



'Learning through Community'

Higher Education



Syracuse University

350 Huntington Hall

Winter 2004

<http://soeweb.syr.edu/highered/HIGHEREDU.html>

From the Chair

Letter from the Chair

Our research project, funded by the Lumina Foundation for Education, is proceeding nicely. Cathy, Cerri, Stacey, and Tehmekah, have carried out the first set of site visits to four of our five case study sites, specifically Cerritos College, DeAnza College, California State University at Hayward, and University of Texas-El Paso. This spring they are returning to those sites for a second visit and beginning their visits to our fifth case study site, LaGuardia Community College in New York (given our recent weather, one might observe that with the

exception of LaGuardia Community College, the case study sites are all in warm weather locations). Early results from the case studies are very promising. Once more, we are hearing powerful stories of student experience that serve to confirm what we have learned from other studies of learning communities, namely that they can enrich and improve student learning.

The survey research portion of the study, involving nineteen two and four-year institutions, has also proceeded nicely. We have completed the administration of our survey to approximately seven thousand students and are in the process of coding and organizing the collected data. We anticipate first analysis of those data later this semester.

We are also pleased to report that the William and Flora Hewlett Foundation has awarded the program a \$120,000 grant to extend our research project to a wider set of community colleges in California. We are grateful for their assistance in this important project and hope that it is just the beginning of a long-term relationship with the Foundation and issues of access and equity in higher education in California.

This brings me to one final request. The research grants have provided us with up to four full-time doctoral research assistantships over the next several years. If you know of a talented person who would like to pursue a doctoral program in higher education and welcome the opportunity to be engaged in a national research study of some importance, please recommend them to us and urge them to contact us.

As always we want to stay connected with you. Please keep us informed of news and changes in your life. Updates can be sent to the program at hied@sued.syr.edu or by calling us at (315) 443-4763. We look forward to hearing from you soon.

Sincerely,

Cathy and I will be presenting the first findings of our work at The National Learning Communities

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Conference Presentations

Be on the lookout for Syracuse students, faculty and alumni presenting at conferences this spring. Here are some of the presentations we know about.

NASPA - Denver - March 27-31

Haudenosaunee College Experience: First Generation, Transfer, and Stopout

Tuesday March 30, 12:15-1:30pm
 Presenter: Stephanie Waterman
 Tower Building, Spruce, Adam's Mark Hotel

ACPA - Philadelphia - April 1-5

Masters Required, Doctorate Preferred: Exploring Multiple Pathways Toward the Doctorate

Saturday April 3, 10:30-11:45am
 Presenters: Christine Ohl, Dawn Zeligman, Suzy Nelson and Stacey Riemer
 Convention Center 108B

Building Partnerships for Change

Saturday April 3, 12:30-1:45pm
 Presenters: Laura Madelone and Jack Keller
 Convention Center 103 B

Graduate Preparation Learning Community: An Integrated Model of Student Learning

Saturday April 3, 3:30-4:45pm
 Presenters: Cathy McHugh Engstrom, Christine Ohl, Carrie McLaughlin, Gina Hurny, John Turbeville
 Convention Center 103C

First-Generation and Rural Students: Exploring Data from Current Dissertation Studies - Panel

Sunday April 4, 9:00-10:15am
 Discussion Coordinated by Christine Ohl
 Convention Center 106A

Disability on Campus: Student Perspectives on an Inclusive Environment

Sunday April 4, 10:30-11:45am
 Presenter: Rebecca Cory
 Convention Center 102A

Recognizing the Invisible: Exploring Issues of Social Class on Campus

Monday April 5, 10:30-11:45
 Presenters: Christine Ohl and Rebecca Cory
 Convention Center 102A

National Learning Communities Project Conference - Seattle - May 20-22

Assessing Learning Communities: Student Affairs-Academic Affairs Collaboration

Presenters: Terra Peckskamp, Sandra Hurd, Bobbi Yonai

Pathways to College Success: Learning Communities and Developmental Education Students

Presenters: Vince Tinto and Cathy McHugh Engstrom

SU Receptions Stop by and reconnect!

NASPA

SU Reception

Tuesday March 30th
 7pm-9pm
 Tower Building, Capitol,
 Adam's Mark Hotel

ACPA

SU Reception

Saturday April 3rd
 7pm-8:45
 Mariott Hotel Room 306

CSPA Reception

Saturday April 3rd
 8-10pm
 Mariott Hotel Room 406

Student News

Mary Ann Adamcek, Jennifer Bevilacqua, and Paul Ryan, MS students, presented "While you were out: How to trade spaces in your union" at the Region 2 ACUI Conference in November.

Ryan Barker, Gina Hurny, Amber Graham Schult and **John Turbeville**, MS students, participated in the 2004 StudentAffairs.com Virtual Case Study. This year's case was to create a syllabus for a course on technology and Student Affairs.

Emily Campbell, MS student, has accepted an ACPA Conference internship for the 2004 Conference in Philadelphia.

Gina L. Hurny, MS student, completed the National Coalition Building Institute's (NCBI) Prejudice Reduction Workshop and Train the Trainer Workshop. She is now a certified NCBI Trainer for workshops on diversity and prejudice reduction. Through her involvement with the Career Services Office at Ithaca College, Hurny also participated in the College's Network Night events that were held in New York City and in Rochester, NY. These are annual events that the Office of Career Services and Alumni Affairs host in order to help current Ithaca College students network with active college alumni.

Adrea Jaehnig, PhD candidate, was recently appointed to the Executive Committee of the National Consortium of Directors of LGBT Resources in Higher Education.

Josh McKeown, PhD candidate, co-presented at the regional NAFSA: Association of International Educators conference this past November in Bolton Landing, NY. The presentation topic was "Learner Outcomes on Study Abroad."

John Turbeville, MS student, was appointed Coordinator of Tutoring Services at SUNY ESF in October.

Stephanie Waterman, PhD Candidate, presented her paper "The Haudenosaunee College Experience: A Complex Path to Completion" for the NIEA Research Strand, and a workshop titled "Honoring Tradition at the Onondaga Nation School," with a team from the Onondaga Nation School at the 34th Annual National Indian Education Association Conference.

Faculty News

Steve St. Onge, PhD, has recently published two articles,

St. Onge, S. & Wells, B. L. (January 6, 2004).

Assessment Strategic Planning: Getting the Most Out of Your Assessment Plan. NASPA Net Results.

St. Onge, S., McIntosh, J. & Peckskamp, T.

(2003). The Impact of Learning Communities on Residential Communities, and the Roles of Resident Advisors, Journal of College and University Student Housing, vol 32, no. 1.

He has also been reappointed to the editorial board for the Journal of College and University Student Housing.

Mary Jo Custer, Director of Student Affairs and Associate to the Senior Vice President for Student Affairs, and **Tom Wolfe**, Dean of Hendricks Chapel, are hosting the International Critical Incident Stress Foundation's latest conference on Critical Incident Stress Management at Syracuse on May 20-23 at the Windham Syracuse Hotel. The conference includes ten courses surrounding issues of CISM, including group crisis intervention, law enforcement perspectives, stress management for the trauma provider and the psychology of terrorism. Details for the conference, along with registration materials can be found at http://www.icsf.org/Training/conference/brochures/Syracuse_W.pdf.

Educating Intentional Learners: New Connections Among Academic and Student Affairs Leaders

An American Association of Colleges &
Universities, National Association of Student
Personnel Administrators and American
Council of Academic Deans Northeast
Regional Conference

November 2004

Watch for the call for proposals in February
and March!

Award Winning Students

Engelhardt Receives Hilton Award

Second-year master's student **Erin Engelhardt** has been awarded the 2003-2004 M. Eunice Hilton Award from the School of Education. Erin is a 2002 graduate of LeMoyne College in Syracuse, N.Y. She worked as a Graduate Residence Coordinator on South Campus at Syracuse University during her first year in the program, and is currently working in academic advising as the Graduate Assistant to the Women's Basketball team.

In her letter of application, Engelhardt highlighted her "personal philosophy that a student affairs professional must help students open the doors for new opportunities and see their potential to succeed. I am determined to push student-athletes to expand their boundaries, to motivate students to their full potential as athletes, but more importantly, as *students*."

The Hilton Award was established with a generous gift from the alumni of the Student Dean program, one of the first programs in student personnel services in the country. The award recognizes the leadership of Dean Hilton, former director of the Student Dean program, third dean of the College of Home Economics, and first woman to receive a doctorate from the School of Education. The scholarship is given to a woman in the Higher Education master's program each year.

Hurny ACPA SCW's Outstanding Emerging Professional Woman

Gina L. Hurny, a second-year master's student, has received the ACPA Standing Committee for Women's Outstanding Emerging Professional Award for 2004-2005. Hurny was selected based professional contributions which have impacted the lives of women. These contributions can be in the form of programming experience, leadership, community development, scholarship, publications, presentations, community service and/or support for the educational environment of a campus. The award is only given to women who have been in the field five or fewer years.

In a letter of application for the SCW awards, Hurny wrote, "My personal observations and range of experiences have shown me the strong need for dynamic women to commit themselves to this profession. In doing so, these women would provide today's college students with strong female role models committed to understanding diversity issues and making a difference in the lives of college students."

The Standing Committee for Women has a mission of advocating for women's equity issues, encouraging women's involvement in leadership positions, recognizing and resolving inequities within the field, and to "promote, encourage, appreciate, and celebrate diversity as represented by ethnicity, sexuality, religion, opinions, perspectives, etc."

Wanted:
**People who love the smell of
cassette tapes, long
afternoons at the computer
and assisting in the search for
knowledge.**

The Pathways to College
Success Project is hiring people
to transcribe interviews.

Please contact Stacey Riemer at
smriemer@syr.edu for more details!

Master's Students!

Due to a generous alumni donation, we have travel grants available for students doing conference presentations about learning communities. The funds can be used for either regional or national conferences.

If you would like to do a presentation on learning communities next year, watch for submission deadlines over the summer. The grant application process is fairly easy and funds are available on a first come first serve basis.

Contact Teresa at tvrice@syr.edu for more information.



Issues in Higher Education

Editor's note: This is the second in a series of opinion pieces engaging our students and faculty in expressing their views on a range of important higher education issues.

Adrea L. Jaehnig*

Translating What We Know Into Action

Last year after the first annual Rainbow Banquet, a tall handsome gentleman introduced himself to me and thanked me. I had never met this student before. He said he wanted to set up an appointment with me and that he had a whole lifetime to tell me about. His eyes and smile told a story of relief, happiness, a personal breakthrough, and of coming home. He told me of the isolation and pain that he had experienced growing up knowing he was gay in a devout Catholic family in another country. He said a straight male friend had brought him to the banquet and that his previous conceptions of the LGBT community (which were all negative) had been shattered. This high academic achieving student, now a senior, is creating positive change within his college after coming out to his academic dean. Because of this student's courage, his dean wants to know how the college can be more supportive of LGBT students.

Coming out remains a big issue for college students who are LGBT. According to the National LGBT Campus Climate Study, for every student who is out on campus, there is another who conceals their sexual orientation to avoid discrimination and harassment. While *Ellen*, *Will and Grace*, *Rosie, Queer as Folk*, *Queer Eye for the Straight Guy*, and now, Showtime's new series "The L-Word", have created visibility of (some) White LGBT people, these media images are filled with stereotypes and only begin to tell the real lived experiences of individuals who comprise the diverse communities defined by the letters LGBT. Recently in a class presentation for future newspaper reporters, I asked students to describe someone who they know is lesbian, gay, bisexual, or transgender. One student reflected that his gay male friend is sensitive, introspective, and serious, not at all like the stereotype of a gay man being flamboyant, materialistic, and superficial. While there are people who are gay and fit stereotypes, there are many who do not. Coming out can seem like a non-issue for some, but can be a life threatening issue for others.

Recently our Senior Vice-President of Student Affairs, Barry L. Wells, forwarded an article from "Lex Collegi: A Legal Newsletter for Independent Higher Education" to myself and other campus administrators about college student suicide. The article cited research studies that found up to 30 percent of all attempted and completed suicides among young people are related to sexual identity issues and that gay and lesbian youth were cited as being two to three times more likely to commit suicide. Every time I hear about a suicide attempt or the death of a student that could have been a suicide I wonder if this student was struggling with their own sexual or gender identity. Before I came out I seriously considered suicide. I remember looking out the window of my residence hall room thinking that it would be better if I wasn't alive than to be gay. Everything I had learned about being gay up to that point was negative and that did not fit the image that I had of myself-high achieving student, leader, athlete. The pain that my difference and this dissonance caused me was at times overwhelming. Somehow I found the courage to tell my Resident Advisor and a few friends. Their initial support helped me to forge an identity that I was proud of.

Since 51 percent of LGBT college students are not out, it is critical that there are positive, inclusive messages for them in all aspects of campus life. Contrary to the research cited above, Dr. Ritch Savin-Williams, professor of psychology at Cornell University, has reported that LGBT youth are not more prone to suicide and in fact that LGBT youth demonstrate enormous resiliency in the face of adversity. From where I sit, I believe both of these realities are true.

The effects of anti-LGBT bias and hate speech are serious and damaging to LGBT and heterosexual students. A first year student who identifies as gay recently asked his peers how they feel when they see or hear anti-LGBT bias on campus.

continues p. 6...

Translating, cont.

Here are some of the responses he received to the following statement: "When I see anti-LGBT hate speech on campus, I feel..."

- "...vulnerable. At times, I feel as if I need to react to these things; however I also fear what I may get in return."
- "...angry that people can be so immature and reckless."
- "...ashamed, not about what is being said, but that I'm too afraid to speak up about it."
- "...like I don't even belong within society, as if my existence were a regretful mistake."
- "...bruised inside, like words can be turned into weapons and are turned on me."
- "...that it is bad enough when it is done intentionally, but when hate comes out so nonchalantly or so off-handed, without real thought behind it, it is almost worse."
- "...like my opinion doesn't count, that I have no voice, and like less of a person."
- "...discouraged from sharing my own thoughts and feelings freely, for fear of meeting with unexpected conflict."
- "...like my place in the world is invisible."
- "...like the world wishes I was dead."

The student who polled his peers said that every time he sees the word "fag" written on someone's whiteboard, he remembers being beaten up by other students in high school and his father calling him a "fag" just before being kicked out of his own house. These words wound. Their power, connected to a much larger system of oppression, bears down on an individual in that moment-exercising fear and silence. Just as with racist or sexist speech acts, the responsibility to address these concerns should not rest on the shoulders of those who are at most risk. When administrators, students, and faculty do not directly address anti-LGBT bias their silence

looks a lot like indifference. Individuals who are naïve to the hurt caused by these words need to be educated. Individuals who perpetuate anti-LGBT bias need consequences for their actions. Their actions create an unsafe environment in which to live and learn. It is vital for non-LGBT people to speak up when they hear or see anti-LGBT hate speech.

While higher education is a reflection of society, it is also an institution that can change society. We are called on to prepare students to be leaders in an increasingly diverse and globalized world. This involves teaching all students to recognize their own location in this world and the limitations of this perspective. By doing so we help students to recognize that other people's perspectives may be different, but are equally legitimate to their own. We cannot possibly teach students everything that they will need to know about all the different cultures and people in the world. We can, however, prepare future leaders to respect and appreciate diversity by remaining open to alternate realities ourselves, by learning how to ask questions about other people's experiences, and by taking responsibility for our own learning. Through our own behavior, we can model for students what it means to be a citizen and a leader in an increasingly globalized society. After all, our behavior is much more readable to students than our words. Bayard Rustin, master strategist and tireless activist—best remembered as the organizer of the 1963 March on Washington, said that "the proof that one truly believes is in action." We must ask ourselves how we can translate what we know into action.

*Adrea L. Jaehnig is the Director of the LGBT Resource Center and a doctoral candidate in Higher Education at Syracuse University.
February, 2004

Alumni News

Tamra Bates, MS '98, is pleased to announce the birth of her daughter, Mackenzie Nelson on February 10, 2003. Mackenzie joins her four-year-old twin sisters Morgan and Madison. Tamra is currently working at Smith College in Massachusetts as the Assistant Director for Student Activities.

Margaret D. Bonesteel, EdD '94, and Patricia A. Moody presented "Critique-al Citizenship and Humanities Education" at the Hawaii International Conference on Arts and Humanities in Honolulu, HI on January 8-11, 2004.

Jim Boyle, PhD '90, recently took a state early retirement incentive after serving 7 years as Vice President for Institutional Advancement at SUNY Cortland. He now resides in southern Maine and is associated with the development consulting firm of Demont & Associates located in Portland, Maine. He helps non-profit organizations, colleges and hospitals with development planning, resource assessments and capital campaigns. He was happy to see at his retirement reception so many other SU Higher Ed. folks, including John Centra, Carol Van Der Karr, Ray Franco and Amy Henderson-Harr.

Alumni News

Valerie Cushman, PhD '00, was invited to participate in the Alice Manicur Symposium, sponsored by NASPA, in January 2004. She is in her 7th year at Randolph-Macon Woman's College, where she serves as the athletic director and chair of physical education, and is currently serving as the chair of the college's first general education committee. She also serves as president of the Old Dominion Athletic Conference and has recently been appointed to a four-year term as a member of the NCAA Division III Management Council.

Michele Fischetti, MS '03, is working at Marist College as an Assistant Director of Student Activities. She co-presented "Do You Like to Play Mind Games?" on College Bowls with **Nate Emmons**, MS '99, at the ACUI Region 2 Conference in Corning, NY on November 14-16, 2003.

Sean Hollywood, MA '00, presented "When Baxter-Magolda meets Drucker: Management Theory in Student Affairs" at the OASPA/OCPA conference in Columbus Ohio on January 29-30. This corresponded with his enrollment in the part-time MBA program at Miami University, where he is currently a Coordinator of Residence Life.

Debora Kirsch, accepted a new faculty position Aug. 2003 at the College of Nursing at SUNY Upstate Medical University as a Clinical Assistant Professor. She will be teaching nursing classes in both the upper division and graduate level tracts.

Laura Madelone, MS '99, graduated from the Leadership Greater Syracuse program on November 18, 2003. Leadership Greater Syracuse is a non-profit organization that trains individuals to become leaders in the Greater Syracuse community. Laura is the Director of Off Campus Student Services at Syracuse University.

Tonia Martin, MS '98, recently completed the Center for Applications of Psychological Type's Qualifying Program for the Myers-Briggs Type Indicator (MBTI), and attended the Council for Opportunity in Education's annual conference in San Diego in September. She has also been hired to do some part-time consulting for the Boy Scouts of America Cherokee Area Council (Chattanooga, TN area) to help evaluate the program in order to provide program effectiveness data for the United Way.

Michael J. McLane, MS '77, is the Executive Director of the Central New York Library Resources Council, a consortium of over 50 libraries and library systems in the Central New York region. He is also currently serving as President of the Eastern New York chapter of the Association of College and Research Libraries and as Chair of the Board of Directors of the New York Center for the Book.

Kimberly Pietro, MS '01, has been named Director of Major and Planned Gifts at Le Moyne College

Lynn Rogers, MS '03, has recently been appointed to the SUNY Cortland Alumni Association Board of Directors. She will also be attending the ACPA 2004 Conference.

Laura Wawrousek Snyder, MS '00, accepted a new position as a career counselor for soldiers who are getting out of the military. She will work at an office in Fort Bragg, NC where she and her husband now live.

Gerald Yearwood, MS '96, is part of a Multicultural Enrollment Management Task Force that focuses on the recruitment and retention of multicultural students in the School of Business at Miami University, and will coordinate the annual Teacher Job Fair that is scheduled for March 30, 2004. Last year this fair attracted 75 school districts from Ohio and other states.

Dawn Zeligman, MS '02, recently gave in informal presentation of findings from a narrative research project entitled "Marjorie Speaking: Schooling and Life Course Development." She has also been awarded a summer research fellowship that will provide funding which will allow her to work on her research full-time.

Alumni!!

Keep us updated with new email, home addresses and news updates by emailing to hied@sued.syr.edu

Alumni Update Form

Name: _____

Class: _____

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What's happening? _____

Send me info.
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