

HESA Newsletter

The HESA Newsletter:
updating you on what our Broncos
are up to in Kalamazoo and
throughout the world!



Fall 2016 EDLD 6791 class visit
to the Gilmore House

Upcoming Events in 2017



Job Search Jump Start 2016

The Fifth Annual Job Search Jump Start at WMU January 27, 2017

Opportunities for alumni to present about job searching, review resumes, or conduct mock interviews. Student volunteers, Becky Gwin and Cassie White are coordinating the event.

Contact Cassie White (cassie.l.white@wmich.edu) to participate.

2017 HESA Interview Days February 23 & 24, 2017

**Join us at ACPA 2017
in Columbus Ohio for the
WMU Alumni & Friends Reception
Monday March 27, 7-8:30 p.m.
Hyatt Regency - Columbus Knox**



ACPA 2016 Alumni Reception in Montreal

Class of 2018 Cohort

We are excited to have our new cohort that represents students from across the globe. This year, we have a number of master and certificate students bringing prior work experience as well as students directly from their undergraduate degree. So far, our students have attended conferences, submitted and been accepted for national conference presentations, started research projects with faculty, and volunteered for WMU & HESA projects and programs.

Fall 2016 EDLD 6510
Foundations of Student Affairs class visit to Kalamazoo College with special guest Dr. Sarah Westfall, Kalamazoo College VP for Student Dev.



HESA 2016 Alumni

Graduates have obtained positions in some of the following functional areas and universities and more.

Functional Areas:

Career services, admissions, residence life, student center operations, institutional effectiveness, student life, financial aid

Where:

Aquinas, Florida A & M University, Indiana Sate University, WMU, Boise State, Wayne State University, Kalamazoo College, Aceh Politeknik Indonesia, USAID in Afghanistan

WMU HESA Alumni Chapter

As our alumni community continues to grow, we are expanding our efforts to create meaningful experiences and engagement opportunities through the creation of a new alumni organization. Currently, all plans and ideas are in development, and we are seeking partners in creating a vision for the organization. If you would like to join our team, email elrt-hesa@wmich.edu for more details.

Fall 2015 EDLD 6545 College Environments & Administration
class visit to the Gilmore House with special guests:
WMU Provost Dr. Greene & Kalamazoo College Provost Dr. McDonald

HESA Alumni-Where are you now?

We are continually compiling and updating our HESA alumni list. E-mail your updated contact information and/or position title to elrt-hesa@wmich.edu. We also invite you to tell us about your recent accomplishments, publications, and presentations.

Please share any opportunities that you would like HESA alumni, students, and prospective students to know about.





Current Western Michigan University HESA Student Profiles

Beth Brandon

Hometown: Lexington, MI

Education: Bachelor of Arts in Anthropology, Western Michigan University

Grad Assistantship: Student Activities & Leadership Programs Graduate Assistant of Campus Programming

Why did you select Western Michigan University?

While interviewing and touring other universities, one thing about WMU stood out. WMU's HESA program had an emphasis on diversity, equity, and inclusion that was not as prevalent in the other HESA programs I had interviewed with. The faculty at WMU are also really impressive. Now that I'm in the program, I have benefitted greatly from the depth of knowledge they have, and have also been able to link that knowledge to real life experiences through my graduate assistantship.

Is there a specific area of Student Affairs/Higher Education you are most interested?

Currently my interests lie in student access, specifically with students who have differing abilities, and international education.

What do you plan to do with your HESA degree post-graduation?

I went straight into graduate school after I completed my undergraduate degree, and I would love to take a year of service. My goal is to do that in a public K-12 school system to gain a better understanding of the needs students have as they enter their college careers. If I don't do that, then the dream is to work at a community college and really have a focus on providing access and services to students however I can.

Liliana Salas

Hometown: Holland, MI

Education: Bachelor of Arts in Psychology, Michigan State University
Master of Social Work, Michigan State University

Position: Coordinator of Student Services, College Assistance Migrant Program (CAMP)

Please describe your job description and responsibilities:

CAMP is funded to serve 40 first-year students with a background in migrant or seasonal farmwork. I coordinate any services necessary to enhance the experience of our students who are often also first-generation. (i.e. ensuring they sign up for Mentoring for Success, creating an Individualized Success Plan, tracking their academic progress, etc.) I oversee three to four student employees (CAMP Leaders), who meet with students on a weekly basis to check-in on the college transition and an overall social-emotional adjustment to college. Additionally, I plan events to build community within the current and previous cohorts as well as connect students to other campus departments or community agencies that may be of additional support throughout their college years. On an annual basis, I coordinate the background work for a study abroad to Mexico and participate in special projects as well as serve in committees.

Why did you select Western Michigan University?

I selected Western because of its location and proximity to my extended family. I also really liked the benefits package for full-time employees. As a whole, I enjoy the size of campus and the welcoming feeling.

Louis Thomas

Hometown: Benton Harbor, MI

Education: Bachelors of Art in Business Administration, Western Michigan University

Position: Start to Finish Director, Lake Michigan College

Please describe your job description and responsibilities:

I am responsible for the direction of a retention-based program that provides multiple interventions and support for academically underprepared, first generation students and other underserved populations. Our staff is constantly working with students to develop skills and assist in problem solving various barriers to success.

Why did you select Western Michigan University?

I selected WMU after Dr. Lewis visited Lake Michigan College with a group of HESA students last spring. I had been contemplating pursuing my masters several times before but never followed through. I was impressed with the students and the questions they had for me and my colleagues. I also enjoyed how Dr. Lewis took opportunities during our presentations to chime in and reinforce topics they had touched on in class. I could tell she had a wonderful relationship with her students and they were being prepared to be leaders in higher ed. I wanted to be a part of that!

What do you plan to do with your HESA degree post-graduation?

As a new VP of Student Affairs, I plan on leading my division and institution to new heights through effective leadership, collaboration, and innovation while developing and empowering a diverse professional staff.



HESA Alumni Spotlight: Jin Abe, 1998

Associate Professor and Director,
Center for Global Education
Hitotsubashi University, Tokyo, Japan

Jin is mainly responsible for managing the Center for Global Education, which is comprised of four units: 1) Japanese as Second Language, 2) Incoming international student advising, 3) Study-abroad advising, and 4) International Studies curriculum development. In addition, Jin teaches several graduate and undergraduate classes, advise study abroad students, coordinates pre-departure orientations, and works as a resident director for international residence halls at Hitotsubashi University.

What do you enjoy the most about your current job?

I like my role—helping to create an environment in which people can function well. When we have an idea for program improvement, I want our colleagues to talk to each other and gather support (both financially and human resource-wise) and make things happen. I am not just talking about mega projects, but day-to-day, subtle, small adjustments and improvements as well. They will add up and create positive momentum for our unit and those who are involved.

How did your HESA educational and co-curricular experiences prepare you for this profession? How have your experiences (both within higher education and external to higher education, if applicable) prepared you for your current position?

Do understand that I am from the old school when the former HESA program was still in the Counseling Education & Counseling Psychology Department (CECP) and Dr. Talbot's office in old the Sangren Hall was 4 times smaller. One of the first benefits I received soon after being admitted to CECP was that I was offered a graduate assistantship in the Residence Life Office. Having never lived in residence halls before, I had no idea what I was getting into, but eventually this GA provided me with an opportunity to conduct various programming. Programming skills, from idea generation, budgeting, promotion, execution, and evaluation, will carry you for the long run in the field of student affairs (you can't escape from it), so it was great to be exposed to it early in my program and discover that I was somehow good at it.

How did you select a functional area of higher education in which to work upon after graduation?

Back then, there was a class called Student Affairs in Higher Education (CECP623) that Dr. Croteau was teaching, which we had to take during the first semester of the program. One of the class assignments was called "Annotated Bibliography" in which students were to select a functional area and read about 30 articles and write a short abstract. Through this assignment, I became aware of a functional area called International Student Services. One of the articles discussed

an effect of a peer program on international student adjustment, and I decided I wanted to establish a similar intercultural buddy program in our residence halls where I was working as a graduate assistant. It ended up being my academic focus area, and eventually led to a career in international education.

What are the top lessons you learned during your first year as a student affairs professional? How did those lessons impact you both personally and professionally?

I was still in the graduate program when I got hired at Western's International Student Services in November 1998. As a Programming Specialist, my first task was to coordinate a three-day winter semester orientation program for incoming international students. Planning went smoothly because I had been interning in the International Student Services for the past semester, and I had my student orientation leaders prepared as well as the session and welcome receptions scheduled accordingly. On the first day of the orientation, a major storm was approaching the Kalamazoo area, but we had students arriving from all over the world that morning—India, China, Malaysia, Hong Kong, Japan—so we had to stay open at least for the beginning of the orientation. I don't know how the students managed to arrive on campus, but luckily most of them showed up. By noon, the storm had turned into a blizzard, and the snow accumulated to knee-high, so we had to terminate the orientation. It became an unexpected evacuation project to get students home safely. The university closed down for the next few days, and we provided a makeshift, shortened orientation for those students. I found myself being very excited in the middle of all the chaos. Plan for the best, and be ready to ditch and change them all. If you can enjoy that, you will fit well in the field of international education.

If you were to impart one piece of advice to HESA alumni what would you share? What advice would you share with current students?

Go watch the Bronco football games. It's not often that you get to be a part of your school team trying to achieve an undefeated season. Enjoy and appreciate what you have. I am trying to figure out how to attend the post-season bowl game from Japan.

Study Abroad in Malaysia

This May 2016, a group of students and faculty explored the culture and higher education of Singapore and Malaysia. This trip included historical and cultural site experiences, opportunities to connect with WMU alumni, and visits to various colleges and universities. Here are the reflections of students who participated in the program.

Paige Schoenborn

The study abroad trip to Malaysia and Singapore has been the highlight of my time in the HESA program. Being able to meet colleagues from around the world, experience their ways of work/life, and connect with them personally has been able to shape so much of my view of higher education, the world, and myself. Studying abroad led me to feel more independent and pushed me to travel more to experience more of the world. Overall, I had an amazing time!



Vicki Van Patten

During my time in Malaysia and Singapore I was able to put myself in various environments where I was able to learn a great deal about higher education and the local culture. My most memorable experience from the trip was visiting University of Technology Malaysia (UTM). While at UTM, our group had the opportunity to meet with graduate students who were pursuing their graduate degree in education. We had small group conversations with their students and I was extremely impressed by their hospitality. The students in my group were so kind and wanted to hear all about our experiences within higher education in the United States. The day after we met with these students, two of the women met up with me to offer cookies that they had made. The cookies were traditional, and special within their culture. Their hospitality was unparalleled, and I will use this experience to improve the work I do with the students I serve at the College of Engineering and Applied Sciences. Overall, I believe that this study abroad experience provided me with multiple learning experiences that I feel I would not have been provided with in the United States. With the globalization in higher education, it is important now more than ever to have these global experiences, and I am grateful that I was able to share this experience with others in the ELRT department at WMU.



Fulbright Scholars in HESA



The HESA Program welcomes two Fulbright Scholars from Afghanistan this year.



Nasir Ahmad Kaihan

Why did you apply for the Fulbright Program?

After my graduation from Kabul Education University in 2011, and throughout my four years of engagement with Afghan Higher Education sector, I was consistently looking for professional development opportunities, intellectual growth, and advancement of my credentials. I strongly believed that this would not have been possible unless I pursued an advanced degree in a U.S. university, which offers world class education. From an economic perspective, this was like a dream for me. However, I was always optimistic, and continued to look for opportunities such as Fulbright program, and that is how I made it here.

What is your area of interest?

My research interests lie in the area of higher education, ranging from student affairs to leadership to administration. In recent years, my work was focused on developing and managing graduate programs with the Afghanistan University Support and Workforce Development Program and Afghanistan Higher Education Project, United States Agency for International Development funded projects. I have collaborated actively with Afghan public university administrators and professors to develop the market-oriented graduate degree programs, connect universities to the public and private job market, and establish international university partnerships.

What surprised you the most coming to the United States?

To me everything was surprising at the beginning. However, the U.S. social movements, diversity, and everyone having the freedom to practice his/her constitutional rights were surprising things among all of them.

What has been your favorite part of the HESA program?

I consider HESA as a family, I feel respected and valued in the program. So that is the favorite part of HESA program.

What do you plan to do with you HESA degree post-graduation?

My first and main goal is to gain as much knowledge as possible and satiate my thirst for knowledge; more specifically, to fill the gap in my undergraduate education. Afghanistan lacks necessary facilities or expertise in the field of Higher Education and Student Affairs to meet the future needs of Afghanistan's higher education system. Second, to become an expert in the field of higher education and student affairs. Currently higher education in Afghanistan is facing serious challenges such as low quality, lack of equity, and low enrollment. After more than a decade and millions of dollars for rebuilding, modernizing and re-engineering the sector, quality is still low, gender equity is not considered, and the number of students enrolled at Afghan universities, colleges and institutes of higher education is very low, and I think that lack of expertise in this area is the key factor. On the other hand, Afghan Ministry of Higher Education (MoHE) and the universities need qualified professionals in the field of student affairs. By having the degree, in the future I see myself working as a student affairs professional in MoHE or one of the universities. Finally, by obtaining a master degree in the field of Higher Education and Student Affairs, I am planning to return back to my country, join the higher education sector, and serve as a change agent. As such, I fully agree with the saying, "While the problem is local the solution needs to be local too."



Hilal Ahmad Saeed

Why did you apply for the Fulbright Program?

During my undergraduate program at the American University of Afghanistan, I worked as a resident hall assistant. This was the time that I wanted to pursue my career in the field of student services. After graduation, my aim was to start working in the office of student affairs, but unfortunately I did not have the degree in the same field to get the desired job. Thus, I started looking to get my master's degree in the same field. I found out the best school, that offer Student Affairs programs are in the United States, but it was way more expensive than I could imagine. I started looking for scholarships to fund my education and the Fulbright program was the only platform which was not only covering tuition, but also offered an amazing journey to the Western world. The Fulbright program not only provides academic experience, but also the cultural understanding of this side of the world. It has been only 3 months since I came to the United States, but the amount of knowledge which I am gaining is tremendous—it is a life changing experience.

What is your area of interest?

My interest field of study is to have a degree in Higher Education and Student Affairs (HESA) program. After the 30 decades of war, Afghanistan was in dire need of many things, among those, one was education, and during last few years there has been numbers of educational sectors opened that are working for the education system. The question was, what kind of student services are provided in these educational sectors beside the course offerings? The answer is, there is no such thing as student service or student affairs service, and to overcome this issue is to introduce the American student services in these sectors.

What surprised you the most coming to the United States?

It's been an amazing journey so far, and everything that I have faced is surprising. The freedom of people, freedom of speech, freedom of rights, and most importantly the advancement in the infrastructures, the living standards, and educational system are amazing.

What has been your favorite part of the HESA program?

The HESA program at WMU is mixture of many good qualities—the professors are well skilled and highly educated, the classmates are friendly and respectful to everyone, and there is a vast variety of course offerings. Therefore, the HESA Program as a whole is my favorite.

What do you plan to do with you HESA degree post-graduation?

One of the purposes of Student Affairs is to assist in students' success in their academic life, but the university in my country does not have the profession. My vision is to bring these services to the private and public universities of Afghanistan after completing my degree in the HESA Program. Bringing these services will not only enhance the quality of education but also make the students aware of their right at the university. This will be my part in the development of education system in my country.



Fall 2016 EDLD 6545 College Environments class visit to Southwestern Michigan College

Giving to HESA

If you are interested in making a contribution to HESA scholarships, you can do so by using the online form (www.mywmu.com/makeagift) and fill in the designation of your choice using the “Special instructions” box. The three funds designated to HESA are:

Paul and Phyllis Griffeth Student Affairs Scholarship

Scholarship for MA or PhD student in HESA; 3.25 minimum GPA; available for tuition, fees and books.

Higher Education and Student Affairs (HESA) Leadership Development Fund

This fund supports a variety of programs, activities, and services that advance and/or support the goals of HESA concentration. Including, but not limited to: student assistance, programs and services that support students, and community or professional development.

HESA Program designation

A general gift fund for the HESA program.

Questions about giving? Feel free to contact ramona.lewis@wmich.edu, the HESA Faculty Coordinator or donna.talbot@wmich.edu, ELRT Department Chair.

Special thanks to Ayumi Shinoda, HESA GA for development of the newsletter and Tyler Sanders, class of 2016, for initial development of the newsletter.

Also we thank everyone who contributed!

If you would like to be highlighted in a future newsletter, contact elrt-hesa@wmich.edu.



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