

Statement of Administrative Philosophy: Kim Lacey

The university education is not limited to what happens within the classroom, and I agree with the rising trends in higher-education that it should be an interplay of coursework and social experiences. To realize these trends, I have worked closely with and led several university committees focused on writing across the curriculum, retention, and inclusivity.

Since the Fall 2014 semester, I have served as the Co-Chair of the University Writing Committee. This leadership position has allowed me to emphasize the importance of writing not only in the courses I teach, but also in the various programming I have developed for the campus community. For example, I created the Alumni Author event, now in its third year. The Alumni Author event is one of the events in SVSU's celebration of the National Day on Writing, an event during which schools across the country showcase writing in its various manifestations. In 2014, the University Writing Committee partnered with Student Life and the Alumni Association to bring five published authors to SVSU. In 2015, we increased the number and brought seven alumni authors to campus in mid-October. These authors partook in a roundtable panel, speaking on how their experiences as SVSU students effected their writing careers. In order to help the authors gain visibility and inspire current SVSU students to explore writing opportunities, in 2015 we also paired each author with either a classroom or a student group.

One of the many ways I have worked to increase retention is by creating and participating in two retention programs: Stairway 2 Success (S2S) and the Cardinal Coaching Program. In 2013, I worked closely with members of Enrollment Management, Student Life, and Residential Life on the S2S program. Over the course of several months, we recruited more than fifty faculty and staff members and fifty student leaders to serve as mentors for 150 at-risk incoming freshmen. The mentoring program was designed to pair each student with one faculty or staff member and one student leader. These small mentoring groups met regularly throughout the academic year to promote effective study-habits, ease the transition into college, and as a general support system for each other. The Cardinal Coaching Program is the other retention program I have had a hand in implementing in 2015. While this program is much smaller than Stairway 2 Success (there were approximately 25 students in the Coaching program), the end goals are very similar. This time, we focused on students who fall somewhere in the middle of the support programs we currently offer. Typically these students have average ACT scores and GPAs—not strong enough for Honors yet more prepared than needing remedial courses. The focus of the Cardinal Coaching Program was to help this group of students acclimate to university life while offering them the opportunity to envision their entire career as college students.

During my career at SVSU, I have been fortunate to work with a large cohort of colleagues who share my commitment to inclusivity and social justice issues. One of the most beneficial accomplishments has been the establishment of consistent Safe Space training workshops. These workshops are designed to introduce our campus community to issues and ideas within the LGBTQ+ community by using various activities, scenarios, and conversation. Our group adapted our training from gender activist Sam Killerman's "Safe Zone" workshops. We have hosted more than 200 SVSU faculty, staff, and students at these Safe Space workshops, and feedback we have received from these workshops has been overwhelmingly positive. In 2014, we recognized the need to expand our offerings and in early 2015 we offered our first "Phase II" workshop—a continuation on the discussions in the original Safe Space workshops. We have also created tailored workshops for a variety of groups on campus, including Resident Assistants, the Writing Center Tutors, and Student Life.

Another example of administrative leadership my involvement in the creation of SVSU's first LGBTQ+ Center. The Pride Center will serve the LGBTQ+ community by providing individuals with opportunities to learn, feel supported, advocate, and access resources to enhance their lives. The Center is truly a cross-campus collaboration, bringing together faculty from Criminal Justice, English, and Social Work as well as representatives from Residential Life, Student Life, and the Counseling Center.

In October 2014, I was also named the Coordinator of the Gender Studies Minor. This leadership position has provided me with the experience of scheduling classes, meeting regularly with the growing number of Gender Studies minors, planning ways to grow the program, and increasing the availability of community engagement opportunities. I have steadily grown the program, increasing the number of minors by 25% within two years.

As a result of my leadership, in 2014, my efforts were recognized and I was humbled to receive the Terry Ishihara Award for Co-Curricular Involvement. As described on the SVSU website, "The Terry Ishihara Co-Curricular Involvement Award is presented annually to one faculty member and one staff member to recognize their contributions to students, the University and community through development of, as well as, participation and attendance at SVSU co-curricular activities." This award is decided by a committee based on nominations by colleagues, making it all the more special that my peers recognize my commitment. In 2015, my university nominated me as an Outstanding First-Year Student Advocate to the National Resource Center for The First-Year Experience and Students in Transition and I was nationally recognized as an "Honor Roll Recipient" for this category.