



Greetings from the TACUSPA Board



As winter turns into spring, the student affairs professional has many things to look forward to including finalizing budgets, staff evaluations, job searches, summer camps and conferences, NASPA, commencement, and everyone's favorite....end of year banquets. I personally love banquet season. What other career outside of education has such firmly established beginnings, middles, and endings? Didn't have a good year? Okay, you get to do again soon and make some needed changes. Had a great year? Wonderful! Next year let's make it bigger, better and more cost efficient.

Personally, there is nothing more gratifying than attending an end of year banquet with students and watching them beam with pride over their accomplishments, struggle with the emotions and feelings associated with moving on or saying goodbye to friends, and meeting the parents, family and significant others of students we have worked with for months, or years. Some of my best developmental conversations with students and new professionals have come after a poorly planned or executed banquet. There are times we have to have those difficult conversations with our student leaders or colleagues. Conversely, from time to time, I have had to hold a mirror up for myself and question my effectiveness as an advisor or administrator. The banquet planning process highlights a group's strengths and weaknesses like no other process. The key to development is honest assessment and evaluation. The banquet planning process provides ample opportunity for all of this and more.

So as we go about our daily work and start the planning process for banquet season, we should all take time to appreciate the uniqueness of our chosen careers and the incredible opportunities we have as student affairs administrators. Not only do we have the honor of working with and developing the future leaders of our great nation and the world, but at the end of that time we get share a meal, watch a video montage, and meet the important people in the lives of our students. And, if we've done our jobs well, we get a hug too. I'm all in!

TACUSPA President,

John Kaulfus
Assistant Vice President/Dean of Students
Texas A&M University - Commerce

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TACUSPA OFFICER ELECTIONS: CALL FOR NOMINATIONS **DEADLINE - MARCH 21, 2014**

TACUSPA is seeking nominations of professionals to serve in the following volunteer leadership positions:

- President-Elect
- Vice President for Marketing & Membership (2 year term)
- Vice President for Education and Professional Development (2 year term)

To see a list of duties associated with each position, please access the Operations Manual on the www.tacuspa.net website. Those elected will take office in October 2014. Self-nominations are accepted.

To nominate someone for a position, please contact Alicia Huppe no later than **March 21, 2014**.

For questions please contact:

Alicia Huppe, Ph.D.
TACUSPA Past-President
ahuppe@collin.edu
972-377-1749

UPCOMING TACUSPA WEBINARS:

Evidence Based Intervention to Reduce High-Risk Drinking

Amanda Drumm, TAMUCC
April 24th at Noon

THE LMS - The Best Tool You're Not Using

Peggy Holzweiss, Sam Houston State University
May 8th at Noon

Latinas 'Lean In'

Michelle Lopez, Texas State
July 16th at Noon

Please visit www.tacuspa.net and look under the Resources tab for more information on viewing the webinars. If you have missed a webinar, archived copies of the webinars are located in this same page on the website.

TACUSPA AWARD NOMINATIONS 2014

Nominations will be accepted for the 2013-2014 TACUSPA awards beginning March through May 30.

All nomination forms must be submitted online.

TACUSPA recognizes the contributions of members to the organization and the student affairs profession at the annual fall conference. This year's fall conference will be held October 12-14, 2014, in Arlington, Texas. Please consider nominating a deserving colleague for one of these awards.

Awards include:

- Dr. James (Jim) E. Caswell Distinguished Service Award
- Outstanding New Professional
- Mid-Level Student Affairs Professional Award
- Dissertation of the Year
- Faculty Member of the Year Award

Visit <http://www.tacuspa.net/Awards> for award criteria and applications.

Questions, please contact:

2014 Awards and Recognition Chair
Lisa O. Perez
Sr. Executive Director, Student Life
Texas A&M University-Corpus Christi
361-825-5202
lisa.perez@tamucc.edu

HIGHER EDUCATION LAW CONFERENCE
MARCH 24-25, 2014
THE UNIVERSITY OF NORTH TEXAS



TACUSPA MEMBERSHIP RENEWAL

Dear Members,

Please remember to renew your membership for 2014 as all memberships expired on December 31.

TACUSPA offers a wide variety of membership benefits, including reduced conference registration fee, networking, free webinars, quarterly newsletters, opportunities to submit program proposals for conferences and webinars, graduate student competitions and scholarships, and so much more!

You can log in to your account to determine if your membership is current. The log in section is on the top right of our home page. If you do not know your password, simply click the "forgot password" link to reset.

Please see the facing column for membership options.

FALL 2014 CONFERENCE
OCTOBER 12-14, 2014
ARLINGTON, TX



Membership Options

Institutional membership: most members join through institutional or group memberships. The cost is \$100 for every 3 memberships. Please see our institutional membership page for additional information.

Professional membership: \$35 - available to any higher education professional.

Emeritus membership: \$50 - this new membership is for our retired professionals who wish to remain involved with the Association. This is a one time fee.

Student membership: \$20 - this membership is available for any full time undergraduate (12 hours) or graduate (9 hours) student. A student member may not be a full time higher education employee.

Questions? Contact
Stephanie.Box@tamucc.edu or call
361-825-3926.

STUDENT SERVICES FOR GRADUATE STUDENTS: WHY IS IT IMPORTANT?

BY: AH RA CHO, TACUSPA FELLOW

Graduate students have been a part of higher education for much of American higher education history and have been an important part of creating future scholars and helping advance research in higher education. However, much of the services institutions provide are related to graduate students' academics and little on their needs in student services beyond what their academic departments can provide. Even as there is growing research on graduate student services, it is limited in scope. In searching *Student Services: A Handbook for the Profession*, by Schuh, Jones, Harper, and Associates (2011), a well-regarded book currently in its fifth edition about student services in colleges and universities, there is little to no mention of student services for graduate students in the book. Almost in its entirety, the book focuses on undergraduate student services.

This may be due to the assumption that graduate students are more self-sufficient and need less help from colleges and universities in order to succeed. However, that may be an erroneous assumption that many administrators in higher education hold that may not be true and actually hinder graduate students succeeding in their graduate studies.

Assumptions

Many assumptions exist that hinder truly serving graduate students. The first assumption is the idea that graduate students are already taken care of by other groups on campus. "Among student affairs professionals [the assumption is] academic departments or faculty advisors address graduate/professional students' academic, personal, and professional needs" (Brandes, 2006, p. 90).

The second assumption is graduate students were already successful in their undergraduate studies and learned the tools needed in order to succeed in college. Therefore, they should be able to transition easily into graduate studies. However, one needs to note that previous academic success does not necessarily equal graduate student success. Graduate students may be academically prepared for the rigors of graduate school, but other factors beyond intellect are needed to succeed in graduate school.

Lovitts and Nelson (2000) suggest that pre-graduate school factors play less of a role on graduate student attrition than one may believe to be true. "[Graduate] students leave less because of what they bring with them to the university than because of what happens to them after they arrive" (Lovitts & Nelson, 2000, p.7).

The final assumption is considering the nature of graduate school and how it differs with undergraduate students (Anderson & Swazey, 1998). "[Graduate] students are socialized primarily into a discipline and secondarily into an institution" (Hirt & Muffo, 1998, p. 18). This is very important as undergraduate students may solely identify with their institution and seek to gather all their information from the main student services provided. Yet, graduate students learn about their

discipline/profession first, rather than the norms and expectations of being part of the larger college community and may miss out of opportunities to use the campus' student services.

Implications

Some suggestions from research include the following. First, student affairs departments should collaborate with specific academic colleges, academic departments, and the graduate school (Pontius & Harper, 2006; Oswalt & Riddock, 2007). Second, is to get graduate students involved in policies and issues pertinent to them (Pontius & Harper, 2006). Finally, is to have administrators advocate for graduate students (Guentzel & Elkins-Nesheim, 2006). One should not assume that graduate students have the voice in order to get programs and services that they need.

To end, it is important to know that graduate students need and want services, yet may only have the opportunities to voice their concerns if there are advocates available in the administration or the institution deems it to be a priority. If administrators assume that graduate students are well taken care of by their specific departments; but actually are not, this places the graduate student at a disadvantage and may cause them to not succeed in their graduate studies.

However, there is slow but steady change for student services provided for graduate students as graduate students are increasingly asking for them as an additional resource for them while in graduate school. It is the call for student affairs administrators to listen to an important group on our college campuses and provide them the types of services catered to them in order to succeed.

References

- Anderson, M. S. & Swazey, J. P. (1998). Reflections on the graduate student experience: An overview. *New Directions for Higher Education*, 101, 3-13.
- Brandes, L.C.O. (2006). Graduate student centers: Building community and involving students. *New Directions for Student Services*, 115, p. 85-99. doi: 10.1002/ss.218
- Guentzel, M. J. & Elkins-Nesheim, B. (2006). Throwing pebbles at stonehenge: Advocating for graduate and professional students. *New Directions for Student Services*, 115, 101-106.
- Hirt, J.B. & Muffo, J.A. (1998). Graduate students: Institutional climates and disciplinary cultures. *New Directions for Institutional Research*, 98, p. 17-33.
- Lovitts, B. E., & Nelson, C. (2000). The hidden crisis in graduate education: Attrition from Ph. D. programs. *Academe*, 86(6), 44-50.
- Oswalt, S. B. & Riddock, C. C. (2007). What to do about being overwhelmed: Graduate students, stress, and university services. *The College Student Affairs Journal*, 27(1), 24-44.
- Pontius, J.L. & Harper, S.R. (2006). Principles for good practice in graduate and professional student engagement. *New Directions for Student Services*, 115, p. 47-57. doi: 10.1002/ss.215
- Schuh, J. H., Jones, S. R., Harper, S. R., and Associates (2011). *Student services: A handbook for the profession*. San Francisco, CA: Jossey-Bass.

quarterly financial report (Dec 12, 2012 - Feb 13, 2014)



CHECKING ACCOUNT		<i>BUDGET</i>	<i>ACTUAL</i>	
Reconciled through	8/31/13			
Operations				
	<i>Expenses</i>			
	President	\$8,965.00	\$2,816.73	
	President-Elect	\$250.00	\$0.00	
	Past President	\$50.00	\$0.00	
	Vice President-Admin	\$875.00	\$990.65	
	Vice President-Mktg&Mbrshp	\$850.00	\$364.29	
	VP Education	\$100.00	\$1,005.00	
	Director of Research	\$4,285.00	\$1,933.85	
	Secretary	\$100.00	\$22.25	
	Treasurer	\$11,050.00	\$2,845.80	
	Director Technology	\$1,600.00	\$1,433.37	
	Reserve	\$5,000.00	\$0.00	
				\$11,411.94
	<i>Income</i>			
	Balance as of 8/31/12		\$20,040.17	
	2012 Membership Dues		\$2,210.00	
	2013 Membership Dues		\$19,160.00	
	Job Postings		\$0.00	
	Miscellaneous Income		\$200.00	
	Interest Inc.		\$0.00	
				\$41,610.17
				\$30,198.23
Conference				
	<i>Expenses</i>			
	Fall 2012- San Antonio		\$42,539.06	
	Fall 2013- Houston		\$0.00	
				\$42,539.06
	<i>Income</i>			
	Balance as of 8/31/12		\$71,489.88	
	Fall 2012- San Antonio		\$41,319.79	
	Fall 2013- Houston		\$19,725.00	
				\$132,534.67
				\$89,995.61
Foundation				
	<i>Expenses</i>			
	2012-13		\$1,809.00	
				\$1,809.00
	<i>Income</i>			
	Balance as of 8/31/12		\$7,888.53	
	2012-13		\$3,018.00	
				\$10,906.53
				\$9,097.53
Checking Balance				\$129,291.37
BUSINESS INVESTMENT ACCOUNT				
	<i>Income</i>			
	Balance as of 8/31/12		\$62,616.96	
	Interest		\$32.17	
				\$62,649.13
BIA Balance				\$62,649.13
CERTIFICATES OF DEPOSIT				
	Three Year CD to Mature 8/2015- 6945		\$22,742.30	
	Three Year CD to Mature 8/2014- 9865		\$23,876.38	
				\$46,618.68
CD Balance				\$46,618.68
BALANCE				\$238,559.18