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# Frontline

VOLUME 8, ISSUE 1

NOVEMBER/DECEMBER 2004

## From the President:

Fall greetings SPA members! As I write this message, the activity around the impending election permeates our campus and community climate. Students are urging each other to vote, colleagues converse about what is to come at the national and state level, and many people are wondering what the future holds. Simultaneously, the Halloween buzz will soon turn into a human mass on State Street, with many students taking part in the celebration, no matter what direction it flows. Most likely, you will be reading this message with some conclusions about who will hold leadership positions throughout this country and how civility panned out with the much-publicized Halloween weekend. However, what does all of this mean in terms of our own involvement in our communities and our responsibility in preparing students

to be active and caring citizens, wherever they may reside?

This past week, SPA hosted a civic engagement forum with some of the most active student leaders on our campus sharing their experience with promoting civic participation among their peers. One student talked about how students are often mobilized...but not necessarily "engaged." I thought about the difference and wondered what we can do to not just get students more engaged but ourselves as well. I thought about the many dimensions of engagement in our professional work – whether it is listening intently to a struggling student when we feel overwhelmed by other work or staying the course on a project filled with road blocks. For me, being engaged is the place where the mind and heart converge to not just be mobilized, but to truly give a damn about what direction we

might take.

This year, there will be many opportunities to get involved in SPA: our book club is getting off the ground, an exciting conference is in the works, unique forum topics are crystallizing and many other possibilities. Consider how you might be more meaningfully engaged in your current work and activities...or, how you might get engaged with this organization – whether it is by participating in events, serving on a committee or just communicating to us your thoughts or ideas about SPA. It is my hope that our organization can be a bridge in bringing head and heart together, offering tools to be more effective in preparing students as citizens and outlets for nurturing our professional aspirations.



**Stephanie King  
SPA President**

## SPA Socials

### Early-bird lakeshore walk and breakfast

**Tuesday, November 23rd, 7:15am**

Join SPA members for a morning walk beginning at the Memorial Union and ending with breakfast at the [Friedrick Center!](#)

The breakfast buffet is \$6.50 and offers many items including waffles, pancakes, fruit, yogurt, and more!

Meet at the Memorial Union Terrace stage at 7:15am. Breakfast will be at 7:45am if you would just like to meet for breakfast.

### Study Pub at the Fluno Center

**Thursday, December 2nd, 4:30-6pm**

Join us in the casual, non-smoking, 8th Floor Study Pub of the Fluno Center.

Great views, good friends, a more SPA fun!

## SPA Forum

### Diversity Training: How to Avoid a "Quick Fix" Approach to Cultural Competence

**Tuesday, November 23  
12 – 1 pm  
Memorial Union TITU**

This open dialogue will explore challenges and approaches to educating ourselves, our colleagues and our students on cultural competence as a dynamic, ongoing process.

More details about guest speakers are coming and will be available at the SPA website soon. If you are interested in getting involved in this forum, please contact Stephanie King, [smking2@wisc.edu](mailto:smking2@wisc.edu) or 265-4163.



### WHAT'S INSIDE:

- SPA Spotlight
- SPA Committee Report: Book Club
- SPA Membership Announcement
- SPA Conference Info
- World AIDs Day
- Website Accessibility

### SPA WEB ADDRESS:

<http://www.ohrd.wisc.edu/spa>

### SPA CALENDAR

<http://www.ohrd.wisc.edu/spa/calendar.pdf>

# Lamont Smith, Diversity Education Program



St. Patty's Day!  
Faneuil Hall  
Boston, Ma  
(Multicultural  
exploration at its  
finest...)

**What is your ideal of perfect happiness?**  
I usually try not to temp my mind with these types of thoughts, however in this case I'll make an exception. I'm pretty simple, as long as I'm around

people that care about me, am well fed and well rested, I'm perfectly happy.

**Which talent would you most like to have?**

I get to be a big kid with this one, huh? I would like to be able to take off from the free throw line on a basketball court, fly through the air for about 10 seconds like that one guy did that won all those championships and played for the Chicago Bulls, yeah the guy whose name owns basketball shoes.

**What is it that you most dislike?**

I dislike television sitcoms.

**Who are the heroes in your life?**

All the youth in the world who are struggling to become adults, fighting all the negative circumstances, temptations to do their worst, and misinformation that they are bombarded with everyday of their lives, are my heroes. I remember when I was a youth, getting to where I am now was not easy.

**What is your most treasured possession?**

I have a jade plant that my girlfriend gave to me a few years ago that was only about three leaves big. We broke up and I have moved a couple times since the, but I have managed to keep the plant alive and actually growing, and we actually are back together now. I don't know what it was I just couldn't let that plant die.

**What is your most marked characteristic?**

I think flexible would describe my personality best. I also have been told I have cute little ears.

**What is the quality you most like in a person?**

I like humorous people, people that don't care too much about their image and that can laugh at themselves and others.

**What is the trait you most deplore in others?**

People that know-it-all or can't ever be wrong, that are overly critical, have a "never satisfied, nothing is ever good enough" attitude, and people that take themselves too seriously all have traits that I don't look very highly upon. I guess you could say I just deplore people in general.

**What is your motto?**

Life's a beach and I'm always in my bathing suit.

**What turns you on creatively, spiritually, or emotionally?**

Bodies of water, Santana live at the Filmore and books with social commentary, in no particular order.

**What profession other than your own would you not like to do?**

I would not want to be the President's Press Secretary, having to explain someone else's actions would be difficult for me; hey I like my job by the way!

**What do you consider your greatest achievement?**

Graduating from college and resisting the temptation to buy a new car. Mitsubishi really tries to get you to buy that new car you never really wanted just because you are a recent college graduate.

**Anything you'd like to let SPA Newsletter readers know about?**

Yes, tell everybody you know about Diversity Education Program. We are available to do diversity trainings and consulting on how to infuse diversity into your work



environment. We like to network too, so look us up and come introduce yourself to us.

Finally, I want everyone to go to the American Indian Celebrations and recognize the experience of a people that were written out of American history books and grossly mischaracterized as a people throughout hundreds of years of subjugation and injustice. SPA you all make a good newsletter, thanks for having me in the spotlight!

SPA SPOTLIGHT

## Invite Students to join SPA



Did you know that students are welcome to join SPA? A 1-year student membership is only \$8. Through SPA, students who are interested in student affairs can learn about the field through networking and programs. Please encourage the students in your office to join, or sponsor one to become a member. Have them visit the SPA website or contact Ann Dingman, Membership Coordinator at 262-8446 or aedingman@wisc.edu.

## SPA Book Club News



The SPA Book Club Committee announces the selection of two books to be tackled by SPA members during the Spring semester. In order to accommodate more interested members, we will be running two book club groups simultaneously this spring. The selections for Spring 2005 are:

journey and his determination to keep his "hope in the unseen". *Beer and Circus: How Big-time College Sports is Crippling Undergraduate Education* by Murray Sperber. This book examines one researchers perspective on the party scene surrounding college sports and its impact on the quality of education undergraduate students receive. The author attempts to uncover the myths surrounding Division I college athletics and how the realities may be undermining the values of education. This book takes debate about reforms in college sports to a new level.

*A Hope in the Unseen: An American Odyssey from the Inner City to the Ivy League* by Ron Suskind. This book follows the experiences of Cedric Jennings, an honor student at an inner city school in Washington, D.C as he transitions to a college student at Brown University, an Ivy League school. Cedric had hoped college would bring him a place he felt he fit in, but at Brown, he found himself behind most other freshmen, and without much in common with the white students or the middle-class black students. This book chronicles his

We are working to secure funding to cover the cost of the books for both groups. Meeting times will be determined based on the participants, but generally a lunch time option has worked best in the past. If you are interested in participating in either book club this spring or if you have additional questions regarding the books, please email Ryan Bouchard ([ryan.bouchard@housing.wisc.edu](mailto:ryan.bouchard@housing.wisc.edu)) or Gebriel Lefebber ([gebriel.lefeber@housing.wisc.edu](mailto:gebriel.lefeber@housing.wisc.edu)).

# Understanding Website Accessibility

by Mike Crawford

As student affairs professionals, we strive to make sure students can utilize our services and that no one feels left out. However, can you say the same about your departmental web page? Can a student with a visual impairment or even someone who is colorblind, get the same information as someone who does not?

WebPages are becoming (or in some cases have become) a major source of information to our students or prospective students (and their parents/guardians). Keeping that in mind, it is even more important to keep website accessibility a priority in your office. There is a large amount of information on the Web that is not currently accessible to all those that use the Internet. It is also important to realize that it is not overly complicated to create an accessible webpage and your web pages does not have to suffer artistically because of it. There are several resources on campus that you can utilize to help you create an assessable webpage:

UW-Madison's Center on Education & Work. Their website is: <http://www.cew.wisc.edu/accessibility/>.

• Their website is loaded with resources and information to help make accessibility a priority for you.

Their site contains free tutorials, web resources, free accessible evaluations, and much more. DoIT also provides a number of resources on webpage accessibility. The link is: <http://www.doit.wisc.edu/accessibility>. It also provides a number of training resources and web authoring resources to create an accessible webpage.

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## SPA Conference

Will be here sooner than you think!

Save the Date:

Friday, February 11, 2005 @ the Pyle Center

Keynote Speaker

Tim Wise

Time Wise's Bio:

<http://www.zmag.org/bios/homepage.cfm?authorID=96>

## December 1st is World AIDS Day

Information taken from [www.unaids.org](http://www.unaids.org) and [www.amfar.org](http://www.amfar.org)  
By Geb Lefeber

World AIDS day is observed around in the world on December 1<sup>st</sup> each year. It celebrates the progress made in the battle against AIDS and brings into focus remaining challenges. World AIDS Day 2004 focuses on women, girls, and HIV and AIDS. All over the world women are not afforded the same rights and access to employment, property, and education as men. Women and girls are also more likely to experience sexual violence. This makes them more vulnerable to HIV and to the impact of AIDS.

Worldwide, studies show young women and girls can be 2.5 times more likely to be HIV-infected compared to their male counterparts. Their vulnerability is primarily due to lack of knowledge about AIDS, lack of access to HIV prevention services, inability to negotiate safer sex, and a lack of female controlled HIV prevention methods.

Worldwide, it is estimated that there are now more than 40 million people living with



disease among adults.

HIV/AIDS. Most of them do not know they carry HIV and may be spreading the virus to others. AIDS has killed more than 30 million people worldwide and has replaced malaria and tuberculosis as the world's most deadly infectious

In the US, there are over one million people living with HIV/AIDS or roughly one in every 250 people. At least 40,000 Americans are infected each year, and it is estimated that half of all people with HIV in the US have not been tested and do not know they are carrying the virus. The number of women living with HIV in the US has tripled in the last two decades. Over 500,000 Americans have died of AIDS.

In the US, young adults (under age 25) are quickly becoming the most at-risk group, now accounting for an estimated 50% of all new HIV infections. Approximately two young Americans become infected with HIV every hour of every day, and about 25% of the people now living with HIV in this country became infected when they were teenagers.

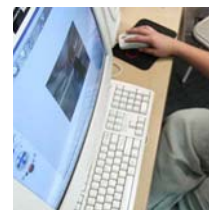
On December 1<sup>st</sup>, let's remember how much work is yet to be done and what we can do as student service professionals working with a population that frequently puts itself at high risk for becoming infected with HIV/AIDS.

For more information:  
National AIDS Hotline: 1-800-342-AIDS  
(2437)- available 24 hours a day  
Wisconsin AIDS Hotline: 1-800-334- AIDS  
(2437)

Joint United Nations Program on HIV/AIDS-  
UNAIDS: [www.unaids.org](http://www.unaids.org)  
American Foundation for AIDS Research:  
[www.amfar.org](http://www.amfar.org)

# Understanding Website Accessibility

## Continued from page 3



A nation-wide resource that is helpful is the Web Accessibility Initiative (WAI). Their web site is: <http://www.w3.org/WAI/>. This is another site that has loads of information and resources for you.

Why is it important to have an accessible webpage? (taken from the UW Madison's Center of Education & Work presentation: "Web Accessibility for All")

**#1. It's the law.** "The need to ensure electronic accessibility for ALL learners becomes an ever increasing practical, legal, and moral obligation." – Section 508 of the Rehabilitation Guidelines of the Electronic and Information Accessibility Standards

**#2. It promotes goodwill by protecting students' right to equal access.** Nearly 20% of the U.S. population has some type of disability.

**#3. It promotes professionalism.** Having an accessible page means that all your documents are visible and available to anyone who visits the site, not just a select few.

**#4. It's practical.** Accessible pages benefit everyone! You may not realize all the support available to help you with Website accessibility until you take the time to look for it. In conclusion, now that you have some basic information on the importance of website accessibility and are aware of it, what's stopping you from improving your department's websites? Get busy and make your WebPages accessible to everyone!

## Book Review: "Management Fads In Higher Education" by Robert Birnbaum

Josey-Bass, San Francisco, 287 pages, \$32.95 By Phil Tompkins

Over the last fifty years institutions of higher learning have attempted to adopt and interpret various business models and methods of improving the quality, quantity, efficiency, and effectiveness of the services they offer to their constituents. *Management Fads in Higher Education* offers a unique and in-depth discussion on college and universities desire and efforts to incorporate policies, procedures, methods, and techniques in which to improve the outcome or outcomes of higher education.

In the first section Birnbaum introduces and explains the specific fads that have been attempted in higher education. He offers an explanation of the key concepts of each system and then offers examples of settings that the specific fad has been implemented. An analysis of the success or lack there of is then offered of the system being examined. The management movements that are reviewed are Program Planning Budgeting System, Management By Objectives, Zero Based Budgeting, Total Quality Management, Business Process Reengineering, benchmarking, and strategic planning. Section two explores the catalytic factors that lead some organizations to adopting various techniques, the cycle of fads, and the motivations of administrators to seek out and find new models. The final section provides us with an anecdotal examination of successes and failures of the various models. In doing this, *Management Fads In Higher Education* discusses the legacy of fads and what we have learned from their implementation, adoption, and or abandonment.

The work gives a solid theoretical overview of the each of the management approaches. A student who is new to many of the concepts will come away with a basic



understanding of BPR, TQM, and the other tools mentioned above. What the reader will not find is specific strategies that have been used for implementation at our institutions of higher learning. From a practitioners vantage point the book does not cover the most basic ingredients to bringing about successful change. There lacks an in-depth analysis of why these techniques work in some organizations, but not in others. One of the ingredients missing is related to the importance of an organization, department, or institution finding the "why" to change. In the book *Awakening the Academy*, the authors suggest that change needs to be done in way that furthers the mission of the university and the individuals (Welford and Zell 2002). The difference between success and failure in any change movement, in any organization, is not found in the 'how to', rather it is discovered in the 'why to'. Eighty percent of all successful and sustained change comes about because the implementers had strong enough reasons to turn their group around (Robbins 1991).

Other points to consider are that some colleges and universities were able to utilize these models in a very

positive way. Institutions such as Northwest Missouri State and Illinois State Universities Housing Program used such practices as TQM and the Learning Organization models to fulfill their immediate and/or long term needs. This is coupled with the fact that some of the models proposed, such as Business Process Reengineering, are not meant for long term implementation, but rather to redefine or re-organize a department or organization.

The author makes the point that when considering change and fads in institutions of higher learning, professionals need to not focus on better or smarter management methods, but rather on developing and recruiting better leaders/managers. A point the author does not elaborate on is that in doing this managers will either need to change or be changed. What I mean here is people are ultimately an organizations most appreciable asset. In order for this asset to be increasing in value the people of the organization must be continually evaluating, planning, acting, and most importantly developing. Indeed I believe that this theme is central to an organizations growth. The management of change is what the greater levels of leadership are needed for. For it is the leader that must help her or his institution implement the various necessary components of successful change. These include vision, ability, motivation, resources, and strategy (Maxwell 2001). For it is ultimately the leaders responsibility to prepare her or his institution for the change that lies ahead. Thus the cycle of positive change plus positive leadership equaling growth, is truly needed in order for our centers of higher learning to truly evolve.

A  
PUBLICATION  
OF THE  
STUDENT  
PERSONNEL  
ASSOCIATION  
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