

Higher Education: Learning Through Community

SU Higher Education

Winter/Spring 2008

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From the Chair

Greetings from Syracuse! Many of our students left yesterday bound for Boston and hopes of securing interviews at the new NASPA/ACUHO-I placement services. We have an extraordinary group of students who will represent Syracuse University in an exemplary manner. Perhaps due to our master's curriculum that emphasizes issues of equity and student success, faculty-student affairs partnerships, and understanding of the academic experience of students, increasing number of our students are seeking jobs in the academic advising area. As you know, ACPA and NASPA placement services do not tend to attract employers in this area. However, we recognize that many of you, our graduates, do work in positions that interface with academics (service-learning, learning communities) and academic support services (e.g. HEOP, Trio programs), and academic advising. Any assistance you can provide to inform our students about positions that might be posted locally or regionally would be great. Feel free to send any position information directly to Andrea Dellich as amdellc@syr.edu. While you are doing so, you can also update her on your recent activities and accomplishments so we may share the good news with the HED community. We also have provided you a snapshot in this newsletter of the interests and experiences of students who soon will be finishing and are seeking employment. We are really excited about the breadth of experiences they have secured while at SU. In my leadership role on the ACPA Governing Board, I am encouraging ACPA to seek out connections with the National Academic Advising Association about exploring career placement partnerships, similar to the NASPA-ACUHO-I initiative. Our students really need more accessible, viable ways to find out about "non-traditional" student affairs positions. We welcome your ideas and leadership in this area.

Best wishes for a wonderful spring. I hope to cross paths with a few of you when I "drop" Erin off at school next fall. Please join us if you are in Atlanta for ACPA on Monday night, March 31st for the SU reception.



Cathy McHugh Engstrom
Associate Professor, Chair and
Coordinator of Master's Program

Ten Ways to Enhance Your 2008 ACPA Annual Convention Experience!

By Jeanne Steffes, PhD, Associate Vice President for the Division of Student Affairs

We have created a list of helpful hints and strategies to help you navigate your convention experience. The goal is to assist you in your convention planning to make the most of your experience while taking full advantage of all the convention has to offer. The convention will be enlightening and thought-provoking yet at the same time exciting and entertaining!

1. Before you Leave, Be Prepared

Make sure to tie up loose ends at work before you leave! While internet access is available it can be crowded; plus, with so much activity going on at the convention, who has time for work! Take time to talk with your employer about expectations. What do they want you to get out of the convention? What new knowledge do they want you to gain? What are specific topics or issues that you should look into? As you pack your suitcase, don't forget business cards, a notepad, your convention booklet, and your hotel and conference confirmations.

2. Plan Ahead (even if you are a "P")

With the convention schedule on-line, it is so easy to plan ahead! Just go to www.myacpa.org and click on 'Annual Conventions.' What sessions look good to you? What topic areas can you apply to your area of practice? Which receptions might you check out? Highlight program sessions of interest including the room location and time of each session.

3. Early Birds Catch the Worm

Think about registering for a Pre-Convention Workshop. Obtain valuable information and explore new ideas during an in-depth workshop. The half-day and full-day programs take place on Saturday and Sunday. There are more than 20 different workshops to choose from. Prices and program abstracts can be found at www.myacpa.org.

4. Get Involved in Something New

The convention offers something for Student Affairs professionals at every level! Are you a graduate student or new professional? If so, think about putting your knowledge of theory and practice to use by participating in the Graduate and New Professional Case Study. For more seasoned professionals, consider the Senior Student Affairs Officers Practitioner Program (SSAOPP.) Think about volunteering at placement; if you like to sing and perform for others, then contemplate being part of the ACPA AIDS Memorial Choir.

5. Key to the Field...and it Just so Happens They are Convention Speakers!

The 2008 Annual Convention offers a variety of major speakers featuring best-selling authors, speakers and educators. Please check out the website for more information.

6. Make New Friends, but Keep the Old.

It is definitely appropriate to network during the convention. Make business contacts and new colleagues at program sessions and receptions; together you can share strategies and techniques and learn new skills. In your pursuit of new knowledge, take time to extend conversations beyond convention sessions. However, don't forget your roots – show pride in former institutions and take time to catch up with old friends you do not see as often. Take advantage of breakfast and lunch time to connect with former classmates. You will see current colleagues and classmates day in and day out once you return home from Atlanta, so take advantage of conversations with former colleagues and future connections.

7. Think of Each Day as a Separate "Day Trip."

No one ever claimed that they caught up on sleep at ACPA! Days are packed full and often extend well into the late evening. Make sure to eat breakfast before your first session. Early morning workouts and fun runs/walks are a great way to greet the day! As you prepare to leave your room for a good portion of the day, fill your briefcase, backpack, or shoulder bag with business cards, your previously highlighted/earmarked program, pen and paper, mints, money for meals, note cards to write inspiring notes to colleagues going through placement, a snack (a piece of fruit or perhaps a granola bar) and a bottle of water. And, don't forget to wear comfortable shoes – especially if you are walking back and forth in placement.

8. Make the Most of Each Session.

Again, know which sessions you plan to attend ahead of time – map out sessions of personal and professional interest. What are the goals and objectives you hope to take away from the session? Make sure you are aware of your own goals, as well as your institutions/organizations goals before the session. Come ready to explore possibilities and new ideas while focusing on how to apply those strategies in your own practice. Enter each session (undoubtedly on time) prepared to share your own experiences but making sure to take time to listen to others. Even experienced professionals can learn new ideas. And yes, ask questions! Finally, stay until the end and take the time to fill out an evaluation. We are a field that appreciates evaluation and assessment; let's emulate it in our own convention practice.

9. Meet the Cruise Director.

While thought-provoking and educational, the Annual Convention is also always enjoyable. Take advantage of the educational and professional opportunities presented to you at the convention while having fun! Take time to explore Atlanta and come to the Convention Opening and Gala on Sunday evening. Check out all of the resources and products in the Exhibit Hall and walk away with some cool give-aways! Learn more about other opportunities ACPA has to offer at the Convention Showcase and take time to experience art, music, and dance of the Cultural Fest. Plus, all those fun receptions! So much to do, so little time!

Continued on Page 10

Graduate—Alumni Connection

Calling all SU Higher Education Alumni and Friends! Let us know if you know of any positions that might be of interest to our graduating students listed below. Let's help each other find and fill positions! Please email Terry Kupp at tlkupp@syr.edu to make your Graduate-Alumni connection!

Adrienne Musu Jackson-Buckner

Functional Areas: Student-Athlete Support Services, Multicultural Affairs, Learning Communities, New Student Orientation, and Student Activities areas

Regional Locations: East coast near a major city in the Boston or Mid-Atlantic region

Matthew G. Le Brasseur

Functional Area: Residence Life & Housing

Regional Locations: No specific region, just urban!!

Laura DiCarlo

Functional Area: Student Activities, Student Leadership, Community Service, Academic Affairs, Advising, First-Year Programs

Regional Locations: Central New York/Syracuse Area (mostly smaller schools too)

Erica Schwartz

Functional Area: Student Activities/Program Coordination

Regional Locations: I am pin-pointing Philly and doing a 100 mile radius search

Elisabeth Burick

Functional Area: Residence Life, First Year/New Student Programs, Orientation

Regional Locations: Northeast US (as far north as Boston, to as far south as Washington, DC, to as far west as Pittsburgh)

Ruth Shields

Regional Area: Academic Advising and Student Support Services.

Regional Locations: the Syracuse area

Brian Small

Functional Area: Athletics

Regional Locations: Northeast and East Coast

Allison Laske

Functional Area: Academic Support Services

Regional Locations: West and Northeast

Melissa Chapman

Functional Area: International Advisement/Study Abroad

Regional Locations: No particular area, but looking for opportunities to travel and work with French speaking students

Jade Anderson

Functional areas: Residence Life, International Education, Social Justice (access, equity, etc)

Regional Locations: Anywhere around the globe!

Mike Makubika

Functional Area: Academic Advising, Academic Support, Student-Athlete Support Services

Regional Locations: Northeast



Friends of Syracuse University ACPA

Reception

Please join us on Monday, March 31 from 7:30-

9pm in Marriott Marquis - M301

Upcoming NASPA Presentations given by our Alumni

Presenter: Gemma Cowling Rinefield, MS'04
Title: Charting and Award-Winning Course for Fraternity and Sorority Community Success
Tuesday, March 11 from 1:45-3:00
Convention Center 303

Through a variety of initiatives including the "Expectations for Excellence" accreditation program, the University of Rochester has created consistency among its own institutional values, academic mission, educational purposes and those of its fraternities and sororities (Kuh, 1995; Kuh, Shuh, and Whitt, 1991). This program highlights key research, strategies, and risks in developing an award-winning, college-centered, success-driven model for a fraternity and sorority system, and presents some initial data and anecdotes from its inaugural year of implementation.

Presenter: Jane Fried, MS'68
Title: Spirituality, Identity and Privilege

Dr. Fried is a Professor in the Department of Counseling and Family Therapy at Central Connecticut State University. She will be speaking in several sessions and conducting a meeting to help organize a national dialogue on religious privilege as part of the general offerings at the convention. Anyone who is interested in the issue or religious privilege is encouraged to contact her.

Upcoming ACPA Presentations by SU Faculty, Students, and Alumni

Saturday, March 29, 2008 (pre-conference workshop)

Presenters: Keith Shultz and Bryan Custer (Residence Directors), **Jessica Horton** (GA in Orientation and Off Campus Programs/MS Student), and **Matthew Carr**, Utica College

Title: *Critical Incident Management: Advancing Expertise in a Global World*

Time/Location: 1:00-4:00 / Hyatt Regency, Hanover Hall D

Description: Our campus communities must be prepared to respond to and manage critical incidents. While encouraging global citizenship among our students, we must face the realization that international crises may affect and involve our students, faculty, and staff. Participate in this interactive table topic where you and your Critical Incident Management Team respond to an international crisis scenario. Learn to make critical decisions, explore the importance of collaboration, and understand the importance of supporting others during a critical incident.

Monday, March 31, 2008

Presenters: Liz De La Rosa (MS '06)

Title: *Strengths-based Supervision: Version 2.0*

Time/Location: 10:15-11:30 / Hyatt Regency Piedmont

Description: So you've "discovered your strengths", now what? Utilizing Strengthsfinder 2.0, the sequel to the successful "No, Discover Your Strengths" series, participants gain knowledge on how to put these strengths, specifically in supervision. Participants learn how to utilize their own strengths for differing supervisory styles as well as how to supervise others based on their strengths. Come on...increase your expertise, and "Go, put your strengths to work!"

Presenters: Heather Strine (MS '06)

Title: *RedHawk Traditions: History, Athletics, and Tradition in a Learning Community*

Time/Location: 10:15-11:30 / Marriott Marquis—A703

Description: RedHawk Traditions, an innovative living-learning community at Miami University, bridges the gap between student-athletes and nonathlete students for a more inclusive residential experience. Simultaneously, the community addresses school apathy by collaborative efforts to educate students about the history, athletics, and traditions at Miami University. During this presentation, learn how to gain buy-in from key stakeholders, develop holistic learning outcomes, and create residential programs for this type of initiative.

Presenters: Camila Lertora-Nardoizzi (MS '07)

Title: *New and Creative Educational Sanctions for the Millennial Student*

Time/Location: 5:45-6:45 / Hyatt Regency—Roswell

Description: Creating an educational curriculum for millennial students who have gone through a university's judicial system is beneficial for both the students as well as the whole university community. The staff in the Office of Judicial Affairs at Syracuse University has created an extensive educational curriculum allowing the millennial student to address individual as well as community concerns. Our curricula includes: Decision-Making Workshop; Community Involvement Assignment; Pathways to Success; Conflict Resolution; and Restorative Justice.

More ACPA Presentations

Tuesday, April 1, 2008

Presenters: **Shannon Cross** (Coordinator for Communications, Syracuse University.) and **Karina Pipes** (MS Student and Residence Director, Office of Residence Life, Syracuse University)

Title: *Purposeful Professionals: Providing Expertise for Guiding Undergraduates into Our Field*

Time/Location: 1:15-2:30 / Marriott Marquis—International C

Description: Everyday, we work with talented students who show potential to impact our field by not only serving as beneficiaries of our work, but as the future of our profession. This session will explore how Syracuse University has created a student group for undergraduates interested in entering student affairs (Future Leaders in Student Affairs). Creation of a curriculum, mentoring, and recruitment plan serves as the foundation for this group. Resources for bringing a similar group to your campus will be shared.

Presenters: **Dawn Johnson** (Associate Professor, Higher Education), Stephen Quaye (University of Maryland) and **Stephanie Waterman** (MS' Syracuse University Higher Education, University of Rochester)

Title: *Mentoring Graduate Students of Color for the Professoriate: Purposeful Inclusion*

Time/Location: 8:45am-10:00am / Marriott Marquis L401 & 402

Description: The presence of racial/ethnic minority faculty in student affairs graduate programs is important for developing the multicultural competence needed to work with a diverse student body. Purposeful mentoring experiences can encourage graduate students of color to consider faculty work. In this session, mentoring experiences can encourage graduate students of color to consider faculty work. In this session, new faculty of color share how their graduate school experiences developed their faculty aspirations, discuss how graduate students of color can prepare for faculty careers, and describe how mentoring experiences support graduate students' successful transition into the professoriate.

Presenters: **Camila Lertora-Nardozzi** (MS '07)

Title: *"Pathways to Success": Bringing Back the Suspended Student*

Time/Location: 7:30am-8:30am / Marriott Marquis—International 5

Description: Students returning to campus after being involuntarily separated from their universities for an extended period of time, often find little to no support upon their return. At Syracuse University, the staff in the Office of Judicial Affairs have identified this need for support, creating "Pathways to Success", a program designed to reconnect students to the university community. Presenters will explain in detail the program curriculum, assessment techniques, and also the successes of the suspended students once they have completed "Pathways".

Presenters: **Amit Taneja** (PhD Student, Higher Education, Associate Director, LGBT Resource Center, S.U.)

Title: *Purposeful Career Development for LGBT Professionals: Breaking the Lavender Ceiling*

Time/Location: 11:45am-1:00pm / Marriott Marquis—International B

Description: The student affairs profession is widely recognized as being LGBT friendly, however there are few LGBT professionals in senior administration or faculty roles. In comparison to the glass ceiling for women, is there a lavender ceiling for LGBT professionals? Our diverse panelists of out professionals will provide answers to such questions, and offer practical advice for new and seasoned LGBT professionals on creating a purposeful career development path. Allies can benefit from recognizing challenges and support structures for LGBT professionals.

Presenters: **Amit Taneja** (PhD Student, Higher Education, Associate Director, LGBT Resource Center, S.U.)

Title: *Sexual Orientation Intergroup Dialogue: Student Affairs Expertise in the Classroom*

Time/Location: 10:15am-11:30am / Marriott Marquis—International I

Description: The Intergroup Dialogue (IGD) on Sexual Orientation is a class based on a national research curriculum aimed to create transformative dialogue across difference. Equal numbers of straight and LGBT students engage in sustained dialogue over fifteen weeks. This program will outline the curricular design, highlight student experiences, and emphasize the critical role that student affairs professionals can play in the classroom. Participants will also learn the benefits of IGD and how to implement a similar program on their campus.

Wednesday, April 2, 2008

Presenters: **Amit Taneja** (PhD Student, Higher Education, Associate Director, LGBT Resource Center, S.U.)

Title: *Addressing the Impact of Anti-LGBT Protestors on Our Campus Communities Roundtable*

Time/Location: 7:30am-8:30am / Hyatt Regency Marietta

Description: A visit from anti-LGBT protest groups can cause a lot of harm to our campus communities. In this roundtable discussion, we will be examining the impact of their presence and how to best support, engage, and mobilize LGBT students and their allies. It is our intention that through conversation we will begin to develop best practices for this situation from a student development perspective.



Sense of Belonging Among Women of Color in Science, Technology Engineering and Math Majors: Investigating the Contributions of Campus Racial Climate Perceptions and Other College Environments

Assistant Professor Dawn Johnson shares her dissertation findings

“Women of color reported a less strong overall sense of belonging and had more interactions with diverse peers.”

My dissertation examined the relationship of various aspects of the college environment to the overall sense of belonging among undergraduate women in STEM (science, technology, engineering & math) majors. The sample was drawn from the National Study of Living-Learning Programs, and included 1,722 women who identified as Black/African American, Latina, Asian Pacific American, Native American, Multiracial/Multiethnic (collectively described as women of color in this study), and White/Caucasian. Most of the sample (60.7%) were in their first year of college when they completed the survey. Specific campus environments included campus racial climate perceptions, perceptions of the academic and social climates in the residence hall, interactions with faculty and peers, participation in a STEM-related living-learning program, and ratings of academic self-confidence. To make meaning of the study's findings, I developed a conceptual framework using two college impact models, Weidman's (1989) model of undergraduate socialization and Astin's (1991) input-environment-outcome (I-E-O) model. Because I wanted to focus on the experiences of women of color and consider how the findings could help transform STEM learning environments to support women of color, I also incorporated Merten's (2005) ideas of transformative research into the conceptual framework.

Findings revealed that women of color reported a less strong overall sense of belonging and had more interactions with diverse peers than White/Caucasian women, and that Black/African American

women reported less positive perceptions of the campus racial climate than women from other groups. A hierarchical multiple regression analysis explained 29% of the variance in overall sense of belonging. Being a member of a racial/ethnic minority group, having upper level academic class standing, and participating in STEM living-learning programs were significant factors that had a negative relationship to overall sense of belonging. Academic self-confidence, perceptions of the residence hall climate as academically and socially supportive, and perceptions of a positive campus racial climate had significant positive relationships to overall sense of belonging. Surprisingly, interactions with peers and faculty did not have any significant relationship to overall sense of belonging.

The results from this study point to the salience of campus racial climate perceptions and the important role of the campus residential experience to the overall sense of belonging among women of color in STEM. These dimensions of the institutional climate may be critical to women of color in STEM academic climates that often lack racial/ethnic diversity and can be less than welcoming and supportive of women. The finding that STEM living-learning program participation negatively related to overall sense of belonging was curious and requires further study. It is possible that participation in such programs does not enhance a student's overall sense of belonging to the larger campus community, but instead fosters feelings of belonging to a smaller group within the campus community.

The lack of significance of faculty interactions to overall sense of belonging is of great concern and requires additional study to consider the transformation of STEM learning environments. Statistical analyses indicated that women in this sample reported few course-related interactions and mentoring experiences with faculty. These findings are consistent with previous research in which women in STEM reported exclusion from informal faculty interactions, or avoided interactions with faculty because of negative experiences (Seymour & Hewitt; Ong). Faculty interactions with women in STEM majors can be improved in both frequency and quality. For example, faculty can learn about women's different learning styles and patterns (e.g. Belenky et al., 1986), understand that many women want positive reinforcement of their abilities and seek to have personal relationships with their professors (Seymour & Hewitt; Ong), support and encourage women's research experiences and career goals, and make effort to include women in informal social interactions. In these and other ways, STEM environments can be transformed to support and encourage the full participation of women of color.

Welcome the Office of Supportive Services to the School of Education

The Higher Education Department would like to warmly welcome the Office of Supportive Services to the School of Education. Previously affiliated with the Division of Student Support and Retention, these offices are coming under the umbrella of the School of Education, which offers those of us in Higher Education valuable opportunities for research and practical experience.

The Office of Supportive Services goals include providing educational opportunities for underrepresented students and improving the campus climate for low socioeconomic and first generation students. The Office administers the Higher Education Opportunity Program (HEOP) and the Student Support Services program (SSS), which provide services such as SummerStart, academic counseling, tutoring, writing support, financial aid advocacy, and leadership opportunities for more than 400 students.

The Associate Director of the Student Support Services program, Bob Wilson, said that this population can be enormously successful, despite the fact that by traditional academic criteria they don't have strong student profiles. Students who have participated in these programs at Syracuse University have had a graduation rate for the last two years that has been higher than that of the University as a whole, with 82% and 84% graduating within six years. Typically between 150 and 175 students make the Dean's List, and approximately 30 to 35 students participate in the Study Abroad programs every year. Students are clearly responding to the services provided by these important programs.

As professionals in Higher Education, it is crucial for us to be knowledgeable in the areas of underrepresented students and services available to support them, especially since campuses are becoming more diverse. The Office of Supportive Services and the School of Education are committed to making useful partnerships and working together to best serve this student population.

Faculty Updates

Vince Tinto Receives Academic Recognition Awards

The Council of Independent Colleges Chief Academic Officers Task Force has selected Vince Tinto from many nominations made by CIC member academic vice presidents to receive its Academic Leadership Award for 2008. The award will be presented at the next annual CIC Institute for Chief Academic Officers, which will be held November 1-4, 2008, in Seattle, Washington.

CIC's CAO Institute has become, in recent years, the largest annual conference of college and university academic vice presidents and provosts—about 300 of them, together with guests, speakers, funders, spouses, make the Institute audience about 600-700 people. The annual award is given to a nationally recognized educator for leadership in assisting private college chief academic officers in their work. Past award recipients include Kent Chabotar, Dick Chait, Pat Cross, Peter Ewell, John Gardner, Lee Knefelkamp, George Kuh, Art Levine, Martha Nussbaum, Sharon Parks, Terry Russell, and Margaret Wilkerson.

The tradition of the organization is that the award recipient gives an address at the conference and receives the award at that time. The programs for recent Institutes for Chief Academic Officers are available online at http://www.cic.edu/conferences_events/caos/previouscaos/index.asp.

He will also be awarded the Distinguished Fellow of the Council of Learning Assistance and Developmental Education Associations (CLDEA). He was nominated by the College Reading and Learning Association (CRLA) for this honor. His induction will take place at the annual National Association of Developmental Education (NADE) conference on 29 February 2008 in Boston, MA at the Boston Marriott Copley Place. On May 26th, Vince will also be recognized as the 2008 Suanne Davis Roueche Distinguished Lecturer and receive the National Institute for Staff Development (NISOD) International Leadership Award at the 2008 NISOD International Conference in Austin Texas.

Vince is spending the semester at the Carnegie Foundation for the Advancement of Teaching in Palo Alto, CA. On April 8th, he will be back at S.U. to deliver the Charles Willie Lecture at Syracuse University.

Well deserved congratulations to you, Vince!

Professor Cortes Receives Grants

Kalena E. Cortes, Assistant Professor of Higher Education, recently has been awarded grants for her research involving the economic of education. Professor Cortes received grants totaling \$81,800 from the W.E. Upjohn Institute for Employment Research, American Educational Research Association (AERA), University of Kentucky-Center for Poverty Research (UKCPR), and the Spencer Foundation.

The Upjohn research will focus on the effects of college quality on student performance and labor market outcomes; the AERA, UKCPR, and Spencer projects will examine the effects of changes in federal student aid packaging on the educational choices of low-income and minority students.

Congratulations, Kalena!

Congratulations, DR. Johnson!

As you can gather from Dawn's description of her dissertation study on page 6, she successfully completed her degree at the University of Maryland at College Park! We're very proud of you!

The Higher Education Department is happy to welcome our prospective students at our annual Open House March 18-19! For more information, please contact Terry Kupp, tkupp@syr.edu

Alumni News

Leah Flynn, MS'03, was promoted to Director of Student Activities at SUNY-ESF. She also had a paper accepted to present at the "Thinking Gender" conference in February at UCLA. The paper title is "From Hook-Ups to Headaches: Theorizing the Emotional Labor of University Women's Sexual Decisions". Leah is currently a PhD student in the Cultural Foundations of Education Program at SU.

Michael J. McLane, MS'77, has been appointed Visiting Program Officer for the Association of College and Research Libraries, a division of the American Library Association. He will be responsible for managing the Legislative Advocate Initiative for the Association. McLane is also currently the Director of Libraries at The Catholic University of America in Washington, DC. He has previously served as Dean/Director of Libraries at Salisbury University in Maryland, SUNY Oswego, and Herkimer County Community College.

Carrie Grogan Abbott, MS'03, has taken a new position as assistant director of admissions and student services at Syracuse University Abroad. In this position, she supervises a staff of seven and is responsible for admissions processing, financial aid and scholarship awards. In addition, she has lead responsibility for response to student and parent emergencies and distribution of student and parent materials in preparation for their time abroad. Carrie and her husband, Chris, are excited to announce the birth of their baby girl, Payton Marie Abbott, born September 6, 2007, at 11:15 p.m.

Jill Kopicki, MS'06, has accepted the position of Assistant Director for Academic Skills/Programs in the Office of Academic Services at Providence College. This position includes support for probationary students and delivery of academic skills workshops.

Sally Barton Dingee, MS'01, and her husband Dean had their first child, a daughter named Anna Harriet Dingee, on June 2, 2007. They live in Rochester, New York and Sally works at Monroe Community College.

Jim Boyle, PhD'90, spoke to 100 SUNY development officers at a conference in Syracuse last summer about leadership in philanthropy and major gift programs. Jim operates a development consulting business out of southern Maine which serves educational and other non-profit organizations.

Jason Castro, MS'06, completed a Certificate in HR Management in Spring of 2007 during his time as a Residential Life Coordinator at UNLV. In Summer of 2007, he joined Citibank as a Human Resources Coordinator at their Las Vegas, NV corporate site. He has been successful in his new career, but has definitely utilized many skills he gained and refined during his short tenure in Student Affairs. Jason can still be contacted via email at jasonpcastro@gmail.com.

MaryAnn Hamm, MS' recently took a new position as the Associate Director of the Orientation and Family Programs and Services Office at George Mason University. (Note that we take NODA interns!!!) In addition, the second edition of the freshman transition course book "Transitions to Mason" published through Thompson Custom will be coming out in April.

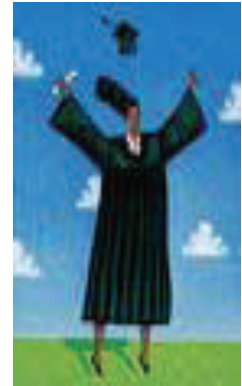
Katrina Ladd, MS'05, accepted the position of Academic Coordinator for Health & Life Sciences within Northeastern University's School of Professional & Continuing Studies in November 2007. She was previously working as the Academic Support Counselor for the School of Nursing within the University of Medicine and Dentistry of New Jersey.

Dave Rosch, PhD'07, successfully defended his dissertation and all graduation requirements in Fall '07 while also holding a full-time job and welcoming a son into the world. His dissertation was entitled "Self-Reported Ability to Practice Socially Responsible Leadership Capacities in Relation to Campus Involvement". Congratulations, Dave!

Alumni News (continued)

Vanessa (Dillman) Green, MS'05, is enjoying life on the west coast, working at Oregon Health & Science University as Director of Higher Education and Diversity at a Science and Technology Center, www.stccmop.org. She is also having a great time being a mom for Elijah Zander Green! Check out our blog: <http://eligreen.blogspot.com>. Any HED student looking for an out-of-the-box summer practicum, please feel free to contact me. Vanessa will also be presenting "Frontline Mentoring: Developing Effective Mentor Training for Post-Doctoral Fellows and Junior Faculty" at the 2008 Ocean Sciences meeting in Orlando, Florida this March. She will also be co-hosting a session called PARTNERSHIPS FOR EDUCATION AND DIVERSITY IN THE EARTH AND OCEAN SCIENCES at the American Geophysical Union meeting in Ft. Lauderdale this May.

Charoen Kanthawongs, PhD'78, won in the December 2007 National General Election of Members of the House of Representatives of Thailand for re-election (11th term). Charoen wrote, "In my political career for the past 33 years, I served 3 Cabinet posts: the Minister of Science, the Deputy Minister of Agriculture, and the Deputy Minister of Education. Prior to my political profession, in 1962 I was the Founding President of Bangkok University. At present Bangkok University is the largest private university in Thailand with over 27,000 students enrolled."



Save the Date!

Dr. Vincent Tinto will deliver the 2008 Division of Student Affairs Charles V. Willie Lecture on Tuesday, April 8 at 4:00pm in 304 AB Schine Student Center. The title of the speech is "Access Without Support is Not Opportunity." There will also be a reception after the lecture. For more information, contact Jeanne Steffes at jsteffes@syr.edu

Current Student News

Kim Hale, current MS student, has been awarded a \$2000 scholarship from "Career Transitions for Dancers" - a NYC-based organization committed to providing financial support for former professional dancers.

Amit Taneja, doctoral student, recently published an essay titled "From Oppressor to Activist: Reflections of a Feminist Journey" in an anthology titled "Men Speak Out: Views on Gender, Sex and Power".

Nan Pasquarello, doctoral student, will be presenting at the 25th Annual Association for Student Judicial Affairs (ASJA) Conference in Clearwater, FL, in February. Her presentation is entitled: "The Anatomy of an 'Online' Hazing Case: Implications for Campus Collaboration." Nan is also serving a two-year term as president of SUNYJA, the SUNY Judicial Administrators professional group.

April Knox, MS student, accepted a job offer from Vanderbilt University in the Peabody College of Education. Her title is Educational Coordinator and she'll be working with the Director of Graduate Admission as well as the Assistant Dean of Student Affairs, and reporting directly to the Associate Dean of the college.

Darlene DelPrato, doctoral student, is part of a group of faculty and students who are spending two weeks in Brazil in March to provide health care to the Muras Indian tribe in remote northeastern Brazil.

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We learn better together.

10 Ways (continued from page 2)

10. It's Not Over When It's Over

The closing speaker has spoken, you have checked out of your room, and the convention is over. Upon your return to campus, think about what you will do next. How you will implement what you learned? Ask follow up questions to session presenters through email. Show appreciation and take time to thank presenters and new business contacts. Relay information and new found knowledge back to your institution and organization. Are you best serving the needs and motivations of colleges and universities in the 21st century? Decide which new possibilities are worth exploring. Within your own professional development, might it be time to get more involved within the Association? Consider getting involved with a standing committee or volunteering as a member of the planning committee for next year's Annual Convention. After all, it is never too early to start preparing for 2009 in Washington, DC!

Second Year Student Musings (It's Almost Over!)

By Matt LeBrasseur

It's a little after 10AM on a Monday morning; I'm sitting in my office thinking that in less than 100 days this won't be my office anymore. I won't be a student at SU anymore, and in all likelihood I won't be in the state of New York either. Scary thoughts aren't they? It's actually very exciting. I know that for various reasons other people in the HED program will not agree with me; maybe they are scared, maybe they have jobs lined up in the Syracuse area, maybe they are freaking out because they have to go out and make life decisions for close to the first time, or maybe they are just freaking out. But I'm not. I really can't explain why I feel so calm and cool when it comes to the job search, maybe it's because I'm looking at Residence Life and most of the jobs listed on the conference websites are in Residence Life. Perhaps it is knowing that the HED program and SU as a whole have a great reputation in the student affairs world, maybe I'm just so excited to never hear "it's a change in pedagogy" again that I'm blind to all the signs of imminent doom. Maybe I'm just crazy. Looking back at the past 18 months and thinking about all the classes I've taken, all the conversations I've had with instructors and peers in class, and counting up the times I've said "oh look they reference Vince in this article," I'd have to say I learned a few things.

When I walked onto this campus in July of 2007, I thought a learning community was college. I mean, isn't that why we were here? Who knew that there were all these programs going on to group students by a specific interest? But even more than that I had no idea how much effort it can take and how important collaborations between student affairs and academic affairs are. Learning communities are just the start; I learned to look at myself differently in terms of development, privilege, and how to relate those issues to the students I see every day (thanks Dawn). On top of that Cathy, writing "reflect more" or "I wish you'd say more about what you think/feel" on just about everything I ever turned in has helped me to better articulate my own thoughts and feelings, which will really help in all those job interviews when they ask who my favorite theorist is, because THEY WILL.

The bottom line is this: this program has taught me a lot. I may not remember every author's name or the exact order that all the development theories go in, but I do know how to be a student affairs professional. Well, at least I think I do, and isn't that what really matters? I'm not nervous because I know that my time here at SU has been well spent. The classes have taught us what we need to know to start our careers, and our practicum and internship experiences have shown us how to put that knowledge into practice. As long as we can talk about what we have learned and the things we have done in a positive light (even if they were not a positive experience), employers will be beating down our doors. And if they don't we can always just change our diploma requests to next year and take an extra class or two, right? I am not nervous, nor should you be. The SU experience has left us all more than equipped enough to get a good job. So, calm down. Go get some Starbucks and enjoy the next few months cuz you'll never be a college student again!

