

FINAL REPORT
PROFESSIONAL DEVELOPMENT GRANT PROPOSAL

**Engaging Students and Informing the Future:
Technology in Grad Prep**

Presentation to the
2011 NASPA Annual Conference, Philadelphia, Pennsylvania
March 12 – 16, 2011

Christine E. Austin, Ph.D.

This final report outlines the results of a professional development grant that funded travel, lodging, and meals during travel to the national conference from March 12 – 16, 2011. The grant was approved in support of my attendance, where I delivered a 90 minute presentation to participants of the 2011 NASPA (National Association of College Personnel Administrators) Annual Conference in Philadelphia, Pennsylvania. A copy of the program and page on which this presentation appeared is included at the end of this report.

B. Restatement of professional enhancement opportunity

This faculty member traveled to a national conference in order to present a program entitled, “Engaging Students; Informing the Future: Technology in Grad Preparation,” at the NASPA 2011 Annual Conference. The purpose of the presentation was to educate faculty and student affairs professionals on the many low and no-cost alternatives available to them to can enhance and expand their graduate education and provision of services. Drs. Austin and Giroir offered tips and suggestions on incorporating many of these technologies in the areas of communication, collaboration. The goals of this presentation were to encourage participants to:

- gain knowledge of best practices for finding low cost solutions to classroom technology needs, especially as applied to online instruction,
- understand the possible translation of instructional technology to professional student affairs practice to engage current tech-savvy students, and
- evaluate the strengths of the highlighted software for their own purposes whether instructional or administrative.

C. Brief review of the professional enhancement opportunity

The presentation allowed the presenter to build upon professional skills and networking opportunities that are key to keeping current in the student affairs field. Teaching with technology is vital to the continued success of the Arkansas Tech University, College Student Personnel program since it is a predominantly online degree and this presentation details the work that the program faculty undertake daily to engage with their students. The presentation served to create strong networks for future research projects, bring Arkansas Tech University into a supportive network of schools of character, and offered opportunities to highlight Arkansas Tech University’s technological initiatives and reputation at an international conference.

D. Summary of experiences

This presentation was selected as one of 500 from a pool of over 1200 programs. This successful presentation sparked conversations among participants about the ways in which to incorporate technology in student affairs divisions, and within graduate programs. It also served to place Arkansas Tech University as an innovator among College Student Personnel graduate preparation programs in its provision of holistic online education. Participants appeared to have gained a new understanding of the ways to incorporate technology to meet student needs with comments such as, “I have some new ideas to think about and hopefully implement on my

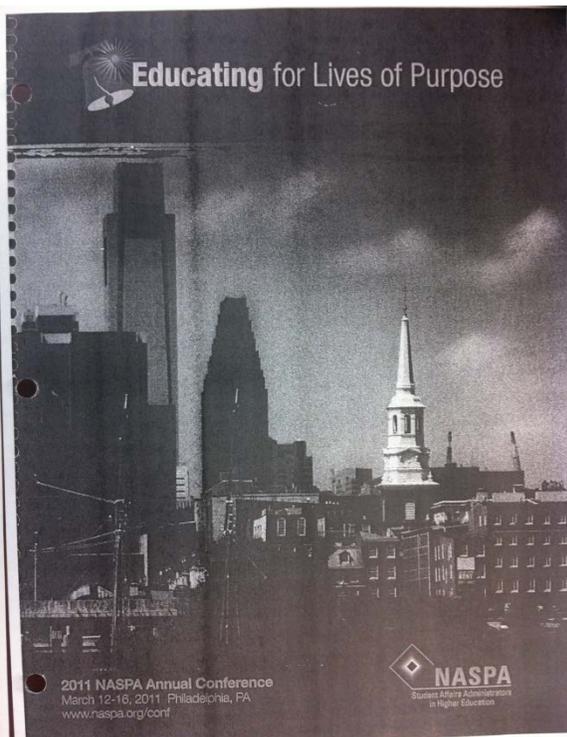
campus” and “good job of presenting the program to address not only the needs of faculty but to practitioners and how we can use it in our office.”

A copy of the program cover and the presentation listing is provided at the end of this report.

E. Conclusions and Recommendations

The presentation served to create strong networks for future research projects, to bring Arkansas Tech University into a supportive network of schools of character, and to offer opportunities to highlight Arkansas Tech University’s technological initiatives and reputation at an international conference. I offer my extreme gratitude to the Professional Development committee and to the Office of Academic Affairs of ATU for providing opportunities for my professional growth as well as enabling me to set up future opportunities with other professionals in my field.

APPENDIX



Wednesday, March 16
8:30 a.m. – 9:45 a.m.

470 Engaging Students and Informing the Future: Technology in Grad Prep
Convention Center 111 C
Christine Austin, Arkansas Tech University
Christopher Gier, Arkansas Tech University
Susan Underwood, Arkansas Tech University
Reduced budgets and increased requirements often make it difficult to equip future professionals with the tools necessary to meet the demands of today's students. Graduate preparation faculty in a College Student Personnel leaders program have found ways to incorporate low or no-cost software to engage their students. These same tools prepare our grads to connect with their own future constituents. This presentation will demonstrate various technologies used in the classroom and offer ways they can be translated for use in professional practice.

471 Extreme Academic Makeover: Transform Students in Just One Meeting
Convention Center 109 B
Melissa Brocato, Louisiana State University
College students can end their first year perplexed and lacking confidence when they don't perform as well as expected academically. The national award-winning Center for Academic Success at Louisiana State University has documented tremendous success by providing students with transformational information, metacognitive tools, and encouragement. Engaging methods will detail the cognitive science principles behind the Center's learning strategies, empowering student affairs professionals to facilitate an "extreme makeover" experience for students.

472 Faces and Spaces: Combating Native American "Transfer Swirl"
Convention Center 110 A
Tara Leigh Sands, University of Rochester
Krishen Emery, University of Rochester
Stephanie Waterman, University of Rochester
Few institutions have taken an active role in engaging Native American students in their education or explored the impact of programs that work to stimulate Native American college student persistence. Drawing on qualitative data from a study on Haudenosaunee (Iroquois) college graduates, this session will highlight the need for interactive family, faculty, and staff support for Native American students, the integral role that cultural centers play in academic persistence, and the notion of "transfer faces" and safe spaces on campus.

473 Innovations in the First-Year Seminar: Additional Evidence
Convention Center 111 B
Ryan Padgett, University of South Carolina
M. Stuart Hunter, University of South Carolina
Cindy Kligo, University of South Carolina
This presentation provides academic professionals, student affairs practitioners, and researchers with detailed analyses of the first-year seminar using national, institution-level data from the 2009 National Survey of First-Year Seminars. Preliminary results suggest that significant disparities exist across various institutional controls with regard to how the first-year seminar is defined, administered, taught, and assessed. Additionally, the data also reveal how institutions are creating and incorporating new innovations into the first-year seminar in an effort to utilize the seminar as a practical and academic tool.

474 It's Not Just Living! Cultivating Learning Outside the Classroom
Convention Center 112 B
Trent Ray, Vanderbilt University
Bryan Vandegrigen, Vanderbilt University
Courtney Williams, Vanderbilt University
Learning can and should take place in many ways using diverse, innovative methods. Studies show that living learning communities (LLCs) improve the college experience and give students a distinctive skill set for the real world. Through interactive discussion and relevant case study analysis, participants will learn about the creation, development, implementation, and assessment of Vanderbilt's eight LLCs and how any campus can ignite a conversation about merging a student's classroom experience with worthwhile programs that prepare them for the future.

475 Judicial Affairs Abroad: Fostering Engaged Global Citizens
Convention Center 121 C
Julia Davis, SUNY College at Plattsburgh
Melton Rudolph, Metropolitan State College
As educators, we challenge ourselves to foster engaged global citizenship by sending our undergraduate students abroad for a portion of their studies. We extend the reach of our campuses, but in doing so assume a certain degree of responsibility for our students and their behaviors within host communities. The presenters will discuss the various roles of the study abroad partners—the home campus, the study abroad program provider, and the overseas staff—and will identify cues taken from student behavior that may be negative responses to culture shock or undiagnosed mental illness. Actual case studies from overseas conduct hearings will be shared and participants will have an opportunity to discuss the ways in which each case might be best adjudicated.

476 Kick-Start Success! Integrate and Prepare New Staff and Leadership
Marriott Franklin 4
Antia Bole, University of Michigan
"I feel like the whole division is invested in my success!" Wouldn't it be wonderful if our incoming staff and directors reported feeling like this after three or six months in their positions? This session will provide an overview of intentional efforts to integrate and prepare new staff and leadership, including formal and informal orientation programs, coaching efforts, and retreats—all in the context of a Talent Management Model that can help you consider how you invest in your staff from hiring to separation.

477 Last Student in the Woods: Promoting Naturalist Intelligence
Convention Center 118 A
Diane Waryak, Appalachian State University
Do students hunt and gather in online shopping carts? The children that Richard Louv, author of *Last Child in the Woods*, spoke of in relation to nature deficit disorder are the college students of today. Are college students better connected to electronics/media than to a sense of place and knowledge of the earth? What impact does the lack of experience with nature have on multiple intelligences—specifically, naturalist intelligence? This program explores the impact of nature-based programming on environmentally responsible behavior.

478 Launching Retention Efforts on a Shoestring
Convention Center 121 A
Robert Letters, The University of the Arts
Embarking on retention efforts can be a daunting task, particularly given the lack of resources typically dedicated to the cause. Though budget constraints may appear at first to be a roadblock, having the right mindset and a set of inexpensive tools can help student affairs professionals move ahead. This session will focus on fundamentals for getting started and offer practical solutions that are both low in cost and high in impact.

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