

JANUARY 2021

THE SAHE SCOOP

The UCCS Student Affairs in Higher Education Program Newsletter



We Made It!

by Dr. Patty Witkowsky

Hello SAHE Community,

We have made it through 2020 and into 2021 with hope on the horizon that we can begin gathering in person sometime in 2021. First, I would like to thank all of our Friends of SAHE who continue to support students through assignment informational interviews, supervision of Graduate Assistant and practicum students, and sharing professional development opportunities. In a time when everyone is being pulled in new and unknown directions, your unwavering support of the SAHE program and our students is appreciated. Second, thank you to our students who have continued to persevere and support each other through the Fall semester. The Student Affairs Association leadership has been a driving force of community and support during this year and it has not gone unnoticed by your peers. Lastly, thank you to the SAHE faculty for continued “pivoting” and accommodating students’ needs. The faculty members have maintained their focus on students’ learning and a quality experience by altering courses and assignments. I wish you all the best in the new year and continue hope for better days and community in 2021!



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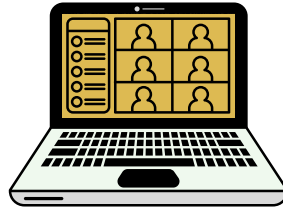
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CAREERS ⁱⁿ Student Affairs INSTITUTE

CISA Conference Recap

by Bailey Ashida



Like most events this year, the Careers in Student Affairs Institute was originally planned to be an on campus event at UCCS. But due to the flexibility and "think on your feet" attitude of all involved, the virtual environment was a blessing in its own way.

CISA was held as a Zoom conference on October 17th, with almost 100 in attendance from the comfort of their own homes. The online format allowed student affairs professionals to attend who would not have been able to if it were on campus. We had attendees from institutions all over Colorado in addition to Iowa and Massachusetts! During the conference, attendees were encouraged to post their favorite takeaways from each session and chat with others on the social board.

Sessions included topics on ethical practices in student affairs, career advancement, supporting diverse student populations, informational sessions on master's and PhD programs within the College of Education, a lunch session on wellness, and more!

The College of Education is extremely grateful for all of those who helped plan, presented at, and sponsored the Careers in Students Affairs Institute. I know we all are looking forward to hosting in person events soon, but at least by that time I'm sure all our "technology competencies" will be near perfect!

“ Ethics is more important than ever because the world is watching. But why does the world have to be watching for student affairs professionals to be ethical?
- Dr. Ryan Holmes
Associate Vice President for Student Affairs
& Dean of Students at the University of Miami ”



Special Thanks

Behind the Scenes:

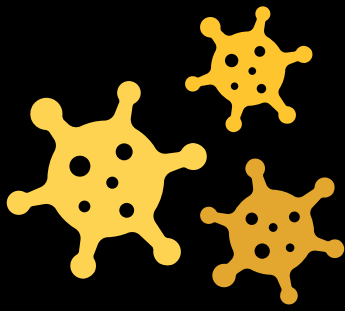
Bailey Ashida, Dr. Tracy Gonzales-Padron, Paige Koster, Dr. Sylvia Mendez, Beckie Munoz, Karen Perez, Dr. Patty Witkowski

Presenters:

Larissa Bonnett, Amner Carmona-Molina, Andi Diamond, Tam Doane, Dr. Jody Donovan, Sarah Elsey, Brie Escobedo, Sarah Frazier, Jessica George, Katie Gordon, Dr. Sandy Ho, Dr. Ryan Holmes, Alexis King, Annie Landis, Sarah Marshall, Dr. Valerie Martin Conley, Sarah McInerney, Dr. Jeremy Moore, Beckie Munoz, Kayla Neeley, Mark Paquette, Jesse Perez, Karen Perez, Colette Sterling, Abbey Strusz, Vicki Taylor, Anthony Trujillo, Krista Wallace, Jessica Whelehan-Throw, Sabrina Wienholtz, Dr. Patty Witkowski, Dr. Tamara Yakaboski

Sponsored by:

The Daniels Fund Ethics Initiative and the UCCS College of Education



Let's Talk COVID

SAHE students discuss how COVID-19 has impacted their work



Robby Fahrenholtz
CSU Pueblo Housing
First Year

When COVID hit, my duties as a graduate/resident assistant in Housing at CSU Pueblo increased. There was much more care involved including moving people to isolation rooms, delivering meals, packages, meds, and doing laundry. Because we're essential workers, we can't just flip to remote. If we can't run the buildings, they have to bring other staff in. It is also hard to get buy in from students for virtual programming, but the students we do have are really attentive. We even had a costume contest and students made handmade costumes. Residence Hall Association (RHA) got me into SAHE, so I am looking forward to having in person programming and fun activities again once COVID is over. I am also excited to go to movies, museums, and just get out of the house!

Residence life and housing holds it all together. How we serve the college became even more apparent during the pandemic. We knew we were there for the students who didn't have a place to go home to. It was emotional labor. Our team gave each other grace and we knew we were in it together just as much as the students. It was helpful that Housing was still in person. We had an above normal first year class and parents really wanted assurance for upcoming decisions. CC was making decisions "block by block" versus a traditional semester, so this added pressure. It wasn't comfortable not being able to give exceptions to students and I struggled to remain a student affairs professional that supports both the college and the students. I eventually took off my "work hat", put on my "mom hat", and felt more comfortable speaking the truth and being more student focused. I am here for the students and I feel the passion. This is a meaningful career. I am looking forward to graduation, creating a new resume, and trying new experiences and institutions.

Rochelle Taylor
Colorado College
Housing
Second Year



Student affairs is really starting to click with me. I feel like I can talk about student development and see where I can practice theory.

It is hard to do student affairs work when you can't be around students. It doesn't feel like there's an impact.



Kane Lemasters
CSU Pueblo
Housing
First Year

I drove from Washington and started my job in Housing at CSU Pueblo during the lull after the second COVID peak in July 2020. Housing has begun to utilize the Residential Curriculum Model and become more intentional with serving students, but it is hard to do so and evaluate success in the Covid environment. Covid made change happen in just days, so I have learned how to be more efficient, organized, and accountable. It also shot my motivation and I had never experienced such a lack of community. I am looking forward to sitting down with staff and students with no mask and getting to know them personally. In person work enhances the ability to do our work better. Being around passionate people motivates me more. I am also excited to explore Colorado as I haven't been able to do anything since I moved here.

COVID impacted my entire GAship in Housing- the position got cut, therefore cutting tuition reimbursement. I was devastated. Then Shaie Muhamad let me know about a position in Student Life. I already had event experience and Claire Ami from the Career Center helped me with my interview. I started so quickly. It was complicated and so many things were altered because of COVID but we pulled it off. We were forced to think outside the box and do things that had never been done before. We tried creative events once a month: virtual reality, a drive in movie, Spooky Fest (carnival style open mic night), grab and go snacks for finals week, and more. These events have even more potential as in person events. We had an ice cream social at the beginning of the semester that had some complications to work through, but it reassured me in my job in Student Life and my student affairs path. Even if I'm not in Student Life in the future, I know I'm going to make an impact. Once COVID is over, I am looking forward to going dancing. I am a very social person and was sad I had to celebrate my 21st birthday during COVID. I am also looking forward to putting on large scale, in person events next year!



Flora Jathanna
UCCS Student Life
First Year

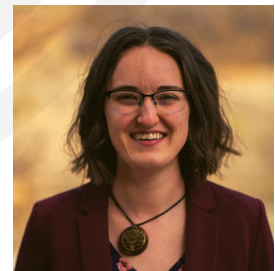


Grady Rogers
UCCS Housing
Second Year

I thought I was adaptable before COVID, but now I can truly say I am adaptable. What we thought would work wasn't working. It's like building a boat while it's still at sail.

When COVID hit, I was working with the graduate school. The next day after the news was released, everyone went remote and tours stopped. Students living on campus were sent home and I was back to living at home in New Mexico. However, because of COVID, a Resident Assistant position in Housing opened that included more responsibilities than would have before. Rooms have to be cleaned, student isolation must be coordinated, work orders and meal plans must be completed, conduct meetings with students breaking COVID rules were required, and more. I am grateful for this position because I really wanted to get back to Colorado to be closer to the SAHE program and to be back in Housing. Once COVID is over, I am looking forward to making meaningful connections again with students, traveling, and seeing friends.

UCCS went remote first and PPCC went remote a week later. I remember grabbing everything I knew I would need when leaving the office one day because I had a feeling I would need to. Starting remote work was smoother than anticipated. I definitely was still experiencing imposter syndrome and anxiety in my advising position as we had just moved to appointments a few weeks prior (versus strictly drop in students). I wasn't sure if COVID helped me feel more comfortable or if I was getting used to the job. In my UCCS graduate assistantship, I became a "zoom master" and planned a lot of virtual events. At first, I didn't like working from home, but I was able to turn it around and think more positively. I was saving a lot of gas and time, and I found I am more productive at home. I am looking forward to traveling and attending NASPA conferences again. I am also a graduate teaching assistant for Dr. Witkowski's undergraduate internship course and am looking forward to gaining teaching experience.



Krista Wallace
Pikes Peak CC Academic
Advising & UCCS Financial
Aid GA
Second Year

Fall 2020 Graduate

Sarah Miller



Congratulations to Sarah Miller on her December 2020 graduation! Sarah will continue her role as an Academic Advisor at Pikes Peak Community College.

**SAVE
THE
DATE**

*sake graduation
celebration*

*CELEBRATING OUR FALL 2020 AND
SPRING 2021 GRADUATES*

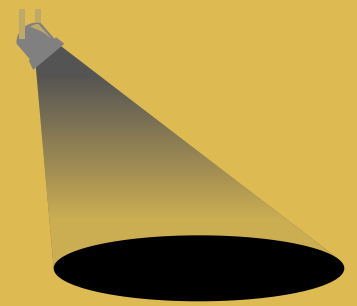
Thursday, May 13, 2021

5:00 - 7:00PM MST

VIA ZOOM

Student Spotlight

Shaie Muhamad



Tell us about yourself and how you chose UCCS.

I was born and raised in Colorado Springs. I would drive by campus all the time. In high school, I didn't want to go to college. I wanted to take a gap year and travel the world. But by my junior year of high school, I found out I could graduate early. I didn't have a lot of time to plan. One of my closest friends was at UCCS and encouraged me to apply, and here I am!

What activities are you involved with at UCCS?

My first year I was an activities assistant. I wanted to be more involved so I got a different job working in events. During my second semester, I went to a Woman's Student Association club fair. I had friends who were involved and already felt welcome. Then, the people I knew graduated so me and another girl took over the club and had to rebuild from the start. Last year, I joined S.T.A.T., "Students Today, Alumni Tomorrow." Other than that, if there are club events here and there, such as crafting nights or M.O.S.A.I.C. events, I like to go!

How did you learn about the SAHE courses within the Human Services BA?

In my job we had graduate assistants that were getting their Master's degree in SAHE. The more I worked there, the more connections I made on campus. I love the higher education environment and realized this could be something I want to work in. At the time, I was a Business major and was not really enjoying my classes. I talked to my advisor and found out about the SAHE minor. I am still finding myself and interests, and when I found the Human Services major at the end of my sophomore year, I thought, "This is literally exactly what I want in a degree."

Women's
Student
Association
Co-President
& Human
Services
undergraduate
student



What are you learning in the SAHE minor that you use in your own student experience and your student leadership experiences on campus?

Right now my classes are really focused on student development theory and to me they are very interesting. I've noticed how they apply to my and my friends' lives in college. Learning about diversity and allyship in higher education definitely will be helpful. I am in a lot of counseling classes, which is helping me to better communicate with students and faculty.

What would you tell other students to encourage them to consider SAHE undergraduate coursework?

I would tell them to find something on campus that is interesting for them. A lot of people just assume you can only do administration with higher education, but you can do clubs, athletics, etc. For me, I love Student Activities and have so much fun. I see the deeper meaning to it than just putting on events. I would tell them to find a club or faculty member they can connect with as well.

What are your future plans?

I am definitely thinking about going to graduate school. My passions lie with multicultural offices like the M.O.S.A.I.C. office so I would love to work in that area of higher education.

Student Affairs Association

New Beginnings

by Bailey Ashida

By the time August rolled around, I had already been caught up in a whirlwind of changes. I was blessed and excited to start my role as Dr. Witkowski's graduate assistant and thought involvement with the Student Affairs Association would be a great way to contribute to the program.

With Dr. Witkowski's help, I quickly got the word out that I was wanting to bring the Student Affairs Association back to life. Katie, Kane, Flora, and Mark were quick to volunteer as officers. We held an informational session about what we'd like to see in the future of SAA, with representation and inclusivity of both cohorts at the top of our agenda. In the past, the first and second year cohorts haven't interacted much and SAA wasn't widely known. I'd like to see that change as it's a great opportunity to expand our network and get to know what everyone in both cohorts has to offer.

On December 12th, we hosted our first official event as the new SAA team: the End of Semester Celebration. I was able to send cookies, hot chocolate, and a personalized card to each SAA member who could attend. We hosted a short virtual event that had introductions from both students and faculty (thanks for coming, Dr. Bell, Dr. Tapia-Fuselier, and Dr. Witkowski!), personalized "secret-Santa-type" awards from peers, and a fun scavenger hunt. We toasted to the end of the semester and the end of 2020 (thank goodness) and talked of similar events to come- the May 2021 graduation celebration being one of them!

I'm looking forward to 2021 and the future of the Student Affairs Association. Even if we will have simply created a spark, I hope the fire that is the community of SAA and SAHE will continue to burn long after we have graduated. Below is a portion of "Ring Out, Wild Bells" by Alfred Lord Tennyson that speaks to letting go of the old and ringing in new beginnings. Cheers!

Ring out, wild bells, to the wild sky,
The flying cloud, the frosty light:
The year is dying in the night;
Ring out wild bells, and let him die.

Ring out the old, ring in the new,
Ring, happy bells, across the snow:
The year is going, let him go;
Ring out the false, ring in the true.



Bailey Ashida
President
First Year



Katie Morton
Vice President
First Year



Kane Lemasters
Treasurer
First Year



Flora Jathanna
Secretary
First Year



Mark Paquette
2nd Year
Representative



Dr. Patty Witkowski
Faculty
Advisor

Alumni Spotlight



Amanda Allee - '10
New UCCS Dean of Students

How does your SAHE degree and PhD in Education inform your practice in Higher Education?

My degree in SAHE gave me the early skills I needed for my first position in higher ed. At first, I struggled to apply knowledge from my PhD coursework to these early positions, but the understanding of policy gained in the program was critical when I was the Director of Institutional Equity. I was able to use what I learned about policy development when working with CU system partners to create our new system policies for sexual misconduct. I also learned that policies have to be relatable to the population and that they can have unintended consequences. My background in education provides a different lens when looking at policy.

What did your "path to SAHE" look like?

I completed my undergraduate degree at Metro State University in Denver in the school of Psychology with an emphasis in Early Childhood Development. While I was an intern at an elementary school, I realized I liked the theory of kids more than actual kids because working directly with them is sticky and gross! At this point, I decided to just graduate then shift my focus when I pursued my Master's. I took some time off after graduation and volunteered for a sorority. My Greek life advisor noticed that I was passionate about student development and suggested that I work in higher education. From there, I knew I had an interest in an education related Master's degree. I didn't expect to go right into my PhD after finishing my Master's degree, but Dr. Mendez was a huge support to me and continuously supported my academic writing.

Do you have any advice for SAHE professionals or future PhD students?

A Master's degree is critical for those who want to work long term in the field of higher education. Attaining a PhD is challenging but the knowledge gained in the classroom and through research gives you perseverance and makes doing hard things in your job easier.

"I liked the theory of kids more than actual kids because working directly with them is sticky and gross!...my Greek life advisor noticed I was passionate about student development and suggested that I work in higher education."



Student Awards and Accomplishments



Mark Paquette

*Second Year Cohort
Enhanced Employer Vetting Award
Cu Innovation & Efficiency*

In September, I learned that an initiative I have supported, along with my boss, was going to be the recipient of a CU Innovation & Efficiency Award. Together, our efforts to ensure proper vetting of all businesses attempting to post positions, hire interns, and work with the college had won an award for its uniqueness in working with the Better Business Bureau and its commitment to ensuring our students' well-being was a priority. This process, which can be implemented at colleges around the country, helps to improve community relationships, ensures a review of ethical business practices, and maintains a review standard by which our students be confident. Throughout my professional career, I've been focused on innovative and efficient methods of accomplishing work, and to be recognized by the CU System was an honor. I think it's also important to note that the submissions for the award were all so deserving, and to be recognized among a pool of such talented individuals was humbling. I'd encourage anyone working in higher education to look at ways of improving processes that not only bring benefit to themselves, but also ensure our community of students, staff, and external partners can also benefit from innovative and efficient operations.

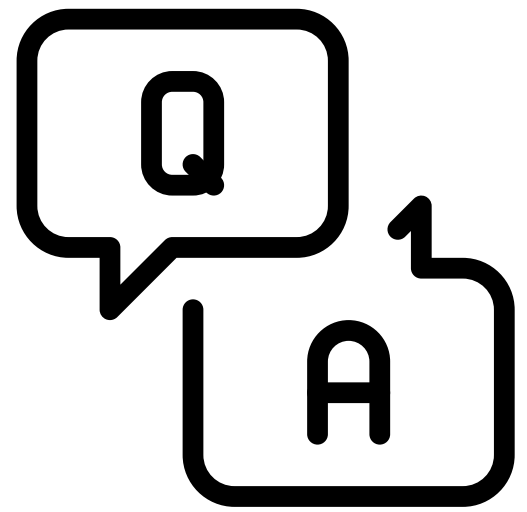


Beckie Munoz

*Second Year Cohort
Advising Student Athletes Certification
UCCS Graduate Research & Professional Development*

This past summer, I had the privilege of participating in the National Academic Advising Association/National Association for Academic Advisors of Athletes (NACADA/N4A) online certification program for Advising Student-Athletes. The eight week program provided information on NCAA regulations, working with special populations, ethics in sport, and career development and advising needs of student-athletes. We had weekly journal article reading assignments, discussion boards, and assignments to be completed (pretty much like taking another Master's course). I was able to interact with some amazing people currently working in the field of athlete advising from across the country and Canada. It was beneficial to hear their experiences and how they would handle specific situations. This course was a great way to garner in-depth knowledge in a field that I am planning to enter after graduation. I am grateful to Dr. Patty Witkowsky for sending the information about this program my way, and I am incredibly grateful to the UCCS Graduate School for their reimbursement program for graduate students who attend conferences and professional development opportunities.





Steven D. Parker '17 graduated from the College of Education at UCCS with a Master of Arts in Leadership. Since earning his master's degree, he has worked to support underrepresented and minoritized students, faculty and staff in higher education institutions across the country.

While earning his master's at UCCS, Steven was able to identify his intersecting cultural, social and leadership identities – and cultivate a deep interest in the teachings of the late Daryl Miller, a lecturer at UCCS, which Steven now uses to advocate for and support educational development.

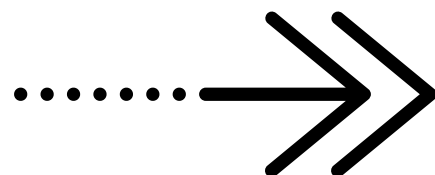
“Daryl was an integral part of my journey at UCCS,” Steven said. “He advocated for human dignity, mental health and human rights. From my time spent with Daryl, I was able to conceptualize my place in the discipline of higher education...He helped me understand that there is a place for me to support students, faculty, and staff through combining biopsychosocial practices within higher education leadership.”

What does a typical day look like?

A typical day in my role really involves student support services. I support students dealing with academic, societal, familial and psychological matters. I also conduct intercultural education opportunities focused on diversity, inclusivity, anti-racism, access and social/educational justice. I often take part in an array of meetings that influence campus life for students, faculty and staff as well.

What's the best part of your job?

The best part of my work is that I can be a change-agent while educating and developing change-agents. Unapologetically, I can engage in proactive work that focuses on diversity, equity, inclusivity, anti-racism, advocacy, access and education/social justice.



What was your lowest career moment and how did you pick yourself up and move on?

My lowest career moment was when I realized that Black and first-generation students were entering post-secondary education dealing with multigenerational trauma. I noticed that support for them was extremely limited inside and outside of the institution. To overcome this low point, I decided to further my education with doctoral studies. I now focus on research that influences and studies these populations in post-secondary education settings.

What's your best general career advice?

I advise all pre-professionals, and new professionals to fully embrace the opportunities that are presented along your career journey. Take on the challenges so long as you have the supports in place. And remember, love on everyone appropriately, as this is the key to being the best professional that you can be.

How did UCCS prepare you for your career?

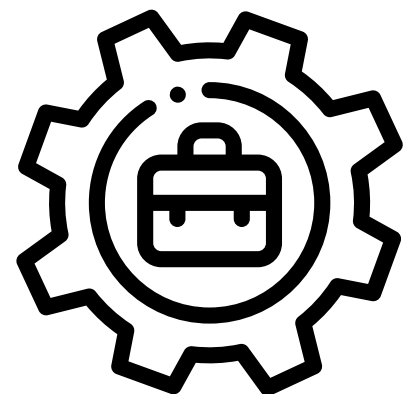
After graduating from UCCS, I was even more inspired to work in the functional area of multicultural affairs within post-secondary education. I've worked at the University of George in their multicultural affairs division, I've worked in the SUNY system advocating for equity and inclusion, and I've worked in Iowa educating and supporting the college community through the lens of equity, inclusion, advocacy and anti-racism. Through the guidance, education and training from not only my work experience, but my UCCS education, I have continued to make my mark on post-secondary education.



"After graduating from UCCS, I was even more inspired to work in the functional area of multicultural affairs within post-secondary education."

What advice do you have for current UCCS students?

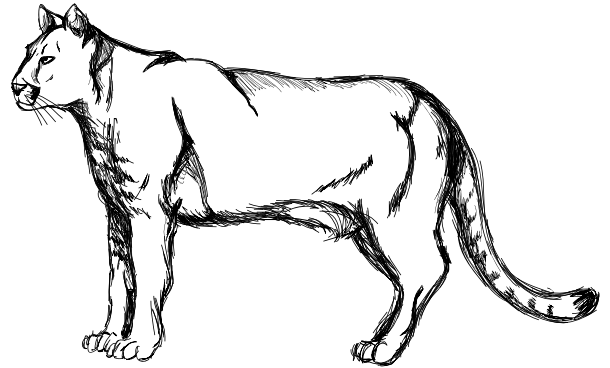
Give yourself grace, and embrace time because it is the most expensive thing that you own.



SAHE Squat Challenge

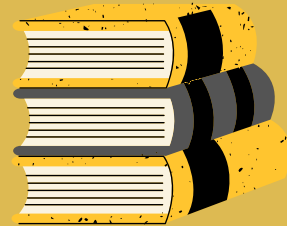


DAY 1 - 10 squats
DAY 2 - 15 squats
DAY 3 - 20 squats
DAY 4 - 25 squats
DAY 5 - rest day
DAY 6 - 30 squats
DAY 7 - 35 squats
DAY 8 - 40 squats
DAY 9 - 45 squats
DAY 10 - rest day
DAY 11 - 50 squats
DAY 12 - 55 squats
DAY 13 - 60 squats
DAY 14 - 65 squats
DAY 15 - rest day



DAY 16 - 70 squats
DAY 17 - 75 squats
DAY 18 - 80 squats
DAY 19 - 85 squats
DAY 20 - rest day
DAY 21 - 90 squats
DAY 22 - 95 squats
DAY 23 - 100 squats
DAY 24 - 105 squats
DAY 25 - rest day
DAY 26 - 110 squats
DAY 27 - 115 squats
DAY 28 - 120 squats
DAY 29 - 125 squats
DAY 30 - 130 squats

Faculty Accomplishments



Publications

- Mendez, S. L.**, Ellis Frischmann, N., & Calhoun, L. (2020). Experience matters, but so do limited resources: Faculty perceptions of their self-efficacy and controllability in assessing student learning. *Journal of Higher Education Theory and Practice*, 20(8), 86-97.
- Mendez, S. L.**, Johanson, K., Conley, V. M., Gosha, K., Mack, N., Gerhardt, R. A., & Haynes, C. (2020). Supplementing future faculty mentoring: Doctoral engineering students' satisfaction with and intent to use chatbots. *International Journal of Doctoral Studies*, 15, 373-392.
- Mendez, S. L.**, Tygret, J., Conley, V. M., Haynes, C., & Gerhardt, R. A. (2020). Exploring the mentoring needs of early- and mid-career URM engineering faculty. *The Qualitative Report*, 25(4), 1186-1203.
- Mendez, S. L.**, Tygret, J., Johanson, K., Conley, V. M., Gosha, K., Gerhardt, R. A., & Haynes, C. (2019). Navigating a career in academia: Insights from emeriti engineering faculty. *Journal of STEM Education Research*, 27(4), 439-457.
- Mendez, S. L.**, Arnold, C., Erjavec, P., & Lopez, L. (2019). Is emotional intelligence a predictor of persistence for students on academic probation? *Journal of Student Affairs*, 28, 107-120.
- Tygret, J., **Mendez, S. L.**, Arndt, A., Lovato, D., & Scott, M. (2020). The need for collaboration: Experiences and perspectives of preservice principals and school counselors. *The Journal of Counselor Preparation and Supervision*, 13(4), Article 3.
- Morris, P.**, Barker, L., & Monar, A. (2020). Utilizing the Social Ecological Framework to Enhance Wellness for Student Veterans. *Journal of American College Health*.
- Morris, P.**, Carpenter, D., & Rodriguez, F. (2020). Mental Health Stigma Among First-Year Student Veterans. *Journal of American College Health*.
- Beatty, C., Irwin, L., Owen, J., **Tapia-Fuselier, N.**, Guthrie, K., Cohen-Derr, E., Hassell, S., Rocco, M., & Yamanaka, A. (2020). A call for centering social identities: Priority 1 of the national leadership education research agenda 2020-2025. *Journal of Leadership Studies*, 14(3), 1-6. doi: 10.1002/jls.21719
- Haber-Curran, P., & **Tapia-Fuselier, N.** (2020). Elevating Latina voices of leadership: Latina student leaders' beliefs, approaches, and influences to leadership. *Journal of Leadership Education*, 19(4), 37-49. doi: 10.12806/V19/I4/R3
- Tapia-Fuselier, N.**, & Young, J. L. (2019). Examining community colleges' public responses to the threatened end of DACA: A document analysis. *Community College Journal of Research and Practice*, 43(10), 807-811. doi: 10.1080/10668926.2019.1600605
- Tapia-Fuselier, N.**, & Irwin, L. (2019). Strengths so white: Interrogating StrengthsQuest education through a critical whiteness lens. *Journal of Critical Scholarship on Higher Education and Student Affairs*, 5(1), 30-44.
- Tapia-Fuselier, N.** (2019). Undocumented students, community colleges, and the urgent call for undocu-competence. *Journal of Student Affairs*, 28, 145-152.
- Witkowski, P.**, Starkey, K., Clayton, G., Garnar, M., & Andersen, A. (2020). Promises and realities: Academic advisors' perspectives of dual enrollment credit. *NACADA Journal*, 40(2).
- Witkowski, P.** (2020). "Expect the unexpected:" Experiences of U.S.-trained student affairs professionals working abroad. *Journal of Student Affairs Research and Practice*, 57(2), 212-227.
- Witkowski, P.**, Garnar, M., Starkey, K., Clayton, G., & Andersen, A. (2020). Approaches to advising incoming college students with dual enrollment credit. *Journal of College Orientation and Transition*, 27(1).
<https://doi.org/10.24926/jcotr.v27i1.2285>

Presentations

- Cooksey, S., Arndt, A., Lovato, D., & **Mendez, S. L.** (2019). *Understanding principals' perspectives of community engagement in Colorado*. Paper presented at the 2019 Annual Meeting of the Northern Rocky Mountain Education Research Association, Denver, CO.
- Gosha, K., Mack, N., **Mendez, S. L.**, Conley, V. M., Johanson, K., Haynes, C., & Gerhardt, R. A. (2019). *Can chatbots be used for faculty mentoring?* Paper presented at the 2019 American Society for Engineering Education Annual Conference & Exposition, Tampa, FL.
- Gosha, K., Mack, N., **Mendez, S. L.**, Conley, V. M., Johanson, K., Gerhardt, R., & Haynes, C. (2019). *Virtual faculty mentoring: Can it be accomplished through embodied conversational agents?* Paper presented at the 2019 Annual Meeting of the Association of American Colleges and Universities, Atlanta, GA.
- Mendez, S. L.**, Conley, V. M., Starkey, K., & Cooksey, S. (2020). *Latinx undergraduate STEM experiences: Igniting STEM identity & STEM career interests*. Poster presented at the 2020 AAC&U Conference on Transforming STEM Higher Education, Virtual.
- Mendez, S. L.**, Conley, V. M., Cooksey, S., & Starkey, K. (2020). *To be, or not to be, a professor: Views of engineering postdoctoral researchers*. Paper presented at the 2020 American Society for Engineering Education Annual Conference & Exposition, Virtual.
- Mendez, S. L.**, Ellis Frischmann, N., & Calhoun, L. (2020). *Assessing student learning: Faculty perceived behavioral control*. Poster presented at the 2020 General Education, Pedagogy, and Assessment Conference of the Association of American Colleges and Universities, Jacksonville, FL.
- Moon, C. D., Heasley, P., **Mendez, S. L.**, & Long, S. (2020). *Freeing their HIPs: Integrating high-impact practices and faculty autonomy*. Workshop presented at the 2020 General Education, Pedagogy, and Assessment Conference of the Association of American Colleges and Universities, Jacksonville, FL.
- Mendez, S. L.**, Holmes, S., Pino, M., & Brown, T. L. (2020). *Student mentoring: Aligning campus efforts to self-identified student needs*. Paper presented at the 2020 Annual Convention of the American College Personnel Association, Nashville, TN.
- Mendez, S. L.**, Ellis Frischmann, N., & Calhoun, L. (2020). *Experience matters: Faculty perceptions of their self-efficacy and controllability in assessing student learning*. Paper presented at the 2020 Annual Meeting of the Association of American Colleges and Universities, Washington, DC.
- Mendez, S. L.**, Conley, V. M., Tygret, J., Johanson, K., Gosha, K., Gerhardt, R. A., & Haynes, C. (2019). *Navigating a career in academia: Insights from emeriti engineering faculty*. Paper presented at the 2019 Annual Meeting of the American Education Research Association, Toronto, Canada.
- Morris, P.**, Carpenter, D. (2020). *Mental Health Stigma Among First-Year Student Veterans*. American College Personnel Association, Nashville, TN.
- Witkowsky, P.** (2020). Strategic professional development for student affairs educators. California Community College Student Affairs Association Professional Development Webinar Series.
- Witkowsky, P.** (2020). Expect the unexpected: Experiences of U.S.-trained student affairs professionals working abroad. 2020 ACPA Convention, Nashville, TN.
- Witkowsky, P.** (2020). Approaches to preparing student affairs professionals for global career opportunities. 2020 ACPA Convention, Nashville, TN.
- Witkowsky, P.**, & Clayton, G. (2019). Impact and role of high school counselors in dual enrollment. 2019 National Symposium on Student Retention, New Orleans, LA.
- Witkowsky, P.**, Starkey, K., Garnar, M., & Clayton, G. (2019). Academic advisors' perspectives of dual enrollment credit. 2019 National Symposium on Student Retention, New Orleans, LA.
- Witkowsky, P.**, Starkey, K., Garnar, M., & Clayton, G. (2019). Approaches to advising incoming students with dual enrollment credit. 2019 National Symposium on Student Retention, New Orleans, LA.
- Witkowsky, P.**, & Clayton, G. (2019). Impact and role of high school counselors in dual enrollment. 2019 National Association of Concurrent Enrollment Partnerships, Salt Lake City, UT.

Presentations cont.

Tapia-Fuselier, N. (2020, October). *Supporting Undocumented Students by Enhancing Individual and Institutional Undocu-Competence*. Session to be presented at the Texas Higher Education Law Conference, Denton, TX.

Tapia-Fuselier, N., & Chen, P. D. (2019, November). *Doing “soul” work: Understanding the experiences of Undocumented Student Resource Center professionals*. Research Paper presented at the Association for the Study of Higher Education Conference, Portland, OR. **Tapia-Fuselier, N., Jones, V., & Harbour, C.** (2019, November). *Revealing whiteness as discourse: Analyzing the in-state resident tuition debate for undocumented students in Texas*. Research Paper presented at the Association for the Study of Higher Education Conference, Portland, OR.

Tapia-Fuselier, N., Harbour, C., & Wolgemuth, J. (2019, April). *Community colleges, neoliberalism, and the implications for students from marginalized populations*. Roundtable presented at the American Educational Research Association Conference, Toronto, ON.

Tapia-Fuselier, N., & Taylor, J. (2019, March). *Virtual undocu-competence: An analysis of community colleges’ websites*. Paper presented at the Council for the Study of Community Colleges Conference, San Diego, CA.

Harbour, C., & **Tapia-Fuselier, N.** (2019, March). *Civic engagement, public space, and the community college*. Paper presented at the Council for the Study of Community Colleges Conference, San Diego, CA.

Tapia-Fuselier, N., Nguyen, D., & Joseph, A. (2019, March). Undocumented students & DACA update. Panel at the Texas Higher Education Law Conference, Denton, TX.

Tapia-Fuselier, N. (2019, March). *Community college campuses respond to the “wind down” of DACA*. Paper presented at the ACPA Annual Convention, Boston, MA.

Irwin, L., & **Tapia-Fuselier, N.** (2019, March). *Deconstructing and reimagining StrengthsQuest education through a critical whiteness lens*. Sponsored by the Commission for Student Involvement. Experiential session presented at the ACPA Annual Convention, Boston, MA.

Grants

Witkowsky, P., & Bell, M. (2019). The Experiences of Resident Advisors (RAs) Facilitating Social Justice Interactions in the Residential Curriculum Model, ACUHO-I (\$6,750)

Tapia-Fuselier, N. (2019). The Center for the Study of Community Colleges: Grant for Innovative Research on Community Colleges. Examining the Meaning of DREAM Centers through a Critical Narrative Case Study. Amount Requested: \$4,000; Amount Awarded, \$4,000. PI.

Tapia-Fuselier, N., Kunkle, K., & Olivarez, C. (2018). NASPA Region III Research Grant. Investigating the Awareness, Knowledge, and Skills of Student Affairs Practitioners in Supporting Undocumented/DACAmented Students. Amount Requested: \$1,000; Amount Awarded, \$1,000. Co-PI.

Mendez, S. L., & Conley, V. M., “Collaborative Research: The AGEP Engineering Alliance: A Model to Advance Historically Underrepresented Minority Postdoctoral Scholars and Early Career Faculty in Engineering,” Sponsored by the National Science Foundation AGEP (18-21008), Federal, \$514,819 (Collaborative Total: \$2,249,372). (Funded: January 1, 2019 – December 31, 2023)

Conley, V. M., & **Mendez, S. L.,** “Increasing Minority Presence within Academia through Continuous Training (IMPACT),” Sponsored by the National Science Foundation INCLUDES DDLP (17-44500), Federal, \$84,832 (Collaborative Total: \$299,856). (Funded: September 1, 2017 – June 30, 2021)

Morris, P., UCCS Committee on Research and Creative Works (CRCW). National Study of Student Veteran Wellness Characteristics (\$7065 awarded)