasing the awareness of consequences of student conduct violations and building partnerships with other departments on campus and the surrounding community.

Tents4Tickets: Building Campus Relationships through Collaboration and Innovation  
April Heiselt, Mississippi State University; Summerly Brown, Mississippi State University; Brittany Clark, Mississippi State University

Professional Competency Areas: History, Philosophy, and Values; Leadership

Selling student football tickets on college campuses can create challenges in coordinating with academic affairs, athletics, and student affairs. Tents4Tickets, an innovative event for student ticket sales at Mississippi State University, combined efforts of the Student Association, academic administration, and student affairs to bring the campus together for a common cause -- football. The Tents4Tickets joint effort reveals insights on the successes and challenges of forging partnerships. This program will illustrate how student affairs can build bridges with the campus as a whole to create common goals and collaborative efforts that lead to a win-win for everyone.

The Lived Experiences of Two-Year College Students with Felony Records  
Lawrence J. Mrozek, University of Central Arkansas; Dana Murray Patterson, Wright State University; James Badger, Sinclair Community College

Professional Competency Areas: Advising and Helping; Equity, Diversity, and Inclusion; Law, Policy, and Governance

Many diverse groups on campus have unique characteristics and needs that are shaped in part by their group identifications and the environments from which they come. A relatively invisible group on college campuses is made up of students with previous prison records. More felons are being released from prisons across the country due to reforms in sentencing guidelines, overcrowding of prisons, and budget cuts and many of them will find their way to our college campuses. This presentation will review the unique needs and experiences of this student population and develop service strategies for this group.
The Most Recent Innovative Resources for Building Campus Collaborations
Tony Cawthon, Clemson University; Dena R Kniess, Clemson University; Linda Jameison, Presbyterian College; (Presenter) Victoria Guthrie, St. Catherine College

Professional Competency Areas: Advising and Helping; Equity, Diversity, and Inclusion; History, Philosophy, and Values; Human and Organizational Resources; Leadership; Personal Foundation

Staying abreast of the most current resources addressing pressing issues is challenging for student affairs practitioners. This session examines the latest resources addressing pressing issues faced by student affairs practitioners. Presenters will offer an overview, insights, and uses of these latest resources, while participants will have the opportunity to share resources and what they are reading. Come learn about the newest professional resources designed to help you build collaboration campus relationships and empower yourself with resources to become a strong innovative practitioner.

The Rainbow’s Other Side: Black Gay Men in Higher Education
Darris Roshawn Means, Elon University; Tony Cawthon, Clemson University

Professional Competency Areas: Equity, Diversity, and Inclusion

Many theories and models on gay student identity development fail to consider how the intersection of social identities—Black, male, and gay—can and does influence how one identifies with their peers and family members. This session explores the literature on racial identity development, gay identity development, and Black gay male students in colleges and universities. The session integrates group activities and discussions to explore the challenges and opportunities for the Student Affairs profession as we begin to consider the rainbow’s other side—Black gay men.

Transforming retention initiatives into student success: Are you responsible?
Peggy Ann Crowe, Western Kentucky University; Tiffany Polite, Western Kentucky University; Alicia Golston, Western Kentucky University

Professional Competency Areas: Advising and Helping; History, Philosophy, and Values; Leadership

Regardless of your role, student success is a component of all student affairs professionals’ responsibility. Join us as we share how Housing and Residence Life has sustained current departmental efforts while participating in WKU’s institutional charge of student retention. Our implementation of Commitment to Commencement has afforded us many positive outcomes for our students, the department, and the institution as a whole. You’ll take from this session innovative tools and ideas that can create opportunities for collaborations across campus, which in turn, leads to tangible examples of student success, while demonstrating student affairs’ value in institutional retention efforts.

Travel funds depleted? Designing your own campus-wide assessment conference
Katelyn Brownlee, University of Tennessee - Knoxville; Amy M. Anderson, University of Tennessee - Knoxville

Professional Competency Areas: Assessment, Evaluation, and Research; Ethical Professional Practice; Leadership

This session will guide participants through the process of creating an engaging, inclusive, and dynamic assessment workshop. Using the learnings from the University of Tennessee's "Show Me the DATA!" assessment conference, presenters will discuss timeline, structure, establishing learning outcomes, and the importance of assessing an assessment conference.
Using Experiential Learning to Develop Students into Globetrotters
Amy Elizabeth Holway, Appalachian State University; Jessica Blanford, Appalachian State University

Professional Competency Areas: Advising and Helping; Leadership; Student Learning and Development

Research shows 90% of information is retained when using experiential learning. At Appalachian State University international service-learning is focused on developing individuals’ cultural competence and providing students the necessary tools to be effective student leaders with hope that they will leave ASU as global citizens. Using an experiential learning model faculty are utilized as facilitators. Collaboration to form partnerships between the institution and NGOs around the world while connecting faculty’s discipline with their passion is a key component. This presentation will discuss key aspects and best practices in ASU’s international Alternative Service Experiences, faculty led service-based courses, and service-based internships.

Volunteering in SACSA: Developing SACSA's Leadership
Melanie Evans, Bellarmine University

Professional Competency Areas: Human and Organizational Resources; Leadership

This session will introduce SACSA members to volunteer opportunities within the Association and explain how people may get involved in positions of leadership. The session will describe what kinds of prior experience or involvement may be necessary, and suggest what levels of professional experience or previous SACSA leadership experience are suggested for specific volunteer positions.

What we’ve learned from NCHIP: Collaborating to reduce high-risk drinking
Alexander Bruce, The University of the South; Kristin Weyman, The University of the South; Kimberly Kraft Moulds, Vanderbilt University; Jan McCutchin, Southern Methodist University; Galen Laprocido, Southern Methodist University

Professional Competency Areas: Assessment, Evaluation, and Research; Law, Policy, and Governance

Begun in 2011, the National College Health Improvement Project (NCHIP) has teams from 32 universities collaborating on innovative strategies for confronting high-risk drinking as a health issue. Leaders of the campus improvement teams at Sewanee: The University of the South, Southern Methodist University, and Vanderbilt University will outline NCHIP’s models and strategies for encouraging innovation and collaboration. Each will share an example of a strategy, program, or process they’ve developed through this collaboration and how continued involvement in NCHIP has informed their approach. The session will include some discussion of how audience members can best promote collaborative efforts among their colleagues.

Women in Student Affairs: Perspectives from the Field
Dr. Cara Appel-Silbaugh, Georgia Institute of Technology; Dena Kniess, Clemson University

Join a panel of women student affairs professionals in a candid discussion about their journey in student affairs, the challenges, pitfalls, and the highlights/successes they have had along the way. This program is ideal for the young professionals who are looking to chart their course further in the field and for the seasoned professional to pick up a few ideas/tips they may not have considered.