



May 2014



A Note from the TACUSPA President



Leadership. Leadership development. Style of leadership. Countless books and articles have been written about leadership. Entire conferences and retreats have been, and will be, devoted to this topic. Some academics spend their lives attempting to develop a comprehensive definition of what leadership means and how leadership can be consistently identified, defined, and categorized. The quest is surely noble, but at times it can seem endless. In the cold gray dawn of morning, I struggle to define leadership, but I know it when I see it.

When I think back on all the great Student Affairs leaders I have had both the honor and privilege to work with and/or observe, I am consistently able to identify three common personality traits and affectations. First, the great Student Affairs leaders I have known always appear to be in control. They exude confidence and always maintain their composure. They may yell, scream, and throw things behind their closed office doors, but when dealing with students, staff and the public they remain unflappable. Second, the great Student Affairs leaders I have known have a very easy smile and they aren't afraid to show their compassion and vulnerability in a one-on-one or intimate environment. Their body language and facial expressions tell you they understand and they care. It's not fake and it's not forced. It's genuine and sincere. Great Student Affairs leaders take time to listen. Finally, the best of the best are able to be truthful and forthright even when it would be easier and/or more convenient to pander to their audience or avoid an unpleasant truth all together. Great Student Affairs leaders address the issues as they come up with great candor and gentle firmness. When they are truly flummoxed or need more time to think, they honestly acknowledge their need for more time and articulate the reasons why.

I have known great leaders who were introverted, extroverted, organized, unorganized, creative, and intellectual. You can always hire or choose to work with people who bolster your weaknesses and accentuate your strengths, but the core personality affectations remain the same. To sum it all up, I always remind myself to take a deep breath, smile, listen and the tell the truth. Leadership is so much more than giving fiery speeches and making executive decisions. Leadership is about respect for people, ethical decision making, and patience. As we move into officer elections for 2014-2015, think about the leadership you want for TACUSPA and vote accordingly.

TACUSPA President,

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

what's inside



Officer Elections and News

pg **2**



Foundations and Upcoming Deadlines

pg **3**



Fellows Article and Award Nominations

pgs **4-5**

Below is more information on the TACUSPA members that are running for board positions. For more information and full statements of candidacy, please visit <http://www.tacuspa.net/Elections>



President-Elect

Adam Peck

Stephen F. Austin State University



VP Education and Professional Development

Brandon Griggs

Texas A&M University - Central Texas



VP Education and Professional Development

Rachel Grimes

University in North Texas



VP Membership and Marketing

Stephanie Box

Texas A&M University-Corpus Christi



VP Marketing and Membership

La'Cresha Moore

University of North Texas
Health Science Center



VP Marketing and Membership

Johnny Robinson

The University of Texas at Arlington



VP Membership and Marketing

Edna Zambrano-Martinez

The University of Texas-Pan American

UPCOMING TACUSPA WEBINARS:

THE LMS - The Best Tool You're Not Using

Peggy Holzweiss, Sam Houston State University
May 8th, 2014, Noon

Register Here:

<https://www1.gotomeeting.com/register/895007408>

Latinas Lean In

July 16th, 2014

Register Here:

<https://www1.gotomeeting.com/register/720947064>

Donations are now being accepted for the TACUSPA Foundation Silent Auction! Proceeds support graduate student scholarships and TACUSPA Fellows.

Ideas:

- Theme baskets (cooking, beach, books, movies, spa, coffee/tea, etc.)
- Campus items (t-shirts, coffee mugs, caps, padfolios, pens, etc.)
- Handmade items
- Gourmet food items (no alcohol due to TABC rules)
- Jewelry
- Toys
- Gift cards

All donations are tax deductible. TACUSPA Tax ID: #75-1644217

Send your donations to:

Deidra Stephens
MBA Program Office
2110 Speedway Stop B6004
Austin, TX 78712

CALL FOR PROPOSALS FOR JOURNAL & RESEARCH GRANT

We believe firmly that student affairs professionals are educators - scholar-practitioners committed to the development and success of college students. And I know that you have ways that you can contribute, but sometimes you do not have appropriate outlets for those contributions. So here's your chance...

If you have an idea for research you would like to conduct, please submit a proposal for our research grant. The maximum award is \$1,000.

If you have an article that you have written (or an idea/outline of an article you would like to write), you should submit it for our journal, Student Affairs On Campus (www.studentaffairsoncampus.com). For more information please email Rishi_Sriram@baylor.edu

Rishi Sriram, Ph.D.
Director of Research, TACUSPA

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



CALL FOR PHOTOS FOR TACUSPA 90TH ANNIVERSARY 2015

Guess who is turning 90 years old? Please submit your pictures from conferences, meetings, various events, etc.



Photos must be scanned in high resolution and emailed to Dr. Amanda Drum, TACUSPA Historian, amanda.drum@tamucc.edu.

MIGRANT STUDENTS IN HIGHER EDUCATION: AN OVERVIEW

BY AMANDA FLORES

There are over 200,000 migrant students in today's educational system and 87% of these students identify as Hispanic or Mexican-American (U.S. Department of Education, 2002). Migrant students travel with their families across state lines during the planting and harvesting seasons looking for work; this continuous uprooting and relocating routine impedes the academic success of migrant students (Parra-Cardona, Bullock, Imig, Villrueal, & Gold, 2006). For some of them, the first place of consistent learning occurs when they choose to pursue higher education. This article will explore migrant students and their experiences in higher education.

Literature Review

Because of varying educational requirements from state-to-state, it is near impossible for migrant students to complete and advance from one grade level to the next (Hatt-Echeverria & Urrieta, 2003; Martinez & Cranston-Gingras, 1996). Adolescent migrants are the most vulnerable and profoundly affected family members; by the time they reach a specific age, body-type, or mass-type, they are asked to take to the fields and work alongside with their parents. This early work engagement results in the students' increased levels of absenteeism and low graduation levels (Zalaquett, McHatton, & Cranston-Gingras, 2007). However, despite numerous odds, some migrants make it out to be the first in their family to break the cycle and attend a college or university. Scholars have conducted a significant amount of field work documenting the harsh living conditions and identify barriers that have academically impacted students within the past decade. The literature reveals (1) the concerns affecting migrant scholarship and (2) programs that have been created to combat these barriers.

The Migrant Lifestyle

From inconsistent educational services to the lack of educational support from their parents, to the insecure living conditions, migrant students are forced to manage their education in unstable learning environments (Martinez & Cranston-Gingras, 1996; Valencia & Black, 2002; Zalaquett et al., 2007). This relentless cross-country travel between states results in different educational settings and a constant code-switching between states resulting in playing catch-up. The lack of curriculum alignment among states exacerbates the already difficult transition from one school to another. Once migrant students have reached a certain age, they are expected to trudge alongside their parents to contribute to the family's earnings (Martinez & Cranston-Gingras, 1996). Instead of brushing up on algebra or fulfilling summer reading requirements, students spend their time learning about crops and the importance of their role as family providers. This profoundly affects the academic success of migrant students. Beginning in kindergarten, they are withdrawn from school early in the spring semester and enroll late in the fall semester each academic year resulting in the failure to establish significant relationships with teachers and mentors.

Migrant Programs

In recognizing the educational needs of migrant students, the U.S. Department of Education established the Migrant Education Program (MEP), a mobile educational force for migrant children and their families. MEP works to close the gaps between state educational requirements by providing in-house educational resources to help students; it allows them to continue their academics without falling behind their counterparts. This experience allows migrant students to establish key mentoring relationships with MEP counselors, a relationship they fail to create and sustain in their classroom setting (Martinez & Cranston-Gingras, 1996). With the aid of MEP, schools have seen an increase in college enrollment among the migrant student population. Although MEP only serves K-12, it has a significant role in providing academic support services for migrant students who matriculate to post-secondary education.

In an effort to extend MEP, various college access programs have been created to assist migrant students in their pursuit of an undergraduate education. The College Assistance Migrant Program (CAMP) was created in 1972 by the Department of Education. CAMP provides college-going migrant students assistance in navigating the college campus (Reyes, 2007; Willison & Jang, 2009). Being first-generation college students, migrant students are already steps behind the "typical" college-going student because they are unfamiliar with higher education. Their knowledge about higher education is minimal, so they must work twice as hard to develop an understanding of why college is important, how to enroll, and how to persist (Tierney, 1999). CAMP offers students a federally funded scholarship to assist them financially during their first year. Various academic services are also provided to recruit and retain students at the respective university. There are approximately 43 CAMP programs nationwide working together to serve this growing student population. In their quantitative study, Willison and Jang (2009) found that CAMP positively affects the academic success and attainment of migrant students after the first year. Although CAMP is a program used to attract migrant students, it is important to note that migrant students are only supported financially for one year by CAMP and existing CAMP research has only addressed the effects of the program on first-year migrant students (Cranston-Gingras, Morse & McHatton, 2004). Further research is needed to show how many migrant students successfully manage their rest of their college careers on to graduation.

Another successful program is the Migrant Student Leadership Institute (MSLI) at the University of California - Los Angeles (Nunez, 2009). This

program serves as a summer bridge program for migrant students who have applied, been admitted to, or are enrolled in the University of California (UC) system. MSLI “seeks to effect improvements in students’ motivation, persistence, literacy, social science, knowledge and college participation” (Nunez, 2009, p. 185). Nunez (2009) describes MSLI’s cultivating lens as advocacy because its students emerge with a sense of social change and invigorating identities. This experience serves to aid migrant students in developing an agency for social change among their communities. Additional research is needed to measure the effect MSLI has on migrant students after they successfully complete the program and continue to degree completion.

The Migrant Education Program, College Assistance Migrant Program, and Migrant Student Leadership Institute are only a small group of programs working to develop values that serve as a catalyst for academic success among migrant students. However, these programs, while successful, are developmentally premature. Further research is needed to explore the key factors that lead migrant students on journey to graduate from college.

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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

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

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