

THE UNIVERSITY OF VERMONT

Higher Education & Student Affairs Administration



INTERVIEW DAYS 2018



Our Common Ground

“Education is not preparation for life. Education is life itself”
-- John Dewey, educator, philosopher, UVM Class of 1879

The University of Vermont is an educationally purposeful community seeking to prepare students to live in a diverse and changing world. We who work, live, study, teach, do research, conduct business, or participate in the University of Vermont are members of this community. As members, we believe in the transforming power of education and agree to help create and foster an environment where we can discover and reach our true potential.

We aspire to be a community that values:

RESPECT. We respect each other. We listen to each other, encourage each other and care about each other. We are strengthened by our diverse perspectives.

INTEGRITY. We value fairness, straightforward conduct, adherence to the facts, and sincerity. We acknowledge when things have not turned out the way we had hoped. As stewards of the University of Vermont, we are honest and ethical in all responsibilities entrusted to us.

INNOVATION. We want to be at the forefront of change and believe that the best way to lead is to learn from our successes and mistakes and continue to grow. We are forward-looking and break new ground in addressing important community and societal needs.

OPENNESS. We encourage the open exchange of information and ideas from all quarters of the community. We believe that through collaboration and participation, each of us has an important role in determining the direction and well-being of our community.

JUSTICE. As a just community, we unite against all forms of injustice, including, but not limited to, racism. We reject bigotry, oppression, degradation, and harassment, and we challenge injustice toward any member of our community.

RESPONSIBILITY. We are personally and collectively responsible for our words and deeds. We stand together to uphold our common ground.

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The University of Vermont

Thomas Sullivan
President

January 2018

Dear Prospective HESA Students,

Welcome to the University of Vermont! Our campus community is delighted that you have chosen to visit this venerable University and our beautiful hometown, Burlington, Vermont. I hope you will soon see many of the qualities that make this University special.

The University of Vermont serves as a leader in higher education across a broad spectrum of strengths, including educational innovation, transdisciplinary research, and community engagement. The Graduate College, and specifically the Higher Education and Student Affairs program, continue to distinguish this University among its peers for academic excellence, professional development, and scholarly accomplishment.

Thank you for your interest in our University and my best wishes to you!

Sincerely,

Tom Sullivan



The University of Vermont

Dear Prospective HESA Student:

Congratulations on being invited to interview for admission into the Higher Education and Student Affairs Administration (HESA) program at the University of Vermont (UVM). The HESA program is housed in the College of Education and Social Services (CESS) and has been among the top ranked student affairs programs in the nation for more than four decades. We are very proud of our program's national reputation, its powerful impact on the quality of student life across the country, the visibility and success of its over 600 alumni, and our exceptionally talented student body.

The members of the HESA faculty are national leaders in higher education committed to educating and preparing scholar-practitioners who are driven by their commitment to the pursuit of equity and justice through their scholarship and practice. Through a collaborative process, HESA faculty and our student affairs partners arrange placement of our students in a variety of assistantships and practica sites across several offices, departments, and/or colleges at UVM. These experiences are typically found in student services, residential life, enrollment management, advising, program development, athletic management, and other areas.

The HESA interview days are designed to be informative and to provide you with the opportunity to interact with our faculty, current students, and practicum/assistantship partners at UVM. My hope is that you will take advantage of this opportunity to become familiar with our program, our faculty, and our students during your visit. I think you will find the UVM campus, the College, and the HESA program to present an extraordinary academic opportunity that will provide a distinct advantage in your future studies and professional growth.

Please feel free to contact the HESA Program with any questions you might have. I wish you every success in your graduate education!

Sincerely,

Scott L. Thomas, Ph.D.
Dean and Professor

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February 2018

Dear Prospective HESA Student and Future Colleague,

On behalf of The Vermont Connection (TVC), welcome to the University of Vermont! Thank you for joining us for Interview Days; we know this weekend is one of many decisions on your journey towards graduate school, and we are excited that you are considering UVM as the next step in that journey. We hope you grasp a better sense of who we are as a school, program, and community during your visit.

For over 39 years, TVC has been a valued part of the HESA program at UVM. Through this experience, connections are fostered between the graduate cohorts, with our greater network of alums and friends, and the field of student affairs. TVC is HESA's student organization that serves two main purposes: to produce a scholarly journal and to provide social and professional development opportunities aimed to enhance your experiences within HESA.

The Vermont Connection is one of the oldest peer-reviewed scholarly journals of its kind in the country. Current HESA students and alums coordinate all aspects of the journal including: soliciting manuscripts, editing submissions, and publishing the journal. Additionally, to build community within and between the two cohorts we aim to engage HESA students in efforts that connect them both to the journal and beyond it. First-year HESA students can become more involved with TVC by being on the Executive Board as a Social Development Chair or a Professional Development Chair. Regardless, everyone in UVM HESA is a part of TVC and can become involved with the many aspects of this organization.

We hope that your experience during Interview Days affirms our belief that UVM's HESA program is unique opportunity and that TVC continues to connect graduates long after they leave the program.

We wish you the best in your search for a program that is the right fit for you, and we hope you will make UVM HESA and The Vermont Connection a part of your graduate experience. If you have any questions regarding this aspect of the HESA program, please do not hesitate to contact any of the Executive Board members. We would love to share our experiences and perspectives with you.

All the best,

TVC Executive Board 2017-2018



PEOPLE & PLACES





Deborah E. Hunter, Ph.D.

HESA Program Coordinator and Associate Professor

Dr. Hunter joined the UVM HESA faculty in 1985 after serving as a student affairs administrator at the University of Louisville and the University of Indianapolis. She has served as the Coordinator of the HESA program for 25 of her years at UVM, interrupted with terms as Associate Dean of UVM's College of Education and Social Services and Chair of the Department of Leadership and Developmental Sciences. Within the HESA program curriculum she administers the program's Practica internships and serves as instructor for Controversies of the Academy, the Capstone Seminar, as well as a course in the doctoral program.

The University of Vermont honored Professor Hunter with the Kroepsch-Maurice Award for Excellence in Teaching and the Jackie M. Gibbons Award for Extraordinary Service to the College of Education and Social Services. She served for two terms as Co-Chair of the UVM's President's Commission on the Status of Women. In addition, Dr. Hunter has been honored with professional awards including: The Annuet Coeptis Senior Professional Award from ACPA; a Distinguished Accomplishment Citation from the NASPA; and the Dorothy Truax Award and the Ruth Strang Research Award from the National Association for Women in Education. Dr. Hunter has held leadership positions from each of these professional associations: Chair of ACPA's Commission on Professional Preparation; NASPA's Advisory Board and National Conference Committee; and Chair of NAWE'S Division on Teaching and Research.

Dr. Hunter's scholarship has been published in the Journal of Higher Education, Journal of College Student Development, Journal of Counseling and Development, Review of Higher Education, and NASPA's Journal (now JSARP) and she co-authored a NASPA monograph on student affairs research. Her Ph.D. with a double major in Higher Education and Educational Inquiry Methodology and her master's degree in Student Affairs were earned at Indiana University, which honored her with the Elizabeth Greenleaf Distinguished Alumnus/a Award.



Vijay Kanagala, Ph.D.

Assistant Professor

Vijay Kanagala (Ph.D., Iowa State University) is an Assistant Professor of Higher Education and Student Affairs Administration in the Department of Leadership and Developmental Sciences at the University of Vermont. A former student affairs practitioner with extensive experience in multicultural student affairs, social justice education, and diversity programming and training, Kanagala's primary research engages with three critical areas of higher education. These include issues related to 1) college access and success of first-generation, low-income students, 2) collegiate experiences of underrepresented, underserved and understudied students of color, and 3) employing spirituality and contemplative

education/pedagogy in student affairs preparation programs.

A thought leader in contemplative pedagogy and education, Kanagala endeavors to connect the heart and the mind of each learner in a classroom community to ensure holistic student development. His teaching and learning pedagogy is not only about working with students to cultivate skills and knowledge to be competent student affairs professionals, but is also about creating a transformative classroom experience that invites an ethic of care, compassion and empathy while addressing social justice issues.

As a Co-Principal Investigator, Kanagala has successfully secured funding worth \$3,858,419 for four major educational research projects. One of these grants, QuEST, a National Science Foundation (NSF) funded Research Traineeship (NRT) program at UVM, is an innovative and evidence-based model for transforming STEM graduate education training. Through these projects, he has strongly advocated for the use of asset-based frameworks in educational research (rather than deficit-based frameworks) to ensure that institutions of higher education employ student success frameworks that consider the diverse array of cultural wealth students bring to college. He has presented 29 peer-reviewed papers and invited symposia on topics related to student success and classroom pedagogy. He is co-author and co-editor of the book, *The Latino Student's Guide to STEM Careers*, which focuses on the importance of STEM education for Latinx students and provides a comprehensive array of the most current information students and families need to make informed decisions about entering and succeeding in a STEM career.

Tracy Arámbula Ballysingh, Ph.D.

Assistant Professor

Dr. Tracy Arámbula Ballysingh (she/her/hers) is an Assistant Professor of Higher Education and Student Affairs in the Department of Leadership and Developmental Sciences at the University of Vermont. As a UVM HESA faculty, she teaches courses in Program Assessment and Evaluation in Student Affairs, Higher Education Organization and Administration, and Social Justice and Inclusion in Higher Education.

Dr. Ballysingh's research focuses on higher education access and success for historically marginalized communities. A qualitative P-16 educational access and completion scholar, her work explores the socio-historical systems, structures, policies, and cultural contexts that preclude or promote achievement for 1st generation, low-income, and/or students of color. In particular, she is interested in 1) Pre-college contexts, including PK-12 experiences and socio/familial contexts; 2) Postsecondary experiences, including 1st year transition, college contexts, campus climate, institutional type, academic support, and curricular approaches; and 3) Socio-historical contexts, including systems that shape opportunity structures, reproduce or remedy social stratification, and institutional, state, and federal policy contexts.



Dr. Ballysingh's scholarship has been published in the Journal of School Leadership, the Association for Mexican American Educators Journal, and the Journal of Hispanic Higher Education. She has contributed book chapters in two edited volumes, including: Ensuring the Success of Latino Males in Higher Education: A National Imperative (2016) by Stylus Publishing and Latinx in Higher Education: Exploring Identity, Pathways and Success (2018) by the National Association for Student Personnel Administrators (NASPA). She is also active as a scholar with the Association for the Study of Higher Education (ASHE), the American Association of Hispanics in Higher Education (AAHHE), and the American Educational Research Association (AERA). She has served as a faculty affiliate for Project MALES (Mentoring to Achieve Latino Educational Success) based at The University of Texas at Austin since 2016.

Dr. Ballysingh has taught at multiple levels of the education pipeline from pre-k through graduate school. She has also served as an academic advisor, mentor, and instructor for first-year/first-generation college students, as director of student success programs, and as a policy analyst for the chair of the Texas Senate's Higher Education Committee. She earned her Ph.D. in Higher Education Leadership from The University of Texas at Austin, an M.Ed. in Elementary Education from Boston College, and B.A. in Sociology from the University of Illinois. Born and raised in Illinois, Dr. Ballysingh is the proud daughter and married partner of immigrants from Mexico and Jamaica, and she is a committed mother of two young children, Alejandro (5) and Lucía (2).

Jason C. Garvey, Ph.D.

Assistant Professor

Dr. Jason C. Garvey (he/him/his) joined the UVM HESA faculty in 2016 after serving as a faculty member in the Higher Education program at The University of Alabama. His teaching, scholarship, and service are all tied inextricably to his educational journey as a gay/queer person, and it is through these contexts that he has established his queerness as the lens through which he views his personal and professional narrative. Jay teaches graduate courses in helping skills, the American college student, and quantitative research methods. He has also co-developed two major curricular initiatives for undergraduate students at UVM: the interdisciplinary Leadership minor and the Leadership Learning Community. Jay's research examines student affairs and college classroom contexts primarily using quantitative methods, with particular attention to queer and trans collegians. He is a 2017 Emerging Scholar with ACPA, and received the 2014 Scholar-Activist Dissertation of the Year Award from AERA's Queer Studies Special Interest Group. Prior to his faculty appointments, Jay worked in student affairs across a variety of functional areas, including LGBTQ student involvement, student affairs assessment, academic advising, and undergraduate research. Jay received his Ph.D. in College Student Personnel Administration from the University of Maryland with a certificate in Measurement, Statistics, and Evaluation.



Scott Thomas, Ph.D.

Dean, College of Education and Social Sciences

Scott Thomas, Ph.D., is the Dean of the College of Education and Social Services (CESS) at the University of Vermont. Prior to joining UVM, he was a professor at Claremont Graduate University (CGU) and Dean of the School of Educational Studies at CGU. His research interests include higher education policy, science and technology, and the stratification of postsecondary opportunity in the United States and abroad. In addition to his research in these substantive areas, he has a related line of interests and work focusing on methodological issues. Topics of interest include multilevel statistical modeling, social network analysis, and spatial analytics. Dr. Thomas is the

editor in chief at the *Journal of Higher Education*, the oldest and most distinguished journals in the field of higher education and he co-edited the book series *International Studies in Higher Education* (now 24 volumes).



Annie Stevens, Ph.D.

Vice Provost for Student Affairs

Annie Stevens, Ph.D., was appointed Vice Provost for Student Affairs in July 2013. Annie arrived at UVM in 1997 as the Director of Residential Life and then served as the Associate Vice-President for Student and Campus Life for 12 years.

As a member of the Provost and President's Senior Leadership teams, Annie helps shape the overall foundation and direction for the student life of the campus, integrating curricular and co-curricular experiences. She is responsible for providing leadership to ensure the effective coordination of a wide spectrum of student affairs programs and services in order to achieve student development and learning outcomes that result in an overall experience

that supports students in being healthy, successful, and engaged.

Her 27 years of professional experience in student affairs has included positions at The University of North Carolina at Chapel Hill and The University of California at Berkeley. Education is her passion – she earned a bachelor's degree at St. Lawrence University, a master's in Higher Education Administration at the University of Vermont and a doctoral degree in Counseling and Student Personnel Services at The University of Maryland, College Park.

Annie is recognized nationally as a Senior Student Affairs Officer within the American College Personnel Association and is a member of the Senior Student Affairs Advisory Board. Annie is also a member of the National Association of Student Personnel Administrators and provides mentorship to undergraduates interested in the field of higher education through the NASPA Undergraduate Fellows Program.

Annie enjoys adjunct teaching in the Higher Education and Student Affairs Graduate Program at UVM and is also the co-editor of *Out and About Campus: Personal Stories of Lesbian, Gay, Bisexual, and Transgender College Students*.

HESA Class of 2019

Vivianna Alvarez

Hampshire College, College Access and Retention

Email: vivianna.alvarez@uvm.edu

Pronouns: She/Her

Assistantship: Assistant Residence Director

Practica: Mosaic Center, Women's Center

Undergrad Involvement: The FIRST Network (for first-gen students), Residence Life, S.O.U.R.C.E (students of under-represented cultures and ethnicities), the Board of Trustees, NCORE National Advisory Council, ACPA Next Gen.

Before coming to UVM: Worked at my alma mater's Admissions Office

Other Grad Programs Applied to: None

Hobbies: Roaming Etsy for hours, drinking herbal tea, uplifting and centering under-served communities, binge watching Netflix, giggling until my body aches, going for drives, and traveling.

Favorite Thing About Burlington: Hanging with rad pals by the water at Oakledge Park.

Favorite Thing About HESA: The Graduate Colleagues program! I absolute love my GC & all the second-year-HESA-grad wisdom she shares with me.

Something I Love About My Cohort: Our complexity, diverse narratives, and ability to understand intersectionality.

Random Fun Fact: I received narrative evaluations rather than letter grades at my alma mater, so before HESA I never had a conversation about a final grade for a class



Jessica Cotton

Seattle University, Sociology

Email: jcotton@uvm.edu

Pronouns: She/Her

Assistantship: Assistant Residence Director

Practica: Champlain College - See Say Do Campaign

Undergrad Involvement: Resident Advisor, Hall Council

Before coming to UVM: Divisional Assistant for Public Storage, Office Manager, Executive Assistant for various corporations.

Other Grad Programs Applied to: Long Beach State, Lewis & Clark College, University of San Francisco, Seattle University, and University of Utah

Hobbies: Listening to audiobooks, cooking foods from my heritage, playing board games, and running.

Favorite Thing About Burlington: I love the breweries, food, and overall the people.

Favorite Thing About HESA: I love the classes and the amount of opportunities available to graduate students via Practicum, committees, and writing.

Something I Love About My Cohort: I love the genuineness

and support that my cohort brings to my growth.

Random Fun Fact: I lost my front tooth in a mechanical bull accident.

Sarah Dews

Smith College, Sociology and the Study of Women and Gender

Email: sdews@uvm.edu

Pronouns: She/Her

Employment: TRIO SSS and Upward Bound

Practica: Student Life, Center for Academic Success

Undergrad Involvement: Social Justice and Equity Committee, Student Events Committee, Smithereens A Cappella, Hockey

Before coming to UVM: AmeriCorps and Commonwealth Corps

Other Grad Programs Applied to: Boston College, University of Massachusetts Amherst, Colorado State University

Hobbies: Singing in the car or at karaoke, Video Games, Cooking with my partner, Vinyl Hunting, Puzzles, Flaming Hot Cheetos

Favorite Thing About Burlington: The craft beer scene

Favorite Thing About HESA: Small cohort size

Something I Love About My Cohort: The relationships we have built with each other

Random Fun Fact: I read tarot cards



Alexa Erb

Wake Forest University, Communication

Minors: Theatre and Schools, Education, & Society

Email: alexa.r.d.erb@gmail.com

Pronouns: She/Her

Assistantship: Campus Programs

Practica: Office of Student and Community Relations, Student Services in the College of Engineering and Mathematical Sciences

Undergrad Involvement: Theater, Best Buddies, Ambassador in Admissions, Paisley Magnet School After School Program Coordinator, Protege Mentor Program for Students of Color

Before coming to UVM: Duke University's Center for Multicultural Affairs

Other grad programs applied to: NYU, BU

Hobbies: Baking, playing ukulele, biking, hiking, spending time with my partner, watercolors, getting to the "Are you still watching?" page on Netflix.

Favorite Thing About Burlington: Proximity to the Green Mountains and Adirondacks

Favorite Thing About HESA: I love the praxis model. As stressful as it can be having class, homework, prac, and an assistantship, I really feel that I'm getting the most that a graduate program has to offer.

Something I Love About My Cohort: Our Groupme meme game is fire.

Random Fun Fact: My senior year of college, I took a social dance class. For our final exam, my partner and I choreographed and performed a foxtrot to Ignition (Remix).

Roselvy Flores

Woodbury University, Fashion Design - Textile Creation

Email address: rflores1@uvm.edu

Pronouns: She/Her

Employment: Office Manager for the Center for Student Conduct

Undergraduate involvement: Residential Life, Programming Board, and Judicial Board

Before coming to UVM: Worked in Student Services for first gen. high school students for 8 years (Manhattan Beach, CA). Leadership & Training for staff at Camp Wigwam (Waterford, ME).

Other grad programs applied to: Colorado State

Hobbies: Dodgeball, rec. leagues, board games, & cooking.

Favorite thing about Burlington: Scenery, Creemes, & Fall Time

Favorite thing about UVM HESA: Availability to faculty and Student Affairs Professionals within UVM

Something I love about my cohort: Resiliency & Openness to dialogue

Random fun fact: I live in the middle of the woods for three months without tv, cell service, or internet every year and I love it.



Kayla Goldberg

University of Massachusetts Amherst, Social Thought & Political Economy

Minors: Anthropology, Civic Engagement & Public Service



Email address: kayla.goldberg@uvm.edu

Pronouns: She/Her

Assistantship: Undergraduate Admissions

Practica: Grossman School of Business Student Services Office, HESA Recruitment

Undergraduate involvement: Phi Sigma Pi National Gender Inclusive Honor Fraternity, UMass Alliance for Community Transformation (UACT), Citizen Scholars Program, The Literacy Project

Before coming to UVM: I spent a year working in the Student Life department at a small college in Colorado, and then a year working as a Chapter Consultant for Phi Sigma Pi!

Other grad programs applied to: UMass, URI, UConn, UMaine, Syracuse, Loyola University Chicago

Hobbies: Cooking/baking, playing board games, taking barre classes, listening to podcasts and audiobooks, watching ten episodes of The Office in one sitting

Favorite thing about Burlington: How beautiful it is all year round.

Favorite thing about UVM HESA: I love my assistantship and the chance to work with amazing students who teach me more about leadership every day.

Something I love about my cohort: My classmates support me for who I am while challenging me to keep growing.

Random fun fact: I know how to tap dance!

Rachel Greene

Loyola University Chicago, Advocacy and Social Change

Email address: Rgreene1@uvm.edu

Pronouns: She/Her

Assistantship: Assistant Residence Director

Practica: LGBTQA, Mosaic Center for Students of Color - QTPOC Initiatives

Undergraduate involvement: Peer Advisor - First & Second Year Advising Senator in Justice Committee - Student Government, LUCES Scholar - Student Diversity & Multicultural Affairs (SDMA), STARS Mentor - SDMA, NUFFP

Other grad programs applied to: Seattle University, Loyola University Chicago, Indiana University

Hobbies: Online shopping, watching Netflix, and tweeting

Favorite thing about Burlington: Brunch at Shelburne Inn!

Favorite thing about UVM HESA: The learning!

Something I love about my cohort: The community I've built

Random fun fact: I love snacks



Meg LaLonde

Michigan State University, Interdisciplinary Studies - Human Resources & Psychology

Email address: mlalonde@uvm.edu

Pronouns: She/Her



Assistantship: Grossman School of Business Career Management Office

Practica: Grossman School of Business Student Services Office, Leadership & Civic Engagement

Undergraduate involvement: Alternative Spring Break, Study Abroad (Sydney), Undergraduate TA, Spartan Food Bank volunteer, IZZONE section leader

Before coming to UVM: Spent one year as a ski bum / waitress, one year in human resources for a non-profit, two years doing college access work at a high school in rural Michigan, and one year as an admissions adviser.

Other grad programs applied to: Colorado State University, Michigan State University, University of Northern Colorado

Hobbies: Playing with my dog, eating Tiny Thai, watching Netflix / NFL / Michigan State basketball & football, adding to my Goodreads read list, sleeping

Favorite thing about Burlington: It's super dog-friendly! And

it's close to Winooski, the best city in VT

Favorite thing about UVM HESA: My amazing faculty adviser

Something I love about my cohort: The deep, meaningful, and supportive conversations that take place outside the classroom.

Random fun fact: I've waited on Kurt Russell and a Real Housewife of New York

Patrick Long

Appalachian State University, Psychology

Email address: pglong@uvm.edu

Pronouns: He/Him/His

Assistantship: Career Center

Practica: Vermont Higher Education Council,
Office of Student Community Relations

Undergraduate involvement: Alternative Break
Leader, Emerging Leaders Coordinator, Amnesty
International

Before coming to UVM: I served as an
AmeriCorps VISTA at Western Carolina University
focusing on food insecurity

Other grad programs applied to: Colorado State
University, University of Georgia, James Madison
University

Hobbies: Hiking

Favorite thing about Burlington: The great
music scene and all the random events

Favorite thing about UVM HESA: I love my
assistantship

Something I love about my cohort: The wide range of experiences and interests

Random fun fact: I have an identical twin brother



Josue Quiles

Eastern Connecticut State University, Social Work

Email address: Jdquiles@uvm.edu

Pronouns: He/him/his

Assistantship: Assistant Residence Director

Practica: Residential Life and Assessment, HESA
recruitment

Undergraduate involvement: Resident advisor

Other grad programs applied to: University of Rhode
Island

Hobbies: Basketball, 2K, Video games, movies

Favorite thing about Burlington: The summer

Favorite thing about UVM HESA: Working with my
RAs and Pro staff

Something I love about my cohort: How open
everyone is and all the different experiences people
offer

Random fun fact: I went to a trade high school

Jeane Robles

Iowa State University, Genetics

Email address: Jrobles@uvm.edu

Pronouns: They/them

Assistantship: Assistant Residence Director

Practica: LGBTQA, Office of Institutional Research

Undergraduate involvement: NCORE, BOLD (First-year POC learning community), Queer programming, Sky's the Limit (Learning community for first-year science focused majors), Community adviser, orientation, lab research

Other grad programs applied to: Seattle University, Maryland

Hobbies: Kpop, napping, eating food, outdoor things

Favorite thing about Burlington: Gaku Ramen

Favorite thing about UVM HESA: The faculty

Something I love about my cohort: Our conversations in class

Random fun fact: My partner works for TRIO at UVM.



Nora Rosales Soto

University of California Santa Barbara, Sociology

Email address: ngrosale@uvm.edu

Pronouns: She/Her/Hers

Assistantship: Assistant Residence Director

Practica: Student Retention, Campus Programs

Undergraduate involvement: Office of Student Life, Resident Assistant, Hermanas Unidas, Orientation Leader

Other grad programs applied to: Colorado State University, University of Connecticut

Hobbies: reading, going to the gym

Favorite thing about Burlington: Lake sunsets

Favorite thing about UVM HESA: Ability to tailor practicum experiences and papers to individual areas of interest

Something I love about my cohort: The diversity in viewpoints and experiences which are then translated into the classroom.

Random fun fact: I have been skydiving

Christine Virginia Roundtree
Connecticut College, Anthropology

Email address: croundtr@uvm.edu

Pronouns: she/her/hers

Assistantship: Davis Center Operations University Event Service

Practica: HESA Risk & Safety, Divisions of Enrollment Management

Undergraduate involvement: Umoja: Black Student Union, Eclipse: Multicultural Dance Show, La Unidad club, Track & Field, Rugby, Residential Life: RA, Green Dot Grad, Sprout Garden Fellow, and other things.

Before coming to UVM: I worked at Champlain College as an Area Coordinator for Leadership Programming.

Other grad programs applied to: Binghamton University, Colorado State University, Columbia University, Northeastern University and Harvard University.

Hobbies: Skiing, playing kickball, board games, watching Netflix (Black Mirror is a good one right now) and jamming to music.

Favorite thing about Burlington: The Light Club Lamp Shop: Some awesome singers and poets perform there :)

Favorite thing about UVM HESA: The people. I have gotten to know some great individuals and cannot wait to see the growth within ourselves and relationships.

Something I love about my cohort: The quirkiness and intelligence that spans across all of their minds.

Random fun fact: I can do a one-handed pull up. Actually a couple.



Arnelle Sambile

San Diego State University, English and Communication

Email address: arnelle.sambile@uvm.edu

Pronouns: she/her

Assistantship: Assistant Residence Director

Practica: Marketing and Communication - Mosaic Center for Students of Color

Undergraduate involvement: Center for Intercultural Relations, Associated Students, Asian Pacific Student Alliance, Undergraduate Research, NUFP

Other grad programs applied to: University of Southern California, Loyola University Chicago, Seattle University, University of Maryland - College Park

Hobbies: Drinking tea, watching Netflix, cooking with my partner, reading graphic novels, writing poetry, designing flyers and logos

Favorite thing about Burlington: City Market

Favorite thing about UVM HESA: Faculty mentorship and the Graduate Colleague program (hi Ngoc!!!)

Something I love about my cohort: We all have very different lived-experiences

Random fun fact: I was born in Herndon, Virginia

Woodrow-Sterling H. Scypion

University of North Texas, Integrative Studies: Counseling, Communications, & Psychology
Academic Certificate: Leadership Studies

Email address: wscypion@uvm.edu

Pronouns: He/Him/His

Assistantship: Assistant Residence Director

Practica: Center for Academic Success: Orientation & New Student Programs, Vice Provost and Dean of Students Office-Academic NUFP Program

Undergraduate involvement: Center for Leadership & Service Ambassador, Sigma Nu Fraternity, Greek Community Board, Black Student Union, Student Government Association, University Program Council, Orientation and Transition Leader, NASPA Undergraduate Fellowship Program

Other grad programs applied to: Miami University

Hobbies: BEING ON MY PHONE! Chatting with my family and friends, playing the Sims, and watching Real Housewives, The Magicians, Game of Thrones and pretty much most Fantasy, Teen Dramas, or Reality TV Shows.

Favorite thing about Burlington: Brunching

Favorite thing about UVM HESA: Connections I made with my supervisors (assistantship and prac), GC family, and cohort-mates!

Something I love about my cohort: When our individual experiences show up in shared spaces, allowing me to reflect and critically think about my personal beliefs and ideologies.

Random fun fact: I can quote every Real Housewife (from seasons I watched) tagline.



Musbah Shaheen

Vanderbilt University, Molecular & Cellular Biology, Music

Email address: mshaheen@uvm.edu

Pronouns: He/Him/His

Assistantship: Assistant Residence Director

Practica: Division of Enrollment Management, Campus Recreation

Undergraduate involvement: Resident Advisor, Tour Guide, Peer Sex Educator, Interfaith Council, Alternative Breaks, Choir, International Orientation

Other grad programs applied to: Michigan State University, University of Maryland, The Ohio State University, University of Connecticut

Hobbies: Playing the piano, knitting and crochet, eating, going on long drives, playing with other people's dogs, watching Netflix sitcoms over and over

Favorite thing about Burlington: The snow and the coffeeshops

Favorite thing about UVM HESA: All the learning and growth that happens in class and in my assistantship

Something I love about my cohort: How honest and loving they are. Also, how they make me laugh

Random fun fact: My car's name is Betty because she's white. Get it? Betty White

Harvey Vincent

University of Delaware, Psychology and History

Email address: harvey.vincent@uvm.edu

Pronouns: he/him/his

Assistantship: Leadership and Civic Engagement

Practica: Career Center

Undergraduate involvement: Student Television,
University of Delaware Summer College

Before coming to UVM: Two years as an Americorps member with City Year and a few years recruiting for Americorps.

Other grad programs applied to: University of Virginia, University of Pittsburgh, Boston University, University of Pennsylvania, and Harvard

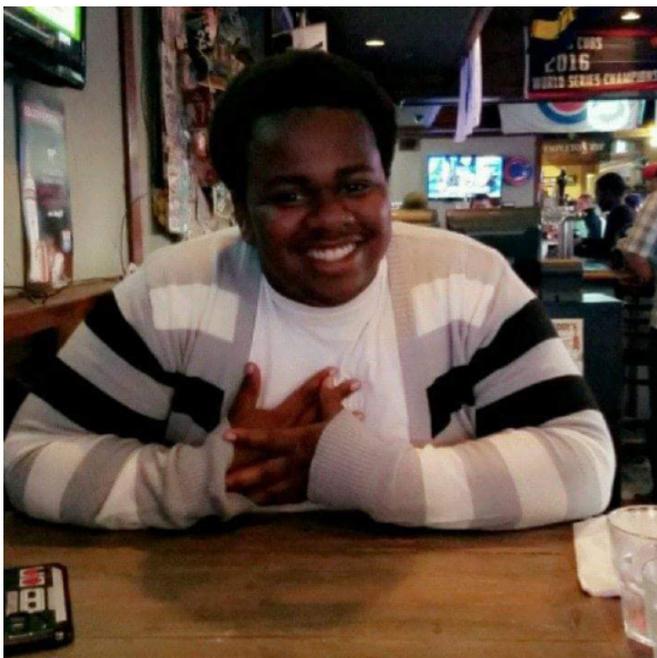
Hobbies: Videogames, board games, playing guitar/
writing music, snowboarding, chilling hard.

Favorite thing about Burlington: There are so many things to do and be a part of compared to where I moved from.

Favorite thing about UVM HESA: The accessibility of the faculty.... and Maggie Hussar

Something I love about my cohort: I love goofing with them :]

Random fun fact: I graduated early and decided to spend the spring semester farming in Ireland. Direct tie in to student affairs.



Marquis Williams

Monmouth College, Social Justice

Email address: mwilli43@uvm.edu

Pronouns: He/Him/His

Assistantship: Assistant Residence Director

Practica: Mosaic Center for Students of Color,
CEMS Supporting Students of Color in STEM

Undergraduate involvement: NUFPP, Mu Lambda
Rho Fraternity, Multicultural Student Orientation,
Academic Coach/Tutor, UMOJA(BSU)

Other grad programs applied to: UConn,
University of Miami Ohio

Hobbies: Music, Playing NBA 2K, Video games,
Eating Good Food, Hanging with Friends,
Watching good series

Favorite thing about Burlington: The mountains

Favorite thing about UVM HESA: Our Social
Justice Debates

Something I love about my cohort: We are all just

a great bunch of people. Keeps our classrooms discussions interesting

Random fun fact: The flow of water is one of the most interesting things for me to watch.

HESA Class of 2018

Angelique Adams

*University of California, Berkeley, Public Health
Minor: African American Studies*

Email address: akadams@uvm.edu

Pronouns: she/her/hers

Assistantship: BASICS in Living Well

Practica: LBGTQA Center, Sexual Violence Prevention Intern, Center for Student Conduct

Undergraduate involvement: NUFP, Residence Life, NRHH

Other grad programs applied to: Colorado State University, Michigan State, Ohio State, UCONN

Hobbies: Photography, writing creative pieces/poetry, sketch art, running, catching up on sleep, listening to podcasts, re-watching Grey's Anatomy too many times, and learning how to do new things.

Favorite thing about Burlington: All of the nature in Vermont is ridiculously photogenic, and it's something that gets me to go outside as much as possible before winter.

Favorite thing about UVM HESA: The friendships I have cultivated over the past year and a half.

Something I love about my cohort: The ways we can always find something to laugh about even on the toughest days.

Random fun fact: I love ice cream. A lot.



Serafin Aguilar Jr

University of California Santa Barbara, Sociology

Email address: saguilar@uvm.edu

Pronouns: He/Him/His

Assistantship: Graduate Coordinator for Residential Education and Retention

Practica: Career Services, Student Conduct, Dean of Students

Undergraduate involvement: NUFP

Other grad programs applied to: University of San Francisco

Hobbies: FIFA

Favorite thing about Burlington: Breweries

Random fun fact: Went skydiving before

Doretha Benn

East Tennessee State University, Communication Studies

Minor: Leadership

Email address: dbenn@uvm.edu

Pronouns: she/her

Assistantship: Assistant Residence Director

Practica: Office of Student and Community Relations, VPDOS, HESA Recruitment

Undergraduate involvement: Student Government Association, Relay For Life, Zeta Phi Beta Sorority, Inc., Diversity Educator, Preview and Orientation Leader, Gospel Choir, Unapologetically Black ETSU

Other grad programs applied to: Miami University Ohio, Ball State University

Hobbies: Spending quality time with my favorite people, watching Greys, Scandal, HTGAWM, The Magicians, The 100, Stranger Things, Black Mirror, or just Netflix in general, and frying chicken for folks who need some soul food in their life

Favorite thing about Burlington: Taking folks to my spot at the edge of these rocks to watch the water and have meaningful conversations

Favorite thing about UVM HESA: My GCs bring me so much joy. I love them both dearly.

Something I love about my cohort: Y'all always keep me guessing about what is about to happen next, but only we know what it was like to have this experience as our cohort so I'm thankful for that shared experience.

Random fun fact: I auditioned for The Voice!



Carly Bidner

Mount Holyoke College, Gender Studies and Education

Email address: cbidner@uvm.edu

Pronouns: She/Her/Hers

Assistantship: Graduate Coordinator for RA Recruitment, Selection, Training & Human Resources in Residential Life

Practica: Dean of Students Office, HESA Recruitment, The UVM Foundation and Alumni Association

Undergraduate involvement: Residential Life, Student Government Association, Peer Diversity Education Program, NASPA Undergraduate Fellows Programs, Admissions Tour Guide

Other grad programs applied to: University of

Rhode Island, NYU, Lewis and Clark College, UMass Amherst, Vanderbilt University

Hobbies: My puppy, Greys Anatomy, Improv and Stand-up Comedy, Excessive Major League Baseball following, Traveling

Favorite thing about Burlington: THE FOOD! My mission while living in Vermont is to eat my way through Burlington and so far so good.

Favorite thing about UVM HESA: All my pals!

Liam Danaher

St. Michael's College, Political Science & American Students

Email address: wdanaher@uvm.edu

Pronouns: he/him/his

Assistantship: Outreach Counselor, Local non profit

Practica: VSAC/Student Life

Undergraduate involvement: Student government, political activism, youth mentoring, Rugby

Before coming to UVM: Worked and paid off undergraduate student loans.

Other grad programs applied to: None.

Hobbies: Spending time with my wife and puppy, travel, cooking, running the BBQ, going out on the lake with the boat, hiking, and spending time with family and friends.

Favorite thing about Burlington: The seasons, the food, the people.

Favorite thing about UVM HESA: A continually regenerating community of passionate people with a hope to make the world a better place.

Something I love about my cohort: Having spent time across four cohorts, I love my graduating cohort, the class of 2018, because of their passion, intellectual depth, and welcoming attitudes to me as a part timer.

Random fun fact: I have lived and worked in Vermont for my entire life.



Heather Eagan

Regis College, History

Email address: hedy.eagan@uvm.edu

Pronouns: she/her

Employment: Middlebury College Admissions

Practica: Teaching Assistant

Before coming to UVM: Raised five kids, free lance writing, worked in college admissions.

Other grad programs applied to: none

Hobbies: Reading, writing, cooking, gardening and sewing.

Favorite thing about Burlington: It is very walkable.

Favorite thing about UVM HESA: The strong relationships between faculty and students.

Something I love about my cohort: They keep it real.

Random fun fact: I have five cats, two dogs, 17 fish & 14 chickens.

Veronica Fields

University of Connecticut, Human Development and Family Studies

Email address: vfields@uvm.edu

Pronouns: she/her/hers

Assistantship: Graduate Coordinator for Orientation & New Student Programs

Practica: Community College of Vermont

Undergraduate involvement: Summer Resident Assistant for Student Support Services, NASPA Undergraduate Fellows Program, Peer Academic Coach, First Year Experience Mentor, Late Night Programs in Student Activities, Student Organization Founder & President

Other grad programs applied to: University of Connecticut, James Madison University, Rutgers

Hobbies: Reading, writing poetry, listening to music and podcasts, cooking, watching TV.

Favorite thing about Burlington: The views and my community!

Favorite thing about UVM HESA: HESA has provided me with opportunities to step outside of my comfort zone and become a better writer.

Something I love about my cohort: The collective knowledge and wisdom we share.

Random fun fact: I am engaged!



Magdalena Gracia

Loyola University Chicago, Sociology

Email address: mgracia@uvm.edu

Pronouns: she/her/hers

Assistantship: Assistant Residence Director

Practica: Women's Center, Multicultural Youth Program, First Year Experience

Undergraduate involvement: NUFFP, Peer Advising, Student Union Employee, LUCES

Other grad programs applied to: The Ohio State University, Michigan State, Loyola University Chicago

Hobbies: Netflixing, Huluing, working out, eating, and puppy sitting

Favorite thing about Burlington: Ben & Jerry's

Favorite thing about UVM HESA: Dr. Kanagala, my assistantship supervisors, my assistantship

Something I love about my cohort: Eloisa & Doretha

Random fun fact: I ran the Chicago Marathon

Maggie Hussar

*University of Delaware, Women & Gender Studies;
Anthropology*

Email address: mhussar@uvm.edu

Pronouns: she/her/hers

Assistantship: Leadership & Civic Engagement

Practica: First Year Experience (FYE)

Undergraduate involvement: Resident Assistant (RA),
Orientation Leader (OL), exec board member for only
LGBTQ student group (Haven)

Other grad programs applied to: Seattle University,
Michigan State University, Colorado State University,
Oregon State University, Canisius College, Indiana
University

Hobbies: Baking, cooking, finger painting, embroidering,
hiking, swimming, reading, petting dogs

Favorite thing about Burlington: The summer - kickass
places to eat and drink, outdoor sports, beautiful (low
humidity) weather, empty campus

Favorite thing about UVM HESA: Having the freedom to
choose, through prac semesters, what kind of professional experiences you want beyond your job or
assistantship.

Something I love about my cohort: Knowing that there are only like 15 people in the world who will
ever know exactly what I went through to get this degree.

Random fun fact: I once met Aubrey Plaza (April from Parks & Rec) and she was so confused that
when she signed my movie ticket she wrote "What is happening" and then signed her name



Jae Jaeger

*Colorado State University, Health and Exercise Science
Minor: Women's Studies*

Email address: jkjaeger@uvm.edu

Pronouns: They/Them

Assistantship: Assistant Residence Director

Practica: Leadership and Civic Engagement at UVM, Office of
Community Standards at Champlain x2

Undergraduate involvement: LeaderShape, Campus Step Up,
Sexual Violence Prevention Peer Educator

Before coming to UVM: AmeriCorps NCCC FEMA Corps,
FEMA, Non-Profit work, Sales

Other grad programs applied to: None

Hobbies: Brewing beer, watching TV (Rachel Maddow is bae),
working out with my cat

Favorite thing about Burlington: This one spot in the park by
the water and riding my bike in the summer

Favorite thing about UVM HESA: My adviser, Dr. Ballysingh!!

Something I love about my cohort: I have learned so much academically and about life from each
of them

Random fun fact: I was once a vegan for 2 years.

Brandon Majmudar

Colorado State University, Sociology
Minor: Chinese

Email address: Brandon.Majmudar@uvm.edu

Pronouns: He/Him/His

Assistantship: Wellness Environment

Practica: Fraternity and Sorority life, Major Gift Fundraising

Undergraduate involvement: NASPA Undergraduate Fellows Program (NUFP), Theta Chi Fraternity, Student Government Association, Orientation Leader, Residence Life, Alternative Spring Break, Lory Student Center Governing Board

Other grad programs applied to: Seattle University

Hobbies: Running, hiking, reading, playing chess, hanging out with friends, trying new foods, being outside, jiu jitsu

Favorite thing about Burlington: I really enjoy church street and the waterfront and all of the lights

Favorite thing about UVM HESA: I really enjoy the cohort size and how we are all able to get to know each other and our teachers on a more personal level.

Something I love about my cohort: I love how we can challenge each other while still being able to laugh about the little things.

Random fun fact: I have lived in Colorado and Vermont and have never gone skiing or snowboarding



Eloisa A Romero

Colorado State University Fullerton, Human Services and Chicano/a Studies

Email address: eamadorl@uvm.edu

Pronouns: She/Her/Hers

Assistantship: Assistant Resident Director

Practica: Mosaic Center for Students of Color

Undergraduate involvement: Undocumented Student Support, Mesa Cooperative

Before coming to UVM: I worked at California State University, Fullerton in their Students Life Office and in the Center for Scholars and Scholarships

Other grad programs applied to: California State University, Long Beach

Hobbies: Watch Movies, Cook, Eat and Laugh

Favorite thing about Burlington: That Burlington is beautiful and that it actually has seasons.

Favorite thing about UVM HESA: The friendships and support in my education journey.

Something I love about my cohort: The memories and laughs we have created.

Random fun fact: I am an immigrant and I love sharks.

Janine Silvis

Humboldt State University; Critical Race, Gender, and Sexuality Studies

Email address: jsilvis@uvm.edu

Pronouns: they, them, theirs

Assistantship: Assistant Resident Director

Practica: Student-Athlete Services

Undergraduate involvement: Student Recreation Center Committee, Residence Housing Association, Residence Programming Board, Campus Dialogue on Race Committee, National Residence Hall Honorary, Office of Conference Services, Department of Housing, Department of Residence Life, The MultiCultural Center, Peer Health and Wellness Education, Humboldt Pride Organization

Before coming to UVM: Assistant Resident Director and Leadership Development Program Coordinator, UCLA 2012-2013; Assistant Resident Director, UC Berkeley 2013-14; Residence Life Coordinator, University of Oregon 2014-16

Other grad programs applied to: Western Illinois University, UMass Amherst, Michigan State University, University of San Francisco, Iowa State

Favorite thing about Burlington: The cheddar is pretty decent and the cemeteries are cute.

Favorite thing about UVM HESA: My adviser gets me. (Pls. don't tell him I said this).

Something I love about my cohort: "There ain't really much out here, that's popping off without us" (Drake, 2013).

Random fun fact: When mating, the female seahorse releases the eggs into a pouch on the male's abdomen, called a ovipositor. The male seahorse carries the eggs until they hatch, then violently releases fully formed, miniature seahorses into the water. As little as 5 or as many as 1,500 young can be born.



Ngoc Tran

The Ohio State University, Social Work

Email address: ntran3@uvm.edu

Pronouns: she/her/hers

Assistantship: Center for Student Conduct

Practica: Career Center, Rubenstein School of Environment & Natural Resources

Undergraduate involvement: Residence Life, Orientation, Student Advocacy Center, College Mentors for Kids, Make-A-Wish, Buck-I-SERV

Other grad programs applied to: The Ohio State University, Loyola University Chicago, Boston College, University of San Francisco

Hobbies: Painting, calligraphy, crafting, cooking, baking,

trying out new foods, exploring new places, brunch, and napping.

Favorite thing about Burlington: The beautiful New England scenery and the fact that we're only 2 hours away from Montreal!

Favorite thing about UVM HESA: My assistantship, supervisor, and the incredible staff at the Conduct Office.

Something I love about my cohort: Everyday brings a new experience with my cohort.

Random fun fact: I once met President Obama when he wandered into one of Ohio State's dining halls during lunch time.

About UVM & Burlington, Vermont

ACADEMICS

- Seven undergraduate schools and colleges, offering 100 bachelor's programs, four pre-professional options
- Graduate College, offering 46 master's and 21 doctoral programs, and an M.D. program through the college of Medicine.
- 1,600 full-time and part-time faculty
- 88% of full-time faculty hold a Ph.D or the highest degree in their field
- 1,896 undergraduate course offerings
- Undergraduate student-faculty ratio: 16/1
- Fully accredited by the New England Association of Schools and Colleges (NEASC)

HISTORY

- Founded in 1791
- Fifth oldest university in New England (after Harvard, Yale, Dartmouth, and Brown)
- Fifth institution of higher education to declare public support for freedom of religion
- First university to admit women and African-Americans into Phi Beta Kappa honor society
- Called UVM for Universitas Viridis Montis, Latin for "University of the Green Mountains"

STUDENT LIFE

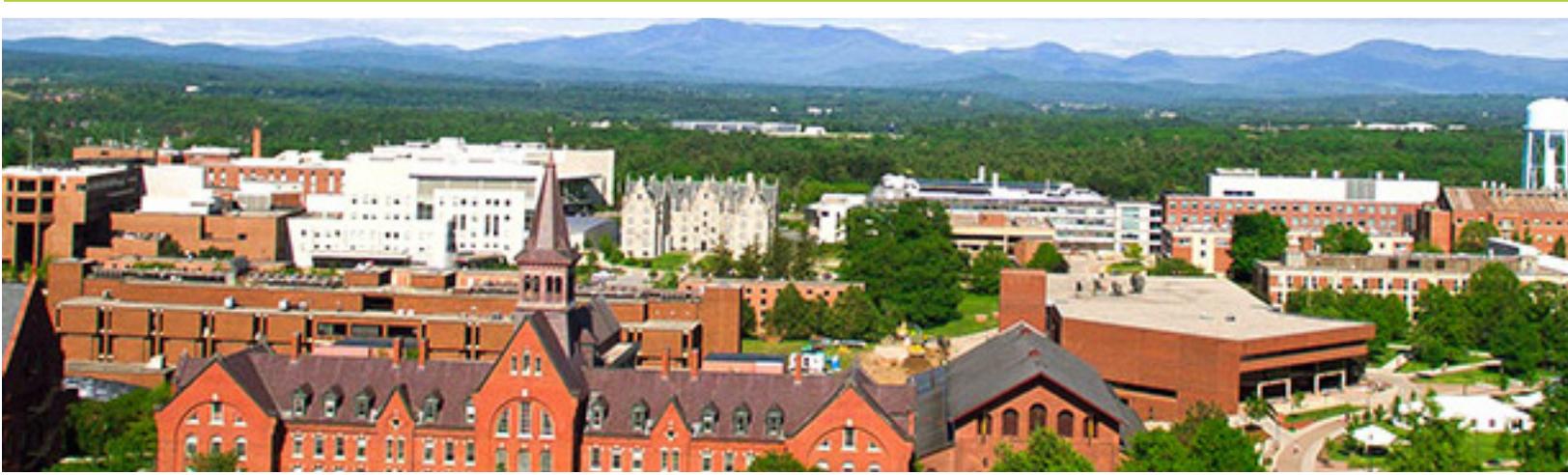
- Total enrollment: 12,055
- Undergraduate students: 10,513
- Graduate students: 1,542
- Medical students: 461
- Non-degree (CE) students: 826
- Undergraduates enrolled from 48 states
- 554 international students from approximately 65 countries
- More than 200 student clubs and organizations, including a nationally recognized debate team and a student-run newspaper, radio station, T.V. station, rescue squad, legal services and many more academic, artistic, musical, cultural, political, religious, and service clubs
- 18 NCAA Division I Athletics teams (8 men's and 10 women's)
- Additional sports: There are dozens of club sports, some of which engage in intercollegiate competition. There are more than 20 intramural sports.

CAMPUS AND LOCATION

- 460-acre campus located in Burlington, Vermont. (city population, 40,000; metro area population, 150,000)
- 100 miles southeast of Montreal, the world's second largest French-speaking city; 220 miles northwest of Boston; and 285 miles north of New York City
- On-campus students live in 39 residence halls and have access to 13 dining facilities including two convenience stores
- Libraries: main Bailey/Howe Library, Dana Medical Library, and Physics and Chemistry Library (in total 1.5 million books)
- Off-campus grounds: one research park, four research farms; nine natural areas, including the summit of Mount Mansfield; and, on Burlington's waterfront, the Rubenstein Ecosystem Science Laboratory in the Leahy ECHO Center for Lake Champlain



PROGRAM & CURRICULUM



HESA Program Overview

The Higher Education and Student Affairs Administration (HESA) MEd program is a nationally selective 40 credit-hour program designed to be completed within two years for full-time students and within three years for part-time students. We enroll approximately 15 students per year in a cohort-based model to promote strong and enduring relationships within sequential and seminar-based courses. Each cohort represents a wide spectrum of undergraduate majors, geographic locations, professional experience, and social identities, which promotes an enriching learning environment. All HESA graduates become part of The Vermont Connection, a spirited and active network of HESA alumna in fields related to student affairs, higher education administration, educational policy, research, and consultation.

HESA faculty provide mentorship through academic and professional advising. Scholarship opportunities are available to students through research with faculty and also through The Vermont Connection, a student-run peer-reviewed scholarly journal produced annually by HESA graduate students. The curriculum is designed to promote self-directed field-based experiences to complement academic learning through 300 hours of practicum experience and summer internship opportunities. Campus partners cultivate relationships through supervising practica and assistantships, teaching HESA courses, and providing professional development opportunities. Funding opportunities are available to students through assistantships, full-time work, and graduate travel stipends to professional and academic conferences.

Mission Statement

To develop practitioner-scholars through academic and professional preparation whose commitment to reflection and social justice will transform higher education and student affairs in the spirit of The Vermont Connection.

Core Values

- **Academic and professional preparation**
Through partnerships between faculty and student affairs professionals, we promote excellence through academic and professional rigor. We cultivate the knowledge and skills necessary for success in the profession through the synergy between classroom and experiential learning as conceptualized by philosopher and UVM alumnus John Dewey.
- **Social Justice**
We are committed to pursuing social justice as both a process and a goal to dismantle individual, institutional, and societal oppression. Grounded in the ethos of HESA, UVM, and the profession, we strive to transform student affairs for more equitable and inclusive opportunities in higher education.
- **Reflection**
We foster reflection of self, others, and contexts as a critical component of growth in professional practice. Through critical consciousness we strive to improve higher education and student affairs with an aim toward promoting individual, institutional, and societal change.
- **The Vermont Connection**
The Vermont Connection is a collegial network of former and current students, faculty, and student affairs professionals with the shared vision of uplifting community through relationships. The spirit of The Vermont Connection weaves together the history, present, and future of UVM HESA.

HESA Program Overview cont.

Learning Outcomes

Learning outcomes are developed from dimensions of each ACPA and NASPA (2015) competency area. They are aspirational and strengths-based, encouraging developmental progression in the domains of knowledge, skills, and dispositions for effective practice, as determined by the literature and expert practitioners.

- Identify knowledge about the evolving body of scholarship that guides student affairs practice.
- Apply skills and knowledge-based expertise to actual situations in student affairs practice.
- Synthesize dispositions about student affairs practice grounded in student's values and motives.

HESA Curriculum

EDHI 385: Foundations and Functions of Higher Education and Student Affairs

EDHI 361: The (Un)Changing Academy

EDHI 362: The American College Student

EDHI 363: Controversies of the Academy

EDHI 364: Helping Skills in Student Affairs

EDHI 375: Social Justice and Inclusion in Higher Education

EDHI 380A: Program Evaluation and Assessment in Student Affairs

EDHI 380: Issues in Higher Education

EDHI 380: Legal Issues

EDHI 380: Student Development Theory

EDHI 383: Higher Education Administration and Organization

EDHI 395: Practica Internships (3 semesters)

EDHI 396: Capstone Seminar: Theory and Practice

Professional Practice

The Higher Education and Student Affairs graduate program curriculum is deliberately designed to encourage learning opportunities inside and outside the classroom; address the interests, skills, and aspirations of each student; and prepare students for leadership roles in higher education institutions.

The program curriculum reflects the educational policy of philosopher John Dewey, University of Vermont class of 1879. Central to Dewey's philosophy are the links uniting the learner with others in the educational environment. These links are emphasized in three areas of the UVM program: between theory to practice; University, and its environment.

Non-credit opportunities for practice:

Summer or Academic Year Internships are positions acquired by the students. Summer internships are typically held in the summer between the first and second year of study. These positions, both paid and unpaid, are offered by professional associations (e.g., ACUHO-I, NASPA) and higher education institutions. These positions offer an opportunity to the student to explore functional areas within student affairs and higher education.

Full- or Part-Time Positions are often held by HESA students, particularly students attending HESA on a part-time basis. If the position is one within a higher education and/or student affairs settings, it may fill the practice requirement of the program. Summer paid positions such as orientation, conference and meeting services, and other related areas may fill the professional practice requirement.

Committee Work on a Volunteer Basis is another means to fulfill the practice requirement. HESA students often fill a wide variety of committee positions at the University. Examples include the President's Commissions (on Diversity and Inclusion; on Racial Diversity; on LGBTQA Equity; on the Status of Women; and on Social Change), staff search committees, and the Graduate Student Executive Council. Committees provide HESA students a wide range of experience with higher education issues and may fulfill the practice requirement.

Graduate assistantships are 10 hour for half assistantships and 20 hour for full assistantships per week positions held by some full-time HESA students. These assistantships represent a wide array of higher education and student affairs functional areas such as First Year Experience, the LGBTQA Center, ALANA Student Center, the Davis Center, Center for Cultural Pluralism, and Honors College or student affairs departments such as Residential Life, Orientation, Center for Health and Wellbeing, Leadership and Civic Engagement, and Student Life. Remuneration for the assistantship includes a tuition waiver (10 and 20 credit hours per year for half and full assistantships respectively) and a semi-monthly stipend. Full assistantship positions fulfill the practice requirement of the HESA program. Half assistantship will be supplemented with additional hours from the other categories.

Credit opportunities for practice:

Practicum internships offered by over 60 University and local administrative office sites, enable students to integrate theory with professional practice. During these practicum internships, nine hours per week are dedicated to an administrative office of the student's choosing. Students negotiate a project(s) or set of responsibilities to be completed within the time frame of the semester-long practicum. By selecting a different practicum site over three semesters, students develop professional skills as well as learn about a specific student affairs or higher education functional area.

Upon approval of the HESA faculty, selected extended practica (e.g., 15 hours per week) with the approval of the practica supervisor may be used to fulfill the Professional Practice Requirement.

Professional competence:

Throughout the two year Higher Education and Student Affairs program, students are provided multiple opportunities to grow as a professional and to increase in the competencies that have been identified as undergirding the best professional practice in the field. Those competencies have been developed by two professional organizations, NASPA and ACPA, each devoted to furthering the scholarship, research, and practice of student affairs and college personnel services in higher education,

Students in the UVM Higher Education and Student Affairs program are frequently asked to engage with the standards, using them to direct their learning, monitor their progress, and assess their achievements. An extended description of each standard can be found at: https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competerencies_FINAL.pdf. An additional publication identifies the beginning, intermediate and advanced rubrics for each competency and can be found at: https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competerency_Rubrics_Full.pdf

Finally, a shortened list of the competencies is in an appendix. A review of the competencies provides a general perspective on what guides one's study, research, and practice in the UVM Higher Education and Student Affairs program.

Sample Practica Sites

Champlain College

Chief Diversity Officer Office
IDX Student Life Center
Life Experience and Action Dimension Program

Community College of Vermont

Admissions Office
Advising Center, Winooski
Dean of Administration Office

Middlebury College

Admissions Office
International Programs
Residential Life
Outdoor Programs and Club Sports

St. Michael's College

Center for Multicultural Affairs and Services
Office of Student Affairs
Vermont Campus Compact

University of Vermont

Admissions Office
ALANA and Ethnic Studies Administration
Assistant Dean for Conduct, Policy, and Climate
Assistant Dean, Recruitment and Assistantship Placement
Athletics: Campus Recreation
Career Center: Director
Career Center: Non-Profit Community Engagement
Career Center: Service Learning
Center for Cultural Pluralism
Center for Student Conduct
Community University Partnerships
Conference and Event Services
Cooperative Christian Ministry
College of Education and Social Services, Assessment and Accreditation
Davis Center: Student Organizations Event Planning
Davis Center: Emergency Preparedness

Dean of Students Office: HESA Student Recruitment
Development and Alumni Relations, Alumni and Parent Programs
Enrollment Management
Fleming Museum
International Education
LGBTQA Services
Living/Learning Center Director's Office
Local Government and University Relations
Mosaic Center for Students of Color Assessment and Retention
Residential Life: Residential Education
Rubenstein School: Environment and Natural Resources Career Services
Rubenstein School: Student Engagement Project
School of Business: Student Services Student Financial Services
Student Life Office: Orientation
Student Life Office: UVM Campus Programs
Student Life Office: Club Sports
Student Life Office: Director, Student Life and Davis Center
Student Life Office: First Year Program, Retention and Student Life
Student Life Office: Fraternity and Sorority Life
Student Life Office: Leadership and Civic Engagement Programs
TRIO/Student Support Services
UVM Foundation
UVM Hillel
Women's Center
Undergraduate Program

What Makes the UVM HESA Program Special?

The Vermont Connection

The Vermont Connection serves many purposes to the HESA community. The student-run scholarly journal provides a venue for students to publish and edit their own and others writing. The Vermont Connection also maintains contact with alumni by producing a yearly directory, creating a newsletter, and hosting receptions at both ACPA and NASPA conferences each year.

Graduate Colleagues

Each first-year HESA student is paired with a second-year student who serves as his or her Graduate Colleague (GC). GCs serve as resources for first-year students regarding all aspects of the HESA program experience--academics, assistantship, practicum, UVM, and the greater Burlington community. GCs often invite their first-year students to sit on their Comprehensive Exam defense committee in the spring.

Practica

While UVM HESA students maintain an assistantship for two years, each HESA student will gain experience in three other offices at UVM or another nearby school. These semester-long internships allow HESA students to explore other role models, programs, and work settings while earning credit toward their degree. With over 34 years of alumni, faculty, staff, and student connections, members of the UVM HESA community gain a diverse array of professional links throughout student affairs and higher education.

Academic Advising

Each HESA student is assigned an academic advisor from the faculty. The academic advisor serves as a resource to students for academic issues or concerns. The academic advisor also meets once a year with the HESA student and his or her assistantship supervisor to evaluate how things are going and to discuss how theory is being practiced through the assistantship position.

Fall Orientation

A fall orientation allows first-year HESA student the opportunity to become more acquainted with UVM, the HESA program, and their cohort of students. Workshops to address the adjustment to graduate school. A concluding barbecue is held in the Green Mountains.

Career Development Workshops

During the second-year, all students participate in a career development seminar, developed by Jackie Gribbons. The purpose is to help second-year students clarify personal/professional aspirations and to enable each student to integrate their theory and practice within a structured resume, cover letter, and interview format for their job search process.



GRADUATE ASSISTANTSHIPS



Interview Preparation



THE UNIVERSITY OF VERMONT
CAREER CENTER
DIVISION OF STUDENT AFFAIRS

The key to a successful interview is **preparation**. When prepared, you present a relaxed and polished image and are less likely to get flustered by unexpected questions. Based on your resume, the interviewer already decided you met certain qualifications. The interview allows you to provide additional details about yourself and shows the employer how you will contribute to the organization.

Research the position and the organization before going to the interview and try to obtain a detailed job description. Use the web to research the department and read any printed materials available. Discuss the position with anyone you know who might have insights into the organization. This information will enable you to target your comments to the job and the organization and will demonstrate your interest. Your research will also help you formulate questions to ask the interviewer. Good questions display your thinking skills, your understanding of the position and your enthusiasm.

Be prepared to discuss not only why **you** are the best person for the job but also how your **strengths and abilities** relate to the position. Provide **examples** from previous employment or activities to exemplify your skills.

In addition to discussing your strengths, learn to discuss your **values** in relation to work and lifestyle. Answers to questions such as, "In what kind of work environment do you feel most comfortable? Why have you chosen the career for which you prepared? Does the idea of relocation concern you?" Reflect your values. Thoughtfully answering these or similar questions demonstrate maturity and a strong sense of direction. If your answers are compatible with the values and structure (*or culture*) of the department, you are seen as a potential employee who will be content with the job and committed to the organization.

While preparing, identify any concerns you may have about the interview. Imagine the worst-case scenario and how you would handle it. Be prepared to discuss your weaker areas or lack of experience. Present weaknesses in the most positive light possible and offer examples of how you are building your skills in that area. If the question is about an area of inexperience, discuss similar experiences you have had, particularly experiences that required the same skills. Preparing in advance will enable you to present yourself favorably even as you are discussing a weakness.

Interview Etiquette

Dress: Assess the organization's style and dress a bit more conservatively than you would if you were actually performing the job. Show you care about the job by looking your best, but also make sure you are comfortable in what you are wearing.

Listen: You can determine the assets and qualifications an employer values by listening well. By doing this, you can evaluate whether the organization is a good fit for you. Knowing what the employer is looking for also enables you to focus your answers.

Talk: Most interviewers will try to engage you in casual conversation before the interview. Demonstrate your confidence and social skills by responding naturally, and take the opportunity to initiate conversational topics yourself.

Body Language: Be aware of the impression your body language conveys. Avoid distracting mannerisms or nervous behavior (e.g., crossing your arms, clenching your fists, drumming your fingers). Maintain good eye contact.

Interest Level: Always demonstrate interest in the position through your manner and voice. Follow the interviewer's lead in establishing the tone of the interview. Bring a pen and paper to jot down a few notes, and also bring several copies of your resume.

Answer Questions: Respond to all questions directly. Do not avoid questions or talk around them. If the question is unclear, ask for clarification. If you don't know the answer, don't make one up! Take the time to collect your thoughts and respond in a manner that conveys your ability to absorb information quickly and perform well in new situations. Use examples of past accomplishments to illustrate your skills. If you are thoroughly stumped for an answer, politely state you would like time to give the question more consideration and ask if you might return to the question later.

Evaluate: As soon as possible after an interview, evaluate both how you think you came across to the employer and how interested you are in them. Such information is useful in preparing for future interviews and in making a decision if you receive a job offer.

Follow up: Always send a thank you note to the employer immediately following the interview. This final touch enhances the impression you made in person. It is usually best to type thank you letters using a business format, although in some instances it is acceptable to handwrite them on appropriate stationery.

If you send a thank you note via e-mail, be certain to communicate in a business-casual versus overly friendly style. Be very careful of grammar and spelling. Although e-mail often is described as informal communication, that is not the best approach to take.

Commonly Asked Interview Questions

If you think through these questions ahead of time, you will be poised, confident and prepared.

- Tell me about yourself.
- What are your long- and short-range goals? How have you prepared to achieve them?
- What are the most important rewards you expect in your career?
- Why did you choose the career for which you prepared?
- What are your greatest strengths and weaknesses?
- How would you describe yourself?
- How would someone who knows you describe you?
- What motivates you to put forth your greatest effort?
- What qualifications do you have that will make you successful in this field/position/organization?
- In what kind of work environment are you most comfortable?
- Describe how you work under pressure.
- What two or three things are most important to you in your job?
- What are some examples of your creativity?

Work Attitudes

- How do you define success? According to this definition, how successful are you?
- Describe the relationship that ideally exists between a supervisor and supervisee.

Academic Assessment

- How has your college experience prepared you for a career?
- Describe your most rewarding college experience.
- What changes would you make in your college or university? Why?
- How would you plan your academic study differently if you could? Why?

Knowledge of the Employer

- What contributions do you think you could make to this department?
- Why did you decide to seek a position with this organization?

Other Interests and Experiences

- What two or three accomplishments have given you the most satisfaction? Why?
- What major problem have you encountered and how did you deal with it?
- What have you learned from your mistakes?

Situational or Behavioral Questions

- Describe the most difficult interpersonal situation you've had with a professor, supervisor, supervisee or colleague. How did you handle it?
- If your supervisor were setting impossible deadlines, what would you do?
- How would you handle a situation where your direct supervisor asked you to do something that was not consistent with your professional judgment?

Questions to Ask the Interviewer

- What are the responsibilities of this position?
- What qualifications do you expect the successful candidate to have?
- What are the main problems that need immediate attention?
- What resources are available to solve these problems?
- What are the reputations, academic training, and tenures of the employees in this department?
- Do you support professional development? How?
- What is the level of the department's authority in this position?
- What is the department's supervisor's reputation in the organization?
- What are the established guidelines and procedures for making decisions in this position?
- What are the reporting relationships of this position?
- What are the short-term and long-term goals of the department and how are they set?
- How would successful performance be measured in this position?
- How often is performance reviewed in this position?
- What is culture of this organization? Is the environment formal or informal, structured or flexible?
- Describe the interdepartmental relationships.

Interview Evaluation

- Note the name of the interviewer and the place and date of the interview.
- What questions were you asked that you want to remember?
- Which questions posed the most difficulty? How would you answer differently if you could?
- In which areas do you need more information?
- Jot down notes of any interviewer feedback.
- Send a "thank you" promptly!

Graduate Assistantship, Compensation and Financial Information

Tuition Remission and Fees

Full-time Higher Education and Student Affairs (HESA) Graduate Assistants (GAs) working 20 hours/week receive 40 credits of tuition spread over two academic years. Half-time/Partial HESA GAs working 10 hours/week receive tuition remission at half this rate and must pay the other half. The rate of tuition per credit hour for 2017-2018 was \$646 for in-state students and \$1,630 for out-of-state students. The total value of tuition remission for full-time GAs for this 2-year graduate program is approximately \$25,840 for in-state students and \$65,200 for out-of state students. Tuition remission does not cover the mandatory comprehensive fee, which includes access to facilities such as the: Library, Athletic Center, Student Health Center, Student Commons, Dudley H. Davis Campus Center, and Transportation/Shuttle Bus services. Please see the Graduate College website for more information about the comprehensive fee.

Compensation and Stipends

The Dean of Students Office determines the stipend rate for HESA Assistantships. The projected stipend for 2017-2018 is a minimum of \$16,050 for full-time GAs and \$7,775 for half-time GAs. Compensation for GAs who have live-in positions includes a furnished apartment (valued at approximately \$500/month) and a light meal-plan. Full-time assistantships require approximately 20 hours of work for 9 months. Half-time assistantship require approximately 10 hours of work per week for 17 weeks per semester.

Health Insurance and Student Health Fee

Graduate students enrolled in at least 5 credit hours are eligible for UVM Student Health Services by paying a health fee of \$347.00 per semester for the 2016/2017 year. Health insurance coverage is mandatory for UVM students registered for 9 or more credits. The UVM-sponsored Student Health Insurance Plan (SHIP) offers comprehensive health insurance which covers many off-campus health services, including specialty care, hospitalization and prescriptions. The UVM SHIP premium may be subsidized by the Graduate College. The 2017/2018 health insurance premium for single students was \$3,118. Further details are available from Student Health Services by contacting studentinsurance@uvm.edu or by visiting the following site: <http://www.uvm.edu/health/health-insurance/information>

Additional Financial Information

For additional financial information pertaining to graduate students, please go the Graduate College website at <http://www.uvm.edu/~gradcoll/>.

Receiving an Assistantship Offer to the University of Vermont

Offers for an assistantship are made on a rolling basis until all HESA graduate assistantship slots are filled. Those who are extended an offer have until April 15 to accept or decline this offer. To assist us in building the next UVM HESA class, we want you encourage you to consider the following.

The purpose of the April 15 Council of Graduate Schools Resolution is to ensure that you take the necessary time to:

- Collect the information you need about your fit with an institution and program
- Visit the campuses in which you are most interested in seeing
- Get a sense of your future classmates and mentors during your campus visit

In other words, we want you to make an informed choice about where you pursue your graduate education.

So I can take as much time as I want on this?

You are entitled to take the time you need to make an informed decision – up until April 15. We ask that as a courtesy to other candidates waiting for an offer and assistantship providers that you accept or decline an offer once you have adequate information on which to make a sound decision. If you can answer yes to the following questions, that is a good indicator that you have done the careful work necessary to make a good decision.

- Have you visited and/or interviewed with the campuses you wanted or expected to visit?
- Have you received the offers from the institutions you interviewed with and are most interested in?
- Have you thought about the pros and cons of attending a particular institution or relocating to a particular town?
- Have you gotten your questions answered by the program or institution?
- Have you discussed this decision with the significant people in your life (e.g., partners, family, mentors)?

It is to everyone's advantage that you accept or reject offers in a timely manner – and this may be well before April 15. The timing of your decision is sensitive because if you decline the offer, it will give another candidate the opportunity to attend UVM. Additionally, if you accept an offer for a position that another candidate is interested in, they will be in a better position to consider or accept at another program.

We do not want you to relinquish your rights, but if you have clarity about where you want to go, then go ahead and make a decision. If you need additional information to act, please seek it out. After April 15, the institution has the right to rescind the offer of financial award.

What if I want to commit earlier than April 15?

If you are ready to commit to an offer, you may do so at any time and are encouraged to do so. You should not accept an offer, however, if you are unsure of your intentions to honor it. You will quickly learn that the student affairs field is a fairly small profession. Most of us are just “one or two degrees” of separation from each other. A cavalier attitude about your responsibilities to colleagues and classmates can come back to haunt you.

Final Thought

This is a very exciting and important time in your life. We at UVM wish you the best of luck as you make this very important decision.

Discerning “Fit”: Questions to ask yourself..

Interview Days at the University of Vermont provides you the opportunity share your skills, experiences, and most importantly, your story. You will have the chance to connect with potential faculty, supervisors, and future colleagues. A major component of the UVM Higher Education and Student Affairs Administration program is the link between THEORY and PRACTICE. The learning that happens both inside and outside of the classroom will shape who you become as a future professional. We acknowledge that this can be a bit overwhelming to take the first step into deciding what you want as a graduate student, practitioner, and scholar. Therefore, it is encouraged to ask critical questions that will help you discern what support looks like for you, what kind of opportunities you wish to pursue, and what you hope to learn.

Each institution and department provides these unique experiences. It might be helpful to reflect on the following questions before coming to interview at UVM:

- What am I passionate about?
- What has been my journey to this profession?
- What are some of my personal and professional goals?
- How does the UVM HESA program help in achieving my personal and professional goals?
- Do the opportunities provided by various assistantships and practicums help me cultivate skills I already have?
- Do these professional experiences challenge me in new ways?

This is certainly not an exhaustive list, but hopefully will lend itself to help you reflect on your journey up until now and discern what experiences you hope to gain in the future. Consider the functional areas you hope to go into, but also lean into the idea of exploring new areas and gaining a diverse perspective. Doing so widens the breadth of your experiences and skills, and overall, enhances your educational journey. Also, utilize the ACPA/NASPA Professional Competencies (listed below) as a framework and guide for your professional development.

HESA Graduate Assistantships

AVAILABLE FALL 2018

At The University of Vermont, several higher education and student affairs graduate assistantships are available annually. Each assistantship is designed to provide graduate students with a professional opportunity to support and develop the University's goals and activities through its work with students. For specific questions about the assistantship recruitment process, please contact Samantha Haines at sagrads@uvm.edu or by phone at (802) 656-4185.

A list of available HESA Graduate Assistantships is available below. Please note that the availability of these assistantships may change. This listing will be updated as changes occur.

Graduate Assistant for Academic Success - Orientation & New Student Programs

General Description: As staff members within the Department of Student Life, graduate students assist with the overall goals and programs of the Department, with a special emphasis on and collaboration with offices serving the needs of new students. This graduate assistant functions as Assistant to the Director of Orientation, working closely with the Assistant Director of Student Life for Orientation to plan, administer and implement the University of Vermont's new student and family programs.

These programs include:

- A required student & family Summer Orientation program, conducted during the month of June in seven overnight sessions
- A pre-semester fall and spring one-day Orientation program
- An extended Orientation program required for all new students during opening weekend

Assistantship Responsibilities:

- Edit the Orientation publications sent to all incoming students & families.
- Function as administrative support and scheduling facilities for Orientation events.
- Serve as an educator, mentor, and role model to undergraduate student leaders.
- Recruit and select student staff of approximately 40 students.
- Plan and deliver undergraduate Orientation Leader training sessions.
- Work with new students and parents throughout the year.

Departmental Website: <http://www.uvm.edu/studentlife/orientation/>

Key Characteristics:

- Student Development/Interaction - Frequent
- Higher Education/Administration - Frequent
- Programming - Very Frequent
- Project Development/Implementation - Sometimes
- Autonomy - Very Frequent
- Supervising - Sometimes
- Advising - Not at all
- Collaboration - Frequent

Additional Notes: The assistantship begins in early August and runs through June (with extra pay for this additional time).

Graduate Assistant for Student Life - Leadership & Civic Engagement

General Description: The University of Vermont's Leadership & Civic Engagement Programs (LCE) is housed in the Department of Student Life. The mission of Student Life is to foster an inclusive culture of student leadership development, community involvement, and programming in order to develop a socially just community of lifelong learners. The mission of LCE is to foster a culture of student involvement, leadership, and learning through hands-on civic engagement.

The Graduate Assistant in LCE (GA) serves as a resource for UVM students interested in leadership, activism, community service, and social justice efforts. The position develops the graduate assistant's skills of event or action planning, public relations, advising, evaluation and social justice training. In addition to the responsibilities listed below, the graduate assistant has the opportunity to design and work on projects of his or her own initiative with the input of the position supervisor, the AD of Leadership & Civic Engagement (AD for LCE). This position works with another GA for LCE and the AD for LCE to offer comprehensive programs and trainings in Leadership and Civic Engagement. Projects can vary with the first and second year; see below.

Assistantship Responsibilities:

First Year:

- Student Leader Training & Coaching: Advise student service organizations; provide drop-in advising and support to students interested in getting engaged on campus as part of the newly opened Davis Center Career + Experience Hub
- Social Justice Training: Coordinate the logistics of the Next Step Retreat (a social justice retreat for students) with a campus leadership team, team of facilitators, and the AD for LCE – in first year.
- Campus Marketing & Outreach for Service Projects: Oversee the management of volunteer requests (from off-campus) for UVM students through outreach of community partners and the use of social media tools and other online resources connecting students to projects.
- Training: Extensive training creation and delivery for student leaders, including outreach and maintaining online tools and resources. Assist in the leader training for our Service TREK program as well as production of annual Student Leadership Institutes.

Second Year:

- Student Leader Training & Coaching: Advise student service organizations; provide drop-in advising and support to students interested in getting engaged on campus as part of the newly opened Davis Center Career + Experience Hub
- Training: Extensive training creation and delivery for student leaders, including outreach and maintaining online tools and resources. Assist in the leader training for our Service TREK program as well as production of annual Student Leadership Institutes.
- Student Organization Advising Support: support outreach and develop resources and programming for advisors to student groups.
- Student Leader Recognition: Plan and produce campus-wide annual Student Life Awards Ceremony each spring.
- Student Staff: Supervise and work with student staff to produce leadership events, projects, and public relations for programming.

Departmental Website: <http://www.uvm.edu/~lce/>

Key Characteristics:

- Student Development/Interaction - Frequent
- Higher Education/Administration- Sometimes
- Programming-Frequent
- Project Development/Implementation-Frequent
- Autonomy-Frequent
- Supervising-Sometimes
- Advising-Frequent
- Collaboration-Frequent

Graduate Assistant for Student Conduct

Assistantship Responsibilities:

Community Standards

- Serve as a Hearing Officer
- Facilitate Tier Meetings
- Serve as Personal Development Program Coach
- Assist with Project Discovery Curriculum Development
- Participate in Assistant Director meetings with Residential Life
- Serve as report reviewer and assign charges
- Analyze and report data as requested
- RBA
- Monthly RL reports – re: case turnaround for each hearing officer to be shared at CSC/RL AD meetings
- Assist with Education & Outreach

Academic Integrity

- Serve on AI Councils
- Facilitate AI pre-hearing meetings
- Serve on International Student Success Task Force
- Co-facilitate AI sessions for students

Social Justice Mediation

- Assist with Social Justice Mediation program development & outreach
- Serve as mediator for Social Justice Mediation cases

CSC Staff Development/Meetings

- Full Day Retreat - August/December or Jan
- Full Staff Meetings – alternating every other week
- Conduct Meetings - alternating every other week
- Department Social Justice Series (monthly)
- Monthly fun lunches (optional)

Other Duties as Assigned

- Research projects
- Front desk coverage (on rare occasion)
- Posters/Marketing

Departmental Website: <http://www.uvm.edu/sconduct/>

Key Characteristics:

- Student Development/Interaction - Frequent
- Higher Education/Administration - Sometimes
- Programming/Event Planning - Sometimes
- Project Development/Implementation - Frequent
- Autonomy - Frequent
- Supervising – Not at all
- Advising - Frequent
- Collaboration – Very Frequent

Graduate Assistant for Residential Life - Assistant Residence Director

General Description: The Assistant Residence Director (ARD) for the Department of Residential Life is directly supervised by a full-time Residence Director (RD). The individual in this position assists the RD in all matters pertaining to the management of a residential complex ranging in size from 440-670 residents with 10-17 resident advisors (RAs).

Assistantship Responsibilities:

Resident Advisor Supervision

- Assist in the recruitment, selection, training, development and evaluation of RAs.
- Directly supervise 5 RAs and indirectly supervise 5-12 RAs, providing direction, support and development through one-on-one and regular staff meetings.
- Participate in the development and implementation of the ongoing training process for student staff members throughout the year.
- Programming, Advisement and Community Development
- Responsible for the implementation of educational and social programs that promote the development of community, student awareness and interaction, through the implementation of restorative practices and advisement of staff, hall council and other student leaders.
- Advise and meet weekly with the Hall Council Executive Board members to provide development training and guidance.

Administrative

- Assist in carrying out procedures for the opening and closing of the complex for both fall and spring semesters, as well as mid-semester breaks (i.e. Thanksgiving and Spring Break).
- Maintain regularly scheduled office hours per week to include time spent in weekly Residential Education Team meetings, Committee meetings, and student staff and Hall Council meetings.
- Oversee the implementation of monthly health and safety inspections of student rooms.

Student Conduct

- Understand, interpret, communicate and enforce policies within their residential complex.
- Serve as a hearing officer through the Center for Student Ethics & Standards for residents who have allegedly violated sections of the University Conduct Code.
- Serve as a mediator during roommate or group related conflict.
- Assist RAs to follow up on violations of health and safety standards that are not corrected by residents when requested by staff members.
- Communication and Resource Referral
- Serve as resource/referral agent for campus and community resources.
- Encourage participation in programs that assist new and continuing students in their ongoing personal and academic development.

Diversity and Social Justice

- Actively engage student staff members and residence hall students in programming, training and dialogue specific to diversity and social justice.
- Active participant in departmental, divisional and university-wide training and programming opportunities.
- Create and maintain communities that are welcoming and accepting of people of all ethnicities, abilities, ages, sex, gender or identity expression, national origins, religions, and sexual orientations.
- Actively confront situations of intolerance and bias that result from lack of respect.

Additional Responsibilities

- Participate in a rotating on-call duty system, and respond to emergency calls on a 24-hour basis.
- Serve 1 year (spring & fall) on 1 of the 3 Residential Education area related committees.
- Perform additional duties as assigned by the RD or Assistant Director.

Departmental Website: <http://reslife.uvm.edu/>

Key Characteristics:

- Student Development/Interaction - Very Frequent
- Higher Education/Administration - Sometimes
- Programming/Event Planning - Very Frequent
- Project Development/Implementation - Frequent
- Autonomy - Frequent
- Supervising - Very Frequent
- Advising - Frequent
- Collaboration - Frequent

Additional Notes: The compensation for this ten month position includes full tuition remission, a stipend, a semi-furnished on-campus apartment, and small meal plan.

Graduate Assistant for Residential Life - Residential Education & Retention Coordinator

General Description: The Graduate Coordinator for Residential Education and Retention (RER) within the Department of Residential Life is directly supervised by the Assistant Director for Residential Education and Retention. This position will assist with the development and implementation of the Residential Curriculum (co-curricular), coordination of leadership development opportunities for students, will co-advise the Inter-Residence Association (IRA), and serve as a liaison between various campus partners. This position has evening and weekend responsibilities as well as on call duties. This is a 10.5 month assistantship (August-May) with training starting mid-July.

Administrative

- Attend individual supervisory meetings and work collaboratively with the Assistant Director for Residential Education and Retention.
- Attend committee and departmental meetings as appropriate (i.e. Residential Education Team (RET) meetings, RET training, etc.).
- Review, update, and manage purchase card statements, and monthly budgeting processes.

Residential Education & Retention/Leadership Development

- Co-chair the Residential Education and Retention committee.

Residential Education

- Support and assist in the development, implementation, and assessment of the new residential curriculum model for Residential Education.
- Collaborate with Intramural Sports in Athletics in the development and implementation of the Residence Hall Intramural League program

Retention

- Assist in the planning and execution of large-scale events (STAR, Student Leader recognition, etc.) in conjunction with the Residential Education and Retention committee.
- Aid in the coordination and development of appreciation efforts for the department (RA appreciation, Office Manager appreciation, custodial appreciation, etc.).

Leadership Development

- Assist in the planning and coordination of logistics of internal and external leadership opportunities and conferences.
- Serve as the primary facilitator for RET graduate cohort meetings.

Inter-Residence Association

- Co-advise the Inter-Residence Association alongside the Assistant Director; providing administrative, and developmental support to IRA students in an advising capacity.
- Attend and represent the IRA at various local, regional, and national conference as needed.
- Interact with IRA members through 1:1 meetings as well as attendance at executive and general body meetings.
- Assist in the development and implementation of summer and winter trainings for IRA Executive Board.
- Continuously revisit and help anchor the IRA Executive Board in Restorative Practices, our departmental community building framework as well as student advocacy efforts.

Hall Council

- Assist in the planning and coordination of logistics for our fall semester hall council retreats for students and advisors.
- Co-facilitate Hall Council large-group meetings and in-services

Diversity and Social Justice

Actively engages student staff members and residence hall students in programming, training and dialogue specific to diversity and social justice.

Active participant in departmental, divisional and university-wide training and programming opportunities.

Actively confronts situations of intolerance and bias that result from a lack of respect.

Additional Responsibilities

Participate in a rotating on-call duty system, and respond to emergency calls on a 24-hour basis (max. of 2 weeks a semester).

Some adjudication of conduct experience will be available.

The person in this position will have evening and weekend responsibilities.

Participate in major departmental events and initiatives (opening, closing, RA training, etc.).

Additional duties as assigned.

Key Characteristics:

- Ability to interact with student leaders in a developmental and restorative manner.
- Ability/comfort level with facilitating meetings among colleagues.
- Ability to collaborate interdepartmentally.
- Experience with student organizations/Hall Councils/Residence Hall Associations desired, but not required. (either advising or having been in a student organization)
- Strong administrative and organization skills necessary, as well as the ability to navigate multiple deadlines.
- Ability to work and make decisions autonomously when necessary.
- Ability to be creative and think innovatively.
- Either prior knowledge or a desire to learn about residential curriculums/co-curricular initiatives.

Position Characteristics:

- Student Development/Interaction - Frequent
- Higher Education/Administration - Frequent
- Student Programming Attendance- Frequent
- Department/Committee Project Development/Implementation - Frequent
- Autonomy- Frequent/Sometimes
- Supervising - None
- Advising - Frequent
- Collaboration - Frequent

Additional Notes: The compensation for this ten month position includes full tuition remission, a stipend, a semi-furnished on-campus apartment, and a small meal plan.

Graduate Assistant for Residential Life - Coordinator for Resident Advisor Recruitment and Selection

General Description: The Graduate Coordinator for RA Engagement and Success (RAES) plays a key role in the development and implementation of a comprehensive RA engagement and success strategy for Residential Life including RA recruitment, selection, human resources, and RA experience. This position is directly supervised by the Assistant Director for Athletic Campus/RA Engagement and Success. This Coordinator for RAES has some evening and weekend responsibilities as well as on call duties. This is a 10 month assistantship (August-May) with training in July.

Assistantship Responsibilities:

Administrative (10%)

- Attend individual supervisory meetings and work collaboratively with the Assistant Director for Athletic Campus/RA Recruitment and Selection.
- Attend committee and departmental meetings as appropriate (i.e. Residential Education Team (RET) meetings, RET training, etc.).
- Review, update, and manage the RA operations manual.

RA Recruitment and Selection (50%)

- Co-chair on the RA Recruitment and Selection committee, serving as a member of the committee's leadership team.
- Assist in the development of a comprehensive marketing and recruitment strategy for the RA position, including information sessions, tabling, social media presence, campus partner outreach, etc.
- Co-coordinate the RA Selection process; including application reviews, interview weekend efforts, interview scheduling, and the assessment of recruitment and selection efforts.
- Serve as the primary point person for RA applicants during the application and interview process.
- Aid in training internal and external campus partners in the interviewing and selection of RAs.
- Co-facilitate the selection and placement process for RAs as well as coordinate responses to candidates.

RA Engagement and Success (20%)

- Serve as the primary advisor to RA council, liaising between the council and ResLife leadership.
- Oversee departmental RA appreciation efforts, each semester.
- Coordinate RA position assessment efforts, including RA supervisor feedback, RA evaluations process, exit surveys, resident feedback, etc., in collaboration with the Assistant Director.
- Collaborate with the Graduate Coordinator for Student Leadership and Engagement in the coordination of the year-end Student Leader Recognition event.
- Work with the Assistant Director for Training and Development to support the implementation of Lead RA and RA training at the beginning of each semester.
- Works actively with the Residential Education Team (RET) in best practices around supporting and working with the RA staff.

Diversity, Social Justice, and Restorative Practices (10%)

- Active participant in departmental, divisional and university-wide training and programming opportunities.
- Actively confronts situations of intolerance and bias that result from a lack of respect.
- Work with campus partners in recruiting and hiring a diverse group of RAs, embodying inclusive hiring practices

Additional Responsibilities (10%)

Participate in a rotating on-call duty system, and respond to emergency calls on a 24-hour basis.

Some adjudication of conduct experience will be available.

The person in this position will have occasional evening and weekend responsibilities.

Participate in major departmental events and initiatives (opening, closing, RA training, etc.).

Additional duties as assigned.

Position Characteristics:

- Prior experience as a Resident Advisor or similar position desired, but not required.
- Ability to interact with student leaders in a developmental and restorative manner.
- Ability/comfort level with facilitating meetings among colleagues.
- Ability to collaborate interdepartmentally.
- Strong administrative and organization skills necessary, as well as the ability to navigate multiple deadlines.
- Ability to work and make decisions autonomously when necessary.
- Ability to be creative and think innovatively.
- Either prior knowledge or a desire to learn about marketing, student staff recruitment and retention strategies.

Position Characteristics: (Frequent, Sometimes, Minimal, None)

- Student Development/Interaction - Frequent
- Higher Education/Administration - Frequent
- Student Programming - Rarely
- Department/Committee Project Development/Implementation - Frequent
- Autonomy - Sometimes
- Supervising - None
- Advising - Frequent
- Collaboration - Frequent

Graduate Assistant for Education & Outreach Services (Living Well) - Basics Coordinator

General Description: Education & Outreach Services is a unit within the Center for Health & Wellbeing (CHWB) focused on health promotion and wellness. Housed within the Living Well office, our mission is to create opportunities for accessing information, identifying resources, developing skills and making healthy choices. We do this through innovative programming, collaborating with, and supporting campus partners and advocating for individual and community health. Our office is responsible for implementing the Brief Alcohol Screening & Intervention for College Students (BASICS), a harm reduction approach to motivate students to reduce alcohol use in order to decrease the negative consequences of drinking.

Assistantship Responsibilities:

- Assist with the development, implementation, and evaluation of the Brief Alcohol Screening and Intervention for College Students (BASICS) program.
- Participate in BASICS/Motivational Interviewing trainings.
- Facilitate the BASICS program in both individual and group formats.
- Maintain the online the BASICS program database and handle ongoing logistical needs (e.g., entering students into the system, managing the online scheduling system).
- Understand & be aligned with a harm reduction approach to substance use.
- Assist with developing and conducting trainings within the UVM community on various topics related to substance use and motivational interviewing.
- Work with Center for Health and Wellbeing technology coordinator to develop a web presence for the BASICS program.
- Conduct literature reviews on current programs and trends in substance use prevention/intervention work.
- Attend weekly Living Well staff meetings.
- Attend various meetings on campus with the BASICS Clinical Coordinator
- Strive towards a deeper understanding of issues of diversity. Incorporate multicultural diversity and social justice concepts and principles into education & outreach efforts.
- Other duties as assigned.
- Occasional evening and weekend hours are expected.

Departmental Website: <http://www.uvm.edu/~chwb/livingwell/>

Key Characteristics:

- Student Development/Interaction - Very Frequent
- Higher Education/Administration - Sometimes
- Programming - Frequent
- Project Development/Implementation - Frequent
- Autonomy - Very Frequent
- Supervising - Not at all
- Advising - Not at all
- Collaboration - Very Frequent

ACPA/NASPA Competencies



Central to the substance and structure of our professional development initiatives are the ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners. The complete report from the Joint Task Force on Professional competencies and Standards can be found at: <http://www.myacpa.org>.

Professional Competency Areas

Personal and Ethical Foundations (PEF): Involves the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth. Personal and ethical foundations are aligned because integrity has an internal locus informed by a combination of external ethical guidelines, an internal voice of care, and our own lived experiences. Our personal and ethical foundations grow through a process of curiosity, reflection, and self-authorship.

Values, Philosophy, and History (VPH): Involves knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one's current professional practice. This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of the profession's history, philosophy, and values.

Assessment, Evaluation, and Research (AER): Focuses on the ability to design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education.

Law, Policy, and Governance (LPG): Includes the knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one's professional practice.

Organizational and Human Resources (OHR): Includes knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources. This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources.

Leadership (LEAD): Addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members.

Social Justice and Inclusion (SJI): While there are many conceptions of social justice and inclusion in various contexts, for the purposes of this competency area, it is defined here as both a process and a goal which includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.

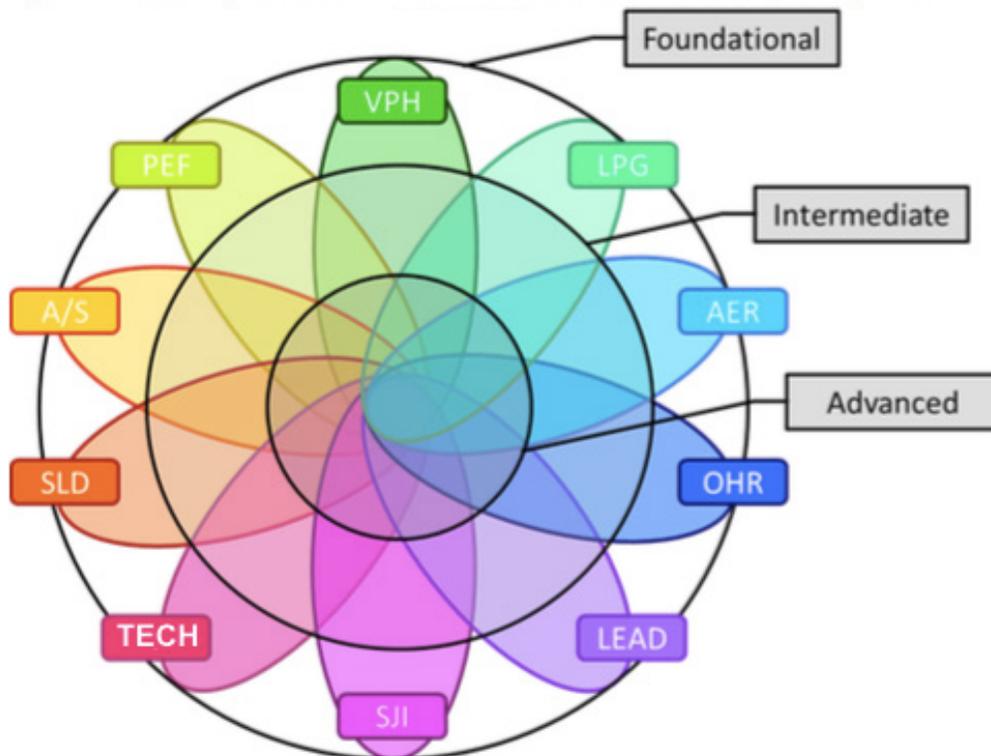
Student Learning and Development (SLD): Addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice.

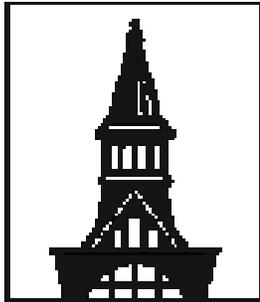
Technology (TECH): Focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. Included within this area are knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities as a whole.

Advising and Supporting (A/S): Addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues.

Competency areas adapted from ACPA/NASPA Joint Task Force on Professional Competencies and Standards (Report, July 2015). Endorsed by each association's governing bodies on July 2015

Figure 1. Visual Representation of the Intersection of the 10 Competency Areas





The University of Vermont

January 2018

We hope that you enjoyed your visit here in Burlington at The University of Vermont! It has been wonderful working with each and every one of you! Our goal has been to provide you with a fantastic experience to help you determine if the Higher Education & Student Affairs Administration program at UVM is right for you.

Exactly a year or two years ago, we were in your shoes. We remember leaving some graduate school visits feeling extremely excited and knowing that we had found the right fit. We also remember leaving some graduate school visits with many unanswered questions. As many of you may be feeling now, we felt excited, confused, anxious, and a wide range of other emotions. Because of this, we encourage you to reach out to us and other members of the UVM community who you have connected with these past few days as resources to answer any questions you may have before making your decision. Your best interest and fit is our priority and we hope you share our confidence that this process will lead you to the program that is best for you.

Wherever your professional and personal decisions take you, we welcome you to The Vermont Connection! We are excited to work with you as future colleagues! Best wishes wherever your path may take you!

Sincerely,

Doretha Benn
Class of 2018

Josue Quiles
Class of 2019

Kayla Goldberg
Class of 2019