



Higher Education: Learning Through Community

Fall 2006



Syracuse University

From the Chair

Dear Syracuse HED students, alum, and friends:
It has been a packed, opportunity-rich fall semester and it is only October! We welcomed a fabulous incoming master's class of 23 (16 full-time, 7 part-time) who are quickly immersing themselves into their coursework and professional experiences. I think they get the record for forwarding more "study group" messages about the upcoming exam in Laboratory in Learning Communities than any other cohort. We also welcome four new doctoral students who are already actively engaged in their professional lives on college student success and issues of equity.

I believe a vivid example of the impact that our graduates and current students are having in higher education was beautifully captured by the significant presence of our program in the national 9th annual Living-Learning Programs and Residential Colleges Conference held on our own campus this past week. Thanks to the extraordinary vision and organization of the Planning Committee, chaired by our own doctoral student Terra Peckskamp and alum John Turbeville,

..... this conference was attended by over 500 senior level student affairs administrators and faculty across the country. The Planning Committee also included our own doctoral student/HED graduate assistant Nicole Zervas who oversaw the Volunteer efforts. She recruited three master's students- Laura DiCarlo, Keith Shults, and Robin Goettel- who coordinated a very complex, detailed volunteer program. Their leadership is particularly striking since all three of these students hold full-time jobs on campus. Our current students were busy introducing presenters for each session and assisting with logistics

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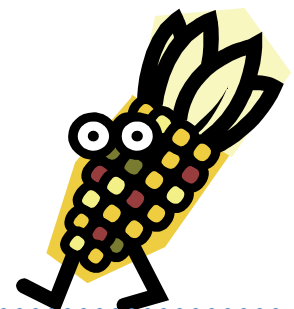
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issues. Vince and I both had the privilege of providing plenary sessions; several sessions were also facilitated by graduates of our program. The program hosted a reception for the other two major speakers- David Schoem from the University of Michigan (and creator of Inter-group Dialogue Circles and author of my favorite Separate Worlds) and Lee Williams, Dean of Students at UConn. It was great to see several alumni/a from the program, including Stephanie Bauschard, Mike Puma, and doctoral candidate Carrie McLaughlin who are now providing leadership on their own campuses for Living/Learning and integrated, curricular learning communities. Both Lee and David commented on the energy and engagement of our students and their commitment to college student success, particularly the changing educational needs of students coming to our campuses. At the same time, I got an email from newly graduated Jason Castro at UNLV saying his campus is struggling with how to introduce learning communities and he is doing his best to offer insights and direction. Clearly, the efforts we have made over the past 5-8 years to focus higher education administrators efforts' to develop partnerships, particularly with faculty, to offer educational opportunities that connect the academic and social aspects of students' lives, and create conditions for learning that are engaging and inviting for all students, not just those from privileged backgrounds, are fundamental assumptions that guide our work. We are very proud of the impact you are having on the higher education landscape and applaud you for your leadership! Please be sure to send us information on a regular basis about your efforts- it is important for us to celebrate your accomplishments but also to help us gauge the significance of your work.

Best,

Cathy M Engstrom

Cathy





HAVE YOU ‘LEARNED BETTER TOGETHER’ LATELY?

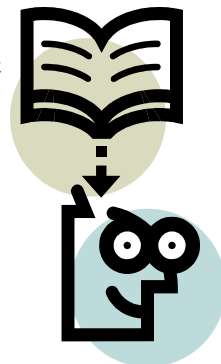
By Rob Cenczyk (Master’s Student) and Leah Flynn (MS ‘03)

Sitting in the Graduate Interest Group or talking to people outside of class, you notice similarities between the first-year graduate students and the previous seventy-five classes to enter the program. The beginning of the fall semester transforms the excitement of orientation into the concern over of workload, complex assignments and deadlines. Once you think you've mastered balancing academics with an assistantship and the glimmer of a personal life, November and its promise of final papers and group projects falls like so much snow. And your personal life... well...good luck with that one.

If this is beginning to sound all too familiar, here's a subtle reminder that now would be an excellent time to rekindle those mentoring relationships you forged a couple of months ago and seek out help from others in and around the program. Bounce your concerns off of someone who's been there before and knows what you're going through. Can't seem to balance obligations and your final project? GA-ship too much for you? Stressing over your practicum placement? Not sure you even like higher ed anymore? You name the situation, someone else has lived through it and is more than willing to help. This is not the time to be worried

about doing things wrong or asking stupid questions because the rest of your class is probably wondering the same thing you are. And by the beginning of December you will understand that, both personally and professionally, we do learn better together. Not “We learn better together until orientation ends.” Not “We learn better together only within our project groups.” And certainly not “We learn better together until I think I can do it myself” - because you can't and no one expects you to. But if you try, please know that you're discouraged from e-mailing the listserv that the sky is falling. Learning better together is a concept that is all too often lost once we get through our first nine months. The reality is that this lesson will continue to have a practical application for the remainder of your graduate studies and into your professional career as well. As you move through your graduate studies and into your chosen professional fields, the importance of mentors and/or peers in your professional (and personal) life, whether they are miles away or right next door, still holds true. Just because you hold a master's degree does not mean that you now know everything and are ready to tackle whatever may come your way. Realistically, the

completion of your graduate work is just one step. The next step is the ability to have the confidence to ask questions, seek advice and guidance as you continue to come across challenges throughout your career with students and university life. For example, there are many times in higher ed, through collaborative efforts of colleagues at other institutions, that we are able to “borrow” ideas from our peers across the country in order to enhance our own campus programs. You will also want to seek out your peers for those times that you are “tearing your hair out” and want to be reassured that, others too, have their “are my co-workers/students/bosses crazy or is it just me” moments. mentors the engagement of the students and their overall success in college in order to prepare them for the world beyond. We do indeed continue to learn better together so that very concept can be reflected back to the students with which we work.



SAVE THE DATE:

Dr. Patrick Terenzini will be speaking at Syracuse University on Thursday March 22, 2007, as part of the School of Education’s 100 year anniversary celebration.





The Haudenosaunee Promise sparks development of the Native Student Program

By Dr. Stephanie Waterman

On August 15, 2005, Chancellor Nancy Cantor announced the Haudenosaunee Promise Scholarship open to any Haudenosaunee (Iroquois) citizen living on a Haudenosau- nee territory who was a regular admit to Syracuse Univer- sity. The scholarship provides tuition, fees, and on-campus room and board. The Promise was developed as recogni- tion of the contributions and legacy of the Haudenosau- nee. Syracuse University sits in the heart of Haudenosau- nee territory. At this announcement Chancellor Cantor acknowledged the harm caused to Native Americans by a previous chancellor. That was an important action in im- proving university/indigenous relations.

The inaugural class of this initiative arrived on August 21, 2006: 41 new students, 31 of whom are Promise recipients, 17 are transfer students. This is an eight-fold increase from last year's incoming Native American class and SU's larg- est Native American class ever.

In collaboration with the Office of Academic Affairs and the Division of Student Affairs, the Native Student Pro- gram was established as a program of the Office of Multi- cultural Affairs. Regina Jones, Oneida, was promoted to assistant director and housed in a new space on campus

dedicated to the program at 113 Euclid Avenue. Stephanie J. Waterman, PhD, Onondaga, is a faculty associate with the program working with Ms. Jones, as well as conducting re- search and professional development for SU faculty and staff, and teaching in the School of Education.

The Native Student Program is designed to help with transi- tion and academic success. Students expressed an appreciation for *Nya weñha skä:ñoh*, (greeting in Onondaga) a three-day orientation program held before SU's regular orientation pro- gram. Workshops and events are planned for the semester, but most importantly, the Promise students know they have a place to go when they need help or just a familiar face.

Native American faculty and staff at SU were instrumental in the success of the ori- entation program.

They continue to pro- vide support for Promise students as well as serve as re- sources for the univer- sity community.

Question:

Can you name all six nations of the Haudenosaunee Confederacy?

(See pg 7 for answers)

WELCOME OUR NEW FACULTY:

Kalena E. Cortes received her Ph.D. from the Economics Department at U.C. Berkeley. Her research interests lie in the intersection of the Economics of Education, Labor Economics, and Eco- nomic Demography, with an emphasis on the economic well being of immi- grants in the U.S., returns to education, and school peer effects. She has been awarded several research fellowships: (1) a one-year postdoctoral fellowship at the Population Studies Center at the University of Pennsylvania, granted under the National Institute on Aging (NIA); (2) received funding from the Foundation for Child Development Pro- gram for her project "Immigrants, Par- enting, and Infant/Toddler Wellbe- ing" (Co-Investigator); and (3) most recently received the Ruth L. Kirschstein National Service Award

Individual Fellowship, granted under the National Institutes of Health (NIH), for her project "Immigrant Health and Socioeconomic Status in the U.S." For the past three years Dr. Cor- tes has been a Post-Doctoral Research Fellow at the Office of Population Re- search at Princeton University. Her current research and publications in- clude: "Are Refugees Different from Economic Immigrants?: Some Empiri- cal Evidence on the Heterogeneity of Immigrant Groups in the United States," published in the *Review of Eco- nomics and Statistics*; "The Effects of Age at Arrival and Enclave Schools on the Academic Performance of Immi- grant Children," published in the *Eco- nomics of Education Review*; "College Selectivity and the Texas Top 10% Law: How Constrained Are the Op-

tions?," (with Marta Tienda & Sunny Niu) published in the *Economics of Edu- cation Review*; "Substance Use During Pregnancy: an Examination of Risk and Protective Factors by Race-Ethnicity and Immigrant Status," (with Krista M. Perreira) published in the *American Journal of Public Health*; "College At- tendance and the Texas Top 10 Percent Law: Permanent Contagion or Transi- tory Promise?" (with Marta Tienda & Sunny Niu), *Woodrow Wilson School of Public and International Affairs Policy Brief, November 2003*; "College Quality and the Texas Top 10% Plan: Implica- tions for Minority Students," Princeton University, *mimeo*. Kalena is teaching statistics and finance classes for the Higher Education De- partment.





All I Needed to Know in Life I Learned From My Students

Leah A. Flynn

As I enter my fifth year working in student activities at SUNY ESF (holy cow!), I have learned much from students. Learning is truly a reciprocal relationship. Is my job exciting? Yes. Is it frustrating? Yes. Do I love it? YOU BETTER BELIEVE IT. However, there are many things new professionals need to know, and more seasoned professionals need to remember, about what it means to work with students and what they are able to teach us. Because these thoughts are coming from my perspective, it may not necessarily match your own personal experience(s). However, in some capacity, we all encounter and interact with many students throughout our day.

Some words of wisdom on what I have learned and things to keep in mind:

- I have never felt so loved or criticized in a job before. And it keeps me humble.
- Students will always have feedback, good and bad, on how to make things at your institution that much better.
- When you ask students questions that they have never been asked on topics that they care about (sex, alcohol, friendship, classes, their future) they WILL talk. And talk, and talk, and talk. And truly appreciate the opportunity.
- Respect is always earned, never expected.
- Assessing the campus culture will take more than just your first year there.
- Challenge and support, challenge and support. Trust me, it's not just something you learn in college student development and then forget. USE IT!
- Student government, student clubs, student programming will never run perfectly. These are all LEARNING OPPORTUNITIES for students so that they may learn from those experiences and apply it to future jobs once they have, unfortunately, left your institution.
- When in doubt, ask students.
- Students will forget about everything you need them to do when mid-October hits. That's when they realize that they have classes and homework.
- A smile, a hug, a pat on the back goes a long way.
- You won't see, most likely, how your hard work paid off as an educator of students. It will hit them, most of the time, once they have already left you.
- Being real with students ALWAYS works for both yours and their benefit. Being uptight, fake and forgetting their name NEVER does.
- Poor planning on their part does not constitute an emergency on yours.
- There are students out there who may not be the best fit as a student government president, an orientation leader, a tour guide or peer leader. However, they may need your program more than that program necessarily needs them. Those are the students that will grow the most through leadership positions. And isn't that why we do what we do?
- There are also students out there who don't need to be the leader of "everything". They need to understand the art of listening to someone else delegate for a while. It will be a humbling experience.
- There are two sides to every story. Remember to listen to both. This shouldn't mean you have to agree with both.
- There will be those students that you hate to say good bye to, and ones you can't wait to see graduate. It's only natural.
- A sense of humor goes a LONG way. Learn to laugh AT yourself and WITH your students.
- Students will make you proud and they will also disappoint you. Make sure that they see both of these reactions from you. They will rise only to the expectations you set for them.
- And lastly, its never a bad thing to tell students how much you appreciate what they do for their college, for you, and for others.

“A sense of humor goes a LONG way. Learn to laugh AT yourself and WITH your students.”

Have a great academic year!

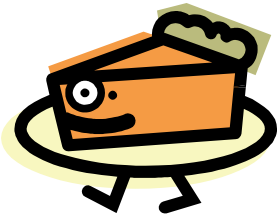




Living Learning Programs and Residential Colleges Conferences

By Nicole Zervas

Syracuse University and SUNY ESF partnered with ACUHO-I to sponsor the 2006 Living Learning Programs and Residential Colleges Conference. The conference took place from October 15-17th in the Sheraton Hotel and Conference Center as well as the Schine Student Center. Over 500 faculty, student affairs professionals, and students were in attendance from all over the country. Schools were encouraged to sign up in teams to encourage collaboration between student affairs professionals and faculty. The conference started with a welcome and keynote address from Dr. Vince Tinto. This was followed by an opening banquet which showcased the talents of learning community students, through photography, dance and song. There were two additional plenary sessions led by Dr. David



Schoem and Dr. Cathy McHugh Engstrom who shared their experience, passion and expertise in the area of learning communities. To showcase the Syracuse community, attendees were invited to partake in a taste of Syracuse while exploring the art displays at the Everson Museum. The conference wrapped up with a closing talk from Dr. Lee Burdette Williams, who shared the importance of building connections to carry our work forward. During the conference the Higher Education program was able to host a reception for our students, alumni and friends of the program. Both Dr. David Schoem and Dr. Lee Burdette Williams were able to join us and it was a wonderful opportunity to carry our conversations from the sessions further. Finally, a special note of thanks to all of the Higher Education students who volunteered their time and talent to the conference. You were incredible and we were so happy to see you out there representing SU and Higher Education!

ALUMNI NEWS

Rommel Abad (MS '03) recently accepted a job offer at ortheastern State University in Tahlequah, Oklahoma. He will be the Assistant Dean of Student Affairs starting in early November. He will be working in a generalist position and establishing a Student Affairs program and philosophy with the Dean of Student Affairs and current staff members.

Susan Ames (MS '05), is Interim Coordinator of Academic Initiatives at Le Moyne College. In her position, Sue collaborates with admissions, faculty, residential life and student development to market and coordinate residential learning communities for Le Moyne's first-year students. In addition, Sue advises first and second-year undeclared students and assists in the marketing functions of the College's Academic Advisement Center.

Ryan Barker (MS '04) recently accepted the position of assistant director for north campus housing at Syracuse University. In this capacity, Ryan is responsible for oversight and placement of 7000+ first year and upper-class students in 19 north campus residence halls. Ryan previously held the position of assistant director of student affairs, also at Syracuse University. Ryan was also recently named the 2006 Young Alumni Ignatian Award winner at Le Moyne College. This award is given each year to a member of the past 10 graduating classes for dedication and service to Le Moyne upon graduation. Ryan is a 2001 graduate of Le Moyne College with a bachelors degree in Biology.

Gladys Cleland (MS '94) was honored with *The Chancellor's Award for Excellence in Teaching* At Morrisville State University's commencement ceremony where she is an associate professor of Journalism and faculty advisor to the

campus' student broadcast center.

Cara (Tyler) Costello (MS '97) is the Senior Associate Director of MBA Career Management at The Wharton School, University of Pennsylvania

Josh Dearborn (MS '06) is currently the Assistant Director of Student Activities at Colby College in Waterville, Maine. When not working with students to program evening and weekend events, Josh is programming in a Residence Hall as part of the Faculty Resident program. Additionally, Josh serves on the Pugh Community Board, a team of faculty, staff, and students that delivers programming focused on multicultural education, awareness, and appreciation to campus. Finally, he is preparing to attend the NACA Regional Conference (Region 1) in Marlborough, MA. When not at work, Josh patiently awaits the December return of his fiancée, Ingrid, from the United States Peace Corps.





Sally Barton Dingee (MS '01) was awarded a National Institute for Staff and Organizational Development Award for Outstanding Contributions to Teaching and Learning. The award was presented in Austin, Texas in May 2006.

Megan Duffy (MS'03) is currently working at Boston University as the Assistant Director for the School of Management Graduate Program Office.

Erin Engelhardt (MS '04) started in a new position as Coordinator of Student-Athlete Support/Senior Woman Administrator in the Department of Athletics at Seattle University.

Liz Olivieri-Lenahan (MS ') married Mike Lenahan on October 7, 2006. Liz is currently the Director of Student Development at Iona College and recently began working on her PhD at Fordham University in Administration and Supervision

Anne Love will be presenting a session called "Engaging Communities and Campuses to Foster Student Success" at the Council of Independent Colleges 2006 Chief Academic Officers/Chief Student Affairs Officers Institute this fall. She is also presenting on "Assessing Curricular and Co-Curricular Student Learning Outcomes" at the Atlantic Center for Learning Communities' fall retreat.

Josh McKeown earned his PhD from Syracuse in May. He also co-authored an article in the Institute of International Education's "Networker" international education magazine, fall 2006, entitled: "Harnessing the Ambient Currents: The Opportunities, Challenges, and Progression of Initiating a Short-Term Program." Currently, Josh is the Director of Study Abroad and Exchange Programs at SUNY Oswego.

Kimberly A. Pietro (MS '01), Director of Major and Planned Giving at Le Moyne College, received her MBA from Le Moyne College in May, 2006. Kim also serves as a board member for Mission Base America- a youth ministry team near Asheville, NC.

Jennifer Posener (MS '04) is the Assistant Director of the Higher Education Opportunity Program (HEOP) at St. John Fisher College. She and husband Paul, recently welcomed a new addition to their family. Emma Rachael, joins their son, Alex, who is now 3 1/2.

Kevin Pugh (MS '99), **Leo Sevigny** (MS '99) and **Tobin Bengfort-Burgess** authored "The Personal Vision Workbook" which was published this summer. They also have a consulting business called Evergreen3.

Michael Puma (MS, '02) recently was

promoted to Associate Director of Student Life for Living-Learning Initiatives at Loyola College in Maryland.

Jay Tifone (MS '06), a life-long New Yorker, now resides in New England where he serves as a residence hall director at the University of New Hampshire. Though he's been to a clam festival, hiked in The Presidentials, and regularly day-trips in Boston, he refuses to root for the Red Sox.

Brad Troy (MS '04) married April Puscavage on June 10, 2006 in Scranton, PA. They are now living in Columbia, MD. Brad was also promoted to the position of Assistant Director of Residence Life at The Catholic University of America in Washington, D.C.

Tammy Westlake (MS '02), former Coordinator of Academic Initiatives at Le Moyne, but now has a job share with **Allison Farrell** (MS '02). Both are now the Coordinators of Global Education. Tammy had a son (Connor Ward Westlake) on April 1, 2006.



Current Student Congratulations!!

Camila Lertora (MS '08) recently accepted the position of Judicial Counselor in the Office of Judicial Affairs at Syracuse University. She recently co-presented at CSPA of NY on Creating an Educational Curriculum for Judicial Students in October. Camila is also a member of the Student Affairs Quality Council, and is advising the University Judicial Board, as well as the new student org. Los Colores.

Adrienne Musu Jackson-Buckner (MS '08) was selected as one of nine finalists for the 2006 NCAA Woman of the Year. The honor recognizes standout female student-athletes for excellence in academics, athletics and community service and leadership.

Reggie Terry was promoted to associate athletics director for football operations. He is currently completing work on his Ph.D. in Higher Education from Syracuse.





Answer:

**Mohawk,
Oneida,
Onondaga,
Cayuga,
Seneca,
Tuscarora**

Alumni:

**Please send us your updates!
Keep us updated with new email,
home addresses and news by
emailing to
hied@syr.edu**

SAVE THE DATE:

ACPA/NASPA Joint Meeting

March 31—April 4, 2007

Orlando, Florida

[Www.2007jointmeeting.org](http://www.2007jointmeeting.org)

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