



Winter 2013



Greetings from the TACUSPA President



As we prepare for the holiday season in higher education, I am often reminded that we must take time to be thankful and count our many blessings. Amid all the current changes in higher education, I am thankful for my meaningful interactions with students on a daily basis, the dedicated and talented staff members who comprise my team, and all the colleagues across the state of Texas who make up my support network. I know that I can pick up the phone at any time and there are conservatively ten to twenty colleagues across the state who will drop everything to listen to my concerns or problems, offer valuable feedback, and then take the time to ask me how I'm doing personally. My last eight years on the TACUSPA Board of Directors has certainly provided valuable professional development opportunities, but I really feel it is the relationships I have made through my service to the organization that has been most beneficial. As I have assumed my newest role in the organization, I feel that kinship the most and it is for those relationships I am most thankful.

In a recent survey, education administrators were ranked as having the third most stressful jobs in the United States. While there are many days that I agree with that ranking, I also wish they would have acknowledged that often we also have the most satisfying and fulfilling jobs. With great risk comes great reward and as higher education administrators we live that every day. I wish all of you a blessed and safe holiday season free from work-related conflict and unresolved budget issues and filled with family, good friends, and thoughts of students helped and educated.

Sincerely,
John Kaulfus
TACUSPA President



To quote Abraham Lincoln, "The philosophy of the schoolroom in one generation will be the philosophy of the government in the next". Taking this forward 150 years and adding a Student Affairs twist, "the values we teach and role model for the college students of today will be the building blocks employed by these same young men and women when they build and shape future American society & culture". As Student Affairs Professionals, our responsibilities, and our opportunities, are enormous.

The hand that rocks the cradle may rule the world, but the student personnel administrator who inspires college students to think beyond themselves and serve the global community guides our collective futures. We are all painfully aware of the proposed changes in higher education funding, the ever-changing attitudes of incoming college students, and the immense and sometimes scary changes wrought by unprecedented technological advances. But one universal truth remains the same, college students are looking for role models, heroes, mentors and life changing experiences. They are looking for hope and people who care. It is our job to provide all of that and more. Our assessment methods may change, the way we advertise and deliver our services may change, and our students may express themselves in different ways, but our ultimate responsibilities to our students have not, and will not change. We are simply tasked with providing our students the skills and expertise needed to become active and engaged global leaders in an ever-changing world. Nothing more, nothing less.

And if you all will indulge one more Lincoln reference.....standing before a somber crowd in Gettysburg, Abraham Lincoln simply asked whether a nation conceived in Liberty and dedicated to the proposition that all people are created equal can long endure.

A similar question is being posed to those of us in Student Affairs. Can a profession founded upon the express need to educate and guide college students outside the classroom endure and prosper during a time when budget cuts and boot strap ideologists question the very necessity of what we do? When funds are limited, does what we do matter enough to warrant financial support and adequate staffing? Can we quantitatively demonstrate that what we do matters? Are we telling our stories and sharing our successes effectively? I know in my heart that the answers to all of these questions are an unequivocal "YES". The key is to refine our processes, share our successes, and unite as one.

I am so proud to be your incoming President and my overriding goal is that over the next year TACUSPA, through its services, programs, and networking, can help each of you to make the case for the importance of Student Affairs at Texas Universities. The very future of our profession depends on it and I know as TEXAS Student Affairs Professionals we are more than up to the task! Thank you!

- John Kaulfus
TACUSPA President



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Fall 2013 Conference Highlights



The TACUSPA Fall 2013 Conference in Houston, Texas was a great success. We had 278 attendees and fantastic keynote speakers, Dr. Vincent Tinto and Dr. Vasti Torres. Thank you to conference chair David Rachita, conference committee members, volunteers, and attendees for a fun and engaging time in Houston!





TACUSPA Budget 2012-13



CHECKING ACCOUNT		<i>BUDGET</i>	<i>ACTUAL</i>	
Reconciled through	8/31/13			
Operations				
<i>Expenses</i>				
	President	\$8,965.00	\$2,816.73	
	President-Elect	\$250.00	\$0.00	
	Past President	\$50.00	\$0.00	
	Vice President-Admin	\$875.00	\$990.65	
	Vice President-Mktg&Mbrshp	\$850.00	\$364.29	
	VP Education	\$100.00	\$1,005.00	
	Director of Research	\$4,285.00	\$1,933.85	
	Secretary	\$100.00	\$22.25	
	Treasurer	\$11,050.00	\$2,845.80	
	Director Technology	\$1,600.00	\$1,433.37	
	Reserve	\$5,000.00	\$0.00	
				\$11,411.94
<i>Income</i>				
	Balance as of 8/31/12		\$20,040.17	
	2012 Membership Dues		\$2,210.00	
	2013 Membership Dues		\$19,160.00	
	Job Postings		\$0.00	
	Miscellaneous Income		\$200.00	
	Interest Inc.		\$0.00	
				\$41,610.17
				\$30,198.23
Conference				
<i>Expenses</i>				
	Fall 2012- San Antonio		\$42,539.06	
	Fall 2013- Houston		\$0.00	
				\$42,539.06
<i>Income</i>				
	Balance as of 8/31/12		\$71,489.88	
	Fall 2012- San Antonio		\$41,319.79	
	Fall 2013- Houston		\$19,725.00	
				\$132,534.67
				\$89,995.61
Foundation				
<i>Expenses</i>				
	2012-13		\$1,809.00	
				\$1,809.00
<i>Income</i>				
	Balance as of 8/31/12		\$7,888.53	
	2012-13		\$3,018.00	
				\$10,906.53
				\$9,097.53
Checking Balance				\$129,291.37
BUSINESS INVESTMENT ACCOUNT				
<i>Income</i>				
	Balance as of 8/31/12		\$62,616.96	
	Interest		\$32.17	
				\$62,649.13
BIA Balance				\$62,649.13
CERTIFICATES OF DEPOSIT				
	Three Year CD to Mature 8/2015- 6945		\$22,742.30	
	Three Year CD to Mature 8/2014- 9865		\$23,876.38	
				\$46,618.68
CD Balance				\$46,618.68
BALANCE				\$238,559.18

TACUSPA Budget 2013-14



CHECKING ACCOUNT		<i>BUDGET</i>	<i>ACTUAL</i>		
Reconciled through					
Operations					
<i>Expenses</i>					
	President	\$8,000.00	\$0.00		
	President-Elect	\$0.00	\$0.00		
	Past President	\$25.00	\$0.00		
	Vice President-Admin	\$1,025.00	\$0.00		
	Vice President-Mktg&Mbrshp	\$850.00	\$0.00		
	VP Education	\$1,850.00	\$0.00		
	Director of Research	\$4,350.00	\$0.00		
	Secretary	\$100.00	\$0.00		
	Treasurer	\$7,550.00	\$0.00		
	Director Technology	\$2,770.00	\$0.00		
	Reserve	\$1,000.00	\$0.00		
					\$0.00
<i>Income</i>					
	Balance as of 8/31/13		\$30,198.23		
	2013 Membership Dues		\$0.00		
	2014 Membership Dues		\$0.00		
	Job Postings		\$0.00		
	Miscellaneous Income		\$0.00		
	Interest Inc.		\$0.00		
					\$30,198.23
					\$30,198.23
Conference					
<i>Expenses</i>					
	Fall 2013- Houston		\$0.00		
	Fall 2014- Arlington		\$0.00		
					\$0.00
<i>Income</i>					
	Balance as of 8/31/13		\$89,995.61		
	Fall 2013- Houston		\$0.00		
	Fall 2014- Arlington		\$0.00		
					\$89,995.61
					\$89,995.61
Foundation					
<i>Expenses</i>					
	2013-14		\$0.00		
					\$0.00
<i>Income</i>					
	Balance as of 8/31/13		\$9,097.53		
	2013-14		\$0.00		
					\$9,097.53
					\$9,097.53
Checking Balance					\$129,291.37
BUSINESS INVESTMENT ACCOUNT					
<i>Income</i>					
	Balance as of 8/31/13		\$62,649.13		
	Interest				
					\$62,649.13
BIA Balance					\$62,649.13
CERTIFICATES OF DEPOSIT					
	Three Year CD to Mature 8/2015- 6945		\$22,742.30		
	Three Year CD to Mature 8/2014- 9865		\$23,876.38		
					\$46,618.68
CD Balance					\$46,618.68
BALANCE					\$238,559.18

Higher Education: Public or Private Good?



Jessica Johnson, TACUSPA Fellow

The debate of higher education as a public or private good focusses on whether education is for the good of everyone or for the good of the individual. Proponents of higher education as a public good site that a higher educated population improves society as a whole, creating better prepared citizens who serve the greater good of the community. On the other hand, those who support the argument of higher education for the private good state that higher education improves the social mobility of the individual consumer. Education for the public good centers around a more general, or liberal education, and education for the private good focuses on learning for a specific job, or vocational education. A key issue facing higher education today is the fact that colleges and universities are expected to serve both the public and the private good.

The public good of higher education argument focuses on the benefits of higher education that effect everyone. Supporters of this view point believe that a better educated populous results in a better society to live in. This is based on the assumption that citizens with higher education are more likely to give back, play an active role in democracy, and build a more efficient community. Labaree (1997) states that one of the major arguments promoting education for the public good is based on the democratic equality approach. Higher education prepares young people to competently fulfill the full responsibilities of citizenship. In this way, education acts as an equalizer preparing people for their role in society. Students learn a common set of values as well as cultural competency through higher education. Citizenship training prepares students to actively serve the public good. This can be seen in many programs within higher education that promote service learning and learning communities (Levin, 1987).

Labaree's (1997) second argument for education and the public good centers around social efficiency. Education works for the public good by preparing citizens to competently carry out economic roles, thus creating a healthy economy, helping everyone. This has led to a greater focus on vocationalism within higher education. Vocationalism in this context serves the public good by preparing students to carry out specific roles in society, which helps the community to continue to expand commerce, industry, science, and technological innovation. Prepared workers support continued growth in society, which helps the whole population whether or not they participated in higher education.

Education for the public good, however, does have its challenges. Since American higher education is seen by the government as method for serving the public good, it is publically provided. Monitoring and controlling education as a publically provided good leads to issues with supply. Education can be oversupplied, undersupplied, and poorly supplied. In addition, American higher education is not entirely "public", which affects outcomes amongst the different institutions. Also, competing interests and a focus on the private good of higher education have led to a shift in focus to higher education for the private good. Detractors state that institutions are no longer meeting the standards necessary for higher education as a public good because students are leaving underprepared for their role as an intelligent citizen. Specifically, employers state that graduates are under performing especially in writing and mathematics (Shaw, 2010). Higher education for the private good has attracted attention due to our current economy. A college degree significantly increases potential earnings of graduates. The vocational benefits of higher education focus on acquiring the skills to effectively communicate and collaborate with others, which can lead to greater success in the workplace

(Shaw, 2010). In addition, higher education leads to an increase in trainability, health, economic participation, and access to information for the individual (Levin, 1987).

Labaree (1997) states that consumers of higher education receive the private good of social mobility. Credentials allow students to get ahead of the pack within our social structure. This is especially relevant to students who are graduating in a tough economy. The private good of education is reflected in students' ability to move through our socioeconomic levels. Proponents of higher education for the private good particularly support vocational education. For the good of the consumer, many feel that higher education should prepare students for success in the workplace. Thus, higher education serves the needs of the private individual.

Higher education solely for the private good can lead to many consequences as well. By focusing on education for the private good, a large number of students are not receiving the components of a liberal education. Liberal education historically developed "the whole person" (Shaw, 2010). In many university programs today, general education is severely lacking. As a result, students are underprepared to participate in our democracy and therefore society. Students are losing curriculum focused on personal responsibility and civic duty. Without this knowledge, the community suffers. In addition, the more students who attend college, the more the value of a bachelor's degree decreases (Shaw, 2010). This can lead to underemployment for those with a college education.

Higher education walks a fine line between the public and private good of society. We need an educated population to promote democracy and serve the public intelligently. Higher education not only serves the person with the degree, but produces a ripple effect that impacts our whole society. Graduates promote economic growth and create new knowledge. The benefits are reaped by everyone, even if they did not contribute themselves. On the other hand, education also has many private benefits. Students with degrees receive higher salaries than their peers with only a high school diploma. The private good of higher education exists in a person's ability to travel up the social ladder. A balance between both the public and private good is difficult to find, but both components are infused into the American higher education system.

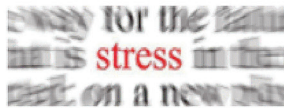
Labaree, David F. (1997). Public goods, private goods: The American struggle over educational goals. *American Educational Research Journal*, 34 (1), 39-81.

Levin, Henry M. (1987). Education as a public and private good. *Journal of Policy Analysis and Management*, 6 (4), 628.

Shaw, Jane S. (2010). Education-a bad public good?. *The Independent Review* , 15 (2) , 241-256.



tacuspa WEBINAR SERIES
Texas Association of College & University Student Personnel Administrators



Mind Over Matter: Managing Your Stress
Patrice Abner, University of North Texas
December 5th at 1pm



Veterans on Campus
Larry Davis, Texas A&M Central Texas and Ryan Van Dusen, Texas Tech
January 30 at Noon



Developing and Enhancing Parent Programs
Elizabeth Massengale, Texas Tech (and Christine Self)
February 6th at Noon



Evidence Based Intervention to Reduce High Risk Drinking
Amanda Drum, TAMUCC
April 24 at Noon



The LMS – The Best Tool You’re Not Using
Peggy Holzweiss, Sam Houston State University
May 8, 2013 at Noon



Latinas “Lean In”
Michelle Lopez, Texas State
July 16, 2014 at Noon

Save the Dates



Fall 2014 Conference



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