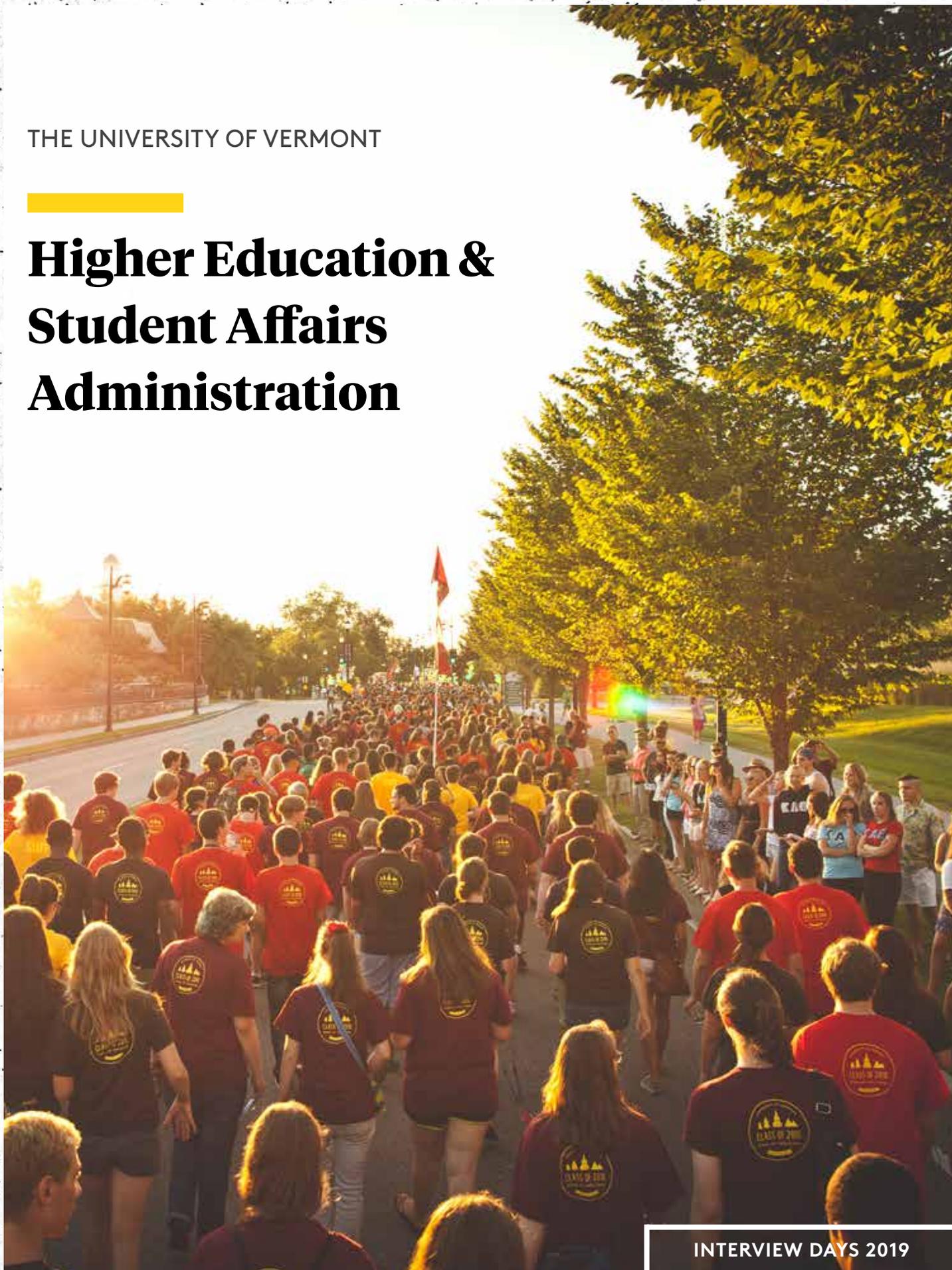
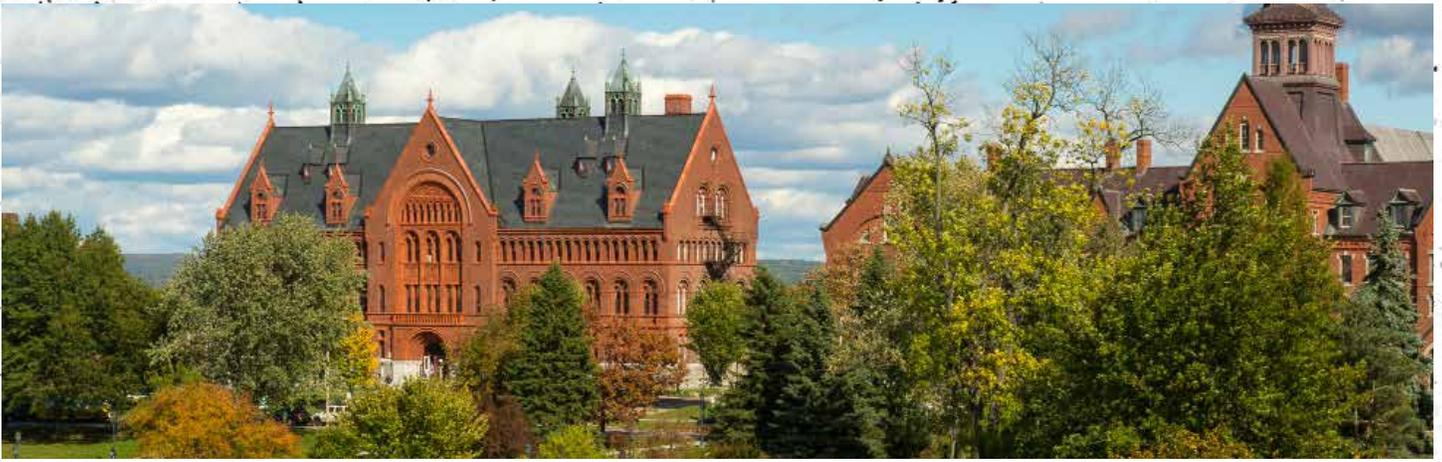


THE UNIVERSITY OF VERMONT

Higher Education & Student Affairs Administration



INTERVIEW DAYS 2019



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

E. Thomas Sullivan

President

January 2019

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, along with 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

OFFICE OF THE PRESIDENT

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Equal Opportunity/Affirmative Action Employer



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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January 2019

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 40 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. First-year HESA students can become more involved with TVC by being on the Executive Board as a Professional Development Chair, Public Relations Chair, or Legacy & Almunx Relations 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 a 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 2018-2019



PEOPLE & PLACES





Lee Williams, Ph.D.

Interim HESA Program Coordinator

Lee Burdette Williams (she/her/hers) has worked in higher education and student affairs for almost three decades and is the Interim Coordinator of the Higher Education and Student Affairs Administration graduate program at the University of Vermont. She previously served as the Vice President for Student Affairs and Dean of Students at Wheaton College, and prior to that was Dean of Students at the University of Connecticut. Lee's professional interests include mental health services, academic partnerships, learning communities and student culture. She has written extensively on these and other topics and is a frequent speaker and presenter on contemporary issues in higher education. Lee is the author of two books, *Emerging Practices and Trends in Peer Education and Learning*

Communities in Student Affairs: Partnering for Powerful Learning. Lee's work with the College Autism Network allows her a chance to work with colleges and universities to improve their services to students with learning differences. She has authored numerous articles and presented at national conferences on this topic, and is the director of the College Inclusion Summit, an annual conference that brings together professionals working to college students with autism. Lee has taught in the student affairs graduate programs at the University of Connecticut, Appalachian State University and the University of Maryland College Park prior to teaching at UVM. In the HESA program, Lee teaches a practitioner-oriented course on current issues in higher education as well as the practicum classes. Lee received her Ph.D. in College Student Personnel Administration from the University of Maryland College Park, her M.Ed. in Counseling from Salem State University, and her B.A. from Gordon College.

Tracy Arámbula Ballysingh, Ph.D.

Assistant Professor

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

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 examines 1) Pre-college contexts, including PK-12 experiences and socio/familial environments; 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 multiple peer-reviewed outlets, including the Journal of School Leadership, the Association for Mexican American Educators Journal, the Journal of Hispanic Higher Education, and New Directions for Institutional Research. 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). Dr. Ballysingh has been active with the American Association of Hispanics in Higher Education (AAHHE), having been named a Graduate Fellow in 2009, 2010, and 2011 and a Faculty Fellow for 2019. She is also engaged as a scholar with the Association for the Study of Higher Education (ASHE) 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 and serves on the editorial boards of the Journal of Higher Education and the Journal of the First-Year Experience & Students in Transition.

Dr. Ballysingh has taught throughout 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 spouse of immigrants from Mexico and Jamaica, respectively. She is a committed #LatinaMamiScholar whose two young children, Alejandro (6) and Lucía (3), are her greatest achievements.

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 student development theory, among others. He also serves as the Faculty Director for the undergraduate 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.





Deborah E. Hunter, Ph.D.

Associate Professor

Dr. Deborah Hunter (she/her/hers) 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 administered the program's Practica internships and she 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. Gribbons 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 NAWES'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.



Jilliene Johnson, M.Ed.

Diversity, Engagement and Professional Development Director

Jilliene M. Johnson (she/her/hers) currently serves as the Director of Diversity, Engagement, and Professional Development in the office of the Vice Provost and Dean of Students. In this role she oversees professional development for approximately 200 staff in the Division, serves as the primary administrative liaison to the faculty and students of the Higher Education and Student Affairs (HESA) program, Chairs the University's Bias Response Program and provides divisional and institutional support for matters related to diversity, inclusion and campus climate.

From summer 2014 to 2017, she served as the Assistant Dean of Students where she was responsible for overseeing the development and review processes for institutional policies assigned to Student Affairs and also served as the Appeals Officer for all student conduct cases.

As an educator, Jilliene understands the transformative nature of education to shape and change lives, and is dedicated to making postsecondary education more inclusive, affordable, and equitable. Prior to UVM, her passion for advocating for underserved communities and federal policy was further refined during her time on Capitol Hill as a Congressional Black Caucus Foundation Education Fellow. During her Fellowship she served in the Offices of U.S. Representative Marcia L. Fudge (D-OH) and Senator Kay R. Hagan (D-NC), where her portfolio included education, health care, poverty, and judiciary issues.

She is the recipient of the 2017 Rising Star "Top 40 under the Age of 40" from the Vermont Business Magazine, the Kenneth P. Saurman Memorial Award from the HESA program, and the Richard F. Stevens Outstanding Graduate Student Award from NASPA Region 1.

Her commitment to equity and inclusion extends beyond her professional roles and continues as an Upward Bound Mentor, a NASPA Undergraduate Fellow Mentor, and as Board of Trustee member at The College of Wooster.

Jilliene earned her bachelor's degree from the College of Wooster and a master's in Higher Education Administration at the University of Vermont. As a HESA alumna, she enjoys the opportunity to co-teach the Legal Issues course in the HESA program with Dr. Annie Stevens.

Tiffanie Spencer, Ph.D.

Affiliate Faculty Member

Tiffanie Spencer (she/her/hers) currently serves as the Director for Diversity and Community Engagement in the College of Education and Social Services. Her role provides leadership in facilitating community partnerships to expand diversity initiatives for the college, with emphasis on collaborating with local and national organizations, as well as on-campus colleagues to develop accessible pathways for University of Vermont students, faculty, and staff from historically underrepresented backgrounds. She teaches EDHI 385: Foundations & Functions of College Student Personnel in the HESA program.



Prior to joining the UVM community, she earned a doctorate from the Institute of Higher Education at the University of Georgia while working with the Georgia College Advising Corps, an institutional partner of a national nonprofit that trains recent college undergraduates to assist students of underserved high schools with their postsecondary search and selection process. Her research interests align with much of recent work, which focuses on examining transition pathways and experiences of first generation, low-income, and underrepresented students from secondary to postsecondary educational opportunities.

Prior to her time at the University of Georgia, Tiffanie has devoted much of her profession to higher education student affairs work in capacities including Residence Life, Student Conduct, Student Organization advisement, as well as student advising as part of an empowerment and retention program focused on working with underrepresented student populations. Tiffanie received her Master's of Education in Higher Education Management with a concentration in Student Affairs at the University of Pittsburgh, and a Bachelor of Arts in Psychology at the University of Notre Dame.



Annie Stevens, Ph.D.

Vice Provost for Student Affairs

Annie Stevens (she/her/hers) 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 32 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 also a member of the National Association of Student Personnel Administrators. She 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*.



Samantha Haimes, M.S. Ed.

Graduate and Professional Development
Coordinator

Samantha Haimes (she/her/hers) is the Graduate and Professional Development Coordinator at the Vice Provost and Dean of Students Office. She oversees the coordination, recruitment, selection training and evaluation of the assistantship experience for the Higher Education and Student Affairs (HESA) graduate program. She also supports current HESA students in their professional development and collaborates with the Diversity, Engagement, and Professional Development Director to do the same with professional staff members in the Division of Student Affairs.

Prior to joining UVM in 2017, Samantha spent the majority of her career thus far working in university career services, focusing on both undergraduate and graduate student advising/professional development and marketing. In 2016, she received the National Association of Colleges and Employers 2016 Rising Star Award and over the years, has worked at institutions including Cabrini University, the University of Miami, Middlebury College, and of course now, the University of Vermont. She earned a Master of Science in Education at the University of Miami, focusing her coursework on Student Development in Higher Education and Enrollment Management. Prior to that, she received a Bachelor of Arts in Advertising and Public Relations from the University of Central Florida.

HESA Class of 2019

Vivianna Alvarez

Hampshire College, College Access and Retention

Email: vivianna.alvarez@uvm.edu

Pronouns: They/Them/Theirs

Hometown: Houston, TX

Assistantship: Assistant Residence Director

Practica: Mosaic Center, Women's Center, Center for Academic Success

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: I worked at my alma mater's Admissions Office.

Other grad programs applied to: None

Hobbies: Roaming Etsy for hours, drinking herbal tea, cooking, binge watching Netflix, giggling until my body aches, going for drives, and supporting Brown and Black music, art, orgs, and people.

Favorite thing about Burlington: Spending quality time with my friends near the water.

Favorite thing about HESA: The Graduate Colleagues program! I absolute loved my GC last year & have enjoyed all the ways I've gotten to share my experiential knowledge with my new GC this year.

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.



Jess Cotton

Seattle University, Sociology

Email: jessica.cotton@uvm.edu

Pronouns: She/Her/Hers

Hometown: Los Angeles, CA

Assistantship: Assistant Residence Director

Practica: Champlain College - See Say Do Campaign, Division of Student Affairs - NUFP Coordinator

Undergrad involvement: Resident Advisor, Hall Council

Before coming to UVM: Regional 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 support that my cohort brings to my growth.

Random fun fact: I lost my front tooth in a mechanical bull accident.

Soren Dews

Smith College, Sociology and the Study of Women and Gender

Part-time student

Email: sdews@uvm.edu

Pronouns: She/Her/Hers

Hometown: Ferrisburgh, VT

Employment: Talent Search Outreach Counselor

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 VISTA and Commonwealth Corps

Other grad programs applied to: Boston College, University of Massachusetts - Amherst, Colorado State University

Hobbies: Cooking with my partner, video games, fantasy football, brewery hopping, and singing!

Favorite thing about Burlington: Autumn and the waterfront.

Favorite thing about HESA: The great people I've met!

Something I love about my cohort: Their fearlessness <3

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/Hers

Hometown: Burlington, VT

Assistantship: Campus Programs

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

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: Playing ukulele, going to free concerts and comedy shows downtown, driving to Stowe to eat massive amounts of Cabot cheese samples, biking, hiking, and spending time with my partner.

Favorite thing about Burlington: The view of Camel's Hump on my walk home from campus.

Favorite thing about HESA: This program has challenged and stretched me in ways that I never would have imagined. Though being a part of UVM HESA has been far from easy, it has pushed me to think more deeply and critically, has helped me to solidify my own values and beliefs, and has enabled me to be a better student affairs professional.

Something I love about my cohort: As a collective, our Scattergories skills are out of this world.

Random fun fact: I was born on UVM's campus.



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/Hers

Hometown: Sharon, MA

Assistantship: Undergraduate Admissions

Practica: Grossman School of Business Student Services Office, HESA Recruitment, Vermont Student Assistance Corporation (VSAC)

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: The beauty of the mountains and Lake Champlain.

Favorite thing about UVM HESA: I am grateful to have found some amazing friends in my cohort who I hope will stay in my life long after we graduate.

Random fun fact: I love dachshunds!



Rachel Greene

Loyola University Chicago, Advocacy and Social Change

Email address: Rgreene1@uvm.edu

Pronouns: They/Them/Theirs

Hometown: Dayton, Ohio

Assistantship: Assistant Residence Director

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

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

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

Hobbies: Brunch, blogging, and traveling with friends.

Favorite thing about Burlington: Brunch at Shelburne Inn!

Favorite thing about UVM HESA: The learning!

Something I love about my cohort: I love the learning and growing that happens in my cohort. There is always an opportunity to be challenged and to further our thinking through class discussions and content.

Random fun fact: I love snacks.

Meg LaLonde

Michigan State University, Interdisciplinary Studies - Human Resources & Psychology

Email address: mlalonde@uvm.edu

Pronouns: She/Her/Hers

Hometown: Maine & Michigan

Assistantship: Grossman School of Business Career Management Office

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

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, 2 years doing college access work at a high school in rural Michigan, and 1 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 at Honey Road, watching Netflix & sports, sleeping, shopping for groceries at Trader Joe's.

Favorite thing about Burlington: It's super dog friendly! And there's always something to do.

Favorite thing about UVM HESA: UVM's campus.

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
Minors: Sociology, Leadership Studies*

Email address: pglong@uvm.edu

Pronouns: He/Him/His

Hometown: Charlotte, North Carolina

Assistantship: Career Center

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

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 music scene, breweries, and access to a wide range of 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: My twin brother and I were once part of a commercial celebrating the anniversary of a roller coaster.

Josue Quiles

Eastern Connecticut State University, Social Work

Email address: Jdquiles@uvm.edu

Pronouns: He/Him/His

Hometown: North Windham, CT

Assistantship: Assistant Residence Director

Practica: Residential Life and Assessment, HESA Recruitment, Student Retention with Dean of Students Office

Undergraduate involvement: Resident Advisor

Other grad programs applied to: University of Rhode Island

Hobbies: Basketball, 2K, Video games, and 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/Theirs

Hometown: Des Moines, IA

Assistantship: Assistant Residence Director

Practica: LGBTQA, Office of Institutional Research, University Relations - Queer and Trans* Policy

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, University of Maryland, Ohio State

Hobbies: YouTube, Kpop, dancing, basketball, tennis, napping, eating food, outdoor things.

Favorite thing about Burlington: Gaku Ramen and the proximity to Montreal.

Favorite thing about UVM HESA: The feelings we get to talk about.

Something I love about my cohort: Everyone does their own thing. They're honestly so amazing, and we grow together through our stories.

Random fun fact: I am fun.

Nora Rosales Soto

University of California, Santa Barbara, Sociology

Email address: ngrosale@uvm.edu

Pronouns: She/Her/Hers

Hometown: Hawthorne, CA

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 and 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

Hometown: Queens, New York

Assistantship: Davis Center Operations University Event Service

Practica: HESA Risk & Safety, Divisions of Enrollment Management, Center for Student Conduct

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

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, 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 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/Hers

Hometown: San Diego, CA

Assistantship: Assistant Residence Director

Practica: Marketing and Communication - Mosaic Center for Students of Color, Special Projects Graduate Intern - Liberal Arts in Prisons Program

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

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

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

Favorite thing about Burlington: I love the fall, City Market, and Tiny Thai.

Favorite thing about UVM HESA: Faculty mentorship, cohort model, and The Vermont Connection!

Something I love about my cohort: I love the laughs and thoughtful conversations.

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

Hometown: Beaumont, TX

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

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

Hometown: Homs, Syria

Practica: Division of Enrollment Management, Campus Recreation, Community College of Vermont - Academic Support

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: Lake Champlain.

Favorite thing about UVM HESA: The opportunities for professional development.

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

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

Hometown: Wilmington, DE

Assistantship: Leadership and Civic Engagement

Practica: Career Center, Career Education Intern at Saint Michael's College

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, Harvard University

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

Hometown: Chicago, IL

Employment: Community Coordinator for Journey to Independence (UVM Residential Life)

Practica: Mosaic Center for Students of Color, CEMS Supporting Students of Color in STEM, Residential Life - The RA Experience

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

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

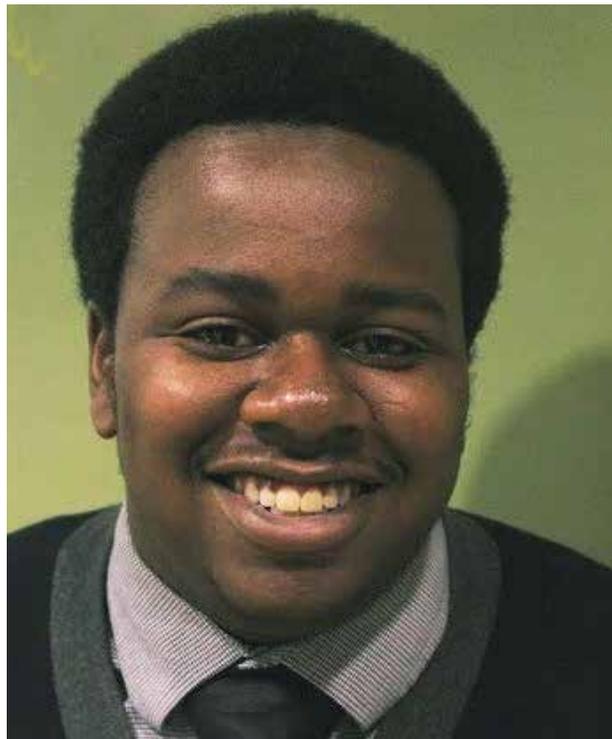
Hobbies: Music, playing NBA 2K, video games, eating good food, hanging with friends, and watching good series.

Favorite thing about Burlington: The mountains and Tiny Thai.

Favorite thing about UVM HESA: Our social justice debates and my assistantship.

Something I love about my cohort: We can challenge and engage each other to support our growth.

Random fun fact: My favorite word is randomness.



HESA Class of 2020

Laura Aguilera

*University of Buffalo - SUNY, Global Gender Studies;
International Studies*

Email address: laura.aguilera@uvm.edu

Pronouns: She/Her/Hers; They/Them/Theirs

Hometown: Webster, NY

Assistantship: Graduate Coordinator for Residential Education and Retention

Practica: Mansfield Hall, Prism Center

Undergraduate involvement: Vice President of Amnesty International, Sexual Health Peer Educator, Study Abroad in Turkey and Brazil, Clinic Escort at Planned Parenthood, Hall Council

Other grad programs applied to: None

Hobbies: Poetry, cooking and eating vegan goodies, admiring nature, making jewelry, and drawing.

Favorite thing about Burlington: I love how Burlington is surrounded by mountains; it grounds me.

Favorite thing about UVM HESA: I appreciate the opportunity to create community with those I share affinity with.

Something I love about my cohort: I appreciate everyone's willingness to learn and be challenged.

Random fun fact: I do not like chocolate!



Kirsty Nicole Bocado

The Pennsylvania State University, Psychology

Email: kirstynicole.bocado@uvm.edu

Pronouns: She/Her/Hers

Hometown: North Jersey/NYC

Assistantship: Assistant Residence Director

Practica: Outdoor Programs - Ropes Course, Living Well

Undergrad involvement: Research Assistant - Anxiety and Emotion Research Lab, Public Relations/Webmaster - Active Minds, Secretary - Raw Aesthetic Movements (RAM) Squad Dance Crew, Teaching Assistant/Advanced Facilitator, NUFF

Before coming to UVM: Study Abroad at Children and Youth Empowerment Centre in Kenya, City Year - New York, Camp Mentor and Dance Activity Specialist, and community organizing and activism.

Other grad programs applied to: Miami University of Ohio, Iowa State University, University of San Francisco, Loyola

University Chicago, University of Massachusetts - Amherst, Colorado State University

Hobbies: Playing piano/violin/trombone/guitar, freestyle dancing, running, playing tennis, watching anime/dance battles, playing video games, writing poetry/spoken word, and collecting buttons.

Favorite thing about Burlington: The crisp, fresh air, no matter what the weather is and cute places downtown.

Favorite thing about HESA: I enjoy what I'm reading because I know I can take this knowledge back to community organizing and activism.

Something I love about my cohort: I love that I've found APIDA affinity, specifically Filipinx affinity.

Random fun fact: I performed a couple of times for "Show Time" in Times Square and in the subway.



Jacob T. Dunwiddie

Kent State University, Early Childhood Education

Email address: jacob.dunwiddie@uvm.edu

Pronouns: He/Him/His

Hometown: Massillon, Ohio

Assistantship: Assistant Residence Director

Practica: Career Services, VPDOS - HESA Recruitment

Undergraduate involvement: LGBTQ Student Center intern, Alumni Association Ambassador, Resident Assistant, Conference Assistant, National Association of College and University Residence Halls, Inc., and Alpha Phi Omega

Other grad programs applied to: SUNY Buffalo, Colorado State University, Lewis & Clark College, Seattle University, University of Northern Colorado, University of Utah, Michigan State University, University of Colorado, FIU

Hobbies: Baking, hiking, adventuring, trying new restaurants, traveling, reading, sun bathing, and reading.

Favorite thing about Burlington: I love the outdoors.

Favorite thing about UVM HESA: My favorite thing about UVM HESA is my assistantship. I feel I have been able to directly apply what I learn in the classroom into my work with students.

Something I love about my cohort: The closeness we have with each other that allows for proactive relationship building, and being authentic.

Random fun fact: I studied abroad in Italy for one summer and met some of my closest friends.



Roselvy Flores

Woodbury University, Fashion Design - Textile Creation

Part-time student

Email address: rflores1@uvm.edu

Pronouns: She/Her/Hers

Hometown: Compton, CA

Employment: Office Manager - Center for Student Conduct

Practica: Mansfield Hall Connections Program, VPDOS - HESA Recruitment

Undergraduate involvement: Residential Life, Student Life Programming Board, Student Conduct Judicial Board, and Fashion and Graphic Design Tutoring

Before coming to UVM: I was part of the Student Services team at a private high school for seven years. My time there allowed me to work with first generation students in multiple capacities, train and mentor incoming faculty, and co-teach the senior seminar: life skills class.

Other grad programs applied to: Colorado State University,

University of Maine, Bowling Green State University

Hobbies: Dodgeball, rec. leagues, board games, cooking, and traveling.

Favorite thing about Burlington: Scenic Views, Fall time, the delicious cheese, and Creemes.

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

Something I love about my cohort: Resiliency and openness to dialogue.

Random fun fact: I live in the middle of the woods for 3 months without tv, cell service, or internet every year and I love it.



Fonda Heenehan

Warren Wilson College, Philosophy; Political Science

Email address: fheeneha@uvm.edu

Pronouns: She/Her/Hers

Hometown: Wherever my family is!

Assistantship: Student Life - Leadership & Civic Engagement

Practica: Interfaith Center, Research Assistant - Social Justice Action Planning

Undergraduate involvement: Women's Varsity Soccer, Residence Life, Pitch Please! A Capella Group, Student Government Association

Other grad programs applied to: Boston College, Lewis & Clark College

Hobbies: Running, reading, hiking, knitting or crocheting, singing and listening to music.

Favorite thing about Burlington: The access to the outdoors and maple-flavored everything!

Favorite thing about UVM HESA: Thus far, my favorite thing about UVM HESA is my assistantship! Everyday I am learning something new, and the folks in my office (Student Life) are super energetic and incredibly fun.

Something I love about my cohort: How competitive we are when it comes to Bananagrams.

Random fun fact: I am named after both my grandmothers.



Brie Hornig

San Diego State University, Sustainability

Email address: brianna.hornig@uvm.edu

Pronouns: She/Her/Hers

Hometown: Pleasanton, CA

Assistantship: Graduate Assistant for Student Affairs at Champlain College

Practica: Orientation & New Student Programs, Critical Race and Ethnic Studies (CRES)

Undergraduate involvement: Center for Intercultural Relations, Associated Students, Asian Pacific Student Alliance, Center for Asian and Pacific Studies, Economic Crisis Response Team (ECRT)

Other grad programs applied to: University of Maryland - College Park, USC, University of San Francisco, UCLA

Hobbies: Spending time outside, drinking tea, watching and writing spoken word, and Netflix.

Favorite thing about Burlington: Leaves changing color in the fall!

Favorite thing about UVM HESA: Guidance and support from faculty.

Something I love about my cohort: Learning and growing with each other through discussions and experiences.

Random fun fact: I can pogo stick with no hands and up stairs.



Jimmy Huynh

*University of Connecticut, Mathematics/
Statistics*

Email address: jimmy.huynh@uvm.edu

Pronouns: He/Him/His

Hometown: Wethersfield, CT

Assistantship: Assistant Residence Director

Practica: Assessment with the Vice Provost and
Dean of Students Office, Career Center

Undergraduate involvement: First Year Programs
and Learning Communities

Other grad programs applied to: University of
Connecticut, University of Texas at Austin

Hobbies: Playing video games, powerlifting,
cooking, baking, listening to music, and drinking
coffee and tea.

Favorite thing about Burlington: I love Church
Street! Going downtown is always refreshing - there
are a lot of good restaurants, cozy coffee shops, etc.

Favorite thing about UVM HESA: I love how our classes tie into our assistantship and practicum experiences. It feels great that the work and learning we do in class ties into the work we are doing outside of class.

Something I love about my cohort: People love and care about one another.

Random fun fact: I play for UVM's League of Legends team.



Jacob Joseph

Saint Michael's College, Business Administration

Part-time student

Email address: jjoseph@smcvt.edu

Pronouns: He/Him/His

Hometown: West Winfield, NY

Employment: Assistant Director of Admission at Saint
Michael's College

Undergraduate involvement: Board Member for New
Student Orientation, Leader of Little Brother Little Sister
Mentoring Program, Student Government Association

Before coming to UVM: I have been working at Saint
Michael's College for the past 3 years as an Assistant
Director of Admission.

Other grad programs applied to: None

Hobbies: Baseball, soccer, movies, volunteering, and trying new things. My most recent endeavor is playing the guitar poorly.

Favorite thing about Burlington: Coming from the middle of nowhere I love the size of Burlington as it has city elements without being overwhelming. The food is incredible too!

Favorite thing about UVM HESA: The faculty connections.

Something I love about my cohort: Their willingness to get me more involved as I'm a part timer.

Random fun fact: I have been skydiving and currently don't have a meniscus.

Nathan Karas

University of California, Santa Cruz, Psychology and Environmental Studies

Email address: nathan.karas@uvm.edu

Pronouns: They/Them/Theirs

Hometown: Bay Area, CA

Assistantship: Center for Student Conduct

Practica: Prism Center, Living Well

Undergraduate involvement: LGBTQIA+ Peer Educator, Sexual Health Educator, Social Justice Educator, Community Builder, and College Assistant

Before coming to UVM: I took a year off and recovered from my undergrad experience. I worked temporarily at UCSC and otherwise at a Bagelry.

Other grad programs applied to: University of Michigan - Ann Arbor, University of Massachusetts - Amherst, University of San Francisco

Hobbies: Cooking, poetry, anime, video games, and spending time with community.

Favorite thing about Burlington: Proximity to Montreal and East Coast.

Favorite thing about UVM HESA: The community you get to build.

Something I love about my cohort: The affinity I share with folks.

Random fun fact: I have been skydiving and would highly recommend.



Isora Lithgow

University of Vermont, Public Communication

Part-time student

Email address: ilithgow@uvm.edu

Pronouns: She/Her/Hers

Hometown: New York City, NY

Employment: Peer Advising Coordinator - Advising Center

Practica: Fraternity & Sorority Life, Davis Center Operations

Undergraduate involvement: Her Campus UVM, Alianza Latinx Publicist/President, Marketing Intern, Orientation Leader, Peer Advisor for the Summer Enrichment Scholars Program

Before coming to UVM: I took time off to work full-time at UVM.

Other grad programs applied to: None

Hobbies: Photography, videography, and graphic design.

Favorite thing about Burlington: I can get to places quickly, coffee shops, and Lake Champlain.

Favorite thing about UVM HESA: All of the out of classroom opportunities and The Vermont Connection (TVC).

Something I love about my cohort: The different experiences, perspectives, cultures, and passions we all bring.

Random fun fact: My favorite colors are blue and yellow.

Benedicto Llave

University of California, Berkeley, Geography

Email address: benedicto.llave@uvm.edu

Pronouns: He/Him/His

Hometown: American Canyon, CA

Assistantship: Orientation & New Student Programs

Practica: Community College of Vermont - Academic Support, Mosaic Center for Students of Color

Undergraduate involvement: Pilipinx Academic Student Services, bridges Multicultural Resource Center, Tennis at Cal, CalSERVE Multicultural Coalition, Cal Student Orientation, Asian Pacific American Student Development Office, NUFP

Before coming to UVM: I worked at the César Chávez Community Action Center at San José State University.

Other grad programs applied to: University of Maryland - College Park, San Diego State University, USC, UConn, Michigan State University, University of Michigan - Ann Arbor, NYU, George Washington University

Hobbies: Playing tennis, laughing, dancing, singing, learning how to cook Filipinx food, making meals with loved ones, quality time with my partner, and making Spongebob references!

Favorite thing about Burlington: Having a fresh start in learning how to slow down in life, reflect on who/what/where I love and why I love these, and playing indoor tennis!

Favorite thing about UVM HESA: The privilege to walk alongside and grow with my GC Arnelle!

Something I love about my cohort: The folx who encourage me to practice open and honest communication.

Random fun fact: I can crack my right elbow.



Catherine Meyer

Cazenovia College, Management

Specialization: Equine Business Management

Email address: crmeyer@uvm.edu

Pronouns: They/Them/Theirs

Hometown: Lancaster, NY

Assistantship: Student Alumni Association

Practica: Champlain College Center for Service and Sustainability, Community College of Vermont - Learning Center

Undergraduate involvement: Head RA, tour guide, MOSAIC Center, Sigma Alpha Pi, Alternative Break

Other grad programs applied to: Kent State, UMass - Amherst, Ohio University

Hobbies: Cooking, watching Parks and Rec, painting, video games, and spending quality time with my partner.

Favorite thing about Burlington: The ridiculous amount of really good food.

Favorite thing about UVM HESA: The academic rigor, reflection, and classroom/writing dynamic.

Something I love about my cohort: Being able to draw on

each other for support and sharing our experiences in assistantships and practica.

Random fun fact: I've been riding horses since I was 10. I'm on hiatus for grad school.

Bianca Natalie Ramos

University of California, Irvine, Psychology & Social Behavior; Education Sciences

Email address: bianca.ramos@uvm.edu

Pronouns: She/Her/Hers

Hometown: Oakland, CA

Assistantship: Assistant Residence Director

Practica: VPDOS - HESA Recruitment, First Year Experience (FYE)

Undergraduate involvement: Mentor for Undeclared students, Peer Academic Advisor, Discussion Leader, Resident Advisor, Volunteer at a children's daycare center

Before coming to UVM: I completed two years of service as an AmeriCorps member - City Year in Washington, D.C. and Reading Partners in Oakland, CA.

Other grad programs applied to: UConn, Michigan State University, University of Michigan - Ann Arbor, Boston College, Seattle University, NYU

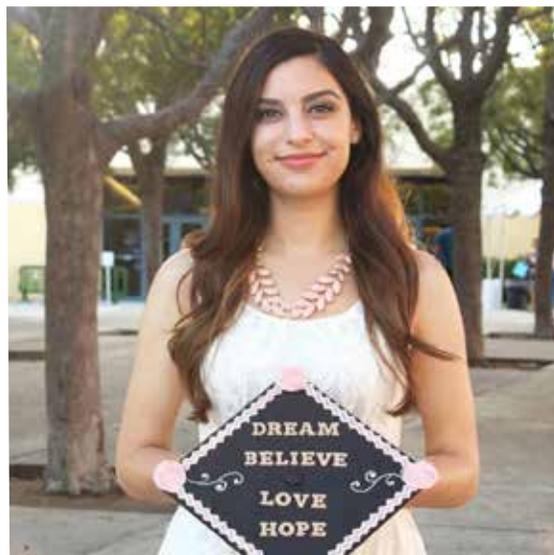
Hobbies: Ice skating, making collages from magazines, painting my nails, journaling, traveling, listening to Soulection Radio and R&B music, and decorating my planner.

Favorite thing about Burlington: Autumn, of course. And playing in the snow!

Favorite thing about UVM HESA: The genuine care and support from my faculty advisor, the opportunity to engage in reflection, and the meaningful interactions with UVM HESA grads.

Something I love about my cohort: Being in community with them and learning about their passions.

Random fun fact: I've been taking figure skating lessons for a year, and I love it!



Molly Williams

Vanderbilt University, Medicine, Health & Society; Human & Organizational Development

Email address: mmwillia@uvm.edu

Pronouns: She/Her/Hers

Hometown: Barrington, RI

Assistantship: Assistant Residence Director

Practica: Honors College, College of Engineering & Mathematical Sciences Student Services

Undergraduate involvement: Resident Advisor/ Head Resident, Alternative Spring Break, Relay For Life, Chi Omega, Vanderbilt Cancer Society

Before coming to UVM: I worked in the Office of

Admissions at the University of Colorado Boulder.

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

Hobbies: Exploring all the parks & trails around Burlington, going on road trips, knitting, and searching for the perfect coffee shop.

Favorite thing about Burlington: The sunsets are unbelievable!

Favorite thing about UVM HESA: The program has deep roots on campus, so folks in many different offices are really willing to help out HESA students. Even if you can't do a prac with their office, there are still opportunities to get involved and learn more about functional areas.

Something I love about my cohort: We challenge each other intentionally and thoughtfully.

Random fun fact: I was an admin for my university's meme page as an undergrad.

About UVM & Burlington, Vermont

ACADEMICS

- Seven undergraduate schools and colleges, offering over 100 bachelor's degree 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.
- 1,685 full-time and part-time faculty
- 90% of full-time faculty hold a Ph.D or the highest degree in their field
- 1,896 undergraduate course offerings
- Undergraduate student-faculty ratio is 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

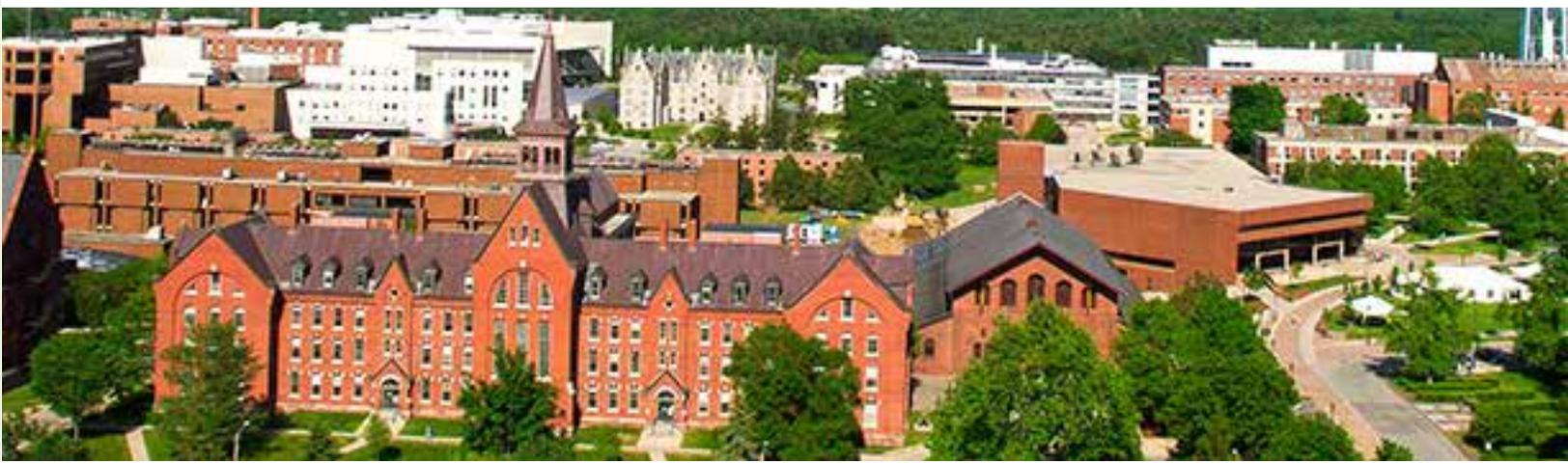
- Total enrollment: 13, 346
- Undergraduate students: 10,612
- Graduate students: 1,552
- Medical students: 466
- Non-degree (CE) students: 716
- Undergraduates enrolled from 48 states
- 5% of undergraduates are international students from approximately 73 countries
- More than 200 student clubs and 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 60 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
- Over 5,700 on-campus students live across four campuses in nine residential complexes with access to over a dozen of dining facilities including two convenience stores
- Libraries: David 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) M.Ed. 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 experiences, 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 alumnx 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: Current 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 20-hour per week positions held by some full-time HESA students. These assistantships provide students with the financial resources to help them complete their Master's degree in the HESA graduate program and offer varying educational and professional benefits. These assistantships represent a wide variety of functional areas including but not limited to Residential Life, Orientation, Leadership and Civic Engagement, Undergraduate Admissions, Student Conduct, and Student Life. Remuneration for the assistantship includes a tuition waiver and a semi-monthly stipend. Through a competitive application and interview process, that is separate from but integrated with the academic admission process, HESA students are typically hired into a specific graduate assistantship with the understanding that the commitment is for the two academic years that she/he/ze is enrolled in the academic program, subject to satisfactory academic and job performance.

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.

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 at the end of this booklet. 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 Practicum Sites

Champlain College

Chief Diversity Officer Office
IDX Student Life Center

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
Engagement Center

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
Center for Academic Success: First-Year Experience
Center for Academic Success: Orientation & New Student Programs
Center for Academic Success: TRIO/Student Support Services
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

Dean of Students Office: HESA Student Recruitment
Development and Alumni Relations, Alumni and Parent Programs
Enrollment Management
Fleming Museum
Grossman School of Business: Student Services
Student Financial Services
Interfaith Center
Living/Learning Center Director's Office
Local Government and University Relations
Mosaic Center for Students of Color
Office of International Education
Outdoor Programs
Prism Center (LGBTQA Services)
Residential Life: Residential Education
Rubenstein School of Environment and Natural Resources
Student Life Office: UVM Campus Programs
Student Life Office: Club Sports
Student Life Office: Director, Student Life and Davis Center
Student Life Office: Fraternity and Sorority Life
Student Life Office: Leadership and Civic Engagement Programs
UVM Foundation
UVM Hillel
Women's Center

What Makes the UVM HESA Program Special?

The Vermont Connection

The Vermont Connection serves many purposes within 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 alumnx by creating a newsletter and hosting receptions at both ACPA and NASPA conferences each year.

Graduate Colleagues

Each incoming graduate student is paired with a returning graduate student who serves as his, her, or their Graduate Colleague (GC). Every GC relationship is different depending on the needs of the incoming graduate student. GCs can serve as resources for incoming graduate students regarding all aspects of the HESA program experience-- academics, assistantship, practicum, UVM, and the greater Burlington community.

Practicum Internships

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 programs, and work settings while earning credit toward their degree. With over 34 years of alumnx, 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 and team-building events are followed by an all-HESA barbecue event.

Career Development Workshops

During the second year, students are encouraged to participate in career development workshops hosted by the Graduate and Professional Development Coordinator, the Director of the UVM Career Center and in some cases, HESA alumnx. 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 setting. Topics include developing an effective resume, cover letter, and job application, developing a job application and interview strategy and format, and conference preparation.



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 department how you will contribute to the organization.

Research the position and the organization before going to the interview and utilize the detailed job description. Research the department and read any printed materials available. Discuss the position with anyone you know who might have insights into the organization (e.g. past Graduate Assistants or those currently in the role you're interviewing for). 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 to pursue this field? Reflect your values. Thoughtfully answering these or similar questions demonstrates 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, challenges, 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 department 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 an 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 email these directly to the individual(s) you interviewed with, 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.

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?
- 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

- Can you elaborate on the responsibilities of this position? (you should know the basics since you have the position description).
- 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?
- Do you support professional development? How?
- What is the level of the department's authority in this position?
- What are the short-term and long-term goals of the department and how are they set?
- 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?
- 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 Administration (HESA) Graduate Assistants (GAs) working 20 hours/week receive 40 credits of tuition spread over two academic years. The rate of tuition per credit hour for 2018-2019 is \$664 for in-state students and \$1,674 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 Vice Provost and Dean of Students Office determines all stipends for HESA Assistantships; the amount will always equal UVM's published minimum. The stipend for 2018-2019 is a minimum of \$16,125 for full-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 9-10 months.

Health Insurance and Student Health Fee

UVM requires full-time students to carry health insurance. If you are enrolled in 9 or more credit hours (full-time student status) and have a full-time assistantship, you will be granted individual UVM Student Health Insurance at no additional cost. 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. If you fall below five credits enrollment during the academic year you are not eligible for UVM Student Health Insurance unless this occurs in your last semester and you do not have five credits remaining to complete your program. In that case, you should contact the Graduate College (802 656-3160). Additional details on the Graduate Student Health Fee can be found on the Graduate College website.

Additional Financial Information

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

Receiving an Assistantship Offer to the University of Vermont

Assistantship offers are made on a rolling basis until all HESA graduate assistantship slots are filled, following the last set of HESA Visit Days in February. To assist us in building the next UVM HESA cohort, we want you encourage you to consider the following:

The Council of Graduate Schools Resolution have agreed to an assistantship decision deadline by April 15. The purpose of this 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, should I take as much time as I want to decide on this?

You are entitled to take the time you need to make an informed decision – up until April 15. However, 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. Each day you do not decide, there is likely a current peer and future colleague that is also left in limbo.

How can I ensure I am making the right 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 decide and notify the Graduate and Professional Development Coordinator as soon as possible. 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 may come back to you in jobs and experiences in the future.

Discerning “Fit”: Questions to ask yourself...

Interview Days at the University of Vermont provide 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 as a framework and guide for your professional development.

HESA Graduate Assistantships

AVAILABLE FALL 2019

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 Haimes 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 the Career Center

Available Positions: 1

General Description: The Career Center leads university-wide efforts to educate, empower, and equip UVM students as they build successful career paths. The graduate assistant is an integral part of these efforts, providing comprehensive career services to students in alignment with the institution's career success initiatives. Services include support with job and internship searching, graduate school advising, major choice, and career exploration. This position would also develop, market, and facilitate a series of alumni panel presentations. We wholeheartedly embrace diversity and multiculturalism and active engagement in creating a welcome and inclusive environment is a requirement of this role.

Assistantship Responsibilities:

- Provide career counseling to students. (Training provided in career development, counseling theory, micro-counseling skill development, and career resources).
- Offer drop-in career assistance to students and alumni at the Hub, one day per week, and assist with staff coverage as needed.
- Coordinate alumni panel series on various industries. Research and recruit alumni, facilitate panel discussions, and organize event logistics. Promote to students using email and social media, and perform outreach to student groups and faculty.
- Deliver workshops in classes and other venues on topics such as: resumes, cover letters, interviewing, and networking.
- Review resumes and cover letters through our job and internship database, Handshake.
- Create or edit career-related materials and assist with other projects as needed.

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

Key Characteristics:

- Student Development/Interaction - Frequent
- Counseling/Advising - Frequent
- Project Development/Implementation - Frequent
- Autonomy - Frequent
- Collaboration - Sometimes

Graduate Assistant for Student Life - Leadership & Civic Engagement Programs

Available Positions: 1

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 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:

- **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. Curate, design, and send a biweekly newsletter of involvement opportunities.
- **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.
- **Student Leader Recognition:** Plan and produce campus-wide annual Student Life Awards Ceremony each spring, and assist in highlighting student leadership year-round.
- **Student Leader Training & Coaching:** Advise student service organizations; provide drop-in advising and support to students interested in getting engaged on campus
- **Student Service Organization Advising:** advise service-focused student organizations through executive board, general body, and one-on-one meetings with student leaders. Organization support and projects may vary as needed (e.g., student org-produced events, benchmarking other institutions, etc.).
- **Student Organization Advising Support:** support outreach and develop resources and programming for advisors to student groups; host monthly advisor coffee hour events; curate, design, and send a monthly advisor newsletter.
- **Student Staff:** Supervise and work with student staff to produce leadership events, projects, and public relations for programming.
- **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 workshops by request.

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

Key Characteristics:

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

Graduate Assistant for Student Life - Campus Programs

Available Positions: 1

General Description: The Graduate Assistant for Campus Programs position is designed to provide support for the Office of Campus Programs within in the Department of Student Life. The Office of Campus Programs provides consistent, high quality, and inclusive co-curricular programming to the UVM community. The Graduate Assistant for Campus Programs aids in hiring, training, advising, and supervising the UVM Program Board (UPB) and Week of Welcome Squad. This individual will assess student social program outcomes with attention to the diverse needs of the UVM student body. This position aids in developing and implementing programming for Week of Welcome, FallFest, WinterFest, and SpringFest and events that meets the University's social justice and environmental stewardship needs. This includes negotiating performances and programs with agents and performers, and the development of After Dark, UVM's late night programming entity. Expectations for this position also include participation in workshops and activities to develop multicultural competencies and promote social justice - as well as to contribute to fostering a collaborative, multicultural environment for UVM students and staff. Our work is grounded in a commitment to environmental stewardship, social justice, and student centeredness.

Assistantship Responsibilities:

- Co-advise and supervise the UVM Program Board (UPB), specifically working with the production team and one planning committee.
- Assist in the coordination and implementation of week-long and large-scale programming such as Week of Welcome, FallFest, Fright Week, WinterFest and SpringFest.
- Serve as the lead coordinator for After Dark, UVM's late night programming entity, which includes program development, marketing, and event execution.
- Partner with the Coordinator for Campus Programs to develop a leadership and social justice curriculum for UPB meetings, trainings, and retreats.
- Implementation of a "Passion Project"

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

Key Characteristics:

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

Graduate Assistant for Residential Life - Assistant Residence Director

Available Positions: 10

General Description: The Assistant Residence Director is important in the day-to-day management of a residential Learning Community. This position is directly supervised by a full-time Area Coordinator (AC)/Residence Director (RD) and assists in all matters pertaining to the management of the residential student experience of a complex ranging in size from 440-700 residents with 10-27 Resident Advisors (RAs). The Assistant Residence Director has some evening and weekend responsibilities as well as on call responsibilities. This is a 10 month assistantship (August-May) with training in beginning in July. This is a live-in position.

Assistantship Responsibilities:

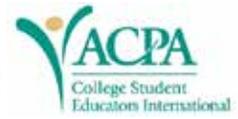
- Assist in the recruitment, selection, training, development and evaluation of RAs.
- Directly supervise up to 6 RAs and indirectly supervise up to 21 additional RAs; providing direction, support and development through one-on-one and staff meetings.
- Participate in the development and implementation of the ongoing training process for student staff members throughout the year.
- 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. This is done in collaboration with the Learning Communities Team.
- Advise and meet weekly with the Hall Council Executive Board members to provide development training and guidance.
- Assist in carrying out procedures for the opening and closing processes.
- Oversee the implementation of monthly health and safety inspections of student rooms.
- Serve as a hearing officer through the Center for Student Conduct for residents who have allegedly violated sections of the University Conduct Code.
- Serve as resource/referral agent for campus and community resources.
- Participate in a rotating on-call system, responding to emergencies on a 24-hour basis.
- 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.
- Serve on Residential Education area related committees.

Departmental Website: <https://www.uvm.edu/reslife>

Key Characteristics:

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

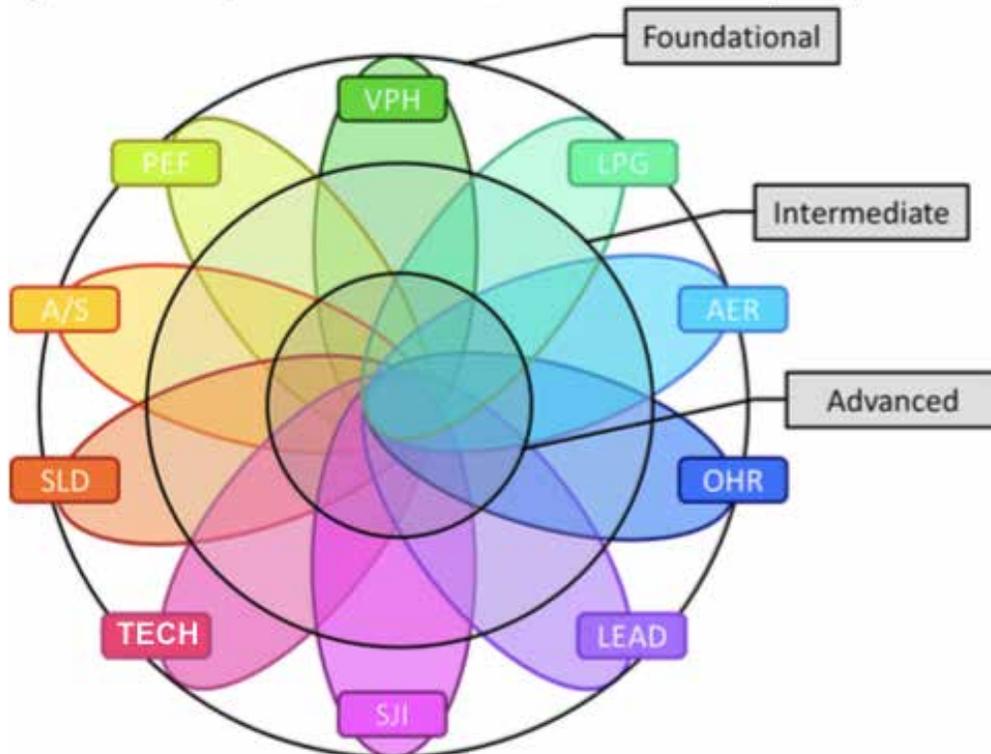
Student Learning and Development (SLD): Addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice.

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 2019

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 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,

Bianca Ramos
Class of 2020

Jacob Dunwiddie
Class of 2020

Roselvy Flores
Class of 2020

