Moving Up, Moving On, Moving Forward
By Dr. Deb Liddell, Program Coordinator

As you know, we merged our doctoral program a year ago with the Higher Education program. The new curriculum was embraced by both faculties, approved by the Graduate College, and the inaugural class will start this fall.

The Dean has asked that we move forward on a full merger of both programs, and we are working on that now. The changes in CACREP accreditation requirements have been very problematic for student affairs preparation programs, as they are mandating movement toward a much more clinical orientation, so the timing of this move seems right to us.

This means that we will move from the Counseling, Rehabilitation & Student Development Department to the Department of Educational Policy and Leadership Studies, effective Fall 2010. It also means that the “Student Development M.A.” will become a higher education & student affairs degree. We are working hard on the curriculum to honor what each program does best and move us into new ground. We will admit our first M.A. class for Fall 2010.

It goes without saying that change is hard. If my records are accurate, we graduated our first student in 1960. That means that in 2010, we will celebrate 50 years of the Student Development Program. That was 553 alumni ago (412 M.A. graduates, 124 Ph.D. graduates, and 17 Ed.S. graduates)! We will always be “the house that Al (Hood) built” and we will take to the “4th floor” our focus on supervised practice built on sound research and theory and commitment to advance student learning. Your participation in recent alumni surveys has also informed our thinking about the new curriculum. While we are moving departments, we will continue to promote our presence as “Graduate Programs in Student Affairs” and we hope we will take your support and confidence with us.

I promise to bring you more updates as we finalize our new curriculum, and I hope that you will continue to send your talented and diverse undergraduates to study with us. As always, let me hear from you about your concerns, questions, and suggestions.

You’re Invited!

Please join us at the Iowa Alumni and Friends Reception at the ACPA Conference on Monday, March 31, 9:30pm-11:00pm. The reception is in the Gaylord National - Chesapeake 11.

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Libby Spotts, an avid sushi connoisseur and coffee snob, is continuing her collection of gifted dinosaurs (while the dinosaurs themselves are very talented, “gifted” here actually means they were given to her). Despite her silly name, the University Housing contracted her for a two year stint as the Assistant Hall Coordinator of Parklawn Hall. While this glorious reign will be coming to an end (Libby is leaving and Parklawn is laughingly lavishing the leap to becoming a living facility for lucky graduate students), Libby will be continuing her career in Residence Life. When asked where she would be headed, she simply replied, “The next person who asks me that gets one compulsory year of me ... living in their basement.”

After ending her run on Broadway in the early 2000s, Kat Pickens drifted around the UP (Upper Peninsula, for you southerners) before landing in Cedar Rapids. She worked in the banking industry for a few years but after foreseeing economic calamity, decided to get out, enrolling in the SDP program. Kat wore many hats within the program, but most vital was her role as Treasurer for Graduate Student Development Association (GSDA) where she oversaw a $643 budget and 71 as-yet unsold mugs. A graduate of Grinnell College, she fondly recounts the many hours spent riding the yellow bicycles and currently compares those experiences to climbing the yellow stairs in Lindquist. When asked for a quote, she simply stated, “You down with PCC? Yeah, you know me.”

Laura Spencer is originally from Arlington Heights, Illinois, but first came to the University of Iowa in 2001 to pursue her undergraduate degree. Laura earned a BA with Honors in History and a minor in Business Administration in 2005. Following her undergraduate career, Laura worked for two years as an Admission Counselor at the UI before returning for her graduate degree. During her time in the SDP program, Laura has held an assistantship as University Programs Coordinator at the Belin-Blank Center, where she advises and supports a group of amazing honors students. She has also completed practica in Residence Life at Cornell College, Career Services at Augustana College, and Health Education through Health Iowa at the University of Iowa. After graduation, Laura plans on moving to Minnesota where she hopes to find a position in academic advising, career services, or first-year orientation/transition programs. She is also looking forward to getting married in October to Brian Emerick (MA - 2006) a Hall Director at Augsburg College. Laura enjoys going off on tangents and laughing with her cohort, playing with her “puppy” Rudy, keeping up with her television shows, spending her weekends working at Running Wild, eating at HuHot and Z’Mariks, and running half-marathons and marathons.
Samantha DeVilbiss is originally from Davenport, Iowa. She graduated from the University of Iowa in 2005 with a BA degree in History and Anthropology, a secondary education license, and a Museum Studies certificate. She then moved back to Davenport where she taught and worked for the Putnam Museum and the nonprofit organization, MidCoast Fine Arts. During her time in the Student Development Program, Samantha has held a graduate assistantship with Orientation Services as both the Parent Program Coordinator and Assistant Student Program Coordinator. She has also worked as a practicum student with Coe College’s Department of Service Learning, the University of Iowa’s residence life department, and as a College Transition instructor. Samantha is currently seeking first-year experience, orientation, retention, or academic advising positions. Her loves include teaching, her family, art, Disney World, and Rock Band.

Holly Blosser Yoder began the Student Development in Post-secondary Education program in 2007 “fresh off the plane” from Ethiopia, where she had completed four and a half years working in relief, development, and peace. Building on her interest in diversity, Holly’s internship has been in the cultural centers, first at the Afro-American Cultural Center 07-08 and now at the Asian Pacific American Cultural Center 08-09. She has also had practica with the UI’s Office for Study Abroad, the Career Leadership Academy, and the Center for Diversity and Enrichment. In her two years in the program, Holly has sought out opportunities to hone skills in multicultural competence, teaching and counseling/advising. Committed to her Iowa community for the present, Holly is seeking jobs that combine diversity, teaching and advising within a one-hour radius of her rural Wellman, Iowa farm.

Stacy Welp is originally from the city named for King Louis IX of France, which explains her interest in both The Kingsman and the Tampa Bay Lightning. She played soccer in college - at the university named for the Paris of Oklahoma - and coached extensively after her undergraduate career and prior to coming to the University of Iowa. Stacy’s graduate assistantship is with the Pomerantz Career Center, specifically the Career Leadership Academy, a program that helps undergraduate students develop leadership and employment skills. Additionally, she is a volunteer coach for the Hawkeye’s women’s soccer team, a program that helps undergraduate student-athletes develop soccer skills. Stacy’s interests include the Charlotte Bobcats, Fountains of Wayne, and Mike Schluckebier’s dog, Jack.
Thank You Sponsors!

We gratefully acknowledge alumni and friends who have contributed to the Student Development Program and the College of Education over the recent years:

- Curt and Belle Kenoyer
- Brandy L. Killian
- Allison Benbow Kipp
- C. Carney Strange
- Darlene Biggers
- Heather O’Neill Shows
- Lucy J. Wall
- David E. Hutchins
- Terry D. Piper
- Julia Hammes Parcell
- Elizabeth M. Cole
- Jann Rudd Weitzel
- Karen Conzett
- Alyssa M. Tangney
- Debora L. Liddell and John S. Westefeld

Additionally, a big thank you goes to the Center for Research on Undergraduate Education and University Housing, sponsors of this year’s ACPA reception.

SAAR + Higher Education

In 2000, the SDP faculty developed and implemented a new PhD program, Student Affairs Administration & Research (SAAR). The SAAR program marked the inception of a formal agreement between our home department, Counseling, Rehabilitation, & Student Development (CRSD) and the Department of Educational Policy and Leadership Studies (EPLS) as the new program was a joint venture between the two. Over time, as the Higher Education program grew in faculty and students, we found that the ‘new folks’ shared many of our research and teaching interests about college students, and that our students benefited from those shared interests as well. After many discussions and some spirited debate, we have merged our SAAR program with the Higher Education doctoral program. The redesigned Higher Education & Student Affairs PhD has five areas of concentration, one of which is Student Affairs Administration. As a result, we moved the administrative home of the new PhD program to EPLS. The SAAR program will continue to exist until its current students graduate.

A similar move is currently in the works for the MA program. Watch for more details to be announced this summer. Additionally, we always welcome and appreciate alumni perspectives on these and other matters. Feel free to get in touch.
Where in the World is Al Hood?

2008 was a year of traveling for Al and his wife, Jean. Use the skills you honed with years of watching Carmen Sandiego to follow Al’s path …
1. He started out skiing in the nation’s 31st state.
2. He and Jean spent March in Leningrad (the one in the US).
3. They visited a graduating granddaughter in the state where HBO’s The Wire was filmed.
4. Al and Jean spent time at the site of the great flood of 2008 before and after flying out to the smallest (in land mass) of the four commonwealths.
5. Finally, the two Hoods spent September cruising down the longest river in the European Union.

GPSA Alum Network

We want you to stay involved with the program and there are many ways to do so. First, you can keep us updated on where you are and what you are doing. If you haven’t done so in a while, please send us the following information:
• Your preferred email contact,
• Your current institution or workplace, and
• Your position.
As that list is compiled, we can provide both you and prospective students a better view of where our graduates end up.

Second, you can join us on Facebook, the online social networking site. Dr. Deb Liddell has set up The University of Iowa Graduate Programs in Student Affairs group for us to stay connected. This can be a place where you can post position announcements and other news of interest to our alums and current student. At this point, the group is 107 members strong!

In addition, we are in the process of creating an active alumni network which will help us not only stay connected as a group, but also recruit energetic and bright new students to our programs. As you send us your information, please indicate whether you would be willing to recruit for us in passive ways (such as handing out information packets to students you think would benefit) or more active ways such as attending a grad fair in your geographical area.
Student Activism: Has It Really Changed?  
By Mike Schluckebier (Taken from UMR-ACUHO)

For some, student activism brings to mind loud, rallying protests and office closing sit-ins. Looking back at the 1960s and 1970s provides many examples of those types of student activism, two occurrences of which fundamentally altered the way professionals in higher education think and operate. The twenty-nine students from Alabama State College — those who in 1960 staged a sit-in at a courthouse snack bar — challenged the notion of due process afforded them by Alabama’s State Board of Education. Similarly, students involved in the Berkeley Free Speech Movement of the mid-1960s protested and staged sit-ins, challenging their institution’s prohibitions against constitutionally guaranteed freedoms of speech and assembly. Commonly recognizable forms of student activism, such as those above, have lead to greater protections and opportunities for students. So is the student population of today resting on the laurels of previous activists? How does the student activism of today compare to its ancestry and how can professionals in higher education encourage students to be intentionally active?

Student activism exists today in slightly different ways. Students in the 1960s and 1970s experienced oppression firsthand and were able to affect change from which students today benefit. Whereas students of the 1960s fought for free speech, students today use that freedom to speak out about injustices experienced abroad and at home. Additionally, students use innovative and technologically updated methods. Students use PowerPoint and statistics – the language of business – to push sustainable agendas (Lipka, 2006). Students also subscribe to “nontraditional activism”, methods such as lawsuits and e-mail campaigns, which may actually be more successful than previous methods, albeit less flashy (Hamilton, 2003). Still, today’s students also use the protests and sit-ins of yesterday’s students to which the reformation of Students for a Democratic Society (SDS) attests. Today’s students may be increasingly community-centered and compliant (Howe & Strauss, 2000), but they are not complacent and even rival the activism — though not always the headlines — of their predecessors.

Continued on next page, Activism ...

The Curious Case of Pursuing Doctoral Study While Working Full-time as an Administrator  
By Kristi Mindrup (SAAR/HEd)

I decided five years ago to keep my job and pursue a doctorate in Student Affairs Administration and Research at the University of Iowa. I work full-time at Western Illinois University - Quad Cities (WIU-QC) as Director of Instructional and Administrative Services. Five years ago, I wondered how I could balance demands of doctoral study with my work as a university administrator. Some days, I still ask myself that question, yet recognize a symbiotic balance between academic and professional life.

I am amazed at the strangely coincidental timing between learned course concepts and the immediate opportunity to apply new ideas in my work. A research proposal I wrote for “College Impact” turned into a piece of a collaborative proposal and $75,000 grant for a new partnership aimed at increase student aspirations, transfer and persistence to graduation between Western Illinois University - Quad Cities and Black Hawk College. This paper continues to serve as the foundation for newly expanded partnerships between WIU-QC and its community college partners.

One of my favorite experiences as a doctoral student and WIU-QC administrator was the rare opportunity to collide my worlds as part of a doctoral seminar course. Our class examined the culture, climate, and organization of Western Illinois University - Quad Cities as part of a program evaluation related to campus diversity and inclusion. The most exciting part involved a visit to WIU-QC by Dr. Sherry Watt and eight of my doctoral colleagues. We conducted focus groups with faculty, staff and students and thoroughly examined WIU-QC’s culture. Classmates offered fresh perspectives about WIU-QC while I was able to inform the process from an insider perspective. Best of all we produced a document that will provide a foundation for diversity and inclusion initiatives for students and employees for years to come.

I have mixed emotions as I begin to complete coursework and think forward to finishing my doctoral study. I enjoy the balance between work and school, even though at times the balance may be shifted too far to one side, the other, or when the scale just breaks from too much stuff on both sides. I believe I made the right choice to stay employed while working toward a Ph.D., in part because I am guaranteed a job when I graduate, but especially because of the dynamic relationship between new ways of thinking, learning, and researching combined with a real-world lab, practice, and professional experience.
Crossing the Border
By Cristi Burrill (SDP)

For anyone who has not experienced Sorority Recruitment, imagine 600 nervous, excited, and high-heel clad women travelling from chapter to chapter, narrowing down their choices, and in some cases, being “cut” from the chapter they had hoped for. There are walkie-talkies, Maxi-vans, “headquarters”, recruitment hotlines, nights of barely three hours of sleep, and LOTS of tears.

Welcome to my third week at the University of Iowa.

As an unaffiliated person, I wasn’t really sure what to expect working in Fraternity & Sorority Life. I had been a member of a small women’s social group at my undergraduate institution, St. Norbert College, so I assumed that it wouldn’t be so different ... right? Apparently I was wrong!

My first few months were more than a little intimidating, but I am proud to say that I am now almost fluent in “greekspeak”. I have learned an incredible amount in my time in Fraternity & Sorority Life thus far. Somehow I have even managed to fool some of the students with whom I work into thinking that I am Greek. They are shocked to hear that I am unaffiliated.

Through my involvement in the Association of Fraternity Advisors, I have been able to connect with other unaffiliated Fraternity and Sorority professionals and graduate students. A group of us have been conversing via email and are planning a conference call soon. We may even prepare a presentation for next year’s annual meeting about our experiences.

Overall, my experiences in Fraternity & Sorority Life at Iowa have been overwhelmingly positive. The students I was once skeptical of have now gained my complete respect. I really enjoy the time that I get to spend with students and am amazed by all I have learned. If anything, this experience has taught me the importance of challenging yourself to step outside of your comfort zone, something the Student Development Program at Iowa strongly encourages. I feel that as a result of this experience I will have a diverse set of skills that other graduate students who only focus on one aspect of student affairs may not have. Just as Reason, Scales, and Roosa Millar (2005) advise students to "travel the world" and cross racial borders to gain understanding, we as student affairs professionals must "travel the world" of student affairs to gain a comprehensive understanding of the student experience.


Activism, from previous page ...

The student activism of today requires an increased intentionality on the part of professionals in higher education. Decreased levels of student activism in the 1980s and 1990s has lead to a relative lack of effective models for today’s students (Astin, Keup, & Lindholm, 2002). In its most basic form, activism is an activity that requires knowledge and skills that are not always inherent. Explicitly teaching students about activism increases political awareness and the desire to become active (Cornelius, 1998; Vincent & Mayer, 2007). Additionally, having responsible and effective role models increases student activism (Sax, Bryant, & Harper, 2005). This is no surprise as higher education institutions often use role models to influence behaviors (e.g., resident assistants, fraternity/sorority house directors). Fighting for the rights of oppressed groups is a common thread between student activists then and now. While some methods have changed with the times, more substantial changes – lack of effective models and support – require an effort by professionals in higher education to teach and mentor a new generation of activists, ultimately nurturing an informed and engaged citizenry.


After graduating from Iowa in 2008, I took a job as Health Educator at the University of Wisconsin-Eau Claire, pronounced “O Claire” (and affectionately dubbed “Snow Claire” by my friends and family who assume that it snows a lot here because it’s Wisconsin). Yes, there is snow, but more importantly, there’s a university that took a chance on a green young student affairs professional. Here’s a little bit about my first year on the job ...

I struggled at first, taking over a position that had been filled by only 2 people in the last 15 or 20 years. I asked myself, “How can I develop our program in new, exciting directions?” One of the things I realized was that I had to be patient and wait to form relationships with others on campus, relationships that would help me with ideas and give me the chance to collaborate with other departments. I have formed some of those relationships through playing in the Noon Basketball Association (our own NBA), made up of faculty and staff, some of whom are department chairs and deans. Others I have formed simply by sitting on open committees and taking the time to get to know people. My patience has paid off. Now I am getting committee invitations left and right, and I’m happy to be filling my schedule with a good combination of health-specific projects and more general student development work. One of my new projects is the creation of a living-learning community focused on wellness. It’s fun how so many things can influence health; even if we hadn’t specifically chosen to do a wellness-themed living-learning community, the social connections students make through LLCs help them mitigate the stress in their lives, which of course makes them healthier!

Overall, I’m finding lots of ways to address health, even if at first glance they might not always look like health initiatives. Like the Health Ninjas at the UI, we at Eau Claire also accomplish health by stealth! My boss supports me in these undertakings, which makes me feel trusted and gives me a chance to try out new, exciting ideas.

Recently, I was sitting in a committee meeting after asking the hard question, “How will we know if this program is effective?” I realized that without my coursework at Iowa, I would never have thought to ask that question. It is not an easy or comfortable question, but being a good steward of students’ resources requires that student affairs professionals ask it over and over. It is only by asking the question that I can ensure I am a good steward of my institution’s resources. I have also realized that to ask that question, I have to first earn the respect of those around me. You can’t just go in waving your master’s degree and shouting about the importance of assessment. This may seem like an obvious point, but it is so frustrating, being fresh out of graduate school, when you don’t immediately get to use everything you’ve learned, especially when it comes to something as crucial as assessment. I am happy to report gradual but visible progress in assessment on campus and specifically in my department. I keep asking the stewardship question and will surely keep asking it for many years to come.

In summary, my new place and job are challenging, but pretty cool. Wisconsin is a great place to live and work, and I look forward to new challenges and opportunities as it keeps snowing.
2008 Albert Hood Distinguished GPSA Alumni Award

Mike Dannells (PhD – 1978) is the Director of Admissions at Eastern Oregon University having previously served as a professor in the Higher Education and Student Affairs program at Bowling Green State University in Ohio. His recent publications and presentations have focused on judicial affairs, legal issues, as well as faculty governance and professional development.

Dr. Dannells has held many leadership positions in both ACPA and NASPA, most recently sitting on the editorial board of the Journal of College Student Development. He is also a long-term member of the Commission for Professional Preparation.

Alumni Updates

After working at the University of Iowa for over 30 years (20 of which at the Carver College of Medicine) Jean Lantz (MA – 1981) “retired” to accepted a position in Chicago as Assistant Dean for Student Affairs at the University of Illinois College of Medicine at Chicago.

Darlene Biggers (PhD – 1988) is the chief student affairs officer at the University of Houston – Clear Lake. She led, over the last two years, the Texas Council of Student Services Vice Presidents, an organization comprised of the chief student affairs officers from each of the Texas public universities and colleges.

NASPA appointed Siu-Man "Raymond" Ting (PhD – 1995) as Faculty Fellow. Additionally, Ray published a book: Structured Groups for Non-Traditional College Students by University Press of America and received a distance education grant for $110,000 to develop the Online Graduate Certificate in Counselor Education program (http://ced.ncsu.edu/ci/counselored/), which will begin this fall.

Ellen Sunshine (MA – 2001) recently won the John Tate award for advising at the University of Minnesota. The University awards a total of four advisors from all five of their campuses.
Alumni Updates

Martha Greer (MA – 1997) continues to serve the UI’s International Programs as Associate Director of Academic Programs. She is also currently serving as UI Staff Council president for 2008/09. Her son, Mason, is a freshman at City High School where she enjoys attending his unending sporting events.

Kristi Leonard (MA – 2000) continues to serve as Waldorf College Wellness Department Chair, Assistant Professor, and Wellness Director. She recently started work on her Ed.D. in Community Health Education at the University of Northern Iowa and facilitated two trips to Mérida, Yucatan, Mexico: wellness workshops in March 2008 and a study abroad experience in May 2008.

Karina Franco (MA – 2003) helped secure $25,000 in private funding for the Lee College of Engineering Leadership Academy (UNC-Charlotte) from AREVA, a world-class engineering organization.

Liz Fitzgerald (MA – 2003) accepted a newly created position at UNC-Charlotte as the Director of First Year Programs and Student Support for the University College.

The National Academic Advising Association (NACADA) awarded Joan Krush (MA – 1999) from North Central – Region 6 as a 2008 Outstanding New Advisor Award for Academic Advising-Primary Role.

Sara Burden (MA – 2003) accepted a position in August 2008 with the Pomerantz Career Center as Associate Director, Coordinator of Career Education.

Joe Cilek (MA – 2003) returned to Iowa City in July 2007 to accept a position at the UI as an academic advisor/internship coordinator in the Department of Health & Sport Studies. Joe and his wife, Nina, are also expecting their first child at the end of May.

Rotary International selected Sarah Lisa Bilbrey Park (MA – 2004) for their Group Study Exchange trip to Korea.
Alumni Updates


The National Academic Advising Association (NACADA) awarded Tammie (Whitmore) Saffell (MA – 2004) from Northwest – Region 8 as a 2008 Outstanding New Advisor Award for Academic Advising-Primary Role.

The following Hawkeyes are accepting commission chairs within ACPA:
- Becki Elkins (PhD – 2004), Assessment and Evaluation
- Sara Stahlman (MA – 2006), Wellness
- Katie Wildman (SAAR), Global Dimensions of Student Development
- Deb Liddell (Faculty), Professional Preparation

In June of 2008, Gwen Archibald (MA – 2004) accepted an opportunity to work as Assistant Director of Student Life in the Office of Student Life at Northwestern University’s Medill school.

Laura Guthrie Eads (MA – 2002) accepted a position in July 2007 as the Assistant Director for Student Conduct at Indiana University-Bloomington. Additionally, she married Brian Eads (a biologist at IU and an all-around awesome guy) in October 2007.

Emily Villhauer (MA – 2005) is in her second year as a Program Advisor with the The Wisconsin Union Directorate. She is currently advising three committees: Alternative Breaks, Community Service and Global Connections. On a personal note, Emily will marry her long-time dude, Michael, in June 2009.

Sara Johnson (MA – 2005) started a new position in August 2008 as the Director of Student Affairs in the School of Dentistry at the University of Minnesota. Additionally, she gave birth to her son, Graham, in December 2007.

Tricia Seifert (PhD – 2006) accepted a tenure-track Assistant Professor position in the higher education program at the Ontario Institute for Studies in Education at the University of Toronto beginning fall 2009.
Alumni Updates

Cheree Rawlins (MA – 2005) accepted a position last April as the Program Coordinator for the Missouri College Advising Corps, a college access initiative at the University of Missouri to help high school students see college as an attainable goal. The project is funded by $1 million from the Jack Kent Cooke Foundation. Additionally, she is engaged to Lance Meeks and is planning a September 5, 2009 wedding in Waterloo, Iowa!

In addition to her accepting the chair of ACPA’s Commission on Wellness, Sara Stahlman (MA – 2006) recently became engaged to her partner, Rob, and they plan to be married in spring of 2010.

Erica Geers (MA – 2006) recently accepted a position as Area Coordinator at Coe College in Cedar Rapids.

Angie Kellogg (PhD – 2006) accepted a position in August 2008 as the Director of Academic and Career Advising at the University of Wisconsin-Stevens Point. She currently oversees three offices (Student Academic Advising Center, Career Services and Disability Services) and a staff of 14.


Maureen (Perkins) Beran (MA – 2008) accepted a position as the Assistant Director, Student Professional Development in The University of Iowa’s Tippie Undergraduate Program Office after graduating in May and spending time helping protect Iowa City and The University of Iowa from the rising flood waters. Additionally, she married her wonderful husband, Sam, on November 1 where Tammy Hoeger (MA – 2005) served as their photographer.

Nathan Frideres (MA – 2008) is living the dream as an Assistant Director in the Career Management Center at Illinois Institute of Technology, a position he accepted in fall 2008.
Current Student Updates

Samantha DeVilbiss (SDP), Katherine Pickens (SDP), Laura Spencer (SDP), & Libby Spotts (SDP) received 2nd place in the StudentAffairs.com national case study competition. They created two videos, one of which (Captain Challenge & Sidekick Support) received second place in the 'most creative' category.

The National Orientation Directors Association (NODA) selected Samantha DeVilbiss (SDP) in November 2008 as one of the three annual Norman K. Russell Scholarship recipients. NODA awarded her $1,000 as recognition for her demonstrated commitment to the fields of orientation, retention and transition.

Laura Spencer (SDP) and Libby Spotts (SDP) won the 2008 ISPA Case Study Competition. Additionally, Laura is an all-around awesome person.

Noël Harmon (SAAR) is a member of the Directorate for ACPA’s new Task Force for Campus Recreation and Athletics. Noël is also the recipient of the 2009 Albert Hood Promising Scholar Award, to be awarded at the UI College of Education’s April 24 Award Ceremony.

The Illinois Association of Institutional Research elected Kristi Mindrup (SAAR/HiEd) as President. She is currently serving her one-year term.

Publications

Current Student Updates

Presentations
- Ashley Asel (SAAR) & Sherri Edvalson (SAAR) presented The Effects of Gender on Moral Development in the First Year of College at ASHE, November 2008.
- Kathy Goodman (SAAR), Ernie Pascarella (Faculty), Georgianna Martin (SAAR), & Angie Reams (MA – 2005) presented New Evidence on the Link Between Alcohol Use and College Outcomes at ASHE, November 2008.
- Melanie Guentzel (SAAR) presented Motivators and Barriers for Faculty in Academic-Student Affairs Partnership Programs at ASHE, November 2008.

ACPA Reception

Please join us at the Iowa Friends & Alumni Reception at the ACPA Annual Convention. The reception will be held 9:30pm-11:00pm in the Gaylord National - Chesapeake 11 on Monday, March 30. Additionally, contact Mike (michael-schluckebier@uiowa.edu) if you’re interested in purchasing an attractive silver travel mug with the UI dome and your very own GPSA logos emblazoned across one side.
GPSA Funds

The Graduate Programs in Student Affairs currently has 4 funds to which donations may be made in support of GPSA students and activities:

1. 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, three awards honor former GPSA faculty and students by providing funds for scholarships and speakers.

2. 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.

3. 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.

4. 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 visit www.uifoundation.org/education or contact Deb (debora-liddell@uiowa.edu).