

OASPA/OCPA 2010 Conference Programs

Session I: Thursday, January 28th, 2010: 9:30-10:30 a.m.

OCPA Roundtable & Business Meeting: Moving Forward in the 21st Century *OCPA Executive Board*

Pickaway

The Ohio College Personnel Association (OCPA) Executive Board welcomes your insights and suggestions as we prepare to reshape the strategic mission and goals of the organization. The Executive Board of OCPA will begin this session by providing an overview of the current state of the organization and then will facilitate an open discussion about new opportunities and directions.

SEVIS II: What Non-international Student Services Professionals Need to Know

Franklin

John Prescott
The Ohio State University
Immigration Coordinator, International Student Services

Obrad Budic
The Ohio State University
SEVIS Policy Analyst & Compliance Officer

Work also by: (but will not be presenting)

Maria Bibler
The Ohio State University
International Admissions Counselor

SEVIS II will have a profound impact on all U.S. institutions that enroll international students. This impact is not felt solely by international student services: admissions, registrar, and numerous other offices will need to update business practices and reinvigorate collaborative relationships.

What exactly is SEVIS II? What specific challenges does it present at your school? What strategies and resources can your institution use to deal with it? This presentation is designed to engage non-international student services professionals with these questions.

Growing Partnerships for Community Service

Short North

Melissa Gilbert
Otterbein College
Director, Center for Community Engagement

Caitlin Tully
Otterbein College
Assistant Director, Center for Community Engagement

Through this interactive session, campus-wide partnerships for community service will be discussed and Student Affairs staff members as well as students will share their experiences. We will examine innovative models of partnership development, explore best practices and address the tensions involved in cultivating partnerships for community service across campus. Graduate Students, New Professionals and Mid-Level Professionals will benefit from participation in this program.

The Student Ombudsperson: Empowering Peers

Union

Nicole Fette
The Ohio State University
Academic Advisor/Coordinator of Student Programming

Student Affairs professionals ranging in years of experience and varied positions will learn unique ways to foster leadership among students through the appointment of a student ombudsperson. The presenters will highlight the successes of the student ombudsperson in the OSU College of Nursing. The position has the potential to positively impact school culture, peer to peer education, and student leadership. Participants will learn the steps associated with the selection, training, and management of the student ombudsperson position.

Men's Initiatives in Higher Education: Addressing Hegemonic Masculinity and Nourishing Campus Engagement

Madison

Katie Krajny
Graduate Administrative Associate,
Ohio Union
The Ohio State University

Rob Richardson
Graduate Administrative Associate for University
Residences and Dining Services
The Ohio State University

The gender gap is a growing concern in higher education. Female students are performing higher than their male counterparts regard to academic success, involvement in leadership and service-learning opportunities, and matriculation. Through examining literature on college men and masculinity and through evaluating currently-existing men's initiatives at multiple institutions, this presentation will address the primary question of how students, faculty, staff, and administrators working in any academic or student affairs-related role can effectively nourish male engagement on college campuses.

From Solider to Student: Meeting the Needs of Veterans

German Village

Jennifer Thal
Graduate Student
Wright State University

Deborah Strahorn
Graduate Student
Wright State University

Although a fairly recent issue, the success of veterans returning to college has been found to deeply rely on the institution they are attending and their understanding of the students' needs. This presentation will focus on programs or departments at various institutions that we feel have been successful in providing resources to veteran students. The opportunity to discuss ideas for programs will also be provided to participants, as well as the opportunity to learn more about this student population.

Just Plain Talk about Doctoral Programs

Arena District

Carolyn Palmer
Associate Professor
Higher Education and Student Affairs
Bowling Green State University

Michael Freyaldenhoven
Graduate Assistant & Doctoral Student
Bowling Green State University

Robin Gagnow
Associate Dean of Students
Baldwin Wallace College

Janice Gerda
Director of Residence Life
Case Western Reserve University
Adjunct Professor
Kent State University

Alana Malik
Assistant Director of Residence Life
University of Toledo
Doctoral Student
Bowling Green State University

Karl Rishe
Coordinator of 1st year Residence Education
Case Western Reserve University
Doctoral Student
The University of Akron

Is a doctoral program for you? If so, when, where, and in what field of study should you pursue a doctorate? Part-time or full-time? With what financial, family, job-related, and other realities taken into consideration? What could you contribute? How could you benefit? Please join your colleagues who have received, who are in the process of earning, and who have decided not to pursue doctorates for a discussion of these--and your own--questions about doctoral programs.

Session II: 10:45-11:45a.am.

The Impact of a Recreation Center Renovation on Student Utilization

Madison

Lawrence Mrozek
Wright State University
Assistant Professor

Keith Morris
Wright State University
Graduate Assistant, Student Union Recreation Facilities

Building expensive, multi-million dollar campus recreation facilities can help students transition to and succeed at the university level, but the cost may prove prohibitive in financially difficult times. However, renovating existing facilities may have the same significant impact but at a lower cost. In this presentation we will present the findings from a study on changes in student use as a result of a campus recreation renovation project, and the implications for future facility development.

What's Your Major? Helping Sophomores Find the Answer

German Village

Deborah Kimpton
Wright State University
Graduate Student

Participants will learn various methods for collaborating with academic affairs units to assist students exploring majors and potential career opportunities. In addition, we will identify ways to partner with area corporate and business partners, student organizations, and institutional alumni to enhance student development and community.

The Curious Case of Contract Negotiation: Rated BG

Arena District

Mike Freyaldenhoven II
Bowling Green State University
Doctoral Graduate Student

Amanda Freyaldenhoven
Bowling Green State University
Hall Director

It's time to graduate and begin the job search. A vital component to your search is the negotiation of your contract, including salaries, benefits, and moving costs. Attend this session to learn steps to contract negotiation. Hear what employers expect you to ask. Bring questions relating to future positions you are applying for and see examples of current BGSU contracts. The most important thing is to know what you are signing and realize that most things are negotiable!

Jazz Up Your Student Presentations!

Union

Kristen Lindsay
Heidelberg University
Assistant Dean of Students, Career Development Director

Do you teach a first year experience or career development course? Are you enthusiastic about major / career development, but your students don't share your passion? Maybe you are tired of the same old strategies for introducing interests, skills, and values. Infuse your presentations with brief, engaging activities that get your audience thinking about important major / career issues. Prepare to participate as we jazz up 10 different career development topics, from choosing a major to goal setting.

Activating Service: Bringing Intentionality and Structure into Students' Service Experiences

Pickaway

Brian Starkel
Bluffton University
Graduate Assistant for Student Involvement

Mari Kunth-Bouracee
Bowling Green State University
Campus Community Partnership Coordinator

Higher education practitioners have seen a significant increase in student civic engagement initiatives over the past several decades. This program examines intentional models of service in order to activate communities, develop students into active citizens, and evaluates current service programs for further development. Results from recent major research studies, service pedagogy and relevant case studies will allow participants to leave with a plan for bringing structure to in-place projects and initiatives (Astin et al., 2000); (Campus Compact, 2008; Howard, 1993).

Student Death: Overcoming Tragedy

Short North

Michele Sheets
Ohio University
Ph.D. Student

Nicole Dyer
Ashland University
Director of Student Life

When a student death occurs on a campus much energy is dedicated to the first few hours but what about the days/weeks/months to follow? What are the responsibilities of student affairs professionals? Two student affairs professionals discuss their experience with two different student deaths on the campus of a small, private religiously affiliated institution. This discussion will go beyond emergency protocols and communication and focus more on student reactions/behaviors, the professionals' actions, campus response and lessons learned. This program is intended for young student affairs professionals.

A Dialogue Between CSP Faculty and Job One Supervisors

Fairfield

Carolyn Palmer
Bowling Green State University
Associate Professor
Department of Higher Ed. & Student Affairs

Janice Gerda
Case Western Reserve University
Director of Residence Life
Kent State University
Adjunct Faculty Member

Dr. Molly Schallar
University of Dayton
*Associate Professor, Dept.
of Counselor Education & Human Services*

Alana Malik
University of Toledo
Asst. Dir. Of Residence Life

Kathy Hoff
DeVry University
Dean of Student Affairs

Tracy Benner
Director of Residence Life
Otterbein College

Robin Gagnow
Associate Dean of Students
Baldwin Wallace College

Mark Kretovics
Associate Professor
Foundation, leadership & Adm.
Kent State University

What do entry level staff need to know and be able to do by the time they graduate from a CSP program? What are the things CSP programs do well and should continue or expand? What aspects of the CSP experience need to be modified or eliminated? What should be added to or subtracted from the CSP curriculum? Please join CSP faculty and Job One supervisors (who select and work directly with CSP alums in their first job following graduation) for an open discussion of these and other important issues.

Session III: 1:45~2:45 p.m.

Legal Issues in Higher Education: Psychiatric and Behavioral Concerns of College Students

German Village

Gary Dickstein
Wright State University
Assistant Vice President for Student Affairs

This session will provide an update on the current issues and trends that exist regarding the appropriate handling of university procedures and processes used to adjudicate misconduct of students who are concomitantly experiencing a mental health crisis. Best practices will be reviewed as well as the legal and ethical issues that must be considered.

Evaluations of Leadership Curriculums for First-Year Students

Arena District

Karl Rische
Case Western Reserve University
First Year Coordinator

Danielle Dimoff
Case Western Reserve University
Assistant First Year Coordinator

First-year leadership programs are to be the building blocks of our future campus leaders. As practitioners, we have great intentions to prepare students for their leadership roles throughout life, but often these intentions can fall short. In this interactive program, we outline the history of leadership and provide examples of leadership curriculums in first-year areas. We also explore the developmental areas of growth and leadership in first-year students and examine the creation and implementation of a successful leadership curriculum.

Refining Your Leadership Role

Union

Anna Shewczyk
Cleveland State University
Assistant Resident Hall Director

Nicole Hamilton
Case Western Reserve University
Greek Life Assistant of Scholarship

Utilizing ethical leadership amongst one's peers is a hard task. Many times graduate students are in the same age range with whom they supervise and/or assist. How does one maintain a healthy balance between socializing with one's peer group and maintaining ethical leadership? This session is intended for first year Master's Students. This discussion based session will cover the foundations of ethical leadership then focus in on the effect one's peer group has on maintaining ethical leadership.

One End to Another

Madison

Brandi Veigh
Youngstown State University
Graduate Assistant

Emily Wollet
Youngstown State University
Graduate Assistant

Let's face it: the economy is not in good shape. What do we do when our programming budgets get cut, or we have to find ways of being much more fiscally responsible? How do we deliver same or better quality products to our residents

for fewer bucks? We will discuss ideas on how to better use the cash we have been allotted. We welcome all student affairs professionals or paraprofessionals who work with residential or residential educational programming.

Creating Powerful Peer Connections: The Development of an FYE Peer Mentor Program

Short North

Kate Lehman
Otterbein College
Assistant Dean of Students

Anna Haller
Otterbein College
FYE Intern

This program will provide an overview of the two year development of the Otterbein FYE Peer Mentor Program. The session will review current literature regarding FYE peer mentor programs, provide an overview of the Otterbein Strategic Planning process that supported the development and will overview the two pilot programs developed. Finally, outcomes and recommendations will be shared, including recommendations for implementation on other campuses.

Becoming a Super Supervisor!

Pickaway

Kristen Lindsay
Heidelberg College
Assistant Dean, Career Development Director

Whether you supervise staff or students, you can use your superhero powers (personal strengths) to be a Super Supervisor! Developing or enhancing skills in interpersonal communication, project management, and navigating office politics will contribute to healthy relationships and a positive work environment. Even if you have never supervised before, simple strategies can increase your success with supervisory responsibilities like delegating tasks and evaluating employees. Don't settle for just being a boss - aspire to become a Super Supervisor!

Session IV: 3:30-4:30 p.m.

Faculty Roundtable

Union

Facilitator, Dr. Molly Schaller
University of Dayton
Associate Professor, Dept. of Counselor Education & Human Services

Developing CHARACTER within Residence Halls- An RA Programming Model

Fairfield

Mitch Joseph
Heidelberg University
Residence Coordinator

Mark Zeno
Heidelberg University
Director of Residence Life

The letters in this acronym represent the desired topic areas for residence hall programs. Those areas are as follows: C: Culture/Diversity; H: Health; A: Academic/Professional; R: Relationships; A: Art/Music; C: Community Service; T: Targets; E: Emotional; R: Religious/Spiritual.

This programming tool, in keeping with university missions and the prescribed student development outcomes, is intended to promote intellectual, spiritual, social, cultural and physical development. Programs should "challenge and support" students to achieve optimal growth and to appreciate varying perspectives

Millennial as Managers

Short North

Robert Debard
Bowling Green State University
Associate Professor

Bryan Conover
Bowling Green State University
Graduate Student

Millennial students like being managed, but as new professionals in the administration of student affairs they are now becoming managers themselves. The targeted audience is new professionals and emerging managers. The intended outcomes include 1) gaining an appreciation for the need to manage scarce resources; 2) gaining a sense of perspective about serving an expanded number of students expected to enroll in Ohio higher education; and 3) gaining an understanding of motivating other Millennial workers.

Is Kent State University Inclusive to GLBTQQ Students?

Fairfield

J. Andrew Rome
Kent State University

Eric Zales
Kent State University

Alyssa Libby
Kent State University

Caitlin Reed
Kent State University

Graduate Student

Tiffany Harris
Kent State University
Graduate Student

Graduate Student

Ruihua Guan
Kent State University
Graduate Student

Graduate Student

Graduate Student

We investigated the perceived inclusion of the GLBTQQ community by members of the GLBTQQ community, GLBTQQ allies, and other students at KSU Kent. Our comparative survey sampled students living in residence halls and found significant differences in how GLBTQQ students and other students perceive inclusion. We locate student responses in student development theory and provide recommendations for the KSU LGBT Center opening January 2010. Residence hall, Greek, diversity or GLBTQQ staff interested in pluralism, inclusion, or student development should attend.

PEER MENTORING AS DEFINED BY THE VERB "TO BE"

Pickaway

Henrique Alvim
The University of Akron
Coordinator, Academic Support Services

The purpose of this presentation is to provide a general overview of how The University of Akron strives to engage and retain multicultural students through the efforts of the Office of Multicultural Development's Peer Mentoring Services. Although applicable to many functional areas in higher education where students serve in leadership roles, this presentation will benefit specially those professionals attempting to create, implement, and/or strengthen a peer mentoring program. The presenter will share best practices and address how this program has been positively impacting multicultural undergraduate students at Akron. From a theoretical framework that blends leadership and character development with best practices of peer education, participants will be encouraged to explore actual and possible learning outcomes for both mentors and mentees.

**Reducing Alcohol-Based Consequences By Increasing Student Accountability:
Lessons of a Court-Appointed Diversion Program**

Madison

Gene Chintala
Tiffin University
Director of Freshman Seminar

Lisa Kirchner
Tiffin University
Dean of Students

V. Leilani Kupo
Bowling Green State University
Doctoral Student

There are several studies that provide the student affairs professional with an understanding of college students' experiences with alcohol and drinking. This program examines a small college's efforts in educating students about choices and consequences that includes intervention based on student development theory, and involvement of the local court and law enforcement agency. An independent qualitative study based on student's experiences with a multi-component supportive diversion program will be discussed which provides an understanding of students' successes.

**Helping Students with Disabilities Get Successfully into STEM Fields:
An Outsider's Perspective**

Arena District

Sarah Vith
Wright State University
Graduate Student

The National Science Foundation funds universities in an attempt to raise the number of students with disabilities who enter Science, Technology, Engineering, and Math fields. This session will explore the ways that grantee institutions have addressed the issue of student success in these fields and review Best Practices that have emerged from these grants. Participants will explore roadblocks that institutions face when implementing such an initiative and will be provided with information on grant options and other resources available if they wish to help students with disabilities enter STEM fields.

**Professional Development in Your Own Backyard : Utilizing Human Resources
Instead of Spending Money**

Franklin

Emily Sankey
Bowling Green State University
Graduate Assistant: Orientation & First Year Programs

Justin Sipes
Bowling Green State University
Graduate Student: Greek Affairs

In a time of financial recession, funding for professional development is difficult to come by for graduate students. In this session, professionals and graduate students will learn about two professional development programs that

emphasize human resources over spending budget dollars. The Graduate Assistant Professional Development (GAPD) program and New Professionals in Transition (NPIT) conference are two low-cost ways that BGSU graduate students can benefit from the expertise of others without leaving campus.

Special Populations: Student Athletes

Emily Wollet
Youngstown State University
Graduate Assistant

German Village

Stephanie Volpini
Youngstown State University
Graduate Assistant

What happens to “#33” when the game ends and the lights go off in the stadium? We can look up game statistics or watch highlight clips on the news, but the activities that go on “off the field” are what we know little about. All student affairs professionals need to be aware of the key developmental characteristics associated with student athletes and how opportunities for their holistic development are critical to their overall success as a student.

Friday, January 29th

Session V: 9:30-10:30a.m.

Sharing the success. A look back at the first year of a peer mentoring program for students with disabilities and the future of the program

Fairfield

Jean Denney
Wright State University
Assistant Director, Office of Disability Services

Brendan Greaney
Wright State University
Student Program Assistant, Office of Disability Services

The goal of this presentation is to discuss the outcomes of our first year of a peer mentoring program for students with disabilities. This will include comparing retention rates and GPAs of first year students who were involved in the peer mentor program to the first year students who were not involved in the program. We will also share our process of how we developed a course for credit that was offered to teach/train students with disabilities to become peer mentors. This will include information on identifying needs, developing the course, outcomes, class projects, co-curricular activities, and assessment. Lastly, we will discuss the future of the peer mentoring program and its sustainability at Wright State University.

Transition Blues: Enhancing the Experiences of International Students in Residence Halls through Schlossberg’s Transition Theory

Pickaway

Michael Boakye-Yiadom
Ohio University
Residential Coordinator

Adam Chen
Ohio University
Graduate Assistant, Office of International Students & Faculty Services

The purpose of this program is to educate the target audience, professionals and graduate students, about the transition challenges that international students face in residence halls. Using Schlossberg’s Transition Theory, the session will consider the transition process in residence halls, the challenges associated with the process, the effects of these challenges, and the application of the theory as a support system. Participants will learn the transition challenges of international students, and appreciate Schlossberg’s Transition Theory as a tool for supporting these students.

Transgender College Students : Understanding, Addressing & Meeting Their Needs

Union

Dana Carnes
Otterbein College
Hall Director

Do you work with transgender students? Is your campus attempting to create a more trans-inclusive environment? This program will present information regarding transgender students’ needs and experiences, explore areas of campus life where transgender students have the greatest difficulty, and explain the unique circumstances that surround their experiences. This session will provide attendees with a greater appreciation for transgender students’ specific needs, what areas are lacking in institutional support, and how institutions can address student concerns.

Planning and Facilitating an Effective Retreat

Madison

Michael Giacalone
Heidelberg University
Success and Leadership Development Graduate Assistant

Want to facilitate a retreat but don't know where to start? Come learn the basics of planning and facilitating a retreat. This program will teach advisors, graduate students, and organization presidents how to plan a retreat from the initial meetings to the final evaluations. We'll talk about how the retreat structure, theories (Sanford, 1966; Kolb, 1983), and good facilitation techniques will help your organization reach its goals.

Supporting Student Advisors in the Disciplinary Process

German Village

Erin Nunn
Ohio University
Hearing Officer

Dan Maxwell
Ohio University
Director of Students Defending Students

This program will review the relationship between University Judiciaries and an organization of student advisors, including the challenges and rewards of working with student advisors in the disciplinary process. Participants will be invited to discuss how student advisors are supported on their campus, or how the lack of organized student advisors may affect their process. This program is intended for any professional with an interest in the student conduct process.

“What’s Going On?” Raising Awareness with Music

Short North

Susan Iverson
Kent State University
Assistant Professor

Jennifer James
Kent State University
Assistant Professor

Despite the proliferation of educational and attitude change strategies on campus, social problems (i.e. racism, homophobia) remain prevalent on campus. This session will explore the power of music as a tool for raising awareness and its' potential to inspire action. Drawing from the presenters' use of music in the classroom to facilitate thinking about citizenship, this session explores how music might help student affairs practitioners to be more effective in their efforts to engage students in dialogue about social issues.

Focus Groups as an Assessment Tool for Student Affairs Professionals

Arena District

Deborah Jackson
Youngstown State University
Assistant Professor

Student affairs professionals must become active participants in the assessment, evaluation and research process. Focus groups are useful to student affairs professionals as an important part of that process. Practical implications related to the use of focus groups by professionals staff and grad students and potential collaborations between the two groups are discussed.

Participants will become aware of:

1. Usefulness of focus groups as an assessment tool.
2. Methodology utilized in designing a focus group.
3. Knowledge of resources.

The View from the Ivory Tower: What Staff in the Trenches should know to be Most Effective in Their Positions

OAK I

Dan Abrahamowicz
Wright State University
VP for Student Affairs

Kathy Morris
Wright State University
Associate VP of Student Affairs

Graduate coursework and assistantships provide critical preparation for the transition to full time employment in the profession, but sometimes, important skills for success in the workplace are learned in the “school of hard knocks”. In this interactive session facilitated by two senior student affairs colleagues, participants will learn how to become better equipped and more competent practitioners.

Session VI: 10:45-11:45 a.m.

New Federal Requirements for Missing Students: Creating a Sound Action Plan

Union

Marianne Graham

Wright State University

Graduate Student/Graduate Assistant

Presenter is licensed to practice law in Ohio. Her program will focus on the recently passed Higher Education Opportunity Act, specifically, section 688.46 – Missing Students. Lecture and handouts will be provided on new requirements the government has placed on colleges, current missing student policies at educational institutions, and recent cases. Student affairs professionals will learn about the new law and engage in a case study activity to help them make better choices and policy regarding missing students.

Intentional Programming 101 : One- Size Does not Fit all

Pickaway

Jammie Jelks

Bowling Green State University

Graduate Student

This program will provide participants with a theoretical perspective of transition, an example of an intervention grounded in research; and will promote intentional programming that is narrowly-tailored to the needs of the student constituents being served. This program session is geared toward current student affairs professionals working in retention and orientation programs. We will take a close look at Schlossberg's (1984) transition framework and examine ways to program based on the theory.

Quarter to Semester Conversation Review

Arena District

Daniel Dakin

Wright State University

OHAAA President/Academic Advisor

This will be an open forum for personnel from different colleges/ universities to share what they are currently doing and learn what others are doing to prepare for the transition from quarters to semesters. The target audience is any student affairs professional that will be affected by this conversion. We hope to provide a sharing of processes and ideas to help those whom are affected by this change but do not know what to expect by its outcome.

The Queer Year In Review

Short North

Bradley Pearson

Denison University

Assistant Director of Residence Life, West Quad

Anna Russell

Bowling Green State University

Coordinator for LGBT Programs and Services

This program will be an overview and discussion of the past year from the LGBT perspective. It will focus on National, Regional and Campus climate issues and allow for discussion of implications and resources for moving forward. The intended session target populations are LGBT professionals, those that work with LGBT students and those interested in LGBT issues. Session outcomes include a better understanding of: the LGBT climate of Ohio, issues faced by students and resources for professionals and students.

Orientation Leader Training: Using Learning Outcomes to Develop the Whole Student

Madison

Kathy Petras

Baldwin-Wallace College

Assistant Director of Student Life & Involvement

This interactive program will address the need for and positive results from the use of theory-based learning outcomes in creating training programs for Student Orientation Leaders. Based on the current practices at Baldwin-Wallace College, and utilizing Chickering's Seven Vectors, this program will discuss establishing theory-based learning outcomes, utilizing outcomes to create orientation leader training programs, and effectively assessing the results. This program is geared specifically towards those working in New Student Orientation programs, mainly Professional Staff Members and Graduate Students, but could have some value for Student Leaders who create Orientation Training programs.

Supporting Their Success: Our Work with Students to Support Their Educational Goals**German Village**

Mandy Powell

Abe Saunders

Ohio Dominican University

Ohio Dominican University

*Director, Leadership and Student Success**Student Success Specialist*

Making the transition from high school to college is a challenge for any first-year student. But the challenges can be particularly steep for those first-year students who are labeled as “at-risk”. During this session we will discuss these “at-risk” factors and the strategies to support these students in their journey for collegiate success. This session is intended for professionals working with transition programs, orientation, first year experience, academic support or other areas providing mentoring to first-year students.

Cheating, Lying and Breaking Policy: How to Encourage Ethical Development of Students**Fairfield**

Beth Garvey

Lisa Harkes

Ohio Dominican University

Ohio Dominican University

*Hall Director**Hall Director*

Julia Prince

Ohio Dominican University

Hall Director

This interactive roundtable discussion is intended to generate ideas on how to implement creative and meaningful sanctions, to gauge their effectiveness, and to understand the impact of sanctions as they relate to the entire team. Theories of ethical development will be discussed, giving attendees the opportunity to apply them to the analysis of real-life scenarios. This program is geared toward individuals from all levels of experience and all functional areas who supervise and serve student staff.