Greetings from the Graduate Programs in Student Affairs and Welcome to the Spring 2005 GPSA Newsletter!
-Elizabeth Whitt, Program Coordinator

Happy New Year! I write this on a sunny, but cold [this is Iowa after all], February morning, so saying ‘happy new year!’ seems tardy, though that would be wholly consistent with other aspects of my life these days. But many of you know I am discovering a passion for gardening, and for we who enjoy digging in the dirt – the dirt of the upper Midwest, anyway – late February and early March mark the beginning of a new year of growth. As I look out my window, I can see [though some would say this the wishful thinking of a transplanted Californian!] the early signs of re-awakening – tiny shoots of muscari, re-greening of creeping roses, and the reappearance of the garden hose I left out that’s no longer hidden by snow!

In the same sense, I think, this annual newsletter to our graduates, friends, and colleagues also signals beginnings -- admitting new MA and PhD students and introducing them to our community; embarking on a new conference season packed with learning, development, and networking opportunities for students and faculty; planning for new courses and scholarly opportunities; and – for our soon-to-be graduates – seeking new jobs away from UI.

These and other noteworthy events are described herein. So I invite you to join me in taking time to find out what’s new with the Graduate Programs in Student Affairs and with some of your alum colleagues. Welcome to the GPSA Annual Newsletter – and Happy New Year!

Before moving on, though, I want to recognize and thank Melanie Guentzel and Gina Tagliapietra-Nicoli, SAAR doctoral students and graduate assistants for the Graduate Programs in Student Affairs, for all their hard work and creative effort. They created this newsletter – and Melanie is responsible for our updated website. Thank you!

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SAAR Institute
DEEP Implications: Adapting Research on Effective Educational Practices to Student Affairs Work
Fall 2004

Project DEEP (Documenting Effective Educational Practices) is a national study co-sponsored by the National Survey of Student Engagement (NSSE) Institute and the American Association for Higher Education (AAHE), and funded by grants from Lumina Foundation for Educational and the Center of Inquiry in the Liberal Arts at Wabash College. During the past 2 years, the Project DEEP research team used case study methods to examine 20 4-year colleges and universities that had documented strong performance in student engagement and graduation rates. The results of the study focus attention on a wide array of effective institutional policies, practices, and programs.

The Institute was a working conference in which participants engaged with one another and Institute speakers and Advisory Board members to translate DEEP results into strategies focused on student affairs practice. Specific purposes of the 2004 Institute were to:

- present an overview of DEEP results regarding educational effectiveness to a national audience of participants invited to help translate DEEP results into specific strategies for practice;
- provide a forum and structure to discuss the implications of these results as they relate to student affairs administration, and
- generate specific strategies for implementing DEEP results on individual campuses and across the student affairs profession.

The Institute began with a keynote address by George D. Kuh, Chancellor’s Professor and Director of the Center for Postsecondary Research at Indiana University. Professor Kuh, a noted scholar and director of the NSSE Institute and Project DEEP, spoke about what the DEEP study had to say about student engagement. Included in the second day of the Institute activities was a discussion with Ernest T. Pascarella and Patrick T. Terenzini about the findings of their most recent review of research on college impact, their new book published this past month, How College Affects Students—Revisited.

Reflection from a participant:

It's difficult to recapture the level of depth I feel the institute participants achieved in our conversations. One lesson I learned is that those of us in higher education need to routinely engage many stakeholders in our conversations about both learning outcomes and appropriate learning processes. Our "mental models" often seduce us into assuming that we all understand each other. In student affairs we often act as if we need to help other stakeholders "get it". There are significant gaps between theory and practice, views of student-as-consumer and student-as-learner, and student affairs faculty and student affairs practitioners that our focus needs to be as much within our profession as it does on external stakeholders.

The reaction to the DEEP findings will be interesting. I wonder how many will read the very meaningful results and say "we already know this". I would ask "why, then, are the messages contained in this research still so critically important"? The processes used to gather data and the DEEP Institute itself needs to be modeled and widely replicated so that the implications of the research begin to be realized.

--Tracy Davis ‘97

Graduate Students Meeting with Pat and Ernie prior to the SAAR Institute
Faculty Updates

**Debora Liddell**

Deb’s focus has been on finishing up her “coach study” with Nick Colangelo, John Westefeld, and Angie Kellogg. She continues her work as Contributing Editor of the Journal of College and Character, and this year presented at the Iowa Student Personnel Association meeting on balancing work and family in higher education. Last spring she presented at NASPA on pursuing doctoral work. She and John celebrated their 25th wedding anniversary this year.

**Ernest Pascarella**

Ernie is finishing up a study funded by the Lilly Endowment and the Center of Inquiry in the Liberal Arts at Wabash College looking at the effects of liberal arts colleges and liberal arts experiences on student outcomes. The results of the study will be published in a monograph sponsored by the Association for the Study of Higher Education. In October 2003 he received the "Outstanding Contributions to the Profession Award" from the Pennsylvania College Personnel Association, and in November 2003 he received the "Howard R. Bowen Distinguished Career Award“ from the Association for the Study of Higher Education.

Recent Publications:


**Sherry Watt**

Sherry is in her fifth year as an Assistant Professor in UI Graduate Programs in Student Affairs. She continues to sustain her research agenda that focuses on identity development of college students and helping professionals in training. Specifically, she is gathering and analyzing data on the perceptions of graduate students of color at predominantly white campus. She is also conducting team research on resistance and multicultural education. The Alliance for the Graduate Education and the Professoriate (AGEP) program is in its’ third year. AGEP is an externally funded grant from the National Science Foundation. Sherry is the student development coordinator and evaluator for this grant. The purpose of the grant is to provide support program for graduate students of color in science, technology, engineering, and mathematics.

Recent publications:

**Elizabeth Whitt**

Elizabeth Whitt, Professor in the College of Education at UI, has served as Coordinator of the Graduate Programs in Student Affairs [GPSA] since 1997. In February 2005, she was voted a secondary appointment in the Department of Educational Policy and Leadership Studies, and will serve as a member of the Higher Education faculty as well as GPSA. In addition to her on-campus responsibilities, Liz has devoted much of her scholarly effort in the past 3 years to Project DEEP (Documenting Effective Educational Practice), a study funded by the Lumina Foundation for Education and administered at Indiana University. Project DEEP examines the policies, practices, and programs of 20 colleges and universities identified as particularly effective based on their students’ scores on the National Survey of Student Engagement and student persistence. Liz is one of the co-authors of a book based on DEEP, Student Success in College: Creating Conditions that Matter, which will be published by Jossey-Bass in March 2005. She also coordinated with the assistance of SAAR students Melanie Guentzel and Gina Tagliapietra Nocili] the first University of Iowa Institute on Student Affairs Administration and Research, held in October 2004. The Institute described on the second page of this newsletter -brought a national audience of student affairs administrators and faculty together to focus on DEEP results. Liz also continues her involvement with the Boyer Partnership Assessment Project (BPAP), a FIPSE-funded national study of exemplary partnerships between academic and student affairs. Two SAAR students, Melanie Guentzel and Angela Kellogg, and a recent SAAR graduate, Becki Elkins-Nesheim, also are members of the BPAP research team. Her recent service activities at the national level include serving as Chair of the ACPA Senior Scholars group and representing Senior Scholars on the latest ACPA Governance Task Force.
THE AL HOOD UPDATE

Al Hood to Receive Distinguished University Alumni Award

Al Hood will receive the 2005 Distinguished Alumni Award from The University of Iowa Alumni Association at the annual All-Alumni Luncheon on June 11. He will join other notable award alumni recipients being honored in June such as psychologist Albert Bandura, writer John Irving, jazz vocalist Al Jarreau, and journalist Brian Ross. Al’s achievements were summarized in the following statement:

Albert Hood’s work has brought the University of Iowa international renown in the field of student development. This emeritus professor holds the highest honors from leading organizations in psychology and college student affairs. He can also claim the gratitude and respect of numerous students, colleagues, and others inspired by his intellect and generous spirit. Even in retirement-through activities such as his work as Past-President of the UI Emeritus Faculty Council and his help in founding the popular Senior College project-Hood continues to serve others tirelessly and selflessly.

The nomination was shepherded by Deb Liddell, with supporting letters from George Kuh, Judy Hendershot, and Nick Colangelo. For more information: http://www.iowalum.com/daa/2005.html

Congratulations, Al!!

Albert Hood Distinguished SDP Alumnus/Alumna Award 2004

The 2004 recipient of the Hood Award was C. Carney Strange (M.A. 1976/Ph.D.1978). Carney is currently a professor in the Division of Higher Education and Student Affairs at Bowling Green State University.

On receiving the award, Carney said, “As you may know, it was Al who gave my unremarkable graduate school application a second chance, who made an exception in my doctoral program matriculation, who offered me opportunities to see the inside of research and writing as then editor of JCSP, who called on my behalf as an applicant for a faculty position at Bowling Green State University, and who has inspired me from afar by his high standards of persistent and productive scholarship, that has made all the difference in what I have been able to do in my career as a faculty member. I am honored to be listed on his role.”

The Albert Hood Distinguished SDP Alumnus/Alumna Award will be given each year to an SDP graduate who has made significant contributions to the student affairs profession through scholarship, teaching, service, and mentorship of graduate students. This year’s recipient will be announced at the Reception for Graduates and Friends of The University of Iowa at the 2005 ACPA Convention on Monday, April 4 at 9:30 – 11:00 p.m. in the Opryland Hotel-Bayou B.

Who says that retirement is for relaxing? Al Hood continues to stay as busy as ever. In 2004 Al completed his term as president of the Emeritus Faculty Council, a governance group charged with representing the retired-but-professionally-active professorate. He continues to remain active in the successful Senior College Program at The University of Iowa.

Al says he is sorry not to be going to ACPA in Nashville this year. He is beginning to write the 4th edition of his "Assessment in Counseling” book and feels he needs to attend the ACA and APA conventions where there are more programs on testing and more test publishers in attendance.

Always up for traveling, Al and his wife Jean enjoyed two weeks of touring around Ireland, driving (on the left!), and visiting castle ruins and Dublin’s Trinity College. They have also spent time visiting their four children and eleven grandchildren in Florida, Maryland, and Iowa. 2005 will mark a special anniversary for Al and Jean as they celebrate their 50th wedding anniversary with family.
Congratulations are in Order!!!

2005 Martin Luther King, Jr. Research Symposium
January 28, 2005

This year’s MLK Research Symposium was held in conjunction with the Yager Commitment to Diversity Conference. The purpose of the event was to showcase student research projects (at all stages) related to diversity. Posters highlighted issues of diversity including (but not limited to): ethnicity, gender, sexual orientation, religion, class differences, and special populations in education. Cash awards funded by Phi Delta Kappa were presented to the top three posters: by Adele Lozano, Tricia Seifert, Tricia Seifert and Jerri Drummond, all current SAAR students.

Jerri Drummond and Tricia Seifert
“African American Students’ Experiences of Good Practices: A Comparison of Institutional Type”

Adele Lozano
“Ethnic Cultural Centers on Predominately White Campuses”

Tricia Seifert
“The Effects of Diverse Faculty Characteristics on Dimensions of Job Satisfaction”
Concern for the safety of college students began to increase in the 1980s. High profile cases of student death and injury resulted in national attention to crime and victimization on campus. During the 1990s, the U.S. Congress, as a result of parental lobbying efforts, passed legislation, mandating that institutions of higher education report and make available to current and prospective students their annual crime statistics. Since that time, campus administrators have made student safety a topic of admissions materials and orientation programs and an expected element of student affairs practice. In spite of this attention, little is known about the extent to which students are concerned about their safety nor the implications of that concern for their college experiences.

This study examined students’ reported concerns about safety and the effects of those concerns on their involvement in, and learning outcomes of, the first year of college. The researcher analyzed data from the National Study on Student Learning - a longitudinal study of college student experiences and outcomes – to determine: 1) the extent to which students reported concern about safety or experience with four safety-related incidents, 2) what predicted safety concerns, 3) the effects of reported safety concern on measures of college involvement, 4) the effects of reported safety concerns on learning outcomes, and 5) whether the effects on learning outcomes were conditional, differing for different students.

Results revealed that students were twice as likely to report concern about safety as experience with any of the four safety-related incidents. Students’ reported safety concerns, as measured by the Safety Interests Scale, were positively associated with 14 of 16 college involvement measures. A direct, negative relationship was found between students’ reported safety concerns and two learning outcomes: end-of-first-year composite of scores on the Collegiate Assessment of Academic Proficiency reading comprehension, mathematics, and critical thinking modules; and end-of-first-year internal locus of attribution for academic success. The results suggested multiple directions for student affairs practice and for future research on student safety.
Parent Involvement with and Expectations of their College Student and a Liberal Arts College
Karla Carney

As consumers of higher education, partners in the educational process and adversaries of campus administrators, parents are important constituents for colleges and universities. Parents are expected to be involved in the college educational process demonstrated by the shifting burden of financing higher education to families, the legislative support for parental notification, and from college students themselves hoping to maintain close relationships with their families. However, little is known about parent expectations and involvement with the college student and the institution.

This study explored what demographic characteristics predicted parental involvement with and expectations of their student and a small, private, liberal arts college. The College Parent Experiences Questionnaire was developed and tested using coefficient alpha reliabilities and factor analysis. Stepwise regression was used to predict involvement and expectations with the student and the institution. Dependent variables were Involvement with the Institution, Expectations of the Institution, Involvement with the Student, and Expectations of the Student. Independent variables included parent sex, age, marital status, educational attainment, family income, ethnicity, proximity to the institution, and contribution to educational expenses. Student characteristics were also explored and included student sex, high school grade-point average, and having a sibling in college.

Proximity to the institution, ethnicity, student sex, and financial contribution to education expenses significantly predicted parental involvement with the institution. Family educational attainment and ethnicity were significant predictors of expectations of the institution. Financial contribution to educational expenses and ethnicity were significant predictors of involvement with the student. Family educational attainment negatively predicted expectations of the student.

Suggestions for future research include exploring parent involvement and expectations at different sizes and types of institutions, conducting qualitative research on why Parents of Color are more involved and have higher expectations, validating the College Parent Experiences Questionnaire, and linking parent involvement research with attrition. Implications for practice emphasized establishing a clear message for parents about their role in the college experience, identifying a parent liaison making access to institutional partners easier, creatively considering ways to connect with parents including technology resources and group-specific orientation sessions, and training faculty and staff to interact with parents.
Masters Students Enjoying Dinner at ISPA

Hello alums and friends! Greetings from the first-year masters’ cohort of the Student Development Program. Even though we come from various backgrounds—some of us attended large institutions, others small; some of us recently left the working world of “9 to 5,” others just left the joys of undergrad—we have found that in addition to learning about student development this year, we also learned a lot about each other and that deep down “We are Family.”

I’m so Excited The Pointer Sisters best phrased our feelings for one of the first events of the semester. September’s SAAR Institute gave us the opportunity to get an in-depth look at Project DEEP with George Kuh, as well as the opportunity to rub elbows with other student development celebrities. In that first month, pure excitement also sprung across our faces as we began to see our professors’ names cited in our textbooks. “Kuh, Schuh, and Whitt” quickly became the first-year mantra.

Stuck in the Middle with You As the semester picked up speed, we began to rely on each other as we commiserated over the anxieties and tribulations of grad school life. Knowing we had one another and realizing that we all suffered through the “Dirrty” times made the transition easier. As many of us were new to the Iowa City community, we spent many weekends “Dancing in the Moonlight” at various downtown establishments and karaoke bars with our new “Friends in Low Places.”

Life is a Highway Our first major outing together as a cohort crammed us into several vehicles for a road trip to Cedar Falls for the annual ISPA conference. We attended great sessions about Living Well, Working Well and bonded over the new ideas we shared with one another. The real lesson was taught as we learned to share one bathroom.

On the Road Again The second semester is well under way and we’ve learned that “Love will Keep us Together” as we plow through the reading and writing. Our next big adventure has us donning our cowboy hats and tuning our banjos as we prepare for our road trip to the National ACPA Conference in NashVegas (sometimes referred to as Nashville). Hopefully we will have a chance to meet many of you! Thanks to the lyrics of the Stray Cats, we’ll “Rock This Town” together!

Know someone who would make a great Student Affairs Professional?
If you know anyone who ought to consider applying to the Student Development MA or PhD programs, or the PhD in Student Affairs Administration and Research, please contact us at:
Department of Counseling, Rehabilitation, & Student Development
N338 Lindquist Center
The University of Iowa
Iowa City, Iowa 52242
(319) 335-5275
http://www.uiowa.edu/~sdp
Meet Our Soon-to-Be Grads

Our second-year M.A. students are working their way towards graduation. We’re very proud of them and all of their hard work. We thought you might like to meet them.

Allison Benbow is from Fort Madison, Iowa and graduated high school in 1997. She completed her degree in Elementary Education Western Illinois University. While in graduate school, Allison held served as the Transfer Learning Community Assistant for the Office of Admissions and currently is the Graduate Assistant for Programming for the Undergraduate Program Office in the Tippie College of Business. She has also taught a section of The College Transition course. Allison looks forward to graduating and pursuing a career in academic advising, student activities, and possibly teaching.

Susie Beederman is a Skokie, IL native and a graduate of The University of Iowa (Marketing, ’02). During her time as a SDP MA student, she held an assistantship in Residence Life and practicum in New Student Orientation at Cornell College and as an instructor for The College Transition. Susie also serves as local advisor for her collegiate sorority, as well as interning at the Hillel Jewish Student Center. One of her MA highlights was presenting at the 2004 Iowa State Personnel Association Conference on "Meeting the Spiritual Needs of Jewish Students on Campus" with doctoral candidate Jackie Klein. Susie is looking forward to finding a position in residence life.

Tammy Bronk grew up in Winona, MN. She completed her BBA in Business Marketing and International Studies at Mount Mercy College in Cedar Rapids, IA. Tammy has spent two years in an assistantship with Orientation Services serving as Parent Program Coordinator and as Assistant Student Program Coordinator. She completed a practicum as a greek adviser in the Office of Student Life and an advanced practicum as an instructor for the College Transitions course. Tammy is search for positions in First Year Programs and Student Activities in the Cedar Rapids, IA area.

Sara Johnson is originally from Colesburg, Iowa. She attended Northwestern University in Evanston, Illinois, and earned a Bachelor of Science in Education and Social Policy with a major in Learning and Organizational Change. While a student at The University of Iowa, Sara has worked at the Belin Blank Center for Gifted Education and Talent Development, coordinating programs for gifted students of color and early entrance students. She also completed a practicum working in the Admission Office at Mount Mercy College in Cedar Rapids, Iowa. Prior to returning to school for her graduate degree, Sara worked as a management consultant and information technology training coordinator. Sara is looking for positions in the Minneapolis/St. Paul area.

Cheree Rawlins is an energetic SDP Master's student from Waterloo, Iowa. She has a degree from The University of Iowa in Political Science. Cheree's first-year assistantship was with the Registrar's Office and she completed a practicum with Admissions to encourage minority students to seek higher education. Cheree also taught a section of the College Transition course for first-year students. Currently, her assistantship is with the Office of Student Life, managing the Afro American Cultural Center. Cheree has a strong desire to work with diverse student populations, whether it is in Residence Life or in Student Activities. Cheree has no geographical preference.

Angie Reams is originally from New Hampton, Iowa. She completed her BA in Political Science at the University of Northern Iowa. While at the University of Iowa, Angie has held an assistantship at Health Iowa. She has spent two years as a health educator teaching substance abuse classes, developing curriculum for classes, and implementing programs on sexual health, alcohol, drugs, stress, and overall wellness. She also completed two practica at the Admissions Visitors Center and in the Academic Advising Center at the University of Iowa. Angie will be graduating in May and is currently searching for positions within college health such as a health educator; or in academic advising; admissions; or judicial affairs.
Sarah Reshetar will be graduating from the SDP program in May and searching for full-time positions in residence life, service-learning, orientation, judicial affairs, or administration. She grew up in St. Ansgar, Iowa and attended Iowa State University where she earned a B.S. in Child and Family Services-Child Development with a focus in Communication Studies. Being a midwesterner at heart, jobs in this area would be ideal although she would also be interested in relocating to the West, Pacific Southwest, or East Coast. While attending The University of Iowa, Sarah worked full time at Coe College as a Residence Director, Career Counselor, and then as the Director of Community Service and Outreach Programs. Sarah has four years of full-time student affairs experience and an additional year of professional work experience outside of higher education.

Megan Ricks is a second year masters student graduating in May. She grew up in New Berlin, WI and earned her undergraduate degree in English from The University of Wisconsin-Madison. She currently works with first-year students at the Belin-Blank Center for Gifted Education and Talent Development. During her first year at UI, Megan was a graduate assistant for the Office of Residence Life. Megan worked at the Academic Advising Center for her practicum experience and taught the College Transition course as an advanced practicum. After graduation, Megan would like to return to Wisconsin or stay in the Midwest. In her spare time, she enjoys reading, cooking, and spending time outdoors.

Chris Stillwell grew up throughout the Midwest - Minnesota, Michigan, Ohio, Wisconsin, and now Iowa - and has spent the previous seven years living, working, and learning in Madison, WI. After graduating from the University of Wisconsin - Madison with a degree in biochemistry, Chris worked at the UW Medical School for two years in program coordination and information management. While enrolled in the masters program, Chris held a comprehensive assistantship (administration, programming, supervision, and advising) at the UI Career Center and two practica: Summer Residential Program Coordinator with Northwestern University's Center for Talent Development and Residence Life at Coe College. In his final semester, Chris is excited to be teaching a section of the undergraduate career development course. After graduation, he plans to work in institutional research, career services, or any area with strong commitments to research and assessment.

Emily Villhauer grew up in Iowa City and completed her undergraduate degree at the University of Iowa in 2000 earning a BA in Communication Studies. Upon returning to the University of Iowa for the Student Development Program, Emily took on a variety of experiences. She has been the assistant advisor for SCOPE Productions, the student-run concert production group, for two years. Her first practicum, and eventually second assistantship, was at Health Iowa/Student Health Services, working primarily with alcohol education. She has also taught the College Transitions course for first-year students, supervised the Parent Calling Project for the Vice President for Student Services Office, and held a summer assistantship with the University Life Centers in the Iowa Memorial Union. She is searching for a position in student activities at an institution in the Midwest.

Congratulations to our 2004 Graduates!

Sarah Park is an Academic Advisor at the Grady College of Journalism and Mass Communication at The University of GA. Sarah Hallas is a Residence Life Coordinator at the University of Wisconsin-Madison. Mary Elliott is a Residential College Director at Washington University in St. Louis. Michael Johnson is an Enrollment Officer/Pharmacy Technician at American Income Life and Walmart. Gwendolyn Archibald is a Resident Director at Loyola University in Chicago.
This year has been one of change for the Graduate Student Development Association (GSDA). As the fall semester started, it seemed the members of GSDA were busier than ever. We had conversations about how our organization could best serve the members. We continue to have committees for Community Building, Academic and Professional Development, and Outreach and Recruitment. We also added a fourth committee focusing on Fundraising for GSDA.

Another change came in the realization that for our members less is more. Based on member feedback, we decided that each committee would host one or two events per semester. This allowed for less overlap of GSDA activities, and also less competition with members’ other commitments. As this is an organization for the students in the Graduate Programs in Student Affairs, we want everyone to be enthusiastic about their involvement and not feel obligated to participate.

A second major change we made is the style of the GSDA monthly meetings. With fewer events during the semester and an expressed interest in academic and professional development, the executive board established a new meeting structure. With our new meeting style, the committee updates and reports are short, while still providing some time for discussion of old and new business. The meetings conclude with a 15 to 20 minute presentation by a GSDA member on a topic related to the field of student affairs. Thus far we have heard presentations on African American students’ experiences with good practices in student affairs, phone interviewing techniques, and multiracial student identity. These presentations allow all GSDA members to learn more about the interests and research topics of our colleagues. Overall, the changes to the meeting style have been well-received by the membership and keep the organization’s time focused and informative.

The final change we are implementing this year is to move the time of GSDA executive board elections. Elections this year began in February, with the changing of executive board members to occur in early March. This provides an extended transition period for the new executive board members, all with the intent of alleviating the brief “this is what I did in the position, good luck!” transition.

I feel fortunate to have taken the lead of an organization with as strong a lineage as GSDA. Thanks to those of you who helped better GSDA in the past, and best of luck to those still to come!
Alumni/Alumnae Updates

Joe Cilek (’03): Joe is currently the Program Manager at Fuller Theological Seminary in Colorado Springs, CO.

Karina Franco (’03): Karina recently accepted a position as the Faculty Associate for Recruiting and Advising in the College of Engineering at UNCC.

Laura Guthrie (’02): Last summer Laura accepted a position as a Residence Manager for Foster Quad at The University of Indiana.

Mary Richard (’01): After graduating from the SDP program in 2001, two weeks later Mary entered law school. She graduated in December of 2004.

Ellen Sunshine (’01): In October of 2003, Ellen was selected to join a team of University of Minnesota faculty and staff to travel to France to evaluate several study abroad programs in Paris and Montpellier. After touring the campuses, meeting with faculty, staff and students, they then evaluated the strengths and weaknesses of each program.

Jamie Berman (’00): This past summer, Jamie left her job at the University of Madison and moved to Princeton, New Jersey to be with her boyfriend.

Kristi Leonard (’00): Kristi graduated from UNI’s Community Health Education M.A. program in the summer of 2004.

Brian Marth (’00): In May 2003, Brian and his wife Nicole bought their first home in LaGrange Park, IL. In March 2004, Brian was promoted to Assistant Director of the new advising center.

Heather O’Neill (’00): Heather was promoted to Associate Director of Admissions for Vanderbilt University in 2003.


Julia (Hammes) Parcell (’98): This past September Julia started working full-time in the Office of Service-Learning at the University of Missouri, MA. As part of her responsibilities she is also advising a new minor in Leadership and Public Service.

Rosalynd Eaton-Neeb (’97): After five years in Massachusetts, Rosalyn and her family returned home to raise their two sons. She is now working at her alma mater, St. Olaf College.

Barbara S. Winters (’97): Barb and Doug Winters gave birth to a beautiful baby boy on April 3, 2003. Barb has since decided to be a stay at home mom. After 3 years in Quincy, IL, they are now back in the Twin Cities.

Judith Anderson (’96): Judith is currently doing project work and teaching a leadership class at The University of Minnesota. Most of the time, Judith stays home with her children, Max (4 ½) and Madeline (3).

Kathryn Klinger Wieland (’95): In July of 2003, Kathryn became Director of Career Services for the College of Business after six years as the Coordinator of Experimental Learning. In December 2003, Career Services moved into a state-of-the-art career services suite in the new Gerdin Business Building on the ISU campus. Kathryn has a son, Jackson, 8, and a daughter, Lauren, 3.

Kirk Hallowell (’90): Kirk has moved from a private practice in organizational development to the Director of Assessment at the Illinois Mathematics and Science Academy.

Susan L. Sandberg (’87): Currently serving as President of UMR-ACUHO (Upper Midwest Region of the Association of College and University Housing Officers).

Mark Shmota (’85): Mark married a fellow UI grad and dentist, Lesley Kron. They live in Savage, MN with 2 kids from her previous marriage and 2 from his.

Paul Jones (’79): Good health, good work, married to my best friend, home in the country…..life is good!

Jeff Stevenson (MA ‘78; Ph.D ’82): Jeff was awarded the Distinguished Service Award by Bay County Florida from the Economic Development Alliance and is on the Executive Committee of the Occupational Community College leaders in the state of Florida.

Robert D. Brown (’66): Robert received the Chancellor’s Award for Outstanding Contributions to Gay, Lesbian, Bisexual and Transgender Campus Community at University of Nebraska at Lincoln. He recently published an article, “Assessing the Campus Climate for Gay, Lesbian, Bisexual, and Transgender Student Using a Multiple Perspective Approach,” in the Journal of College Student Development.

Lynn H. Willett (MA ’64; Ph.D ‘70): Retired from college presidency on 1/15/04.

Additional Updates? Please send them to gina-nicoli@uiowa.edu. Thank you!

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SDP Funds

The Student Development program now has 4 funds to which donations may be made in support of SDP/SAAR students and activities. First, we have opened an SDP account with the UI Foundation, the funds from which will be used to support visiting speakers, graduate outreach programs, student projects and other events. In addition, 3 awards honor former SDP faculty and students by providing funds for scholarships and speakers for SDP students:

**The Albert B. Hood Promising Scholar Award** was established by Jean Hood as a tribute to Al at the time of his retirement. This fund supports dissertation research for a promising scholar in the Division of Counseling, Rehabilitation, and Student Development.

**The Marlin Schmidt Memorial Fund** honors Marlin Schmidt who received her Ph.D. from the University of Iowa in 1968 and taught in the Student Development program from 1972 until her death in 1984. Dr. Schmidt was an active member of the faculty and during her tenure served as department chair. This fund provides money for a visiting lecturer sponsored by GSDA. Recent speakers have included: Karen Kitchner, Charles Schroeder, George Kuh, and William Zeller.

**The Terry Ganshaw Memorial Award** was established in memory of Terry Ganshaw and honors an outstanding doctoral student. Terry began as a graduate student in Student Development in the late sixties. Following service during the Vietnam War he continued in the doctoral program until his death in a traffic accident in 1976. Terry is fondly remembered as an exceptional student. He was responsible for the development of GSDA and served as an Associate Editor for the Journal of College Student Personnel. The award recognizes students for academic excellence, professional promise and commitment to the field, and contributions to fellow graduate students and the department.

If you would like to contribute to any or all of these funds, please send your donation to The University of Iowa Foundation, 500 Alumni Center, P.O. Box 4550, Iowa City, IA 52244-4550. Be sure to specify the fund for which your tax-deductible contribution is intended. If you have any questions, please contact us at (319) 335-5275 or elizabeth-whitt@uiowa.edu.