



**2015 Annual
SPA Conference:
“Encouraging Student Voices”**

**October 16, 2015
UW-Madison,
Gordon Dining & Event Center**

| Schedule | | |
|-----------------|--------------------------|----------|
| 8:30–9:00 | Registration & Breakfast | Symphony |
| 9:00–9:45 | Welcome & Keynote | Symphony |
| 10:00–11:00 | Concurrent Sessions I | |
| 11:10–12:10 | Concurrent Sessions II | |
| 12:20–1:30 | Lunch & Speaker | Symphony |
| 1:40–2:40 | Concurrent Sessions III | |
| 2:50–3:50 | Concurrent Sessions IV | |
| 4:00–5:00 | Networking and Social | Symphony |



Everett Mitchell

Director of Community Relations
Office of University Relations, University of Wisconsin-Madison

Map

Concurrent Session Rooms (Level 2):

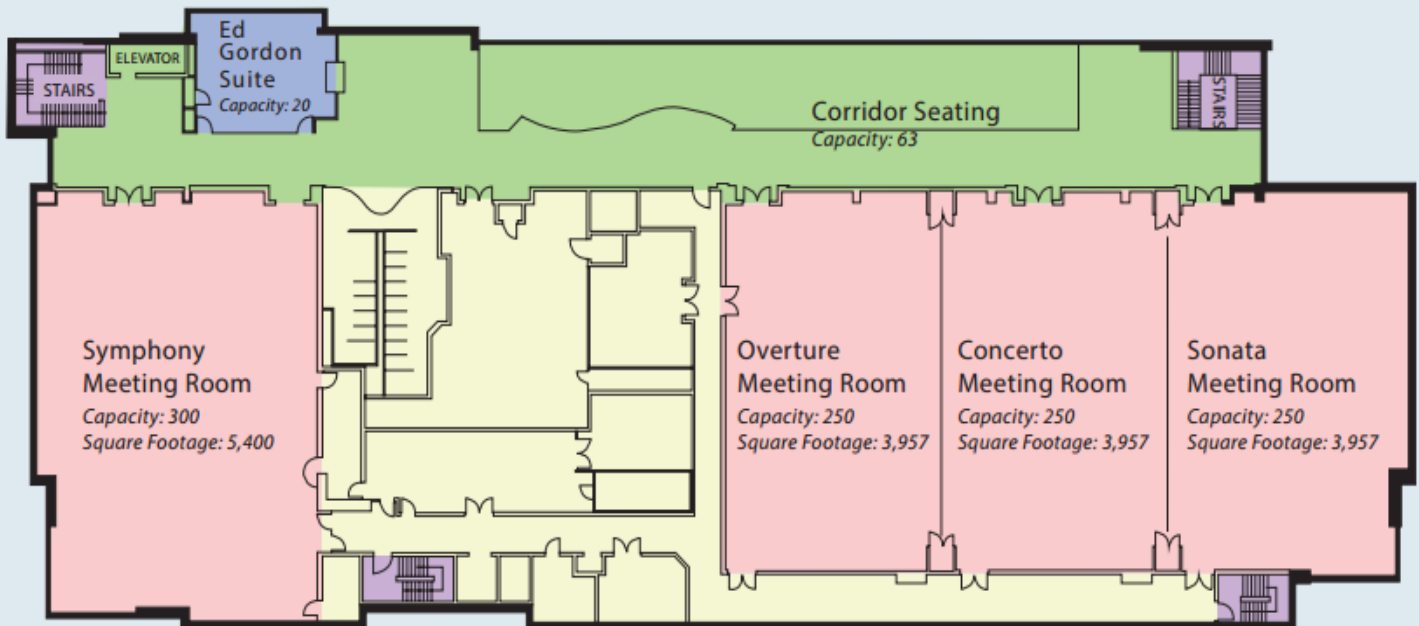
Overture

Concerto

Sonata

Ed Gordon Suite

Second floor:



Roundtables

Session I:

“Before Year One”

Joy Hartfield, Residence Life Coordinator, UW-Madison

Location: Ed Gordon Suite

As graduate students enter their final year of graduate school, there is a necessary emphasis placed on successfully completing theses/comprehensive exams and the job search process. Although these areas seem most salient, preparing for the upcoming transition itself will prove to be critical in the months following graduation. Join us as we discuss the challenges and success of the year-one transition.

Session II:

Staying on Campus: Creating a Career at ONE Institution

Stephanie Salazar Kann, Assistant Director- Engineering Student Development, UW-Madison

Location: Ed Gordon Suite

Facilitated discussion about how to maximize campus connections in order to create a career at a single institution. Attendees will get the opportunity to share their experiences, concerns and successes in a round-table environment.

Session III:

The First 45 Days Campus Initiatives – Addressing Alcohol Use on Campus

Larry Davis, Associate Residence Life Director, UW-Madison

Reonda Washington, Alcohol and Other Drug Prevention Coordinator, UW-Madison

Location: Ed Gordon Suite

For the past several years, University Police, University Housing, University Health Services, and the Dean of Students office have been working closely to look at the high risk drinking that our students engage in. The accountability workgroup has tracked and looked at the habits of our students. We have created policies, programs, and processes to address the high risk drinking that students engage in. We will share with you what we have been doing for the past few years as well as research and outcomes of our efforts. Plans for this year will be shared as well.

Session IV:

Unleash Your Students’ Super Powers

Megan Watt, Consultant & Career Coach, Executive Director at Dream Catalyst Labs

Location: Ed Gordon Suite

In this session we will uncover the strategies and techniques that will help you unleash your students’ super powers... the talents they were born with. Using her Gallup training Megan delivers an interactive program that will help you increase student engagement 6X. How? We will introduce a strengths-based approach to advising and teach you how to extract students’ strengths. This method will take advising to a new level of effectiveness by shifting from weaknesses, gaps and/or problems to possibilities, strengths, and affirmation of what already exists within your students (and you)!

Concurrent Sessions I (10:00-11:00)

UW-Madison Sexual Assault Climate Survey

Sarah Van Orman, Executive Director, University Health Services, UW-Madison
Shawn Johnson, Director of Career Education Career Services, Edgewood College

Location: Overture

Gender-based violence including sexual assault, stalking, intimate partner violence and harassment is a common and devastating reality on college campuses including UW-Madison. Students who experience these incidents are at risk for long-term physical, mental health, and academic problems. UW-Madison has a legal and ethical obligation to address gender-based violence through effective prevention, survivor support, and perpetrator accountability to create a campus climate where all people can learn, live, and work.

In the spring of 2015, UW-Madison participated with 27 colleges and universities in the American Association of Universities Campus Climate Survey on Sexual Assault and Sexual Misconduct. This presentation will provide an overview of the survey findings along with an overview of their implications and recommendations for action. Time will be provided for discussion.

Learning about Equity, Difference, and Diversity through Immersion

Scott Seyforth, PhD, Asst. Director of Residence Life, UW-Madison

Location: Concerto

This session will explore what occurred in UW-Madison immersion courses on Civil Rights Movements that contributed to meaningful learning for students about equity, diversity, and difference. Through interviewing over 30 students from two classes on civil rights, and utilizing a qualitative research methodology, this study listens to student voices as they explain the value inherent in these immersion courses. Among the findings is a discussion about the emerging understanding of the role of emotional connectedness in learning about equity, diversity, and difference. The results provide empirical guidance for those in higher education in their continued efforts to educate about social justice.

Too much work and not enough staff? Student Employees to the rescue!

Keri Allard, Assistant Registrar for Student Services, UW-Madison
Joanna Baisch, Student Status Examiner, UW-Madison
Jill Griffis, Student Program Coordinator, UW-Madison

Location: Sonata

As budget cuts continue in higher education, we all have less staff, but the same amount of work, if not more! The University of Wisconsin – Madison has implemented a Student Worker program to assist with the work load. Over the past year we have implemented the initial phases of our program, including the hiring process, training programs, tiered responsibilities, performance reviews, and a student manager. This presentation will describe our program's structure, walk through the challenges we faced, explore the types of work our student workers do, and address concerns about FERPA and student privacy.

Concurrent Sessions II (11:10-12:10)

The Student Employment Work Model

Anna Golackson, Associate HR Specialist, UW-Madison

Akilah Mason, Student, UW-Madison

Mulki Nur, Student, UW-Madison

Location: Overture

Participants will have an opportunity to learn about the Student Employment Work Model (SEWM), a student success-centered project that utilizes culturally responsive methods, developmental planning, assessment, and evaluation with the intention of establishing this employment model as a high impact practice, with impacts beyond a student's experience within SEWM.

Presenters will share the application of High Impact Practice centered practices within the context of a business/administrative environment and how those factors have been employed to cultivate and foster more authentically inclusive spaces for learning and innovation. Presenters will discuss the tools created that allow for this cultural shift in student employment. The discussion will focus on using high impact practices to promote student voices within the work environment, as well as to develop agency for experiences beyond our work model.

Interrupting Systems: Tools and Strategies for addressing -isms on Campus

Robert P. Brown, Assistant Director, UW Multicultural Student Center, UW-Madison

Chelsea O'Neil, Social Justice Educator & Communications Specialist, UW-Madison

Location: Concerto

The term "social justice" is being used (and misused) on college campuses more and more these days. What exactly is social justice? What is a socially just community? This workshop will allow student affairs professionals to become more aware of their identities and how they intersect with social justice work. This workshop will offer concrete strategies for integrating social justice issues into future conversations with students and/or colleagues.

Our Alcohol Data Says What?!

Reonda Washington, Alcohol and Other Drug Prevention Coordinator, UW-Madison

Jenny Rabas, Alcohol, Tobacco, and Other Drug Program Coordinator, UW-Madison

Location: Sonata

This session will be an overview of alcohol use data collected from UW-Madison students. It will examine high risk drinking rates over time, drinking behaviors students participate in, negative consequences students' experience, and other ways the UW-Madison alcohol culture impacts students. Data will be shared from the American College Health Association-National College Health Assessment, AlcoholEdu, The Color of Drinking Survey, and Badgers Step Up!



Valyncia C. Raphael, J.D. '13

University of Wisconsin-Madison School of Education
Educational Leadership and Policy Analysis - Higher Education
Doctoral Student

Concurrent Sessions III (1:40-2:40)

Finding your Voice with Assistive Technology

Kevin Carini, Disability Resource Specialist, Assistive Technology, Madison College
David Medearis, Disability Resource Specialist, Auxillary Aids, Madison College

Location: Overture

Students with disabilities at Madison College have access to a variety of Assistive Technology and comprehensive training resources that provide a foundation for transforming their education into an active, meaningful experience. This presentation will provide a broad overview of cutting edge Assistive Technology that empowers students with disabilities to find their "voice" and maximize opportunities for independent learning experiences as active learners.

Men & Masculinities: Engaging College Men in Critical Gender Analysis

Sam Johnson, Violence Prevention Specialist, UW-Madison
Carrie Bero, UW-Madison

Location: Concerto

Nationally, men and masculinities initiatives are emerging as key intervention strategies to address civic engagement, conduct issues, help-seeking behaviors, high risk alcohol use, and gender-based violence prevention among college men. These programs focus on developing skills in critical gender analysis and personal identify development through reflection and dialogue. This session will provide an overview of the history and need for men and masculinities programs on college campuses and provide two examples of collaboratively-led programs on the UW-Madison campus: Men's Project and Greek Men for Violence Prevention.

Responding to Student Disclosures of Sexual Violence

Tonya Schmidt, Asst. Dean of Students, Director of Student Title IX & Clery Compliance, UW-Madison
Molly Zemke, Violence Prevention Specialist, UHS EVOC, UW-Madison

Location: Sonata

Sexual assault, dating/domestic violence, and stalking are serious problems on campuses nationwide, including UW-Madison. In our roles with students, we may be a trusted staff member with whom students feel comfortable sharing their stories. This session will cover what UW-Madison is doing to prevent these incidents, the resources available to students who experience these issues, and for staff, whom it applies, your obligation when you receive a disclosure.

Concurrent Sessions IV (2:50-3:50)

Interrupting Adoptee-phobia in Higher Education:

A Social Justice Approach to Engaging Transracially & Internationally Adopted College Students

Laura Klunder, Social Justice Education Specialist, UW-Madison

Location: Overture

Increasingly, internationally adopted college students are articulating racialized identities and experiences that complicate traditional multicultural student service models. For these students of color —mainly adopted from Korea, China, India, Vietnam, Guatemala, Ethiopia in the late 80's and early 90's—many of whom were raised by White American families, higher education can provide a critical interruption to adoptee-phobia-- the pervasive, restrictive, and deadly set of assumptions that uphold a system of discrimination targeting adoptees, arising from multiple and intersecting oppressions including racism, classism, genderism, and ableism. Educators and service providers will have the opportunity to gain awareness, and tools to create a safe spaces for adoptees to engage their multiple identities and experiences in their learning.

Holistic Advising: Collaboratively Working to Meet Students' Needs

Teresita Torrence, Retention Advisor, Madison College

Location: Concerto

Barriers to student success are complex and overcoming them must involve first assessing and then addressing the needs of the learner. This process can most successfully happen with a holistic approach; students are best served when they are placed in the center of multiple existing campus services.

Cultivating Diverse Student Voices & Leadership:

Lessons Learned from UW Posse Mentorship

Valyncia Raphael, J.D./ABD, Title IX/Clerk Intern, Dean of Students Office/Dissertator, UW-Madison

Jillian Jacklin, Second Year Posse Mentor, Los Angeles, Juris Doctor Candidate, UW-Madison

Janelle Ramsel, Ph.D. Candidate/Teaching Assistant, Dept. of History, UW-Madison

Location: Sonata

Working as student services professionals with first generation, culturally, ethnically and racially diverse students in a PWI context requires a unique, dynamic skillset of emotional intelligence, resourcefulness, and advocacy. This is especially true when mentoring students in a cohort to ensure development of both group dynamic and individual student needs. Further, the increasing number of STEM undergraduates presents a unique set of advising and mentoring challenges.

To help student development professionals overcome these challenges, this program features lessons learned from four nationally trained UW Posse mentors who worked with first and second year racially diverse undergraduate students from New York, Chicago, Los Angeles, and Washington D.C

Through an engaging presentation, current & former UW Posse Mentors will discuss the history, mission, and organizational structure of the Posse Program, as well as introduce & sharpen practical skills for working with diverse student leaders. Presenters will pay additional attention to skills needed to work with diverse students in STEM majors. At the end of the program, participants will be familiar with the time-tested Posse model. Moreover, participants will leave the program with practical strategies to manage self-care as well as motivate and support 1st and 2nd year diverse students as they reach their potential!