Program Announcements and Transitions

We are pleased to announce Dr. Cassie Barnhardt will be joining the faculty of the HESA program this fall. Cassie earned her Ph.D. in Higher Education from the University of Michigan. As a doctoral research assistant, Dr. Barnhardt was involved in two important projects that have had a lasting impact on the higher education literature: the Core Commitments Project of the Association of American Colleges and Universities and the Wabash National Study of Liberal Arts Education. Currently, she works as a Senior Research Associate at the National Forum on Higher Education for the Public Good at the University of Michigan. Her research interests have focused on contemporary student activism on college campuses, and personal and social responsibility as a college outcome.

The Higher Education and Student Affairs faculty team will be losing a significant amount of gravitas and spunk when Professors Al Henkin and Lelia Helms retire in the Spring of 2013. Both professors are currently on phased retirement. Al and Lelia are well-respected colleagues – locally, nationally, and internationally – in areas related to organizational theory, public policy, and law. Professor Henkin came to Iowa City in 1975, after earning his Ph.D. at the University of Wisconsin and serving as an assistant professor and Director of Institutional Research at the University of Maryland. Professor Helms’s career as a faculty member at Iowa began in 1988, but she had previous academic positions the University of Maryland, Northeastern, and SUNY-Brockport. Lelia and Al have had incredibly productive careers, measured either in scholarly impact or in the number of graduate students they’ve mentored, many of whom have gone to stellar careers themselves. We’ll have more on Professor Helms and Henkin as their retirements approach. Stay tuned.

We also welcome the faculty appointment of Dr. Tom Rocklin to the HESA Program. Under his leadership as the Vice President for Student Life, student success initiatives and an institutional assessment movement have both taken hold. Congratulations, Tom, and welcome to Team HESA.

There will be fewer bow ties in the Lindquist Center next year. Dr. Michael Hevel, visiting assistant professor in the HESA program, accepted the position of assistant professor at the University of Arkansas. We’ll miss you, Michael!

Congratulations to Dr. Johnnie Sims, long-term adjunct partner and alumna of the SDP Program, on her announced retirement from the University of Iowa TRIO Program this spring. Best wishes, Johnnie, on your next adventures.

The College of Education mourned the passing of Professor Leonard Feldt on October 25, 2011. Len was a beloved teacher of statistics, and served on many dissertation committees for our students.
Interview with Dean Margaret Crocco, College of Education

Recently, first-year HESA doctoral student Ben Gillig sat down with College of Education Dean Margaret Crocco to discuss her first year at the University of Iowa, and the direction she hopes the College of Education will move in during coming years.

Ben Gillig: What attracted you to the University of Iowa and the College of Education?

Margaret Crocco: A few years ago, I was given the opportunity to give the Ida Beam Lecture. As you know, 2008 saw a horrendous flood here in Iowa City, and my work on “Teaching the Levies,” which is a curriculum based on Spike Lee’s film *When the Levies Broke* was of interest in the aftermath of that disaster. So they asked me to come to campus and give the lecture, and then lead the Crossroads Institute, which is a multidisciplinary activity open to faculty across the university to dig in and discuss a particular topic for several days. So I had been out here and I really had a lovely experience in the sense of being introduced to Eastern Iowa, and although I knew a couple of the faculty here at the University of Iowa, I really didn’t have a tremendous knowledge of the College at all. But I had a really positive experience. There’s no other institution I’ve ever been at where John Dewey’s name gets invoked as much as at Teachers’ College, and a close second, it turned out, at the University of Iowa. I was very impressed. I have always thought that it was important that the place where I work, I feel an affinity toward the philosophy of that place. I wasn’t necessarily thinking about leaving Teachers’ College, but at the end of the Crossroads Institute, someone said to me, ‘By the way, our dean is retiring at the end of next year, so would you think about applying for it?’ It was very flattering, obviously, but I thought, my family is in East, and I had spent almost 20 years at Teachers’ College. But the more I thought about it over the course of the summer, the more I decided it would be at least a really good educational experience. At that point I was chairing the Department of Arts and Humanities at Teachers’ College which, in fact, has about as many students as the College of Education does here, so it seemed that some of my experience had given me some opportunities at leadership, so I thought, I should take the next step.

BG: You’ve been here at the College of Education for almost an entire academic year now. Since starting in July, what have been some of the things that you have observed about the College or have most surprised you?

MC: Well I think the organization and the programs that are represented are unique. While the College of Education here at Iowa is somewhat smaller, the gambit of programs and courses that are represented within the College are as diverse as those you would find in a much larger College of Education. We’re preparing people to work in rehabilitation and Veterans Administration, to work in higher education, to teach in the schools, to be counseling psychologists, or work for ACT or Pearson. This represents the breadth of our programs. We also educate a large number of undergraduate students, and having come from an exclusively graduate institution, that configuration was something that has been a great learning experience for me. Similarly the transition from a private institution to a public has been a big one, especially as the flagship institution in the state of Iowa. For example, the three Deans of Education at the Regents Universities have been consulted on a number of policy proposals involving schools and education, especially now that the legislature is in session.
BG: What does a typical work-day look like for you?  
MC: The joy of this job is that there is no typical day. I would say, if one likes variety, this is the job for you. Administration has its challenges, there’s no doubt about it, but the lack of routine, the ongoing intellectual challenge to solve problems, address issues, create programs, think about where we’re headed, and bring it all together, I find that very stimulating. I’m sure any dean would tell you that a good deal of one’s time is devoted to fund-raising. And I think it is more and more the case for administrators that the work of fund-raising has become a real priority.

BG: Many people, myself being one, may not really know what goes in to development and fundraising. What does that look like for you?  
MC: The College of Education has had a number of benefactors over the years who have happily donated for various scholarship funds, which helps a great deal. At the end of this month, for example, we are going to be giving out thousands of dollars in scholarship funds to over a hundred students, and this is because of the generosity of our benefactors, and many of the dollars we take in are earmarked for student support, which I think is just wonderful. One of the things I am trying to accomplish in the fundraising trips that I take is to augment the number of dollars that we have for student support and that is absolutely a priority to increase the dollars that we have. My dream would be to arrive at a place down the road where any doctoral student we brought in we would fully fund—that’s what the premier institutions do, and that is something that we are moving along towards. And I am hoping that we will have alumni and other benefactors willing to contribute to that effort.

BG: I know the College is currently in the process of revising its strategic plan, can you tell me how you have structured that review process?  
MC: In my mind, I’m a new person, so I felt it would not have been an appropriate pathway for the strategic planning process simply for me to engage a small group of people in that process, even those people might have a great deal of experience and expertise about the College. It seemed to me, in part because of my philosophy of leadership and the real preference that I have for engaging lots of people in deliberation, that this is be a process that involved students, involved faculty and staff from all four of our departments, and that it be in a sense a process that was built from the ground up. Now obviously, since we’re about two-thirds of the way through, there is going to come a point when we need to sit down and make some decisions, and in the next couple of months we will look at the input that has come through and use it to fashion a strategic plan that will best serve the College going forward, and make sure that our strategic plan is closely aligned with the University of Iowa strategic plan.

BG: Beyond the strategic plan, which is meant to cover the next five years or so, what would you describe as your vision for the College and for your time as Dean?  
MC: Well one of the things that struck me when I came to the University of Iowa for the first time was this impression that there were so many wonderful things going on here, but a lot of the news about those accomplishments was rather muted. Yes, folks knew about the Writers’ Workshop and the excellent medical center, but a lot of other aspects of the University, and the College of Education in particular, are not as well known. I think our reputation is one that perhaps we haven’t worked on to the degree that, in this modern age, one needs to work on. So I do think that both within the state and outside the state, we need to pay more attention to how we position ourselves and to getting the word out about all that we do. I think that we build on a very solid base because we have excellent programs. We have faculty researchers, teachers, and students that I would put up against those anywhere. And we have an incredibly proud history of what our alums have done. We just need to be perhaps a bit more out front with spreading that word and communicating through appropriate channels about what goes on here.
Meet our Soon-to-Be M.A. Graduates!

Becca Ingraham calls Lenexa, Kansas home and graduated from the University of Kansas in 2009. In her assistantship with Fraternity and Sorority Life Programs, she advises the Interfraternity Council, 40 chapter presidents, Greek Week, the Rho Lambda Leadership Society. Becca is a practicum student in the Office of Orientation Services at Iowa as well as at Coe College working with Leadership and Greek Life. She is looking for jobs in Fraternity and Sorority Life, Student Activities, or Leadership Programs. Becca also served as the GOHESA President this past year.

Elizabeth Jach, originally from Brookfield, Wisconsin, graduated from Grinnell College in 2009. Highlights of her graduate experience in HESA include an assistantship in health promotion at Health Iowa, developing programs for the Healthy Living Network living-learning community, an assistantship with the Iowa Edge program, and a summer internship with ACPA President Heidi Levine. Her interests include women’s issues and advocacy for undocumented students. Upon graduation, she will begin full-time work as a Research Associate in Cornell College’s Office of Institutional Research and Assessment.

Elizabeth Martinez was born in the Rio Grande Valley in Harlingen, Texas. She graduated from the University of Texas at San Antonio in 2010. Elizabeth completed the NASPA Undergraduate Fellows Program where she interned at the University of Connecticut with Summer Conference Services. As an Assistant Hall Coordinator, Elizabeth runs Parklawn Residence Hall and has also worked with the Center for Diversity and Enrichment. She also helped plan the 2011 Iowa Latino Conference, 2011 Social Justice Drive-in Conference, and is a directorate board member for ACPA’s Commission for Social Justice Educators. Elizabeth plans to stay closer to Iowa for the time being.

Carl Mehta grew up in Barrington, Illinois and graduated from the University of Wyoming in 2008. Carl stayed at UW to work as an office associate in the department of Residence Life & Dining Services. This experience of full-time work in student affairs inspired Carl to attend the HESA program at Iowa, where he has held graduate assistantships with the Health Sciences Living-Learning Community and the Office of Retention. Carl has also worked as a practicum student at the Career Services office at Coe College and the Department of Student Life at Kirkwood Community College, Iowa City. Looking to move west towards the Rocky Mountain region, Carl would like to work in residence life, advising, or assessment.

Alyssa Mittleider is from Vogla, South Dakota. A graduate of the University of South Dakota, she earned degrees in English and Psychology, after which she worked at a dude ranch near Buena Vista, Colorado. Post-Rocky Mountain High, her first full time job was working in the admissions department of an online university. Since coming to Iowa, Alyssa has been the Student Learning Graduate Assistant in the Office of Residence Life where she coordinates the residence hall tutoring program, facilitates faculty-student interaction in the residence halls, and advises the undergraduate literary publication, earthwords. She has also taught The College Transition Course, and completed practica with the College of Engineering and Admissions Visitor Center. Alyssa is currently pursuing a job in academic advising.
Lisa Mendenhall hails from Sigourney, IA, a small town in southeast Iowa. She graduated from the University of Iowa in 2010. Lisa is the Academic Initiatives Graduate Assistant in the Office of Residence Life, where she primarily works with living-learning communities and other academic programming. She has also completed a practicum at Cornell College in the Career Engagement Center and is currently completing a practicum with University College. After completing an ACUHO-I internship at Clemson University, she decided to pursue jobs in Residence Life and Academic Support Services. Lisa is very excited about the next step, which hopefully includes a move towards the east coast.

Leslie Prideaux grew up in Waterloo, Iowa and earned her bachelor’s degree from The University of Iowa in 2008. That same year she accepted a job with the University of Iowa Alumni association as an Assistant Director of Programs overseeing young alumni and student programs. Leslie maintained her full time employment while completing her Master’s degree in two years. She completed practica positions with the University College and the first year immersion program, On Iowa! After graduation, she will continue to work for the UIAA.

Scott Wojciechowski grew up in Glassport, PA. He graduated from Lehigh University in 2009 and finished his M.Ed. in Secondary Education while teaching science the following year. Scott has been an assistant hall coordinator in Burge Hall and has held practicum experiences with the Career Leadership Academy and the Vice President for Student Life. Scott is setting his sights back on the Mid-Atlantic region so he can be closer to family and continue to grow I Lead with Integrity, a youth leadership non-profit he co-founded in 2009. He is looking for positions in residence life, leadership, and student activities.

Tyler De Shon is from the Midwest and grew up in the suburbs of Chicago. After graduating from the University of Illinois in 2008, he joined Teach For America in Newark, NJ and taught eighth grade science for two years in the south ward. Tyler is currently the Student Program Coordinator in Orientation Services. Tyler has held practicum positions with Health Iowa, teaching The College Transition, and is finishing up a final practicum experience in the Office of Residence Life. He is looking all over for his next step, focusing primarily on live-in, residence life positions.

Jesse Meyer is originally from Omaha, NE. He graduated from the University of Chicago in 2007 where he also played basketball. Jesse worked for Moray Capital Management as an options trader for three years after college and then joined the HESA community as part of the administration concentration. In his first year in the Masters program, Jesse worked in event management for the University of Iowa Athletic Department and is now the Research Assistant in the Provost Office. He plans to pursue a career in athletic administration.

Dan Riemersma grew up in Willard, Ohio and graduated from Calvin College in 2009. Dan is a graduate assistant in Leadership Programs with the Center for Student Involvement and Leadership, where he plans and coordinates student leader retreats, LeaderShape Iowa, and the university-wide student organization awards program. Dan held a practica experiences with the Office of Student Life at Coe College and University Housing and Dining at Iowa. He also taught the Iowa first-year College Transition course. Dan is seeking positions in residence life in the Great Lakes & Midwest regions, with a preference for smaller, liberal-arts institutions.
Once a Hawkeye...Always a Hawkeye
Reflections from Alex Wenger, 1st Year M.A. Student from Durant, IA

When I first joined the University of Iowa community, I was a fresh-faced eighteen-year old from small-town Iowa. Now, as a first year MA student, the campus seems like my home. Having entered graduate school immediately following my Bachelor’s degree, this year has been full of transitions as I went from being an undergraduate to now studying and working with them.

There have been times when students ask me my major. I occasionally find myself missing the option of wearing sweatpants to class. Every day I become acutely aware that I am setting an example for students whenever I step out the door. The sudden change in my role on campus has been an adjustment, and an important opportunity to step outside myself and develop my professional identity.

Studying the UI culture from this new vantage point has helped me to appreciate the campus community and the institutional traditions that were so invisible to me as an undergraduate. For instance, I often wondered how attending events like Homecoming and athletic events were relevant to my studies. After theory upon theory, and more than a few articles on student engagement, I am now confident that when I encourage the students I work with to get involved and participate in activities outside the classroom, I am helping them to enrich their own experience on campus, and to build relationships with their peers and their community.

Community has played a huge part of my transition to a graduate student lifestyle on campus. While an undergraduate, I chose one of the largest social studies majors, one that involved many large lecture classes and required students to find their own small-community through research or clubs. As a HESA graduate student, I am psyched to be part of a tight-knit cohort, where everyone knows each other’s quirks and is not afraid to call you out on them. Knowing myself to be an introvert, I am so fortunate to be a part of an educational community that both embraces and balances me.

Adjusting to a graduate level workload, while balancing assistantship, practicum and personal responsibilities can be challenging. It helps to have colleagues to be real with when feeling particularly snarky, or friends who will practice helping skills with you to “work on your silence”. I may call myself a graduate student, but I am truly a HESA graduate student because of these people.

I know that when I do move on to another institution, I will remember days like today on the UI campus; watching the undergraduates pour out of buildings twenty minutes after the hour, enjoying the first week of warm weather signaling winter is over (maybe!), and wondering what I will do with all my time when the students leave for break. Although I am only one year in, I find myself wondering what the next transition will bring. Every day, I feel more effective and more prepared to help college students succeed. For now, I will keep working on myself, and continue developing into the professional I know I can be.

What are you doing this summer?
Join us for the 2nd annual Big Ten Summer Institute, May 21-25 in Iowa City! Visit the Institute website for more information.
What are your faculty up to?

Deb Liddell is completing her sixth consecutive year as the program coordinator, and happy to report that our applications to the new HESA program are stronger than ever! Her grant with the Iowa Measurement Research Foundation was renewed for next year. The grant is supporting the development of an instrument measuring socialization factors of new professionals in higher education -- the focus of a national study underway with Professors Maureen Wilson (Bowling Green), Amy Hirschy (U.Louisville), and Kate Boyle (St. Thomas U). Kira Pasquesi is also part of this project, which will be presented at ACPA in Louisville. Deb is also presenting at ACPA on the topic of Ethics, Graduate Students, and Faculty (with colleagues Michael Ignelzi and Ann Hornak). Deb and Dr. Diane Cooper (Ph.D., 1985) just completed editing their New Directions book on Moral Growth In College, scheduled for a September release. Deb is also stepping down from her term as Past-Chair of the ACPA Commission for Professional Preparation. With a career development leave scheduled for the fall, she plans to bring the socialization project to fruition, and develop an undergraduate course on student affairs.

Chris Ogren continues to be active in both the Higher Education and Student Affairs and the Schools, Culture and Society programs, and serves on the board of directors of the History of Education Society and on the editorial board of History of Education Quarterly. She is currently completing a chapter for the Higher Education Handbook of Theory and Research entitled “Teacher Education and the Historiography of Higher Education in the United States,” which demonstrates that although teacher preparation has been a core element of higher education since its inception, historians of higher education have largely overlooked it. Bringing teacher education in from the periphery in scholarship will help historians better understand the nineteenth-century college, include the experiences of all types of students, and further understanding of the role of markets and hierarchy in shaping the American system of higher education. Last spring, Chris published a commentary in Teachers College Record: “The (Female) Elephant in the Wisconsin Statehouse” traces how gender ideology has shaped teachers’ work lives and status and argues that we must acknowledge the role of gender in recent attacks on teachers’ collective-bargaining rights.

Michael Hevel is finishing his year as a visiting assistant professor in the HESA program. This year he has been appointed to the Journal of Student Affairs Research and Practice editorial board and published book reviews in History of Education Quarterly and the Kansas City Star. He will present a paper, “College Women and Alcohol, 1870-1933,” at the AERA Annual Meeting that expands upon his dissertation, which received the AERA Division J (higher education) Dissertation of the Year Award. He has enjoyed his “extra” year in Iowa City and will join the higher education faculty at the University of Arkansas in the fall.

Ernie Pascarella continues his work with The Center for Research in Undergraduate Education and analyses of the Wabash National Study of Liberal Arts Education. He also received the “Academic Leadership Award” from the Washington, DC – based Council of Independent Colleges. The award is given for “Exemplary Contributions to American Higher Education.”
Michael Paulsen is in his eighth year as Professor in the HESA program. Mike particularly enjoys his work as Editor-in-Chief of the annual volumes of the scholarly book series Higher Education: Handbook of Theory and Research. In addition to a full set of chapters invited from top scholars to provide comprehensive and rigorous reviews and critiques of theory and research in one of a dozen key subareas in the study of higher education; each year’s volume now opens with a special autobiographical chapter authored by one of the most highly-regarded pioneering scholars in the field who is now at or near retirement. Mike is working toward the completion of his new textbook on the economics and finance of higher education; continuing his research on students’ epistemological beliefs and other components of the student-mediation model of college-student learning; and participating in research on factors that affect students’ college curricular choices – such as the formation of aspirations and eventual decisions of whether or not to study abroad while in college. In addition, he serves as Consulting Editor for the journals entitled College Teaching and Research in Higher Education and serves on the Advisory Board, and teaches a required course for, the Graduate College Teaching Certificate Program.

Brian An’s latest publications are "Required, practical, or unnecessary? An examination and demonstration of propensity score matching using longitudinal secondary data" in New Directions for Institutional Research with Ryan Padgett, Mark Salisbury and Ernest Pascarella (2010) and The relations between race, family characteristics, and where students apply to college" in Social Science Research (2010). He was a member of the Young Academic Fellows in 2011, which is sponsored by the Institute for Higher Education Policy and the Lumina Foundation for Education. He also became a member of the editorial board for the journal, Sociology of Education, in 2012. He is currently examining the relation between dual enrollment programs and college-degree attainment for students across the socioeconomic spectrum, and the consequences in the rollback of school desegregation policies on student achievement for a district that was declared unitary in the mid-1990s (with Adam Gamoran).

Christopher Morphew joined the advisory board for the Journal of Higher Education in August 2011. He presented two papers during the 2011 ASHE conference titled “Access to What? Non-Tuition Revenues, Student Choice, and Completion Rates” and “The Goals of Higher Education: A Content Analysis of College and University Websites.” He also presented a session at ASHE on research to practice for academic leaders with a focus on the department chair and a presidential session on critical debate and discourse. Additionally, Christopher published “On the efficacy of pursuing University rankings” in University Rankings: Theoretical Basis, Methodology and Impacts on Global Higher Education with Ph.D. student Chris Swanson.

Sherry Watt is a featured speaker at the ACPA 2012 Convention: Spirituality and Meaning Panel. And she is also on the ACPA 2013 Convention Program Committee (Promising Practices and Research Posters). She is participating in a virtual training on Peer Coaching Training with the Center for Courage & Renewal aimed to provide a format option for engaging in efficient and authentic dialogue. Her recent publications include a chapter in Why Aren’t We There Yet: Taking Personal Responsibility for Creating an Inclusive Campus called “Moving Beyond the Talk: From Difficult Dialogues to Action.” She also co-wrote a chapter (in press) with William Liu for the fourth edition of Multicultural Issues in Counseling titled “Counseling and the Culture of Economic Disadvantage.” Lastly, Sherry says she is feeling great and getting good reports from doctors! She very much appreciates being a part of a community with such kind and caring people. Thanks to everyone for notes, prayers, and words of encouragement.
The veteran student population at the University of Iowa is on the rise. Currently, there are over 500 University of Iowa students who self-identify as veterans. I have always been a supporter of our nation’s armed forces and veterans, but engaging in a practicum at the University of Iowa Veteran’s Center has opened my eyes to the issues, needs, and identities of veteran students.

Today’s veteran students are typically older than a traditional college student and, given the recent events in Iraq and Afghanistan, many of them have seen combat. They have a variety of experiences based on where they may have been deployed, which branch of the service they were in, what their specific job was, and how long they were in the service. These diverse experiences show that a “one size fits all” approach to working with veteran students is inefficient and ineffective (O’Herrin, 2011). For example, a fifty-something year-old Navy veteran returning to school after having been out of the service for nearly thirty years is going to have drastically different needs than a twenty-something year-old Air National Guardsman. Yet both of these students may seek out assistance with their different GI Bill requirements and community with other veterans. Recognizing the difference and individual story of each veteran is imperative to helping to ease their transition from a military or working background to a student. Students, both veterans and nonveterans, staff, and faculty need to understand the rich experiences a student veteran can bring to the classroom and college environment based on their experiences while serving.

The Post 9/11 GI Bill provides benefits to individuals seeking to further their education after their time in the service and has contributed to the rising veteran population on campuses across the nation (O’Herrin, 2011). At the University of Iowa, one of the locations of the Office of Veteran Student Services deals specifically with the GI Bill, course credit transfer from any courses taken military service that can count for academic credit while at Iowa, and any other federal, state, or university policies that can affect a veteran’s experience while attending the University of Iowa. The Post 9/11 GI Bill can be a difficult policy to navigate. Students or family members of veterans using the GI Bill may have questions associated with its use and it is important to have individuals on campus that can understand and navigate the policy.

The mental health component of working with veteran students is one of the most frequently discussed issues. Concerns about Post Traumatic Stress Disorder or other mental health concerns are a stigma frequently associated with veteran students. It is important for individuals working with veteran students to know about the services available on their own campus or within the Veterans Affairs Medical Services for mental health and recognize when they should refer a student.

As more students take advantage of the GI Bill the veteran student populations at universities across the nation is expected to increase. Educating staff and faculty on the needs of veteran students as well as the educational contributions they can make inside and outside of the classroom will enhance the students’ college experience and create learning opportunities for everyone involved.

Reference:
Diversity Experiences Project: This project sought to determine if the effects of exposure to diversity experiences on critical thinking skills extended beyond the first year of college and if these effects were detectable after four years of postsecondary education. (Pascarella, Martin, Hanson, Trolian, Gillig, & Blaich)

Good Practices Projects:
1) The first project focused on estimating the role that vetted Good Practices in Undergraduate Education play in student cognitive development over four years of college. (Pascarella, Seifert, Hanson, & Gillig); 2) The second is testing Chickering and Gamson’s Principles of Good Practice in Undergraduate Education with longitudinal data across multiple outcomes and comparing liberal and non-liberal arts institutions. (An, Trolian, Weeden, & Parker)

REACH Project: Working with the University of Iowa’s REACH (Realizing Educational and Career Hopes) program, this project will examine and assess the experiences and outcomes of REACH students. The collaboration is part of a five-year Department of Education, Office of Postsecondary Education grant. (Pascarella, Weeden, Hanson, Trolian, Hendrickson, Hosp, & Therrien)

Peer Learning Project: This project will examine the relationship between peer learning (cooperative and collaborative learning) and student psychological well-being. (Hanson, Trolian, Pascarella, & Paulsen)

Faculty Influence Project: This project will examine the influences of faculty and teaching on students’ post-baccalaureate aspirations. (Hanson)

Student Athletes Project: This project will study the moral reasoning and development of college athletes and will examine how college affects the moral reasoning of student athletes compared to their non-athlete peers. (Weeden, Trolian, Richter, Huntrods, & Pascarella)

STEM Majors Project: This project will examine students' retention in a STEM major during their first year of college. We hope that this study will provide insight into ways institutions might improve student experiences in STEM fields. (Gillig & Hanson)

Socially Responsible Leadership Project: The goal of this project is to examine the effect of diversity experiences on socially responsible leadership in college students, particularly at Liberal Arts institutions. (Parker)

Additional Projects from Brian An, Assistant Professor and CRUE Faculty Associate
1) Examining the relation between dual enrollment programs and college-degree attainment; 2) Examining (with Jeffrey Grigg) the influence of equality and opportunity of college-preparatory resources at high schools; 3) Examining (with Kia Sorensen,) the effect of family disruption during high school on college-application behaviors and the role of schools as a means to mitigate the consequences of changes to family structure; and 4) Examining the "black box" between dual enrollment participation and college performance
We’re proud of our students!

Awards
Over 200 College of Education students applied for honors and awards this spring. HESA students brought in $12,000 of College honors based on their academic accomplishments! Congratulations to:

Albert Hood Promising Scholar Award: Sherri Edvalson
Dean's Awards of Excellence: Jamie Cavey, Jana Hanson, Katie Kidwell, Eugene Parker, Kira Pasquesi
Emma E. Holmes Education Scholarship: Cara DeHekker
Margaret P. Park Scholarship: Jeremy Reed

Each December, the Edith Ennis Award pays tribute to a Tippie College of Business faculty or staff member who demonstrates outstanding effectiveness, optimism, accessibility, and commitment to the college. Congratulations to this year's winner and HESA Ph.D. student, Melissa Baker!

ACPA’s Commission for Professional Preparation has selected Georgianna Martin (PhD ‘11) to receive this year’s Burns B. Crookston Doctoral Research Award. Dr. Martin will receive her award during the Commission meeting on Sunday, March 25th and will be recognized during the ACPA association-wide awards ceremony. Be sure to congratulate Georgianna in Louisville!

Michele Armstrong was appointed an ambassador to the ACPA Standing Committee for Graduate Students and New Professionals; Kira Pasquesi was selected as a 2012 Obermann Fellow for Engagement and the Academy; Becca Ingraham won first place for the Order of Omega case study competition at the Association of Fraternal Leadership and Values conference; Katie Wildman was appointed to the ACPA International Advisory Committee and was received the ACPA Global Dimension Contribution award

Recent Publications

Jana Hanson and Dustin Weeden
“Do liberal arts colleges make students more liberal? Some initial evidence” in Higher Education

Jana Hanson (with L. Mohn)
“Assessment trends: A ten-year perspective on the uses of a general education assessment” in Assessment Update

Elizabeth Jach
“Multiculturalism on campus” (Book review of Multiculturalism on Campus: Theory, Models, and Practices for Understanding Diversity and Creating Inclusion)

Lisa Schumacher
“The leisure journey for sandwich generation caregivers” in Therapeutic Recreation Journal

Teniell Trolian (with K. Fouts)
“No child left behind: Implications for college student learning” in About Campus

Abigail Rury
“All things being equal, women lose. Investigating the lack of diversity among the recent appointments to the Iowa Supreme Court” in Women Law Journal

Chris Swanson (with C. Morphew)
“On the efficacy of pursuing university rankings” in University Rankings: Theoretical Basis, Methodology and Impacts on Global Higher Education

Kira Pasquesi (with D. Cooper, D. Liddell, T. David)
“Providing evidence” in New Directions for Facilitating the Moral Growth of College Students
Updates from the Graduate Organization of Higher Education and Student Affairs

The Graduate Organization of Higher Education and Students Affairs (GOHESA) is the coordinating body of graduate students in the HESA program. The organization offers professional development and social opportunities to foster a sense of community in the program. A special thank to our Officers, Committee Chairs and General Members for their work this year! Check out what we’ve been up to this year:

### Professional Development
- GOHESA sponsored its first annual practicum showcase to help match first-year Masters student with practicum sites. Almost two dozen departments from five different campuses attended.
- Current ACPA President and Dean of Students at Cornell College, Heidi Levine, came and spoke to GOHESA in February, covering topics such as her presidency in review, ACPA’s directions given the no-vote on the merger with NASPA, the upcoming convention, and the task force on credentialing.
- Current professionals and alumni discussed their experiences in graduate school at the master’s level, their first job search related to the field of higher education/student affairs, their current position, and deciding whether/when to pursue a doctorate.

### Outreach
- GOHESA members have met with a handful of prospective students throughout the year to discuss the program, assistantships, Iowa City, and the whole HESA experience.
- GOHESA’s annual newsletter, the Welcome Wagon, provides a fresh perspective on what incoming masters students have to look forward to in Iowa City, whether its restaurants, current students, or the plethora of acronyms on campus.
- In October, UI Housing & Dining hosted a drive-in student affairs workshop. Current GOHESA students helped make it a success, serving on panels, talking to prospective students, and hosting mock interviews.

### Social and Community Service
- The organization kicked off the semester with a delicious potluck picnic at City Park where the community shared in food, fun, and Frisbee.
- The annual November Fall Feast was held in November at the Latino Native American Cultural Center to celebrate the upcoming holidays.
- The First Friday tradition at Joe’s Place continues where current students and faculty can mingle.
- GOHESA members were also actively involved in volunteer opportunities on campus and around the community with the Children’s Museum in Coralville, Dance Marathon, and the Career Leadership Academy Etiquette Dinner, to name a few.