



SACES NEWSLETTER

Southern association of counselor educators and supervisors

SPRING 2007, MARCH

President's address

-Robin Lee, SACES president

Hello SACES members! I hope your spring semester is going well. I'm sure everyone is looking forward to spring break, good weather, and the end of another semester. I wanted to update you on a few things. We've had a productive year so far, but still have a few more things to do. Here are a couple of items of interest:

- ◆ ACES Conference - The 2007 ACES conference is set for October 10-14, 2007 in Columbus, Ohio. For more information, please visit the conference home page at <http://www.aces2007.net/index2.html>.
- ◆ SACES Logo (see top of newsletter) - SACES has a new logo, which will be available for replication on any SACES correspondence, literature and reports. You can download a copy of the logo on the website at www.saces.org.
- ◆ Research Grants - Each year, SACES awards small grants to counselor educators, supervisors, or students who are conducting research. Dr. Deryl Bailey will be accepting grant applications soon. See Page 8 and 9 of the newsletter for more details.
- ◆ ACES Executive Council Elections - I would like to thank Deryl Bailey for his willingness to represent SACES as a nominee for ACES president. We hope he will consider another bid for the office in the future. Let's remember to support our SACES leadership at the national level. SACES has the largest membership of any ACES region. If we vote, SACES can be well represented in the ACES Executive Council.
- ◆ Website Advances - The Executive Committee, working closely with Dennis Jones, will be making some



- ◆ 2008 Conference - We have selected a location for the 2008 conference in Houston. The 2008 SACES conference will be held at the Hilton Post Oak in Houston, TX, October 23-25, 2008. We hope to have a call for proposals by the end of the year. Please mark your calendars! We are returning to our regularly scheduled weekend as directed by ACES. Each region has a designated weekend to hold regional conferences. SACES's weekend is the 4th weekend in October. We have not held a conference during that time for several years based purely on circumstantial situations. We hope to be resuming this regular schedule in the future.

- ◆ ACA Convention - SACES will meet at the ACA Convention on March 24, 2007 from 10:30 to 12:00 pm in Cadillac A and B of the Marriott Renaissance Hotel in Detroit, Michigan. If you are going to be in Detroit, please plan to join us.

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changes to the website in order to offer more services to members, committees, and interest networks. I would like to thank Dennis for his hard work for many years. He has done an excellent job of maintaining our website.

I will not be able to attend ACA this year, but wish the best for everyone who does attend. I'm sure it will be a great time in Detroit!

Warm Regards,
Robin Lee
SACES President

"When writing your cover letter, look closely at the job description and indicate how you are a match"

Negotiating Your Way: The Faculty Interview Process

-Clarrice Rapsarda, Kimberly Desmond, & Jill Nelson

The goal of many people completing a doctoral degree in Counselor Education is to obtain a faculty position. The job search process for a faculty position is unlike any other and can be complicated to navigate. From our own job hunting experiences and service on search committees we've gathered some helpful hints for negotiating this process. Bear in mind, this can be a stressful process; get support from your family, friends, mentors, and peers.

When and Where to Look

- ◆ Jobs are posted year round; however, the majority of initial job postings occur in the fall with a second wave occurring in the spring.
- ◆ Good places to learn about job postings are: <http://chronicle.com/>; <http://www.higheredjobs.com/>; Counseling Today; CESNET {Go to <http://listserv.kent.edu/> and click on view the listserv archives, then choose CESNET-L}; specific university websites.

Check with People You Trust

- ◆ Talk to people about various pro-

grams: Who/what do they know about the university?; What is their opinion of whether or not it is a match for your needs?

- ◆ Be hopeful but realistic when you talk with your advisors about defense and graduation dates because interested universities will check.

Application Packet

- ◆ Pay attention to application deadlines and do whatever it takes to meet them.
- ◆ When writing your cover letter, look closely at the job description and indicate how you are a match.
- ◆ Be sure to proofread your most current vita and have others review it. It may be helpful to review your advisors' vitae for ideas about formatting and style.
- ◆ Be aware of your grades in your transcripts, you may be asked about grades and course content.
- ◆ Check with your advisors about



appropriate works (research, articles, dissertation chapter) to send as writing samples.

- ◆ Before applying, carefully consider who you select as references and ascertain their willingness. Recognize that who you ask may change depending on the position you are applying for and if certain faculty have contacts with the hiring university.
- ◆ It is always good to meet with reference persons before the deadline of when you need letters. Give them a current vita and discuss how you fit the position description.
- ◆ Remember that your references have the power to greatly assist or hamper your chances so be respectful of their time and effort.
- ◆ Keep your references up to date on positions you applied for and when they might expect contact from the search committees.
- ◆ Send everything together in one packet if possible (folders are helpful to organize materials). Send it registered receipt which will tell you when your packet arrived.

The Interviews

- ◆ The first contact with the search committee will often be a phone interview so BE PREPARED: have an appropriate message on your voicemail or answering machine, place questions you have for them by the phone. Other details to find out before the phone interview occurs:
 - ◇ Place and time? How long will it last? How many and who will be there?
 - ◇ Arrange for the phone interview to take place with minimal distractions (tell friends and others that you will call them when it is over).
 - ◇ Have questions prepared to ask the committee if there is time.

- ◇ Keep track of what occurred in the phone interview for later reference.

- ◆ If you are invited for an onsite interview it is okay to inquire about how travel arrangements will be made. Some universities will make the arrangements for you while others will ask you to make the travel arrangements and then reimburse you.
- ◆ When packing, we suggest several items to put in your carry-on luggage: suit, basic toiletries in a quart-size Ziploc bag (remember to have all liquids in 3.4 oz or less containers); materials needed for your presentations including the presentation saved on CD, jump drive, and emailed to yourself; updated copies of your vita.
- ◆ You will interview with different groups of people during this process including: Search committee members, other faculty, the department Chair, the Dean of the college and/or university administrators, and students. Remember this is also about you interviewing them.
- ◆ Questions for faculty/Chair and Dean/university administrators: What are you looking for in a faculty member?; How is the college viewed in the university?; What courses are you looking for the new faculty member to teach?; How does reappointment, tenure, and promotion work at the university?; What are the expectations related to reappointment, tenure, and promotion?; What is the potential salary range?; What is length of contract and process for contract renewal?; How many classes are you expected to teach each semester?; How is collaboration viewed vs. individual research?; What support is there for research and

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“The first contract with the search committee will often be a phone interview so BE PREPARED.”

Negotiating Your Way, cont'd

professional development and travel?; Are there summer teaching opportunities?; What is the next step in this process and when can I expect to hear from you?

- ◆ Meeting with Students: They are often a good source of information and may help you get a feel for the dynamics of the programs.
- ◆ During the interview process, you will most likely be asked to give a teaching and/or research presentation. Inquire about expectations of the presentations; more specifically, audience, topic, length, available equipment, and how you will be evaluated.
- ◆ Be prepared for long days and many meals out. You may feel like you are being shuffled from person to person and that you are constantly being assessed and constantly assessing.
- ◆ How you feel about the location itself is also a valid consideration: Where is the university located?; What is the university's research level?; Is the community appropriate for you and your family?
- ◆ After interviewing, send a thank

you letter/e-mail for the search committee's time and consideration.

◆ Job Offer

- ◆ Celebrate...You did it!
- ◆ After you receive a job offer, the following are some considerations: salary negotiation (do not underestimate your value), moving expenses, office equipment and software, travel budget, course release during first year, advising expectations.
- ◆ With a signed contract, inform other universities that you are withdrawing your application. Keep in mind that these are potential colleagues and possible opportunities in the future.

Remember that you have your top picks and so do universities. Sometimes it is a match and other times it is not. Pay attention to your instincts or feelings. You may be pleasantly surprised or disappointed when visiting a school. Be patient. The process takes a long time; for universities every step requires approval. We wish you the best of luck with your job search process!

Good places to learn about job postings are:

1. <http://chronicle.com/>
2. <http://www.higheredjobs.com/>
3. *Counseling Today*
4. CESNET {Go to <http://listserv.kent.edu/> and click on view the listserv archives, then choose CESNET-L}
5. *specific university websites*
6. *Other organization listservs (e.g., SACES, NFIN)*

Cross-Cultural Supervision: Understanding the Unfamiliar Supervisee

-Colette Blakely, April Crable, Veronica Hardy, & Debbie Hood Regent University

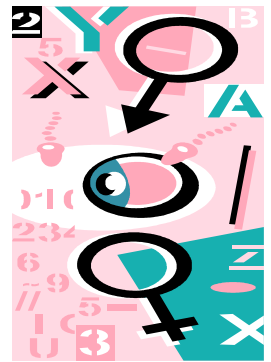
Cross-cultural supervision can reference a supervisor-supervisee relationship where cultural differences exist. Counseling literature specifies the importance of counselors being competent regarding cultural differences with clients. As outlined in the American Psychological Association *Code of Ethics* (2005), counselors are to be aware of cultural factors and experiences that may impact the client perspective of the problem issue and they are to address multiculturalism in the supervisory relationship (E.5.b.; F.2.b.). As a result, varying techniques are specified for counselors to respond to diversity issues in the counseling relationship. Yet, in contrast, supervision literature provides limited guidance regarding critical incidents occurring during cross-cultural supervision (Fukuyama, 1994). "Since we all inhabit various social locations on ecosystemic axes of race, gender,...we are all multicultural, and our interactions with others must necessarily be so as well" (Killian, 2001 cited in Bernard & Goodyear, 2004, p. 116). The writings conceptualized in this literature review will focus on three categories of cross-cultural supervision: race, gender and spirituality.

The research regarding racial differences in the supervisor-supervisee relationship indicates that race has a direct affect upon the interactions occurring during supervision. A study by Hilton, Russell and Salmi (1995) illustrated a two-fold measure to first examine the variable rates of supervisor support and second, to examine the potential effects that race had with the supervisor-supervisee pairing. The study results reflected the amount of supervisory support directly affects the supervisee perception of the supervisor, yet race is identified as a dominant factor. Due to the significant affects of racial differences upon the relationship, Remington and DaCosta (1989) proposed several recommendations to address such issues rather than the use of various defense mechanisms. The recom-

mendations are: (1) to consider the active, collaborative nature of the supervision process which allows input from both parties, (2) to increase self-awareness of biases and/or stereotypes one may hold towards a different race, (3) to practice open discussion between the supervisor and supervisee, as well as the supervisor seeking consultation with other mental health professionals, (4) to utilize a process-oriented model to minimize the negative effects resulting from the avoidance of race-related issues. In addition to race, the supervisory process is greatly influenced by gender differences.

It is imperative that supervisors become familiar with the affects gender attributes have on the supervision process in order to diminish the possible harmful outcomes of biases in the supervisory relationship (Kraft, 1991 cited in Granello, Haag, Beamish, & Davis, 1997). Researchers supported that supervisors of both genders responded differently when supervising male and female supervisees. Supervisors were more inclined to ask male supervisees for their view and feedback more often than their female counterparts (Granello et al., 1997; Granello, 2003). The supervisory relationship is instrumental for the success of a novice counselor to act in an autonomous manner. Loganbill, Hardy, and Delworth (1982) asserted "a true sense of one's own choices and decisions in a situation is important to the identity of the beginning counselor" (p. 21). It has been shown that both female and male supervisors provide substantial support regarding the autonomous thinking of the male supervisee rather than the female. In addition, female supervisees who participated in longer supervisory relationships were found to be less vocal about their opinions and required more instruction than their male

"The research regarding racial differences in the supervisor-supervisee relationship indicates that race has a direct affect upon the interactions occurring during supervision."



If you would like to contribute anything to future editions of the SACES Newsletter, please contact Kelly L. Wester, 2005-2006 SACES Newsletter editor at klwester@uncg.edu



Cross Cultural Supervision, Continued

counterparts (Loganbill et al., 1982). While gender impacts the types of responses within the supervisory relationship, spirituality also has a significant affect.

Supervisors must heighten their cross-cultural awareness in preparation to examine spirituality with the neophyte counselor in supervision. The new counselor's awareness of cross-cultural issues poses as unfamiliar to the traditional supervisor. Bernard and Goodyear (2004) stated that supervisees come to supervision with training in multicultural concepts that their supervisors often lack. Thus, suggesting that spirituality may not be introduced in the relationship between the traditional counselor and the recently trained counselor in supervision. Supervision devoid of the spiritual component is less than effective for the supervisee. Ryder (2000) suggested that the supervisor must initiate the dialogue around cultural matters and that the position of power dictates this (cited in Bernard & Goodyear, 2004). Incorporating the Discrimination Model is one way to conceptualize spirituality as an issue in supervision (Polanski, 2004). The supervisor is equipped with interventions that allow him or her to integrate personal values and beliefs regarding spirituality and religion.

In summary, Bernard and Goodyear (2004) asserted that "Cultural competence must be included in the supervisor's definition of efficacy" (p. 134). There are several methods identified throughout the literature to address a supervisor's lack of familiarity regarding cross-cultural differences. In order to provide an appropriate supervisory experience for the novice counselor, the supervisor must be aware of limitations within his or her knowledge base and seek adequate training to enhance those areas.

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CALL FOR **SACES** AWARDS NOMINATIONS

The SACES Awards Committee is seeking nominations for four areas of service. Awards will be presented at the 2007 ACES Conference in Columbus, Ohio.

Awards & Criteria

Individual Achievement: Individuals nominated for this award should demonstrate consistent service to the counseling profession through publications (scholarly works), leadership and administration (service), and an on-going research agenda.

Four categories:

1. Pre-tenure counselor educators
2. Tenured counselor educators
3. Graduate Student -- Master's Level
4. Graduate Student -- Doctoral Level

Outstanding State ACES Award: States nominated for this award should demonstrate consistent membership or a substantial percentage increase in membership within the last year, and evidence of service to members (i.e. newsletters, conferences, workshops).

Outstanding Program Supervisor: Individuals nominated for this award should demonstrate efforts towards extending and strengthening counseling services to recipients, developing standards for service delivery systems, improving the quality of services delivered, developing and implementing in-service programs which improve counselor skills and knowledge, developing and implementing assessment and evaluation of counselor competence and program implementation.

Outstanding Counselor Education Program: Programs nominated for this award should demonstrate outstanding pre-service and in-service training in areas such as: counseling and technology, career development, counseling supervision, practicum and internship, evaluation and training methods, and counseling exceptional populations.

Two categories:

1. Master's Counselor Education Programs
2. Doctoral and Master's Counselor Education Programs

- For Individual Achievement Awards: Submit 3 copies of nominee's vita along with a letter of nomination
 - For State Award: Submit 3 copies of membership documentation for the last two years, and 3 copies of your newsletter, program flyers/agendas, or any other materials as evidence of service to members, along with a letter of nomination
 - For Supervisor Award: Submit 3 copies of a letter detailing nominee's efforts in each of the five areas along with a letter of nomination
- For program Award: Submit 3 copies of your program catalog, brochure, or any other supporting documents along with a letter of nomination

Send letters of nomination & supporting documentation to: Dr. Shari M. Sias: SACES Awards Committee
East Carolina University
SAHS, Dept. of Rehabilitation Studies, Health Sciences Building
Greenville, NC 27858

ALL NOMINATIONS & SUPPORTING MATERIALS MUST BE RECEIVED BY

July 15, 2007

If you have any questions, please contact me at: sias@ecu.edu or (252) 744- 6304





SACES RESEARCH GRANT AWARD COMMITTEE CALL FOR PROPOSALS 2007-2008

Purpose: The purpose for this call for proposals is to fund innovative practices and research studies related to counselor education and supervision.

Who May Apply: The competition is open to both professional and student members of SACES. Because of their need and because of the limited funding available for student research, student researchers are especially encouraged to apply. Individuals may submit (or be part of a submission team) for only one proposal. Multiple submissions by any researcher (individually or as part of multiple research teams) will not be accepted.

Proposal Format: Proposals must adhere to the following:

- ◆ Follow the guidelines set forth in Chapter 5 of the Publication Manual of the American Psychological Association (5TH ed.) (2001).
- ◆ Proposal must be a maximum of four pages excluding the two page application form.
- ◆ On or before the **June 1, 2007 deadline**, three copies without author identification**, one copy of the proposal with author identification, and one application form must be sent to the committee chair, Deryl Bailey (dfbailey@uga.edu) as three separate attachments to one email, in **Microsoft Word format**.
- ◆ ***NO OTHER WORD PROCESSING PROGRAM FORMAT WILL BE ACCEPTED.***
- ◆ ***PROPOSALS THAT DO NOT CONFORM ENTIRELY TO THIS FORMAT WILL NOT BE CONSIDERED.***

Evaluation Criteria: Research proposals will be evaluated by a panel of reviewers using the following criteria:

- a. The researcher is a regular or student member of SACES, and the researcher has submitted only one proposal for funding in this year's grant program.
- b. Proposed topic is within the scope of counselor education and supervision (30 pts)
 - ◇ Relevance of research or practice to counselor education and supervision as evidenced by the literature review (30 pts. possible)
 - ◇ Research Methodology or Description of Program (25 pts)
 - ◇ Applicable ethical standards for research with human subjects (15 pts. possible)

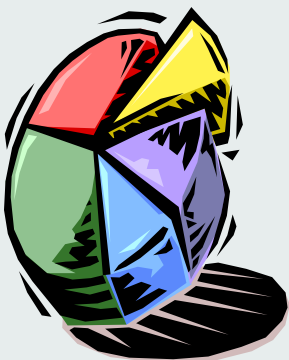
As a condition of the acceptance of the grant award, the researcher is required to

- ◇ Provide a copy of the proposal to present the research results at the next SACES Conference (Houston, TX; October 23-25, 2007)
- ◇ The researcher will include an acknowledgment of SACES financial support of the project in all reports, presentations, or publications related to the supported project.

Deadline for Submission: The deadline for submission is **June 1, 2007**. Your email attachments must include:

- ◆ One "blind" copy of the proposal**
- ◆ One copy of the proposal with author identification
- ◆ One application form
- ◆ A statement

These must be sent in one email with three attachments to the committee chair, Deryl Bailey (dfbailey@uga.edu).



2007 SACES RESEARCH GRANT
APPLICATION FORM

Principal Researcher Name: _____

Address: _____

City: _____ State: _____ Zip code: - _____

Work Phone: _____ Home Phone: _____

E-mail Address: _____

Institution _____

Name(s), title(s), and institution(s) of additional researcher(s)

Title of Research _____

Qualifications of principal researcher:

I am a member of SACES. Yes No

Membership type: Student Member Professional Member Retiree

I agree to submit a copy of the proposal to present at the 2008 SACES Conference in Houston, Texas. I agree include an acknowledgment of SACES financial support of the project in all reports, presentations, or publications related to the supported project.

Principal Researcher's Signature

Date

The deadline for submission is June 1, 2007.

Submit the proposal to:

Dr. Deryl F. Bailey
Department of Counseling & Human Development Services School
402 Aderhold Hall
University of Georgia
Athens, Georgia 30602



The Tennessee Counseling Association Journal, a publication of the Tennessee Counseling Association, is currently being revitalized with a focus on empirical research, theoretical approaches, and/or practical application articles. Manuscripts are currently being accepted until April 1, 2007 for the first edition scheduled for publication in August 2007. Please send manuscripts to TCAJ@utk.edu. Articles will be peer reviewed by an editorial board of counselor educators and counseling professionals. Articles will be sent for review and returned with editorial suggestions by May 15, 2007. Manuscripts will be accepted after May 2007 for future volumes. For more information or questions, please contact Dr. Jeannine Studer at jstuder@utk.edu or Dr. Robin Lee at rlee@mtsu.edu.