From the Chair

Happy Spring! Yes, on the first day of Spring, we learned today that we earned the snow champion award for all of the US and Canada. I am confident that those of you now living in warmer climates got a few laughs seeing us on national news and probably bragged to your colleagues about how you are a Syracuse survivor. Mind you, the skiing was great, my kids got more snow days than usual (3!), and exciting work is still being done by faculty and students. Dawn Johnson arrived from the University of Maryland at College Park in January and is fully immersed finishing up her dissertation and teaching College Student Development.

We also want to thank many of YOU for taking the time to complete the survey that Andrea Dellich forwarded in mid-December that she did as part of course requirement. She did a fabulous job putting this survey together and analyzing the results. As you may recall, the survey questions came directly from the Council for Advancement of Standards for Student Affairs Preparation Programs. Not only were some of the major findings affirming to how we envisioned ourselves, but also the limitations you identified were quite consistent with our own assessments. Let me share a few highlights of the 44 responses (out of 168; 27% response rate). In terms of the quantitative data, in all Standards except of one, the weighted averages for less than 2.0 (1- "strongly agree", 5-strongly disagree). The three major strength areas were: A) The Higher Education Program has kept me informed of program activities, accomplishments, and news since my graduation (weighted average 1.57); b) The Higher Education Program enabled me to develop skills in identifying and applying leadership, organizational, and management practices that assist institutions in accomplishing their mission (Weighted Average 1.64); and c) The Higher Education Program prepared me to develop critical skills and gain knowledge about how to promote student learning and development (Weighted Average 1.67). The major weak area you identified was the standard “Adequate financial support for students in the form of graduate assistantships, fellowships, and other financial aid opportunities was available” (weighted average 2.93). Note, we hope every current and former departmental graduate assistant are excited about the first strength area. Despite how much you hated that “newsletter" responsibility, your efforts have been noticed and valued! Thank you. The other major strength areas describe the core focus areas of our program so your assessment was affirming.

In terms of the open-ended questions, many of you commented on your appreciation of the supportive faculty members, the program’s focus on theory to practice in the form of practica, a focus on reading and critical thinking skills, and the chance to build supportive learning relationships with other students and coworkers. In terms of concerns, there were four main areas consistently mentioned. These were to offer a higher ed budgeting course, instituting a master’s thesis requirement, increasing the number and diversity of faculty, and providing more financial support for students.

The good news is that we are already making progress on two of your concerns. Kalena’s Cortes’ training as an economist enables us to now offer courses in Finance in Higher Education. She offered a very well-received seminar this fall. We hope to add a course in budgeting in Fall 2008. We concur that our faculty needed to be more diverse in terms of racial/ethnic background, disciplinary perspectives, and professional experiences. I believe the hiring of both Kalena and Dawn, two exemplary scholars and leaders in their own fields, is a testimony to the departments, the School of Education’s, and Syracuse University’s commitment to these goals.

Due to the intensive supervision required to oversee master thesis’ options, we do not foresee instituting this option in the foreseeable future. However, we do recognize the need for a more integrated, capstone experience for our students and with the addition of new faculty can now consider a possible capstone seminar or portfolio program that gives students an opportunity to synthesize their master’s program experience.

In terms of more graduate assistantships, we continue to struggle. Unfortunately, our numbers have reduced not increased and we are very grateful to the wonderful professional (and funding) opportunities that nearby LeMoyne College and Cazenovia College provide. Doug Biklen, Dean of the School of Education is increasingly aware of how the lack of funding hinders our recruitment efforts and the availability of to provide rich, critical theory-to-practice experiences. I also argue that the lack of graduate assistantships in Syracuse’s Division of Student Affairs reduces the number of ambassadors that graduate and enhance our institution’s reputation by sharing and modeling the good work that is done here. Doug Biklen, Barry Wells, Senior Vice President of Student Affairs and I are planning to meet later this spring to think more creatively and aggressively about how to address this essential need. So I remain hopeful.

Thank you again for the important feedback and we hope to assess your input on a more regular basis. For those of you planning to attend the Joint Meeting in Orlando, Fla, please join us for the Syracuse University reception. We are honored that Jeanne Steffes, adjunct faculty member in our program and current ACPA President, is hosting us in her suite. I just hope it is big enough to accommodate the large group I anticipate. Safe travels and please stay in touch!
Welcome Dawn Johnson, Our New Faculty Member

I am excited to be part of the Higher Education program and look forward to working with great students and faculty colleagues. Courses that I am teaching for the department include College Student Development Theory and Principles and Practices of Student Affairs Administration. I bring over fifteen years of experience in student affairs to my teaching and research, having served as Director of Multicultural Affairs at Worcester Polytechnic Institute (MA), Associate Director of Admissions at Western New England College (MA), and Associate Director for a Living-Learning Program and Academic Advisor at the University of Maryland. My work in student affairs research, teaching, and practice is guided by commitments to multiculturalism and social justice education. My research interests include the experiences of underrepresented students of color in science, technology, engineering, and math (STEM), and teaching processes and learning outcomes associated with diversity-related courses. I earned a bachelor's degree in anthropology at Bowdoin College (ME) and a master's degree in student personnel administration from Springfield College (MA). Currently, I am completing my Ph.D. at the University of Maryland in the College Student Personnel program. My dissertation research examines the relationship between the campus racial climate and sense of belonging among undergraduate women of color in STEM majors. I was a research assistant with the National Study of Living-Learning Programs and have co-authored several articles and papers from this study, including:


Gear Up for the Joint Conference

Hello Fellow Orange!

I hope this note finds you well, keeping warm and getting ready to join me in sunny Florida in just a few weeks.

I wanted to extend a personal invitation for you to join me at the 2007 ACPA/NASPA Joint Meeting in Orlando! Former Vice President Al Gore will be our opening keynote speaker on Sunday night. The other speakers include Jonathan Kozol, Kay Redfield Jamison, John Thelin, Richard Lapchick, Sylvia Hurtado, Consuelo Castillo Kickbusch and the closing speaker is Ben Carson—that is an incredible line-up. The opening night's reception has a Key West theme, and it will be held in the Gaylord Hotel. There will also be a number of featured and special programs this year; one such program is the Social Justice Seder which will be held on Monday night and the Joint Meeting Talent Show on Tuesday night.

Many of you will be job searching and the Placement Team is ready and waiting to serve you and assist you in landing that great first job! We all in the Division of Student Affairs wish you the best of luck in your job pursuits.

We had approximately 1700 programs submitted and about 400 programs were selected to be a part of the educational curriculum. There are also a number of traditional ACPA programs that will be part of this year's joint meeting: convention showcase on Monday night and the AIDS Memorial on Tuesday night. It will be an outstanding professional development experience with something for everyone. So, don't forget your beach towel, sunglasses and say hello to Mickey and Minnie Mouse for me!

Jeanne S. Steffes
Associate Vice President for the Division of Student Affairs
Adjunct Faculty Member, Higher Education
President, ACPA-College Student Educators International
If you are pursuing your graduate degree part-time while working full-time, don't miss out on meaningful opportunities to engage yourself in your career area of interest. This is especially important if you aspire to work in a different field than that which you are currently employed. It can be difficult to find time to get involved in opportunities that are unrelated to your full time job, especially if you are not presently working on a college campus or if you have a family. You can only fit so much into your workday and you may not be able to stay late on campus.

You can accomplish much before you graduate while building a resume loaded with relevant skills and experience that can help you get the job you want after graduation. I have listed below some opportunities to get involved on campus and to develop marketable experiences:

- Find a mentor who is currently doing what you want to do after graduation
- Design a practicum that is relevant to your career goals and intentionally plan your objectives
- Contact departments or student organizations to find out how you can get involved in their programs and activities
- Join committees or organizations on campus in your area of interest (ask your mentor!)
- Become an advisor for a student group, fraternity, or sorority
- Volunteer for department or campus events, such as Orientation Weekend or conferences that are hosted on campus
- If you work on campus, try to build bridges between your current position and your desired position by exploring collaborative programming opportunities
- Network with staff who work in your desired career field to learn more about opportunities to get involved
- Talk to your HED classmates and faculty! They have connections throughout the institution

There are also things that you can do off-campus to cultivate relevant experiences:

- Join a regional or national organization in your desired career area and attend conferences and meetings
- Contact your alma mater and develop programs around a common career area that serves students and alumni

Be sure to negotiate your schedule with your supervisor if any of these opportunities conflict with your professional obligations. Whenever possible, be honest and open about what it is that you are doing across campus and with other departments. Try to help your supervisor recognize that being connected throughout the institution makes you a better and more knowledgeable employee. You’re not cheating on anyone by volunteering, but do not neglect your job.

Check out two recent faculty publications:

**Stephanie Waterman**


**Dawn Johnson**


Congratulations to **Stephanie Waterman** on her new position as Assistant Professor of Higher Education at the University of Rochester
Learning Reconsidered is "an argument for the integrated use of all of higher education’s resources in the education and preparation of the whole student" (Keeling, 2004, p.3). This monograph and the application manual which followed, Learning Reconsidered 2, discuss the contributions that the student affairs profession makes to the “broader campus curriculum” (Keeling, p.3). The LR approach combines cognitive and experiential learning for purposes of creating transformative learning experiences and assessing learning outcomes. Dr. Fried (MA,1968) is one of the authors of this monograph. She has been involved in numerous presentations about the two key aspects of the LR approach: design of learning experiences and assessment of learning outcomes.

Learning involves thinking, feeling, meaning making and engaging in goal oriented behavior. Transformative learning occurs when all areas of the brain are involved in learning.

LR uses the new information about learning that has emerged from research in cognitive science. This brain based approach demonstrates that learning is multimodal and anchored in many areas of the brain. Learning involves thinking, feeling, meaning making and engaging in goal oriented behavior. Transformative learning occurs when all areas of the brain are involved in learning. Current research on learning and brain function supports our long standing belief that student affairs work contributes in very important ways to the total learning experience of students and their subsequent ability to become successful as members of the work force, their own communities and their families.

One key element of Learning Reconsidered is the process of creating integrated learning experiences for students by setting up collaborative relationships between student affairs professionals and academic faculty. The collaborative process requires student affairs professionals and faculty to discuss both learning outcomes and processes, both of which are often tied to campus mission statements. The overall effect of these collaborations is the creation of more integrated and therefore more meaningful learning experiences for students. These experiences overcome the divide between living and learning that has plagued our profession since its earliest days.

Jane has been involved in discussing these ideas with student affairs professionals and faculty members at community and four year colleges throughout the United States. The most recent evolution of the LR process is an approach which she has called LR2.5: Learning Reconsidered as an Approach to Staff Development. This model has been presented at NASPA Region I and to several colleges in the New England region. For further information about Learning Reconsidered and its potential uses, go to the NASPA website (www.naspa.org) and look for links.

Jane Fried is currently a professor at Central Connecticut State University and coordinator of the master’s degree program in student development in higher education. She can be contacted at friedj@ccsu.edu for further information.

References
Upcoming ACPA/NASPA Conference Presentations

Please look for the following presentations from Syracuse Faculty, Students, and Alumni

Saturday March 31, 2007 (Pre-Conference)

Presenters: Mariana Lebron, Jessica Custer (MS Student), Jessica Horton (MS Student)
Title: The Transformational Student-Centered First-Year Experience (FYE): Collaboratively Empowering Students As Global Citizens.
Time/Location: 8:30—11:30/Marco Island–Marriott
Description: A first-year experience (FYE) that engages students with the world intellectually and experientially enhances student success. Utilizing national assessment surveys, colleges and universities named by U.S. News and World Report as FYE "Programs To Look For" and Syracuse University’s FYE, this workshop highlights the following: successes and challenges in managing institutional change by discussing student-centered collaborative systems and trust-based infrastructures, shared FYE goals fostering global citizenship, first-year seminars, new student orientation, shared reading initiatives, experiential programs facilitating civic engagement, technology, and assessment methods.

Presenters: Grahaeme Hesp, Greg Victory, (MS, '04) Jack Trump, and Susan Rankin
Title: Brokeback Brotherhood: Overcoming Heterosexism and Homophobia in a College Fraternity
Time/Location: 1:00 – 4:00/Harbor Beach–Marriott
Description: Homophobia and heterosexism, often associated with negatives of fraternal life such as substance abuse, pose harm to individuals and jeopardize fraternal chapters. Most educational efforts fail to address homophobia/heterosexism or raise issues as unrelated or isolated. Grounded in three recent research studies, this workshop gives an overview of sexual orientation, homophobia, and heterosexism, provides information based on first-hand experiences to foster educational dialogue, and discusses our power and responsibility to shape education.

Sunday April 1, 2007 (Pre-Conference)

Presenters: Stephanie Waterman (PhD, '04) Donna Brown, Irvin Harrison, Karen-Begay, John Garland
Title: Indigenous People Summit: Shaping Indigenous Higher Education Through Successful Collaborations
Time/Location: 8:30 a.m. - 4:00 p.m./Harbor Beach–Marriott
Description: American Indians have faced overwhelming barriers to higher education attainment. As the face of higher education changes, so too must educational leaders respond. This summit, a joint initiative by NASPA's Indigenous People’s Knowledge Community and ACPA's Native American Network will present best practices of successful collaborations between Indigenous entities and Predominantly White Institutions to promote college success. Participants will share and learn of operational models to adapt to fit their institutions.

Monday April 2, 2007

Presenters: Amjad Abdo (MS, '05)
Title: Living the American dream: Undocumented students in Higher Education
Time/Location: 1:45 PM - 3:00 PM/The Gainesville room - Gaylord Hotel
Description: In this past year, an estimated 65,000 undocumented students graduated from American high schools according to The National Immigration Law Center. Meanwhile, the debate continues nationally as to whether we should grant admission to these students and/or allow them to receive the in-state tuition rates. This presentation will highlight the key issues and challenges facing these students and our institutions of higher education across our country.

Presenters: Cathy Engstrom
Title: Immigrant Students: Responsibility to Shape Their Education
Time/Location: 1:45 - 3:00/Osceola Ballroom 3 - Gaylord
Description: Immigrants who are extremely diverse in culture, educational experiences, English proficiency, economic and family situations are flooding community colleges in unprecedented numbers. However, student affairs has been slow to acknowledge these students in graduate preparation curricula, student affairs literature, and campus programs. This program reports the findings of a four-year longitudinal study with immigrant students and highlights their unique needs, challenges, and obstacles to their success. Venues for active student affairs engagement, advocacy, and support are examined.
Higher Education: ACPA/NASPA Conference Presentations

Tuesday April 3, 2007

**Presenters:** Hilton Hallock (CFE), Stacy Reimer (PhD Student), Raj Bellani, Nancy Morrison
**Title:** The Promises and Perils of Conducting Research at Your Home Institution.
**Time/Location:** 8:30 AM - 9:45 AM/Sun Ballroom 6 — Gaylord
**Description:** This program introduces issues related to conducting "backyard research." We will explore political, ethical, methodological, and logistical concerns that arise in conducting research and assessment in your own organization or group. The session focuses on ways to navigate the logistics of backyard research, enhance the credibility and utility of projects, and avoid ethical conflicts. It includes a panel presentation and discussion of a research case scenario. Participants will also be able to get feedback on potential or current projects.

**Presenters:** Cathy Engstrom and Rachel Smith (PhD Student)
**Title:** The Unique Needs of Students Taking Developmental/Basic Skills Courses: Advocating for Their Success
**Time/Location:** 8:30-9:45/Miami 1 - Gaylord
**Description:** Almost all students attending community colleges and over 40% of students at public state 4 year colleges are required to take 1 or more non-credit bearing, basic skills classes in reading, writing, and/or math courses. Findings of a 4 year longitudinal study, funded by Lumina Foundation and Hewlett Foundation, will be presented addressing the unique developmental/learning needs of these students and concrete implications for freshmen seminars, student involvement and integration into the campus community, and student academic progress.

**Friends of Syracuse University Reception**
**ACPA/NASPA Joint Meeting**
**Monday, April 2, 7:00 - 8:30 pm**
**Marriott 22876 ACPA President’s Suite**

**Other Conference Presentations**

Corry Unis (MS Student) will be presenting at the NYSACAC regional forum in April as well as the NYSACAC annual conference in June. The regional forum presentation will be about career advancement (in enrollment management), and for the annual conference his presentation will be on technology and admission as well as moderating a panel about recruiting students for learning communities.


Stephanie Waterman (PhD, ’04) is doing a poster session at AERA: April 12th, 4:05-6:05, National Academy of Education/Spencer Fellows "The Haudenosaunee College Experience: A Different Kind of Engagement."
News and Notes from Current Students

Sarah DeEsch (MS Student) was the recipient of the Association for College Unions International (ACI) Region 2 Duncan MacLellan Outstanding Student Award at the ACI Region 2 conference this past weekend.

Jessica Horton (MS Student) has been awarded two $500 student scholarships to the Leadershape Institute from the program's national organization. Jessica has been awarded these scholarships based on her years of involvement with this premier leadership program.

Adrienne Musu Jackson-Buckner (MS Student) was honored with the NCAA Top VIII Award in January for her excellence as a student-athlete at Oneonta State. The award is based on athletic ability and achievement (50%), academic achievement (25%), and character, leadership and activities (25%).

Amit Taneja (PhD Student) was named Co-Director of the National Consortium of Directors of LGBT Resources in Higher Education. Amit is the Assistant Director of the LGBT Resource Center at Syracuse University.

Alumni News

Marla Bennett (PhD ’98) is a member of the Planning Committee for The Conference on New York State History, which will be held in Cooperstown, NY, June 7-9, 2007. The conference is sponsored by The New York State Historical Association and The Archives Partnership Trust. Marla also received the SUNY Chancellor's Award for Excellence in Professional Service in 2006.

Valerie Cushman (PhD, ’00) was named Chair of NCAA Division III Management Council. Cushman is in her tenth year as Athletic Director and chair of physical education at Randolph-Macon Women’s College. While Chair, Cushman will serve on general and Association-wide committees, including the Executive Committee, Marketing Committee, and Committee on Women’s Athletics.

Vanessa Dillman (MS ’05) recently accepted a position as Director of Education for the Center for Coastal Margins Observation and Prediction at Oregon Graduate Institute. CMOP is a National Science Foundation Science and Technology Center hosted by Oregon Health & Science University with collaboration from University of Washington and Oregon State University. Vanessa helps design the curricula for undergraduate interns, M.S. and Ph.D. programs, recruit students, design assessment strategies, and, best of all, work to increase access for underrepresented students. Vanessa states: “This position is a good challenge for me, very fun and far-reaching. We have also bought a house and our first baby is due in July! Having a grand time in Oregon, and invite any HED job/internship seekers interested in Oregon to contact me at vanessadillman@yahoo.com.”

Michele Fischetti (MS ’03) is excited to announce her engagement to Jared Williams. The couple will be married on July 28, 2007 in Slate Hill, NY. Michele is currently an Assistant Director of Student Activities at Marist College, working on a second Master’s Degree towards teacher certification, Secondary Education grades 7-12.

Michele McFee (MS ’05) and Andrew Campbell were married in May 2006 in Syracuse. The couple currently reside in Syracuse and Michele works at SU for the College of Visual and Performing Arts, Undergraduate Student Affairs. Andy is finishing his doctoral work in the Biology Department at Syracuse.

Jennifer Miller (MS ’06) is currently a Career Counselor at Ithaca College. She recently got engaged to Denny Kellington, an Assistant Athletic Trainer at SU and is planning a wedding for July 2007!

Kevin Pugh (MS ’99) conducted a two-day training on Restorative Justice facilitation skills for new staff & volunteers from the Longmont Community Justice Program, the University of Colorado-Boulder RJ Program, and Teaching Peace (a non-profit in Longmont, CO) in early February. Kevin will be serving as one of 6 faculty who will instruct a comprehensive training program for the Partnership for Restorative Justice Training, in Boulder, CO. This partnership serves to meet the training needs for programs, schools, and organizations offering restorative practices in Boulder, Jefferson, and Weld Counties in Colorado. March 6, Kevin will be the guest lecturer on Personal Vision Development for the Minority Engineering Program at University of Colorado-Boulder.
Syracuse University

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We learn better together.

Summer Seminar
HED 800: Enhancing Student Attainment in Higher Education
Instructor: Vince Tinto
Dates: July 9—July 13
Times: 8:30—12:00 and 1:00—5:00
Credit: 0 or 3 hours (contact office for cost)
Contact Higher Education office for more information or email Vince at vtinto@syr.edu

An intensive interactive one-week seminar on effective retention strategies with the nation’s leading authority on student retention. After reviewing what is known about the character and causes of student dropout, the seminar explores the essential attributes of successful retention strategies and identifies a range of programs and institutions that have been successful in enhancing student retention. Several visitors to class will speak to the characteristics of effective programs their successful implementation.

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