Greetings from the Graduate Programs in Student Affairs! Reading over the newsletter columns our students have written, I reflect upon the meaning they are making of their experiences and marvel at how much they have grown in the short time they’ve been here. They have come - with eyes wide open - to learn about themselves, about one another, and about the institutions and students they seek to serve. In that last capacity, they traverse the threshold to become a mentor - offering a steady hand, issuing a challenge, and pursuing it all with great intention.

“A good head and a good heart are always a formidable combination.”
Nelson Mandela

The student contributions herein reflect the robust nature of our program. Several students have embarked on Study Abroad adventures in the UK, Italy, and Africa. Others have pursued their scholarly interests in engagement, peer opinion leadership, and student activism. Still others find themselves as instructors and partners on others’ learning journeys. All are educators.

“Be the change you want to see in the world.”
Mahatma Gandhi

Some of you know I embarked on a learning journey with the Berkana Institute to Zimbabwe and South Africa last fall, and my own assumptions about learning were challenged mightily. In Harare I spent time with a young man who had taken the name Biko. Now part of a group of urban activist youth organizers called the Uhuru Collective, he told me that as a university student, he had been president of the national student movement: “I used to be in charge: organizing, meeting, directing, controlling... I had a lot of power but no one was WITH me. They were BEHIND me. Now I lead from the back. I listen more. I talk less. I know that the more people are involved, the more they lead themselves.” The young adults of Uhuru are not waiting for a better life or a regime change; they are creating the world they need. Biko reminded me that education is about transforming lives.

It’s an exciting time for the Graduate Programs in Student Affairs. Our fifth Ph.D. student defended her dissertation recently. Ten students are pre-comp in our SAAR program. All of the 24 M.A. students in our SDP are working in paid assistantships on the UI campus, and several are back in live-in positions on campus. We’re pursuing new opportunities and campus partnerships around civic engagement, learning communities, and leadership development, and we’re delighted that so many of our graduates have encouraged undergraduates at their institutions to study with us. This is the ultimate trust in our work!

I’m looking forward to reconnecting with graduates - both the newbies and the veterans - at our annual social at the Orlando conference. SAAR student Ashley Asel has served as the able editor of this newsletter, and SDP student Jackie Thompson-Oster has maintained our presence on our website, as she has served as program assistant this past year. As I return to the role of Program Coordinator, I would like to thank Liz Whitt for her very capable leadership for the past nine years. The program - your program - is as strong as it has ever been!

Please Join Us at the Iowa Friends and Alumni Reception at the
ACPA/NASPA Joint Meeting on Monday, April 2nd, 2007 from 7:30-9:00 PM
in the Marriott Harbor Beach room. Our program will begin at 8:00 PM.
One MA Student’s Story
by Chrissi Johnson

Oh Iowa, rolling cornfields and livestock galore, we all know how it is... Yes, I admit, before I made the trek from my big city comforts of the North Star state down to Iowa City, this is exactly how I imagined life at The University of Iowa. I told myself I would be fine; the reputation of the University’s student development program and the encouragement from my mentors was enough to convince me that channeling Laura from Little House on the Prairie would be bearable for the next two years. Of course we all know how this turns out: Chrissi learns that stereotypes can’t be trusted and a great educational experience is celebrated by all in the student affairs field.

When I picture the map I used to start my journey, I think of the directions I get from MapQuest—You submit the start and finish addresses, thinking you know where you’re going, but suddenly MapQuest decides to send you on the scenic route or doesn’t account for the recent changes made in the highway system. This is how my graduate school journey has been, with my pre-conceived notions serving as MapQuest and all the faculty, co-workers and fellow students serving as the way finders along the path. Fortunately for me, when I found myself lost in the prairie, I was surrounded by a wealth of these little “way finders” who guided me along and helped me discover my own direction.

Now I know I’ve not only learned so much about student development, but I’ve been able to tap into my own resources and experiences that I never realized I had. I know I can count on my professors to see what I don’t see and challenge me to that potential. I know choosing this program was one of the best decisions I could have made. And yes, I know that I love being a Hawkeye (as long as they’re not playing the Gophers).

A Look Back at the First-Year MA Student Experience
by Kristin Wurster

Greetings from the first-year MA students! We’ve got one semester under our belts and, I think it’s safe to say, have gained some “skills” in the meantime. Using a familiar model, allow me to give a brief overview of our experience...

The cohort met for the first time at our program orientation in August, demonstrating proficiency in nonverbal attending by exchanging smiles and head bobs as we did the first of many Ice Breakers. It wasn’t long before we’d committed to memory everyone’s name, undergraduate institution and assistantship... though getting-acquainted jitters had us using more silence than has become our wont in the time since! The semester took off quickly, and before long we were restating content from our readings with the best of them. (“Sherry, I hear you saying that behavior is a function of the interaction between person and environment, is that correct?”) During a mid-semester check-up, though, the faculty received a level one response to their inquiries regarding the transition to graduate school. This opened up a constructive dialogue and soon there were level four responses as we reflected feelings to one another (“I sense you are feeling overwhelmed, is that correct?”). Fortunately the faculty, through their adept use of open questions (“How might you relieve some of that stress? What can we do to help?”), were able to guide us back towards sanity. With resurgence in energy, we began to identify goals, both of a lofty nature (“As a practitioner, I shall encourage active learning, respect for individual differences, and a holistic view of the student!”) and a more basic (“I will survive this semester!”). The second-years stepped in to help us achieve the latter, offering some expertise in the form of advice, problem solving, and social outings. These bonding experiences between cohorts elicited positive reactions, such as giving us a sense of immediacy (“I hear you saying that you’re feeling better “right now”, is that correct?”) and normalizing our feelings through the second-years’ self-disclosures. Before we knew it, the semester was wrapping up and we were laughing at the discrepancy between our initial frustrations and our semester-concluding success!

Having micro-counseled ourselves through the first semester, we look with enthusiasm to the semesters ahead.
The Second-Year Students Reflect on Their Experiences and Plan Their Next Steps

by Brandy Killian

As March quickly approaches, we give you an update on the happenings of the Student Development second-years. Before classes started in the fall, we welcomed a new crop of first-year students to campus, complete with orientation, informative second-year panel, “buddy program,” and karaoke tips. No one says “we’re glad to have you here” quite like the second-year Student Development crew!

The fall semester started off quickly, with everyone scheduled for a full load of classes, and several students pursuing advanced practicum experiences. While some second-year students ventured off campus or to new offices to gain additional experience, others were brave enough to take control of their own classrooms full of first-year students, teaching the College Transitions course.

At the close of the fall semester, the second-year students looked back on quite a bit of progress in several areas, including a challenging Consultation Team Project with Health Iowa developing a training program for peer health educators. At the same time, they could see ahead to the ACPA/NASPA Joint Conference in Orlando, Florida, comprehensive exams, the job search and graduation looming large! Over the winter break, the second-year cohort celebrated successes, studied abroad, organized for comprehensive exams, and dusted off their lucky interview shoes.

With the start of their final semester underway, the second-year cohort is looking ahead. While there is still much to do, a sense of excitement and newness can be felt everywhere. On the other hand, their time together is growing shorter. For a very close-knit cohort, this last semester will come to a close more quickly than they can imagine. As graduation nears and new career paths emerge, they will look around and say thank you, and best of luck... to each other, to their wise professors and advisors, and to their first-year friends.

2nd year MA Students Partner with Health Iowa for Capstone

by Sara Stahlman and Angie Bong

Twelve graduate students, two instructors, and one project assignment from Health Iowa makes an equation for success!

Following last year’s capstoners, who developed a curriculum for RA Training, this year’s Capstone Seminar class has partnered with Health Iowa, the campus health education and promotion sector of Student Health Service. Crafting the project as a campus consultation and using problem-based teaching as its core focus, Capstone instructors Deb Liddell and Marisela Rosas sought proposals from student affairs units on campus for possible partnerships.

Health Iowa asked the class to help develop a new way to affect health behavior on campus based on recent research about peer opinion leaders. Opinion leaders are those who may not hold formal leadership roles, but nonetheless influence behavior of those around them. Other students gravitate towards these leaders and view them as people to emulate or ask for advice. Opinion leaders influence peers through everyday conversations.

We conducted a literature review about health behavior, social change theory, peer education, and opinion leadership and, in the process learned how to tap intact peer groups to identify peers they considered ‘influential.’ Based on that information, the class selected three fraternities and three sororities to conduct a needs assessment about health behaviors such as nutrition, safer sex practices, fitness, and alcohol use, to look at motivation for change, and to identify specific chapter members who were opinion leaders. And that was just the fall!

This spring, the Capstone students proceed with the actual training and, based on the results of upcoming focus groups, we’ll develop, implement, and evaluate content for the opinion leaders to provide them with knowledge and skills necessary to influence peers’ positive health behavior change. While we hope for some short-term success and will evaluate the project at the end of the semester, health behavior initiatives often do not produce measurable change for a significant period of time. Lit reviews, survey design, focus groups, curriculum planning, training, evaluation: this has been a year of pulling together big concepts. As emerging student affairs professionals, we will use this experience as a springboard into practice.
On Becoming a Scholar
by Sherri Edvalson, 1st year SAAR student

During one of my campus visits last fall, a faculty member offered a valuable piece of advice about leaving the work world to pursue a PhD. He said I sounded as though I was comfortable in my work and my community, that I had built a cache of good will, and had a solid professional and personal network. He also listened to me say that I aspired to be a senior student affairs officer. He told me that in order to realize my goal and to grow intellectually and personally, I needed to seek a new community and prove myself all over again.

I found this new community in the SAAR PhD program at Iowa. My peers in the first-year cohort understand this transition. We packed our belongings, uprooted our families and left our old communities to build a new one with one another. We spent our first few weeks settling into our offices, finding our way around campus, and learning where to get the best lunch deal. All of these tasks were made easier with the support of the current students and the faculty. Unlike my assumption that I would have to “sink or swim” to make it through my first year, the returning SAAR students offered advice on time management and building a relationship with our advisors, shared their current research projects and suggested ways that we could get involved while focusing primarily on the rigors of doctoral coursework.

The Graduate Student Development Association offers us the opportunity to collaborate with the Master’s students in service learning and committee projects as well as enjoying social time together. The Master’s students work in various campus offices and remind us about the challenges that undergraduates face in our classes together. We also have the opportunity to be mentors in our Teaching Assistantships and research projects.

Our first doctoral seminar, Current Issues in Student Affairs, affords us the opportunity to build on our coursework by hearing multiple perspectives on common issues. It is the ideal place to reflect on our past experiences and discover new interests for possible dissertation topics. We are encouraged to keep abreast of daily higher education news and apply our class readings and conversations to these issues. Most important, we are charged with the responsibility to formulate informed opinions and share them with the group.

Last December, I attended a graduation reception for SAAR PhD graduates, Tricia Seifert and Angie Kellogg. Tricia quoted the phrase, “It takes a village” as she thanked her peers, professors, and family for guiding and supporting her through her PhD program. I think I’m starting to understand what she means and am grateful to have found my village at Iowa.
Global Experiences Add New Dimensions to Graduate Work for GPSA Students

Haggis and Higher Education
by Lucas Christian, 2nd year MA student
Each year, faculty from Clemson University’s Higher Education program lead a study abroad class through the United Kingdom. Last summer I took advantage of this opportunity to travel and study in Scotland with nearly 30 graduate students from across the US. I was the lone graduate student representing The University of Iowa, and one of the few group members who had never been abroad.

For 12 days I toured Scotland’s major cities, fishing villages, and universities. My traveling companions and I were fortunate to visit five different universities and meet with faculty, students, and staff at each one. When not examining the Scottish higher education system, we spent our free time enjoying the Scottish culture and heritage. I’m proud to say that I ate haggis, toured ancient castles, enjoyed true Speyside single malt scotch, visited all 18 holes at the birthplace of golf, and experienced my first international football game.

I was surprised that the highlight of my trip was being able to reflect on my first year of graduate school at The University of Iowa in the Student Development Program. Each evening I spent hours with my study-abroad classmates sitting over a pint and comparing the higher education systems in the US and in Scotland. The knowledge I gained during my first year of graduate school fueled my interest in these evening discussions and caused me to get lost in chats about the ideal higher education system. I found it interesting to watch graduate students from different graduate programs employ higher education and student development vernacular as a common language. It’s odd that leaving the borders of the US encouraged me to engage in such interesting discussions about the higher education system in the US. You might be surprised by how much you can learn about US higher education as a whole when you have something to compare it to. I know I was!

A Summer in Europe
by Karen Eilers, 2nd year MA student
Last summer I accompanied 17 University of Iowa undergraduates and a marketing professor on a study abroad experience to London and Paris! It was an incredible opportunity. We stayed in London for 10 days and Paris for 7 days in May and June. While the professor and students were occupied with class, I coordinated out of class experiences for students with the help of Accent, our study abroad partner. London and Paris were our classrooms! We visited Wimbledon, Greenwich, EuroDisney, and the Paris Commercial Service for class assignments. It was amazing to see students making immediate connections between their learning and their experiences. Of course, we also visited lots of museums, restaurants, and other landmarks just for fun.

I was able to participate as part of a year-long practicum in the Tippie College of Business Undergraduate Program Office. I requested to go along based on my developing interest in study abroad programs. I think study abroad provides fascinating opportunities for academic affairs and student affairs partnerships. At the same time, it provides students with a wealth of experiences that can be challenging and growth-inducing. I am very grateful for the opportunity to experience this first-hand with a group of students. It was great to see them learning, having fun, and maturing right before my eyes, not to mention seeing the Louvre and the British Museum!

Winter Break in Italy
by Tina Arthur, 2nd year MA student
Buongiorno! Instead of spending my winter break enjoying the relaxed atmosphere that is Iowa City when students are away, I traveled through Italy visiting and studying in Florence, Rome, Sienna, and Venice, Italy. I spent most of my break with a group of masters and PhD students from Kent State University examining the internationalization of higher education in Italy. We compared and contrasted American and Italian systems of higher education and studied established American study abroad programs in Florence and Rome. We held class in Kent State’s historic Cerchi building near the center of Florence and heard guest speakers from many American and Italian institutions. We visited the European Institute and the University of Florence to better understand the Italian system of higher education. We visited Georgetown University’s Villa in Fiesole, St. Mary’s College in Rome
and spoke to many influential members of the Association of American Colleges and University Programs in Italy. The trip wasn’t all work and no play, however. We explored the sights in Florence, Rome and Sienna, and spent a day in Venice just for fun.

My two weeks in Italy were an education in Italian politics, student services abroad and the art and history of the Renaissance. We visited the Uffizi Museum, the Medici Villas, the Ponte Vecchio, the statue of David, and the Duomo in Florence. We saw the Colisseum, the Pantheon, the Forum, the Vatican, St. Peter’s Basilica, and the Trevi Fountain in Rome. We were awed by art and architecture in many churches throughout Italy. We sipped Italian wine, dined on delicious pasta and enjoyed gelato for dessert. It was a cultural and educational experience that I won’t soon forget and encourage others to try! Ciao!

2nd Year MA Student Named Obermann Fellow

*by Patrick Rossmann*

Over the winter break (Jan. 9-15, 2007) I participated in the Obermann Graduate Institute on Engagement and the Academy, a one-week institute for UI graduate students to discuss how civic engagement can be merged with teaching and research. I was among 15 graduate students representing different disciplines across campus. Throughout the week we met with UI faculty, administrators and community service providers and discussed the issue of engagement and how it can enhance student learning and serve the community. One of the objectives for the week was for each member to develop a project that reflects the methodology and theory we discussed. My project was incorporating a service component into the College Transition course. The goal of this experience would be to connect students to the greater Iowa City community as well as the University.

I had a great experience being a part of the Obermann Institute. I got the most out of being in the room with the other participants and talking about the idea of engagement from so many different perspectives. Part of the challenge was finding a common language among disciplines as varied as rhetoric, communications and art history. I am particularly interested in service-learning pedagogy and this was a great opportunity to learn and be a part of the discussion from a student affairs perspective. A main point of this week was that public engagement unites knowledge and practice. As someone entering the student affairs profession, this is an important lesson to remember. The week served as a highlight of my graduate experience at Iowa.

Graduate Student Development Association: Year in Review

*by Dave Merry, GSDA President*

Hello, students, graduates, and friends of the University of Iowa Graduate Programs in Student Affairs! This has been an exciting and eventful year for the members of Graduate Student Development Association, and we’re looking forward to the events and activities still to come this semester. Some of the opportunities we have taken part in so far include:

- Programming for new student orientation
- GSDA BBQ / Semester Kickoff
- Homecoming Social
- Funding to attend the ISPA Annual Conference
- Community service with Habitat for Humanity and Dance Marathon
- Panel discussion about difficult dialogues with college students
- Halloween party and costume contest
- Spaghetti dinner at Deb Liddell’s

These events were made possible through the hard work of our programming committees, who continue to
The Cornerstones of the Program: Recognizing Decades of Service from Our Departmental Secretaries

Reta Litton and Ginny Travis have served the Department of Counseling, Rehabilitation, and Student Development for 40 years and 39 years, respectively. Their commitment to the department affects students and faculty every day. Melanie Guentzel, 5th year SAAR student said, “Ginny and Reta are excellent resources for students. When I was working on campus, they either knew the answer to the questions or knew just whom to call. Now that I am away from campus, they still help me stay on track and are usually my first call when I need help navigating the University.” Their knowledge and wisdom have carried many a student and faculty member through the years, and they are truly the cornerstones on which the CRSD department functions. Chair of the department, Dr. Dennis Maki said it well, “Reta and Ginny have for more or less forty years provided continuity, institutional memory, counsel and advice to faculty and students alike. They serve as both the heart and reality check for our community. On behalf of all of the members of our Departmental community past and present I would like to express our gratitude and appreciation for all they represent and have done for and with us. We are better because of them.”

I am proud to have been part of an organization that has done so much to support its members. A special thanks to the committee chairs, executive members, and our faculty advisor, Liz Whitt. The current students would also like to thank all of the graduates who built such a strong foundation for GSDA -- now 31 years old -- and who have made Iowa a name to be reckoned with in the student development and higher ed worlds.

If you would like any more information about GSDA, please visit our website: http://www.uiowa.edu/~gsdaweb.
“APPLAUSE PLEASE”

Each year students, faculty, and staff of GPSA are participating in a wide range of programs and conferences, and producing many publications as well as being recognized and honored for many diverse and outstanding contributions to the field. Let’s congratulate all those who are making a meaningful impact as practitioners and researchers.

Kayla Haptonstall was named Outstanding MA Student 2006. She works as a Hall Director at University of San Francisco.

Patrick Rossmann (2nd year MA) is Fellow of the Obermann Graduate Institute on Engagement and the Academy and was honored as the 2007 Outstanding Student Organization Advisor for his work with Night Games.

Angela C. Kellogg (SAAR) is the recipient of the Burns B. Crookston Doctoral Research Award for her dissertation “Critical Incidents in the Racial Identity Development of Multiracial College Students.” She will be recognized at the 2007 ACPA/NASPA Joint Conference in Orlando, FL.

Tricia Seifert (SAAR) published a co-authored piece with Ernie Pascarella, Nick Colangelo, and Susan Assouline on the effects of honors program participation on experiences of good practices in undergraduate education and learning outcomes in the Journal of College Student Development.

ISPA 2006 Honors: Tina Arthur and Patrick Rossmann (2nd year MA students) presented sessions at ISPA, and Sherry Watt delivered the keynote speech. Sara Stahlman and Brandy Killian (2nd year MA students) received 1st place in the ISPA Case Study Competition; Angie Bong and Lucas Christain (2nd year MA students) received 2nd place. Brooke Hansen (2nd year MA) was named ISPA Scholar.

Mike Venzon (SAAR) is President-Elect of ILOWA AHEAD (the Iowa and Illinois chapter of Association on Higher Education and Disability).

Marisela Rosas (SAAR) received the ACPA Commission on Student Involvement Research Grant for her dissertation.

Angie Bong and Lucas Christain (2nd year MAs) were awarded William (Bill) J. Brennan 2006 Graduate Assistant Fellowships at the 2006 Annual Meeting of the Association of Fraternity Advisors. The fellowships are sponsored by the National Order of Omega.

Kathy Goodman (SAAR), Jamie Jorgensen (EPLS-Higher Education), and Tricia Seifert (SAAR) presented “How Do Race and Socioeconomic Background Influence Experiences of Good Practices in Undergraduate Education” at the Association for the Study of Higher Education’s annual conference in November 2006.

Kathy Goodman (SAAR), Jamie Jorgensen (EPLS-Higher Education), Tricia Seifert (SAAR), Jenn Laskowski (SAAR), and Charlie Blaich (Wabash College) presented “How Do Race and Socioeconomic Background Influence Experiences of Liberal Education and Good Practices in Undergraduate Education” at the annual meeting of Association of American Colleges and Universities in January 2007.

In the summer of 2006, Kathy Goodman (SAAR) and Ernest Pascarella published “First-year seminars increase persistence and retention: A summary of the evidence from How College Affects Students” in Peer Review, 8(3), 26-28.


Melanie Guentzel (SAAR) and Becki Elkins Nesheim (SAAR graduate) published their New Directions for Student Services sourcebook, “Supporting graduate and professional students: The role of student affairs.”

Melanie Guentzel (SAAR), A. Gansem-Topf, L. Ewing-Ross, and Becki Elkins Nesheim (SAAR graduate) presented a poster at ASHE: “Identifying and meeting the needs of doctoral students: A role for student affairs?”

Melanie Guentzel (SAAR), Becki Elkins Nesheim (SAAR graduate), Angie Kellogg (SAAR), Elizabeth Whitt, and C. Wells presented a paper at ASHE: “Outcomes for educators of student and academic affairs partnership programs.”
Reflections from Our 2006 MA Graduates

The first year out of a graduate program can be an exciting, refreshing time for many students as well as a time of new challenges. Several of the SDP’s 2006 graduates take a moment to reflect on their first year as a student affairs professional by responding to the question, “What is the most important thing you’ve learned in your first year out of graduate school?”

**Mark A. Baccei**, Hall Director, University of Wisconsin - Eau Claire

I am part of a department that is working to integrate student development into the everyday process. My personal challenge has been to intentionally highlight, even to myself, how I am using my education to better my performance. I also have come to appreciate the friendships that I formed with my cohort. Our random mass emails to each other have helped to save my sanity and provide me with insights to other professionals’ work.

**Jonathan Sexton**, Hall Coordinator, University of Iowa

My first year out of graduate school has been a fairly smooth transition. I’ve learned that it's important to be attentive to personal balance, particularly working in a housing position where you can easily get student contact at any hour of the day.

I've made it a point to keep up with my professional memberships and continue to seek ways to get involved with committees and commissions outside of my immediate campus environment. The involvement I have with various conferences has helped me to expand my professional network and to continue to think about important concepts in the field. Overall, the most important thing I've learned after graduate school is that you’re never really done learning.

**Erica Geers Bontrager**, Director of Student Activities and Leadership Programs, Iowa Wesleyan College

The most important thing I learned in the past year is something I actually learned in graduate school; in my first year, I further learned the importance of setting goals and reflecting on my experiences. It can be easy to fall back on “this is how we did it last year,” particularly when the students in the organization were part of the previous event or program.

I try to push myself and the students with whom I work to set new goals and find ways to effectively assess whether or not we reached them. There are a lot of things for a new professional to take in during the first few months of a new position: campus and office cultures, the intricacies of a new position and the duties it involves, and transitioning from the classroom into a full-time job, among others. Goal-setting and reflection have helped me navigate each new challenge and I am sure I will continue to rely on them throughout my career.

**Scott Graves**, Financial Aid Advisor, University of Denver

The world is changing: don’t hold on to outdated expectations. When shopping for airplane tickets, be early, be prepared, and take the first offer that looks good. The concepts are simple, but I was holding old standards to vastly changing airline industry. I was hoping for a better deal. I learned the hard way several times by holding on to outdated expectations.

**Bill Huff**, Residence Life Staff, Brandeis University

When I reflected on the many interactions I have had with students and other members of the campus community at Brandeis both positive and frustrating, a common thread emerged. The most important thing I learned my first year out of graduate school is the most important work student affairs professionals do is engage students in authentic, honest, and deep conversations about who they are and what they hope to learn and achieve while at college and in life. It means encouraging students to take initiative for their own journeys. I work with parents more than I ever thought I would. I find it important while I urge parents to step back from their children’s lives, I encourage students to step forward and learn to advocate for themselves.

There will always be meetings and committees that do not need to meet or even exist and our schedules will always feel overworked. But when I reflect on those experiences during which I felt I made an impact on students and have learned about myself, they have been rooted in those deep engaging dialogues. I wouldn't have been able to bring my full self to those conversations without the skills and knowledge I gained at Iowa not only in the classroom, but in my assistantship and practicum. I have learned being authentic is important in the work we do so students can see that being yourself while hard, is something to be commended and strive for. As the months turn into years and institutions and positions evolve, these deep dialogues remind me why we work the strange hours and put so much of our hearts and energy into our daily tasks; because we make a difference and enjoy doing it.

**Kenny Wheeler**, Assistant Director of Admissions and Coordinator of Multicultural Recruitment, Augustana College

As a big fan of the television show, “The Office”, I witness each Thursday evening the nature of the office culture and how individuals manage relationships within the workplace. While I find the show painfully funny, I cannot say that I’ve taken many lessons away from a show in which the boss believes he is the fountain of business wisdom.
the other hand, my new professional role has provided me with valuable lessons that can be applicable to anyone in a new position.

As Coordinator of Multicultural Recruitment at Augustana College, I have had to pay close attention to understanding the current student population, the feelings of graduates on the issue of campus racial diversity, and the disconnect that the Hispanic/Latino and African-American communities have with Augustana. Each of those groups has a role in how I’ve designed our recruitment efforts. Therefore, it has been important to understand the mission and recent history of Augustana, the relationship the institution has with the Quad Cities community and the history of my position and its impact on campus racial diversity.

While developing and managing relationships with different groups is important to my position, there are lessons that underlie such work. I think it is important to always ask questions, be open to learning about your workplace and the individuals/groups you will work with, and to take time to research and understand whom you’ll be working with. Approaching your work with those lessons in mind will help you to gain a good grasp of the institution, campus culture, and students with whom you’ll spend much of your time.

Two More Students Join Ranks as SAAR Program Graduates

Paul Umbach, Ernie Pascarella, Tricia Seifert, Angie Kellogg, and Deb Liddell

Congratulations to Tricia Seifert and Angie Kellogg for successfully defending their dissertations last fall and being the 3rd and 4th graduates of the Student Affairs Administration and Research program. They graduated on Friday, December 15th, 2006. Below is a summary of each of their dissertations and a few personal comments.

Tricia Seifert, PhD, 2006

My dissertation focused on the effects that college major and its context plays on alumni development of competencies necessary for success in the 21st century knowledge economy. I used hierarchical linear modeling analysis techniques on a multi-institutional sample of over 14,000 four-year college and university graduates to examine this relationship. Drawing on the extant literature of knowledge economy competencies, I was interested in the effects of college major on alumni self-reports of college impact on the development of the following knowledge economy competencies: leading and communicating in groups, cognitive problem solving, intercultural understanding, and lifelong reflective learning.

Working on the Wabash National Study of Liberal Arts Education was a critical part of my doctoral experience. I was able to apply what I was learning in the classroom to an actual research study as it progressed from an idea to data collection and analysis. I am fortunate to be able to continue my work on the Wabash study as a postdoctoral research scholar. In this position, I work with Ernie Pascarella and the research team at UI as well as researchers from the
Center of Inquiry in Liberal Arts Education at Wabash College, the University of Michigan, and Miami University. My primary responsibility is to facilitate the data analysis of the quantitative portion for this mixed methods study.

Outside of the research realm, I have had the opportunity to try my hand at teaching. I was lucky to have had teaching assistant experiences while in my doctoral program but this is the first time that I am teaching my own graduate-level course. The Research Process and Design class has been a wonderful way to combine my interest in research with my interest in teaching. This has been an immensely rewarding experience in that I find being in the classroom totally energizing.

In my out of work time, I am working with a group of community women to bring the Girls on the Run program to Iowa City. Girls on the Run is a national nonprofit organization with the mission of educating and preparing girls for a lifetime of self-respect and healthy living. Getting excited to run with the girls has jump-started my own training. I have begun to train for this summer’s Grandma’s Marathon in Duluth, MN.

I feel so fortunate to have had such an amazing doctoral experience - from great faculty to great colleagues. I could not have asked for a better learning environment. It motivates me to want to create an equally rewarding learning environment for the graduate students in my class and for those who I work with on the Wabash study.

Angela C. Kellogg, PhD, 2006

My dissertation research was a qualitative study that focused on multiracial college students. Multiracial individuals represent one of the fastest growing segments of the population in the United States. However, despite the growing presence of multiracial youth in colleges and universities across the United States, relatively little is known about multiracial students within the context of higher education. An exploration of critical incidents provides a unique lens in understanding how experiences and interactions contribute to the construction of multiracial identity within the college context.

This study explored how critical incidents shape multiracial college students’ understanding of their racial identity at predominantly White institutions. Using a phenomenological perspective, the study sought to answer the following research questions: (a) How do multiracial students understand their racial identity?, (b) What critical incidents have shaped that understanding?, and (c) What significance do these incidents have for students? Participants included 14 multiracial undergraduate students from two predominantly White institutions in the U.S. Midwest: a private liberal arts college and a regional comprehensive university. Data were collected through interviews, focus groups, and journals in which participants reported incidents related to their racial identity.

The results of the study will be presented at the 2007 ACPA/NASPA Joint Meeting in Orlando. In addition, numerous implications for higher education practice, teaching, and research are offered to help educators develop supportive and inclusive campus environments for the growing population of multiracial college students.

On a personal note, my family and I moved to Wisconsin after my partner accepted a position as Registrar at the University of Wisconsin-Stevens Point. I work in the Student Academic Advising Center at UWSP, and thoroughly enjoy working closely with college students again. I am also engaged in various projects, including writing a chapter in a New Directions monograph on multiracial college students, and co-authoring a book on student affairs and academic affairs partnerships with other members of the Boyer Partnership Assessment Project. In addition, I continue my active involvement with ACPA, having served as the Chair of the Multiracial Network, and serving as the Research Award Chair for the Standing Committee for Multicultural Affairs. Although my family and I live “up north” now, we will forever be Hawkeye fans and huge advocates of the UI Graduate Programs in Student Affairs!

Albert Hood Distinguished GPSA Alumnus/Alumna Award 2006

The 2006 recipient of the Hood Award was Darlene Biggers. Dr. Biggers received her Ph.D. in Counselor Education from the University of Iowa. She has served as the Associate Vice President for Student Services at the University of Houston-Clear Lake (UHCL) since September 1994. Dr. Biggers has been active in both state and national professional organizations with over twenty-five conference presentations. The Albert Hood Distinguished GPSA Alumnus/Alumna Award is given each year to a GPSA 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 2007 ACPA/NASPA Joint Meeting on Monday, April 2nd, 2007 from 7:30-9:00 PM in the Harbor Beach room at the Marriott in Orlando, FL. Our program will begin at 8:00 PM.

Al Hood Update

Al and Jean are staying busy! Al completed the fourth edition of his book on psychological testing with a colleague and Jean continues to volunteer as manager of Hancher Showcase, a gift shop at their performing arts complex.

They will be unable to attend ACPA this year but send fond wishes to our graduates.
Where are they now? Updates from GPSA Alumni

1971

Anthony (Tony) Kuznik graduated in 1971 (at least that is what is on his ring) with a Ph.D. After graduation, he worked 2 years with ACT, 14 years as Vice Chancellor at the University of Minnesota, Crookston and 18 years as President of Hibbing Technical and Community College. He is in his 3rd year of retirement. He is doing a lot of consulting, is on the local school board, and serves on the city zoning and planning commission, the county public health and social service committee, and the county community development committee. He has also traveled as much as possible—England, Portugal, Spain, France, Italy, Estonia, Russia, Finland, Sweden, Denmark, Germany and the states from Florida to Alaska (great fishing each fall). Next month he will be in Honduras for a mission trip and in June he will travel to Turkey, Croatia, Greece, Italy, etc. He has a 12 year old daughter who travels with he and his wife. Retirement has been extremely busy, but he misses the college life.

1973

Paul H. Jones holds the M.A. in College Student Personnel (1973) and the Ed.S. in the same program (1979). Prior to his current position as Associate Director of Admissions at the University of Wisconsin - Whitewater (eleven years), he was Director of Student Services (15 years) at the University of Wisconsin Waukesha. He held two other positions prior to coming to Wisconsin. Amazingly enough, after over 30 years in higher education he is planning to retire from the University of Wisconsin System in less than a year. Prior to his graduate work, he served in the US Army and spent one year as an Infantry Officer in Viet Nam. He has been married to his best friend, Margaret, for nineteen years.

Darca Lee Nicholson received her BFA in 1971 and MA in 1973 from Iowa. She works at Mendocino Community College in Ukiah, California. She is a part time instructor of yoga, called low impact fitness (physical education), methods, and yoga for dance (theater arts). She is awaiting the March 2007 publication of the book, Body Matters. Simple Secrets for Elegant Aging. Overhead Press, POB 595, Ukiah, Ca. 95482.

1978

Jeff Stevenson graduated in 1978 with a Master’s degree from the program. He later went on and received a doctorate in 1982 in Higher Education Administration from the University of Iowa. He is Dean of Workforce Education at Gulf Coast Community College in Panama City Florida. Next year he will start a two year appointment as the President of the Florida Community College Occupational administrators. He also teaches doctoral classes in the Higher Education program at NOVA Southeastern out of Fort Lauderdale, Florida.

C. Carney Strange, M.A. (1976), Ph.D. (1978), is Professor of Higher Education and Student Affairs at Bowling Green State University where he has taught for the past 29 years. The last of his and Dorothyann’s three children, Clare (19), headed off to college this year. The other two include Martin (23), a U.S. Marine serving in Iraq, and Julia (25), a returned volunteer (Uzbekistan, 2003-2005) working for the Peace Corps in Washington, DC.

1981

Jean Lantz received her M.A. in 1981 and now works at The University of Iowa Carver College of Medicine as Director of Student Programs and Records. She has worked in student affairs in the College of Medicine since 1988. In April of 2006 in Philadelphia, she was presented the Association of American Medical Colleges’ Central Region Group on Student Affairs Distinguished Service Award.

1982

Denise Ward graduated in 1982 with a M.A. in Student Development in Postsecondary Education. She works at Macalester College in St. Paul, Minnesota as Associate Dean for Student Services. She directs the Career Development Center and Health Services as well as directs assessment for the division, oversees 4 computer labs and their staff, and serves on the crisis response team. Since graduating, Denise has worked as a Hall Director at Coe College in Cedar Rapids, Iowa, Coordinator of Student Activities at the University of Colorado - Denver, and Employment Relations Coordinator for Cooperative Education at the University of Iowa.

1983

Will Barratt received his Ph.D. in 1983 and currently works at Indiana State University as Associate Professor of Educational Leadership, Administration, and Foundations. He is Editor, with Dr. Denise Collins (former Res Life staff at The U of Iowa), of the Directory of Graduate Programs preparing student affairs professionals. He is researching, writing, and presenting on social class on campus, and on university student learning outcomes. He teaches in the same department with Dr. Mary Howard-Hamilton who was in class along with him at Iowa his first semester as a Doctoral student and her first semester as a Master’s student. He is the Holmstedt Distinguished Professor at ISU for the 2006-2007 academic year.

1985

Mark Shimota graduated with his M.A. in Student Development in 1985. He works as Assistant Director of Academic Advising at St. John’s University in Collegeville, MN. Mark is married to Lesley Knox (’85 UI grad) and has five children. He enjoys running, skiing (both downhill and cross-country), sailing, hiking, and spending time with family.

1986

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Carol Lytle graduated from the Student Affairs program in December 1986 with an M.A. She has had varied responsibilities at several schools, and never regretted her decision to start a second career (first one was music ed). She is the Director of Career Services at Buena Vista University in Storm Lake, and she is in her 6th year in that position. It’s a one-professional “shop,” but that will be changing soon. A new position will soon be created for an Internship Coordinator, and it’s needed! Carol is also President of the Iowa Association for Internships and Cooperative Education (IAICE).

1988
Lucy Wall completed the MA in postsecondary student development in 1988. She is the Assistant Dean for Admissions at the University of Wisconsin School of Medicine and Public Health MD degree program. She administers the application and selection process for each entering class, advises future and unsuccessful applicants, and represents the selection perspective within the educational process. They review about 3500 applications per year for a class size of 150. The many legal and political challenges in MD admissions make the work interesting and dynamic.

1989
Maureen K. Lienau graduated in 1989 with a Doctorate in Education (Student Development). She works at Ashford University as an Instructional Specialist in Academic Affairs and teaches academic courses on-ground and online. Her spare time is spent volunteering at the Quad-City Greyhound Adoption Center, Mississippi Valley Girl Scouts and leading Sierra Club outings/hikes. She has also served on The University of Iowa Alumni Association Board of Directors for the past 6 years and that has clearly enhanced her knowledge of the value of her degree from this great university. When she sees all the advances in educational programs, national leadership and the beauty of the campus and the physical plant, it is truly awe inspiring. But most inspiring is the quality of the faculty and staff that work at The University. She hopes that current students realize the quality of education they are receiving in such a fine setting.

1990
Guy Davis received his Master of Arts in Student Development in Higher Education in December 1990. He is Director of the Career Center at Towson University in Maryland. He is a candidate for the Doctor of Education in Higher Education at the University of Illinois, Urbana-Champaign and hopes to complete his dissertation by May of 2008.

1993
Diana Wilson received her M.A. in Student Development in Postsecondary Education with a counseling emphasis in spring 1993. She is at the University of Arizona working as Major Exploration Coordinator, advising undecided students, coordinating and teaching major exploration classes and training advisors. She lives in Tucson with her husband and two sons, Stefan, 3 1/2 and Finn Erik, born in August of 2006. She and her family are planning to move to Iceland this fall for a two year stay; her Icelandic husband is homesick after 15 yrs. in the U.S.! Her email address is dwilson@email.arizona.edu.

1994
Dean Kesler graduated in 1994 with a Masters in Student Development in Postsecondary Education. Dean works as a Business Systems Analyst at Great Lakes Educational Loan Services in Madison, WI. He and Michele are still happily living in Madison with their two dogs. He did his first triathlon last year and will be doing Ironman Wisconsin in September 2007. In between workouts he occasionally finds time to play in a rock band (three times thick), finish the trim in their house (3 years and counting) and cook (brunch is still his favorite).

1995
Kathy Wieland graduated in 1995 with her MA from the SDP. She works at Iowa State University in Ames, IA as Director, Business Career Services. She is happy to serve as a contact for anyone exploring employment or further study at ISU.

1996
Steve Hubbard graduated in 1996 with a M.A. in College Student Development. Steve received his Ph.D. in higher education from New York University in 2006 and works at NYU as Clinical Assistant Professor and Coordinator of the M.A. Program in Higher Education & Student Personnel Administration. Steve’s research focus is on student learning, faculty development, and LGBT college students. He is working on several projects on faculty attitudes at minority serving institutions and instructional practices in the undergraduate classroom. Before coming to NYU, Hubbard worked for ten years as a student affairs administrator at The University of Iowa and Hamline University. He is coordinator of the Steinhardt master’s degree program in higher education.

1997
Barb Sell Winters graduated in 1997 with an M.A. in Post-Secondary Student Development. She works as an Internship/Career Counselor in the Career Development Center at Hamline University in St. Paul, MN. She has one child, a son, and is expecting her second child in May 2007.

Martha Greer received her M.A. in Student Development in Post Secondary Education in December of 1997. She is the International Studies Coordinator at The University of Iowa, providing oversight for an interdisciplinary B.A., M.A. and certificate programs.

Rosalyn Eaton-Neeb is a 1997 graduate of the Ph.D. program. She is working at St. Olaf College in Northfield, MN as Associate Dean for First Year Students. She started this position September 1, 2006 after doing a three-year
“stint” as director of the St. Olaf alumni and parent relations program. She learned a considerable amount by working in the advancement division and feels fortunate to have been able to gain that knowledge and experience and then return to her first love (student affairs) on the same campus (St. Olaf is her alma mater). She is enjoying her current position and finds that it’s definitely more “family friendly.” She has two young boys - 4 years and 2 years. They keep her humble.

Tracy L. Davis graduated with his Ph.D. in 1997. He is an Associate Professor and Program Coordinator of the College Student Personnel Program at Western Illinois University. He acquired an outstanding education in the Student Affairs program and attributes much of his success as a scholar to the quality mentorship he received from Dr. Liddell and Dr. Hood during and since his time at Iowa.

1999

Joan M. Krush, M.A. 1999 (SDP) is an Academic Advisor in the Department of Biochemistry at the University of Nebraska-Lincoln. She works with nearly 300 undergraduate advisees in the College of Arts & Sciences as well as the College of Agricultural Sciences and Natural Resources. Joan was recognized by the college for Superior Academic Advising in 2006 and recently received an award from the UNL Parent’s Association for “Significant Contributions to Students.”

Gabriela Rivera graduated from SDP with her MA in May 1999. Her maiden name is Claudia Gabriela Gomez Cruz. She married Diego Rivera and has 2 children, Omar and Isabel Amelie Rivera. She works as Multicultural Affairs Coordinator for Opportunity at Iowa.

2000

Brian Marth graduated in May 2000 with a SDP Master of Arts degree. Brian now works at Columbia College Chicago as Associate Director of the College Advising Center. In 2003, he and his wife (Nicole) bought a home in LaGrange Park, Illinois.

Jamie Berman Schiffman received her MA in Student Development in Postsecondary Education in 2000. She got married in November, 2005, and Heather O’Neill Shows (MA-SDP, 2000) was one of her bridesmaids! She serves as the Associate Director for New Initiatives at the Rutgers University Hillel in New Brunswick, New Jersey. She recently accepted a position at the Hillel’s Schusterman International Center in Washington, DC, to serve as the Assistant Director for Professional Development and the Jewish Campus Service Corps Fellowship. She will begin that position in July of 2007.

Heather O’Neill Shows received her MA in Student Development in Post-Secondary Education in 2000. She is the Director of Scholarships at Vanderbilt University in Nashville, TN. She got married last May to Ken Shows, a Vanderbilt University graduate and Associate Director of Admission at Vanderbilt. Oddly enough, they’re the 4th marriage to come out of the Vanderbilt Office of Undergraduate Admission, but the only ones crazy enough to still work together.

Wendy Shoemaker graduated with a Master’s degree in May 2000 (Student Development in Post-Secondary Education). She is working as Assistant Director of the University Career Center at the University of Kansas. Since graduating, she’s gotten married (formerly known as Wendy Bequeaith). She’ll be at this year’s joint ACPA/NASPA meeting and would love to connect with some other alums of the program!

Kristi Leonard graduated in 2000 with her M.A. in Student Development in Postsecondary Education with a minor in Higher Education. She works at Waldorf College in Forest City, IA as Assistant Professor of Wellness and Wellness Director. She worked for the Luther College (Decorah, IA) Departments of Residence Life, Wellness, and Student Activities for five years after graduating from the University of Iowa. While working at Luther full-time, she attended the University of Northern Iowa part-time and earned a second Master's degree in Community Health Education. She is in her second year at Waldorf College. She loves what she does both in and out of the classroom and is looking forward to creating a study abroad experience in Merida, Yucatan, Mexico for Waldorf students. She received grant funding to travel to Merida this May and will plan to take students on a study abroad excursion in May of 2008. She is also very involved with the National Wellness Institute. She is a member of a task force on behalf of the NWI that has been charged with creating a process for credentialing Undergraduate and Master’s level programs that produce Wellness Specialists.

Rob Umbaugh graduated in 2000 with his M.A. in Student Development in Postsecondary Education. He is working at the University of Northern Colorado as Coordinator of Academic Services in Housing & Residence Life. He married Jana Schwartz, also a 2000 graduate from the SDP, and they have a son, Cooper.

2001

Ellen Sunshine graduated from the Student Development Program (MA) in 2001. She is an academic advisor in the Martin Luther King Jr Program at the University of Minnesota. Last year she won the Gordon L Starr award for outstanding service to students.

Amy Bartachek graduated in 2001 in Student Development for Post Secondary Education. She works in the University of Iowa Tippie College of Business as Assistant Director for Programming. After graduation Amy worked for a year at Iowa State University in the College of Family and Consumer Sciences as an Academic Advisor. She joined the College of Business staff in 2002 and works with Early Admission Program Students, Business Learning Community,
Student Organizations, Leadership Programs and also teaches a course called Foundations of Business. She and her husband Phil have two sons, Ethan, 3 years old and Lucas, 8 months.

**Kelly (Behmer) Neumann** graduated from SDP in 2001. She works at Marquette University as Coordinator for Residence Life Programs. After graduating, she moved to Milwaukee for a hall director position at Marquette University. She then took a position as the Coordinator for Student Organizations and Leadership and in mid-January started her current position in residence life. Kelly got married in November of 2005.

**Amy Engelmann** graduated from the MA program in 2001. She was recently promoted from Program Assistant to Educational Adviser at the University of Iowa College of Public Health. Amy, her husband Eric and daughter Mallory, recently welcomed a son to their family, Kepler Engelmann, born January 3rd, 2007. Amy is a member of the National Association of Graduate Admissions Professionals, and the Association of Schools of Public Health Student Services Council. She’d be very interested in hearing from other alum who work with graduate/professional students or are involved with research on the graduate/professional student population.

**Belle Vukovich Kenoyer** graduated May 2001 with an MA in Student Development in Post-secondary Education. She works at Alverno College in Milwaukee, WI as an Academic Advisor. Last June she went to Yosemite with her partner (Curt V. Kenoyer) and her brother for some camping. They had deer hanging out by their campsite in the backcountry and there was a bear down in the valley campsite one night! Belle’s also recently joined a Yahoo group on Social Class headed by an Iowa Alum, Will Barrett. It’s great to have conversations with people all over the country around issues of social class in our country and the implications for our job as educators!

- **Haruhi Abbas** graduated in May 2002 with her Master of Arts degree. Haruhi works at UI as an Academic Advisor. Despite having never left the UI, life has been wonderful with a lot of challenges at home with two teenage daughters. One of them will be attending the UI this fall.

- **Sara Burden** graduated in May 2003 with a M.A. Student Development for Postsecondary Education. She works at The University of Iowa as Career Advisor and Adjunct Instructor: College Transitions. Within her current position she advises business, math, statistics, actuarial science, computer science and economics majors on career related issues. A highlight of her position is having the opportunity to connect students with employers in various manners. Some examples include coordinating and running the mock interview program, serving as campus liaison for the Disney Internship Program as well as assisting in the coordination of the Des Moines Center Internship Program. On a personal note, she lives in Solon, just north of Iowa City with her husband and daughter.

- **Keith R. McCoy** graduated in May of 2003 with his M.A. in Student Development in Postsecondary Education with a minor in Higher Education. He works at Augsburg College as Senior Admissions Counselor.

- **Joe Cilek** graduated from the MA in Student Development in Postsecondary Education program in 2003. He works for Fuller Theological Seminary as Program Manager. He and his wife ran the Denver Marathon in October 2006.

- **Karina Franco** is a 2003 graduate of SDP and works at UNC Charlotte as the Faculty Associate for Recruiting and Advising for the College of Engineering. She is presenting a paper on the Leadership Academy she directs at the International Conference for Engineering Education this July in San Juan, PR. She is anxious to see folks at NASPA-ACPA this year as it’s her first student affairs conference since graduate school.

- **Liz Fitzgerald** graduated in May 2003 from the SDP Master’s Program. She works at UNC-Charlotte in the College of Arts & Sciences Advising Center as an academic advisor. She will be attending the Joint ACPA/NASPA Meeting in April and looks forward to seeing folks there!

- **Carrie Schnieders** graduated in 2003 with an M.A. in student development. She works at Augsburg College in Minneapolis as an academic advisor, after working for a year first as a graduate program coordinator at Augsburg. Augsburg has really been a wonderful place to work -- and with a new president, it's exciting right now as well. She also has the pleasure of running into her former classmate, Keith McCoy, on campus and in meetings, and several other friends from Iowa are now faculty in the Twin Cities as well. She lives in south Minneapolis with her partner, Robert.

- **Karla Carney** graduated in December 2004 with her PhD from the SAAR program. She works as Dean of Students at Cornell College. She got engaged to Eric Hall in January and will be married in a destination wedding June, 2007 in Branson, MO.

- **Mary Elliott** graduated in May of 2004 with an MA from the SDP. Since then she’s been working as a Residential College Director at Washington University in St. Louis. She loves working at WashU and continues to be amazed by her students. She’s taken on the RA Training program this year, works on assessment in her office, in addition to running her area of First year and Upperclass students and working with a live-in Faculty member. She continues to enjoy living in St. Louis, which has proved to be a great city, and actually still loves living in. She’s working on figuring out her next steps professionally, but for now is doing great.

- **Tamie Whitmore** is a 2004 graduate from the Student Development in Postsecondary Education Program. She works at Western Oregon University in Monmouth, Oregon as an Academic Advisor. In her position she works with pre-education majors, exploratory students and students on academic warning, probation, or suspension. In providing support to the at risk students she teaches the Academic Success class. In addition, she is learning Mandarin Chinese.
along with some of her co-workers in an effort to provide better support to the International Chinese students who need to use their services.

Becki Elkins Nesheim graduated in December 2004 with her SAAR PhD. She works at Cornell College in Mount Vernon, IA as Director of Institutional Research. In 2006, she co-published a New Directions for Student Services monograph with Melanie Guentzel (SAAR PhD Candidate) titled “Supporting Graduate and Professional Students: The Role of Student Affairs.” She is working on a book on student affairs and academic affairs partnership programs with Liz Whitt (GPSA faculty), Melanie Guentzel (SAAR PhD Candidate), Angela Kellogg (SAAR PhD grad, 2006), Cynthia Wells (The Boyer Center, Messiah College), and Bill McDonald (Presbyterian College). This book will outline the research findings of the Boyer Partnership Assessment Project, a multi-institutional study of 18 academic-student affairs partnership programs.

Sarah Lisa Bilbrey Park graduated in May 2004 with her MA in Student Development in Postsecondary Education. She is working at The University of Georgia as Career Consultant for the Career Center. She was married to an honorary member of the program, Mark Bilbrey. She started her career at UGA as an academic advisor and started her career as a Career Consultant this past summer. She is actively involved with the LGBT Safe Space initiative on campus and serves on the executive board. She is also trying to forge partnerships between the UGA Career Center and the international student population, as well as the LGBT student population on campus.

2005

Susie Beederman graduated from SDP in 2005 and works at State University of New York at Binghamton as a Resident Director.

Cheree L. Rawlins graduated in 2005 with her Master of Arts in Student Development in Post Secondary Education. She works at University of Missouri-Columbia as a Residence Hall Coordinator. With a colleague, she started the ACTION Committee for her department, which is a committee that focuses on professional development on issues related to diversity, social justice, and privilege. The goal is to provide professional staff with knowledge to work with student staff and residents to increase their multicultural awareness. It took a lot of work to start the committee and develop a budget to operate with. So far, the committee has been extremely successful and she is doing something she is passionate about! Cheree received the Missouri College Personnel Association 2006 New Professional Award and the Diversity STAR Award.

Christopher Stillwell received his MA in Student Development in May of 2005. Since then, he has been Director of Academic and Career Advising at the University of Wisconsin School of Medicine and Public Health. His primary responsibilities are developing and managing the integrated academic and career advising program for all 600 medical students. Also, he has worked on several ancillary projects: 1) a program to teach and assess professionalism; 2) the integration of learning communities into both the curriculum and student services; 3) using electronic portfolios to teach, assess, and document medical student competencies; and 4) an inter-institutional assessment of student engagement in the medical school learning environment.

Angie Reams graduated in May 2005 from the Student Development in Postsecondary Education Master’s program. She is still working at The University of Iowa as Director of Student Services Campus and Community Relations. She oversees an online, mandatory alcohol education course for all freshmen students admitted in the fall, coordinates the campus and community alcohol coalition, The Stepping Up Project, and is an adjunct instructor in the Department of Health and Sport Studies.

Sara Johnson graduated in 2005 with her MA degree. She works at the University of Minnesota as an Academic Advisor.

2006

Deb Barry graduated with a M.A. in 2006 and is now the Coordinator of Academic Services for the Upward Bound Program at The University of Iowa. Upward Bound is a TRIO program serving first generation and low income high school students who want to attend college. Deb develops the curriculum to deliver to the students at weekly meetings.

Alicia Russell graduated from the Student Development program in May 2006. She is the Assistant Director of Career Services at Cornell College in Mt. Vernon, IA. Alicia recently became engaged and is planning a May 2008 wedding!

Jonathan Sexton graduated with his MA degree from the SDP program in 2006. He works as a Hall Coordinator for University Housing at The University of Iowa. His position has encouraged him to further develop his identity as a Student Affairs professional. The position has also helped him continue to develop outside of his immediate environment. This year he’ll be serving on the UMR-ACUHO Programs Committee and has also started to serve as the liaison between the ACPA Comission for Social Justice Educators and the White Privilege Conference.

Ken Wheeler received an M.A. degree in Student Development in Postsecondary Education in May 2006. In July, he began working as Assistant Director of Admissions and Coordinator of Multicultural Recruitment at Augustana College in Rock Island, IL. Augustana is a 4-year, private, liberal arts institution affiliated with the ELCA (Evangelical Lutheran Churches in America). Since graduating from the program, he was married on August 5th to Jane McDermott, and they reside in Bettendorf, IA. He will also continue coaching high school track this Spring at Pleasant Valley High School in Riverdale, IA.
Erica Geers Bontrager graduated from the M.A. program in May 2006. She is working at Iowa Wesleyan College in Mount Pleasant as the Director of Student Activities and Leadership Programs. In October, she was lucky enough to get married to her amazing husband, Aaron. (Along with the marriage, she changed her name from Erica Geers to Erica Bontrager.) This January, they bought an eight week old Shiba Inu puppy named Kinnick and she occupies most of their time. Erica is looking forward to going to her first Joint Meeting for ACPA/NASPA this April.

Bill Huff is a 2006 graduate from the Student Development in Post Secondary Education program. He has spent the past 6 months in Waltham, Massachusetts (a suburb of Boston) working as a Quad Director at Brandeis University. He works with 470 first year students who consistently engage him in the learning process. On a side note, the East Coast and city life per se agree with him and he is always looking for house guests.

Meet Our Soon-to-be-Graduates!
Congratulations to the MA Class of 2007!

Tina Arthur hails from Maynard, IA and completed her Bachelor of Arts degree in Electronic Media and Journalism at the University of Northern Iowa. She worked as a college admission counselor at Drake University and Coe College for four years before returning to graduate school. She holds an assistantship in the Office of Orientation Services and completed practicum experiences in the Career Center at Augustana College, Residence Life at the University of Iowa, and taught the College Transition course. Tina recently had the opportunity to study the higher education system in Italy through Kent State University. She is seeking positions in residence life and/or orientation and would like to work in Chicago.

Angie Bong is a second year student who came to Iowa after she completed her B.A. in journalism at Butler University in Indianapolis. During her time at Iowa, Angie has worked in the Office of Student Life as a graduate assistant for both Fraternity & Sorority Life and the Student Leadership Development Program. Her responsibilities have ranged from advising Interfraternity Council and Panhellenic officers, to instructing for-credit courses, to planning major leadership initiatives, including a Student Leadership Institute and a Student Leadership Development Conference. Angie has also completed practicum experiences in residence life and as a College Transition instructor, a for-credit course for first-year students. Currently, Angie is working as an advanced practicum student with the University’s Higher Learning Commission Reaccreditation Team and a newly formed Student Success Team. When Angie is not at work or in class, she enjoys spending time with her classmates, traveling home to Wisconsin to see family and friends, and watching movies.

Lucas Christain is from Iowa and attended The University of Iowa for his undergraduate degree. Following the completion of his undergraduate degree he worked from 2003-2005 as a Hall Director in Residence Life at The University of Iowa. In 2005 he entered the The University of Iowa Student Development Program and accepted an assistantship with the Office of Student Life where he developed and implemented programs for a comprehensive Student Leadership Development Program. He also held collateral assignments with the Welcome Week Committee and co-advising Dance Marathon. He is filling an interim position as the Residence Life Manager of Operations. He also volunteers as an advisor to the Iowa chapter of Beta Theta Pi fraternity. He also completed semester-long practicum experiences in The University of Iowa's Center for Teaching and the Health Iowa Office. He is interested in positions in Residence Life, Student Leadership and Service, and Greek Life. He hopes to find a position in the Chicago area following graduation.

Karen Eilers is excited to be graduating this spring from the Student Development program. She has been working on her degree for 3 years, so she’s been around long enough to gain a lot of great experience. Her focus has been on academically-related programming. Her internships and practica have included Career Services at Coe College, the Undergraduate Program Office in the Tippie College of Business, teaching The College Transition, and a Teaching Assistantship with the Education Technology Center. After graduation, she hopes to work in areas like study abroad, academic advising, or career advising. She’d also love to have the chance to teach again. She’s looking forward to joining your ranks as an alumna soon! She’d love to meet you if you’ll be at the joint meeting this April.

Brooke Hansen is from Wyoming, IA and earned a B.A. in psychology and political communication from the University of Northern Iowa in Cedar Falls, IA. She is exciting to be graduating in May! While pursuing a M.A. at Iowa, she has worked as a graduate assistant in the Belin-Blank Center for two years, working with their University Programs doing programming and teaching a transition seminar course. She pursued a practicum at Augustana College in Rock Island, IL in the Career Center and an advanced practicum at Coe College in Cedar Rapids, IA in the Department of Service and Community Outreach. Brooke is searching for positions within driving distance of Cedar Rapids, IA, specifically in the areas of career services, service-learning and leadership, and student activities.
Brandy Killian is a second year graduate student in the Counseling, Rehabilitation & Student Development Program, focusing on Student Development in Postsecondary Education. She attended The University of Iowa for her undergraduate degree in Communication Studies and graduated in 2004. She is working as a graduate assistant in the Athletics Student Services office, helping student athletes organize and manage their academic progress and career preparation, as well as providing resources for health and wellness issues. While working towards her degree, she has completed practica in both the Academic Advising Center teaching a College Transitions course and in the Leadership & Service Office at nearby Cornell College planning a Leadership Excursion for several students to Chicago, Illinois. After graduation, she will be moving south to Atlanta, Georgia. Once there, she looks forward to furthering her interests in athletic student services, academic and career services, and leadership and engagement.

Patrick Rossmann has been a Graduate Assistant in the Office of Residence Life at The University of Iowa for the past two years. In addition to organizing education programming in the halls, Patrick advises Night Games and was selected as 2007 Outstanding Student Organization Advisor. He also participated in the Obermann Institute on Engagement and the Academy. In his time at Iowa he has taught the College Transition course and had practicum experiences at the Office of Student Life and the Center for Teaching. He received BAs in Philosophy and Communication from Boston College. Before coming to Iowa, Patrick spent two years volunteering in Washington state with the Jesuit Volunteer Corps and AmeriCorps. He is planning to move to Seattle after graduation and looks forward to taking a break from school and working full-time. Patrick is a native of Iowa City and enjoys riding his bike, listening to NPR, and camping.

Sara Stahlman is originally from Wisconsin, and arrived at Iowa with a day to spare before the program began. She did not have an assistantship, but volunteered to help coach the rowing team to gain experience working with students, and she continues that volunteer position today. Since then, she has worked all over UI’s campus. Last spring, she held an assistantship at Student Disability Services providing alternative exams for students with disabilities and also took a practicum with the Office of Student Life advising various student projects and organizations. This past summer, she interned at Colorado State University providing nighttime programs for orientation students (although her main focus was playing in the mountains). She now works for Health Iowa, teaching classes on substance abuse, nutrition, fitness, stress and time management, and sexual health. In the fall, she also taught The College Transition, a class for first year students. This spring, she also assists with the new Career Leadership Academy, a for-credit leadership program through the Career Center, and volunteers as a diversity dialogue facilitator for the Women’s Resource and Action Center. As she looks to join the ranks of student affairs professionals, she seeks a job either in Colorado or North Carolina and would like to work in health programming or leadership.

Melissa (Mel) L. Stauffer was born and raised in Waseca, Minnesota and completed her undergraduate work at Minnesota State University, Mankato. She then worked as a Hall Director at a small private college in Nebraska until beginning her graduate work at The University of Iowa in Fall 2005. While pursuing her graduate degree, Mel has remained active in Residence Life with an assistantship running one of the halls on Iowa’s campus. Additionally, she has had many opportunities for professional development through departmental committee work and involvement in the regional housing association as a member of the Upper Midwest Region of ACUHO-I Newsletter committee and Host committee, where she gained important conference planning skills that came in handy during her Pomerantz Career Center practicum. She has also worked with Iowa Bioscience Advantage, a program that seeks to increase the presence of minority students in the biosciences through student development seminars and conference participation. Her areas of interest include residence life, career development, and leadership development. Mel is searching for positions in Residence Life, and she is open to traveling anywhere for the perfect fit.

Faculty Updates

DEB LIDDELL

Being on sabbatical last spring brought opportunities for long, reflective discussions about interesting questions that have guided her recent research such as: How do we measure moral judgment? What are the outcomes associated with service learning in the classroom? How can we counter the negative presses on high school star athletes to facilitate their character in college? Deb was awarded a grant from the Iowa Measurement Research Foundation to develop a testing manual on the Measure of Moral Orientation, and worked closely with Marisela Rosas, doctoral candidate, on that project. The highlight of her year was a fall trip to South Africa and Zimbabwe through the Berkana Institute - a nonprofit leadership think-tank that was founded by Meg Wheatley. She continues her editorship of the “New Scholars, New Scholarship” column with the Journal of College and Character, and was recently elected Chair-Elect of ACPA’s Commission for Professional Preparation.
ERNIE PASCARELLA

Ernie has been busy this past year. His research with the Wabash National Study of Liberal Arts Education is well under way with the first wave of data having been collected this fall. Now the real work for members of the Center for Research on Undergraduate Education will begin. In addition to his work on this national project, Ernie has published several articles in the Journal of College Student Development. In an article titled “How College Affects Students: Ten Directions for Future Research,” he identified the need to “continue to take periodic stock of the research literature to establish where we are and where we might go.” Ernie’s suggested directions for the field have not gone unnoticed. Ernie has been asked to serve as an associate editor of Research in Higher Education with the express focus of identifying and editing articles that provide systematic reviews of areas within higher education literature.

SHERRY WATT

Sherry is in her seventh year as an Assistant Professor in UI Graduate Programs in Student Affairs. Sherry continues to do research that informs counseling and student affairs practitioners about ways to make environments more welcoming for groups traditionally underrepresented in mental health and educational settings (e.g. people of color, economically disadvantaged, women, sexual minorities, and people with disabilities). Specifically, she investigates aspects of identity development (racial identity, womanist identity, and spirituality development) that help counseling and student affairs practitioners understand themselves better, their students, and their environment. Recently, she has developed a model that identifies reactions individuals have to difficult dialogues on race, sexual orientation, and disability. Practitioners can use the model as a tool to help them anticipate defensive behaviors and devise strategies to prevent productive dialogue from being derailed. The Privileged Identity Exploration (PIE) Model will be introduced in the 2007 Special Issue College Student Affairs Journal: Difficult Dialogues: Privilege and Social Justice in Student Affairs Theory and Practice of which Sherry is the guest editor.

Lastly, Sherry has received two prestigious awards honoring both her service related to diversity efforts as well as her teaching. Namely, Sherry was awarded the 2006 College of Education’s Audrey Qualls Commitment to Diversity Award as well as she is one of the recipients of the 2006 Collegiate Teaching Award.

Recent publications:

ELIZABETH WHITT

Elizabeth Whitt, Professor in the College of Education, has served on the GPSA faculty since 1997 and holds a secondary appointment in the Higher Education program in the Department of Educational Policy Studies. In addition, she serves as co-director - with Ernie Pascarella - of the Center for Research on Undergraduate Education (CRUE). In August 2006, after 9 years as GPSA program coordinator, Liz handed the baton to Deb Liddell’s capable hands and this year serves as a Faculty Fellow in UI’s Office of the Provost. She works with the Associate Provost for Undergraduate Education on several tasks, including Higher Learning Commission re-accreditation, outcomes assessment in undergraduate majors, and undergraduate student success initiatives at UI. Liz also continues her work as Associate Editor of the New Directions in Student Services sourcebook series and as Chair of ACPA’s Senior Scholar organization.

Recent Publications and Research Reports:
GPSA Funds

The Graduate Programs in Student Affairs now have 4 funds to which donations may be made in support of GPSA students and activities. First, we have opened a GPSA 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 GPSA faculty and students by providing funds for scholarships and speakers.

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 Department 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 Kitchener, 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 deboralliddell@uiowa.edu.

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YOU’RE INVITED!

Please join us at the Iowa Friends and Alumni Reception at the ACPA/NASPA Joint Meeting Monday, April 2nd, 2007 from 7:30-9:00 PM in the Marriott Harbor Beach room. Our program will begin at 8:00 PM.

Buy a University of Iowa Graduate Programs in Student Affairs Travel Mug!
Please support GPSA and enjoy your favorite beverage in a stylish way by purchasing the GPSA travel mug for just $10. These 16 oz. mugs can be purchased at the Reception or by sending an email to Tina Arthur at tina-arthur@uiowa.edu with your name and address. We appreciate your support!

Coordinator’s Note: Rumor has it that Elvis and the Student Development String Band (Carney Strange, Jon Dalton, and Deb Liddell) will make an appearance at the ACPA Talent Show.