

Graduate Programs in Student Affairs Newsletter Spring 2006

Greetings from the Graduate Programs in Student Affairs and Welcome to the Spring 2006 GPSA Newsletter!

-Elizabeth Whitt, Program Coordinator

Greetings and welcome to the 2006 edition of the Graduate Programs in Student Affairs newsletter! To prepare for this annual task, I looked back at my previous newsletter greetings – all 8 of them – and was struck by the consistency of themes across my comments. That could, of course, be evidence of lack of creativity on my part. But I think the nature of the themes speak to the nature of the Graduate Programs in Student Affairs at UI: ongoing change in the pursuit of doing what we do well – preparing student affairs professionals, leaders, and college student researchers – even better; active involvement in the improvement of our profession and our communities; and stretching and testing our limits and skills in our curricula, our contributions to knowledge, practice, and professional associations, and our student’s opportunities and experiences. A couple of years ago, I was part of a research team (including George Kuh, PhD ’75) that studied 20 colleges and universities to identify what made them so effective at engaging their students in what matters in undergraduate education. One of the qualities of these institutions we named “positive restlessness”: an awareness “that what and how we are doing can be improved . . . if we stay focused on the quality of our work and its impact on students and institutional performance.” (Kuh, Kinzie, Schuh, Whitt & Associates, 2005, p. 146). That phrase seems to capture for me what we are about in the GPSA: staying focused on the quality of our work and its impact on our students and our profession and striving -- always and creatively – to be the best we can be. This newsletter is full of examples of that focus, that striving, that creativity. So I invite you to join me in taking time to find out what’s new with the Graduate Programs in Student Affairs and with some of your alum colleagues.

Before moving on, though, I want to recognize and thank Melanie Guentzel, SAAR doctoral student and graduate assistant for the Graduate Programs in Student Affairs, for all her hard work. She not only developed this newsletter, she is responsible for our updated website. More than that, though, Melanie has done outstanding work for the Graduate Programs in Student Affairs for 3 years and, now that she’s in the process of completing her dissertation, she will leave us to return to the world of full-time employment sometime soon. Thank you, Melanie, for your remarkable contributions to the GPSA!

ACPA Attendees:

**Don't forget to join friends and
colleagues at**

**The University of Iowa's
Graduate Programs in
Student Affairs Reception**

Time: 7:00-9:00 P.M.

Monday, March 20th

Where: Marriott, Ballroom 6

**Presentation of the AI Hood Award
at 8:00 P.M.**

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Setting Sail with CRUE

Center for Research on Undergraduate Education



By Gina Tagliapietra Nicoli



In June 2005, the College of Education launched the first national Center for Research on Undergraduate Education (CRUE), which focuses on undergraduate education and the undergraduate experience. Through their research and scholarship, faculty in the College of Education at UI have made substantial contributions to the national conversation about undergraduate education and the growing body of knowledge about college impact and outcomes. CRUE provides a framework for systematic pursuit of these important research agendas. Dr. Ernest Pascarella, the Mary Louise Petersen Professor of Higher Education, and Dr. Elizabeth Whitt, professor in The Graduate Programs for Student Affairs, co-direct the center.



The mission of CRUE is to implement and disseminate research and scholarship that fosters understanding of effective undergraduate education. The Center will fulfill this mission by pursuit and coordination of research and funding initiatives for CRUE faculty and graduate students, and dissemination of research results to national, regional, and state audiences via CRUE publications, refereed journals, scholarly meetings, professional association conferences and publications, and institutional consultations.

Already the center is involved in several research projects, including a study commissioned by the Office of the Provost to focus on undergraduate life at The University of Iowa. To guide this study, CRUE is using the conceptual framework of student success and engagement to answer the following research questions: What are the dimensions of undergraduate student experiences and outcomes at UI? What “matters” for UI undergraduates – that is, what facilitates and hinders achieving desired educational outcomes? How do students describe their experiences? What outcomes do UI undergraduates achieve and how? In what ways, if any, do the experiences and outcomes of UI undergraduates differ from those desired by the university and/or encompassed in the university’s mission?

During this academic year, the center staff and research associates (Residence Life staff and graduate students in GPSA) conducted focus group interviews with first-year and senior-level students. The purpose of the interviews was to gain UI undergraduates’ perspectives and description of their experiences and outcomes. In March 2006, we will invite all UI first-year students and seniors to complete an electronic survey to identify and describe their experiences and outcomes. The Provost will receive the final research report in July 2006.

Please visit the CRUE website <http://www.education.uiowa.edu/crue/index.htm> for an updated list of the center’s research projects and publications.



Faculty Updates

Debora Liddell

Deb continues her work as Contributing Editor of the Journal of College & Character, and has been appointed to the ACPA Task Force on Certification -- a work group that is raising questions about the core competencies in our field. Deb was elected as Chair-Elect of the ACPA Commission for Professional Preparation. The CPP works with the ACPA leadership to advocate for issues related to professional preparation. She was also asked to represent the Commission of Professional Preparation on the Core Council for the Dissemination & Generation of Knowledge. She attended a meeting of an impressive group of scholars at Harvard University in November when she presented a research paper to the international meeting of the Association of Moral Education. Deb is currently on sabbatical this spring, and is developing a testing manual for the Measure of Moral Orientation.

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Ernest Pascarella

Ernie, along with Elizabeth Whitt, is the co-director of the New Center for Research on Undergraduate Research. In addition, he completed a study funded by the Lilly Endowment and the Center of Inquiry in the Liberal Arts at Wabash College, that looked at the effects of liberal arts colleges and liberal arts experiences on student outcomes. The results of the study have been published in a monograph sponsored by the Association for the Study of Higher Education. In October 2003 he received the "Outstanding Contributions to the Profession Award" from the Pennsylvania College Personnel Association, and in November 2003 he received the "Howard R. Bowen Distinguished Career Award" from the Association for the Study of Higher Education.

Recent Publications:

Pascarella, E. & Terenzini P. (2005) How College Affects Students (Vol. 2): A Third Decade of Research. San Francisco: Jossey-Bass.

Pascarella, E., Wolniak, G., Seifert, T., Cruce, T. & Blaich, C. (2005). *Liberal arts colleges and liberal arts education: New evidence on impacts*. San Francisco: Jossey-Bass and the Association for the Study of Higher Education.

Sherry Watt

Sherry is in her sixth year as an Assistant Professor in UI Graduate Programs in Student Affairs. From 2002-2005, at the University of Iowa, Sherry served as the Student Development Coordinator and Evaluator of the Alliance for the Graduate Education in the Professoriate (AGEP) program funded by National Science Foundation (NSF). She designed and implemented a student development program for students of color in graduate school in the areas of science, technology, engineering, and math. She also gathered and analyzed data on the perceptions of graduate students of color at predominantly white campus.

Sherry continues to sustain her research agenda that focuses on identity development of college students and helping professionals in training. Through that lens, she investigates undergraduate and graduate student's racial identity, womanist identity, and spirituality development. Recently, she has examined students' reactions to difficult dialogues on race, sexual orientation, and disability which is the central theme of the 2007 Special Issue College Student Affairs Journal of which Sherry is the guest editor.

Recent publications:

Watt, S.K., Editor (In Process). Difficult Dialogues: Diversity and Privilege in Student Affairs Work. *College Student Affairs Journal* 2007 Special Issue.

Watt, S.K. (In Press). Racial Identity Attitudes, Womanist Identity Attitudes, and Self-Esteem in African American College Women Attending Historically Black Single-Sex and Coeducational Institutions. *Journal of College Student Development*.

Watt, S.K. & Robinson, T.L. (In Press). Resisting Depression in Black Women. *The Counseling Psychologist*.

Elizabeth Whitt

Elizabeth Whitt, Professor in the College of Education at UI, has served as Coordinator of the Graduate Programs in Student Affairs [GPSA] since 1997 and holds a secondary appointment in the Department of Educational Policy and Leadership Studies. In addition, she is Co-Director – with Ernie Pascarella -- of the Center for Research on Undergraduate Education (CRUE). Her recent service activities at the national level include serving as Chair of the ACPA Senior Scholars group and representing Senior Scholars on the latest ACPA Governance Task Force. She also continues her work as Associate Editor of the New Directions in Student Services sourcebook series. In April 2005, Liz was named an ACPA Diamond Honoree and in October 2005 became a member of the Iowa Academy of Education.

Recent Publications:

Kuh, G.D., Kinzie, J., Schuh, J.H., Whitt, E.J., & Associates (2005). *Student success in college: Creating conditions that matter*. San Francisco: Jossey-Bass.

Kuh, G.D., Kinzie, J., Schuh, J.H., Whitt, E.J., & Associates (2005). *Assessing conditions to enhance educational effectiveness: The inventory for student engagement and success*. San Francisco: Jossey-Bass.

Kuh, G.D., Kinzie, J., Schuh, J.H., & Whitt, E.J. (2005). 'Never let it rest': Lessons about student success from strong performing colleges and universities. *Change*, 37(4), 44-51.

Whitt, E.J. (2006). Are all of your educators educating? *About Campus*, 10(6), 2-9.



The Al Hood Update



Albert Hood Distinguished GPSA Alumnus/Alumna Award 2005

The 2005 recipient of the Hood Award was Lynnea Halberg (Ph.D. '87). Lynnea recently retired as Vice President for Student Development at Brenau University in Gainesville, Georgia.

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 2006 ACPA Convention on Monday, March 20, 2006 at 8:00 pm. in the Marriott Hotel, Marriott Ballroom 6.



Al Hood "Watch"

Al Hood continues to be active and involved as an Emeritus Faculty member at the University of Iowa. He is working on the fourth edition of his psychological testing text which is just about ready for the publisher. In June 2005 he received a Distinguished Alumni Award from the University of Iowa Alumni Association. He was honored for his contributions to the university and to the fields of psychology and student affairs.

On a personal note, Al and his wife Jean celebrated their 50th wedding anniversary with a family reunion in North Carolina and a party in Iowa City. Congratulations! Al and Jean are looking forward to more travel and family celebrations in 2006.

Congratulations!



Debora Liddell was elected Chair-Elect of the ACPA Commission for Professional Preparation. The CPP works with the ACPA leadership to advocate for issues related to professional preparation.

SAAR students Angela Kellogg and Jerri Drummond are the 2005 recipients of the Albert Hood Promising Scholar Award. This award will assist both in conducting their dissertation research.

Sarah Reshetar (SDP MA '05) was selected as Outstanding MA student of 2005.

William Huff, a second-year student in the SDP MA program, received the Rising Star Award from the Iowa Student Personnel Association at the 2005 ISPA Conference. The Rising Star Award recognizes outstanding achievements as a masters-level student and potential for excellence in student affairs practice.

Kathleen Goodman (SAAR) and **Kenneth Wheeler** (SDP MA) were named ISPA Scholars.



Learning to Juggle: Balance in the Life of a Doctoral Student

By Kathy Goodman, Noël Holman, and Kristi Mindrup

Without a doubt, the most necessary skill for doctoral study (the skill they don't test for on the GRE or ask about in the interview) is JUGGLING! OK, juggling might be a stretch, but learning to balance many roles, responsibilities, and priorities is definitely a must. Whether pursuing a degree full time or part time, the first-year students in the SAAR program have learned a lot about balance this year. Here we share the perspectives of full-time and part-time students.

Connecting School and Work

FULL TIME:

Grad assistantships (GA) allow you to immediately apply concepts from SAAR classes to your work. While it is still a balancing act to find time for work, school, and a social life, having a GA makes it a little easier because there tends to be some flexibility in the hours and you are on campus, close to opportunities such as informal doc student lunches, campus events, and other SAAR activities.

PART TIME and/or COMMUTER:

While this balancing act can be crazy, especially if you add a commute in the mix, continuing to practice in the field allows you to truly blend practical experience with your academics. In addition, practical experience from employment in higher education helps to conceptualize theories and contribute real-life situations to classroom discussions.

Interactions with Faculty

FULL TIME:

Having a GA allows you to spend lots of time on campus, which allows for more informal interactions with the SAAR faculty. From hallway discussions about current happenings on campus, to coffee shop "debriefings" on especially difficult classes, it's all available when you roam the halls of Lindquist on a daily basis.

PART TIME and/or COMMUTER:

While being off campus means fewer interactions with faculty, it does not mean they are less MEANINGFUL! Faculty are extremely supportive of the part-time student experience. They are accessible and flexible to meet before class and are always just an e-mail message or phone call away. Conversations with faculty in pre-scheduled meetings can be extremely directive and focused.

Social Involvement

FULL TIME:

Achieving the perfect balance of social involvement with other SAAR students may be the toughest juggling act of all. However, it is all up to you! The SAAR Community provides many opportunities to get together. Sharing with one another can make being a PhD student a truly joyous time. Can you say cookouts and Spaghetti Dinners?

PART TIME and/or COMMUTER:

There are plenty of opportunities to socialize with SAAR students and the times, dates, and locations are flexible and numerous so as to not leave anyone out who is interested! You probably won't be able to attend every social gathering, nor will you be expected to, but when you do, you will find support from peers, and often a great mix of tasty food and great conversation!

Join us in the SAAR program!

Whether you intend to be a full-time or part-time student, the SAAR program is a welcoming community, supportive environment, and has learning opportunities galore. While JUGGLING is a challenge at times, you can take heart that you are not alone. You are likely to find someone in a situation similar to yours who is willing to share the juggling lessons they have learned along the way.



MA Students Making the Most of their Iowa Experience

MA Student “Reality”

By Tina Arthur and Lucas Christain

In the spirit of reality television – here is an update on the students in the MA program in Student Development.

The semester started off as an “Amazing Race” for the first year students with a scavenger hunt around the University of Iowa’s campus during Orientation. The second-year students wanted to make sure the first-year students were all “Survivors” and initiated a mentor program to help with the transition from undergrad, professional positions or other graduate programs. While it wasn’t quite an “Extreme Makeover” this year, the Student Development Program has seen some change with growth of the cohorts and new graduate assistantship positions in The Office of Student Life, the Department of Residence Services, and the Tippie College of Business.

There was no “Biggest Loser” at the 2005 Iowa Student Personnel Association Conference in October. In fact, it was an opportunity for many second-year masters students to shine. Bill Huff was recognized as the “ISPA Rising Star” and Kayla Haptonstall and Erica Geers won the case study competition. Many other second-year and doctoral students shared their knowledge of current student development issues and topics by presenting, and the conference was an opportunity for all students to connect and network with SDP graduates.

The competitive spirit didn’t end with the ISPA conference! Although it wasn’t a “Battle of the Sexes”, there was a friendly “beard off” between a few first- and second-year students during the blustery months of the fall semester. The cohorts also showed no “Fear Factor” as teams competed in intramural tournaments in dodge ball (Learning Edge) and basketball (Rally Cats).

Spring semester brings warmer weather and the annual ACPA conference, held in Indianapolis this year. Students are looking forward to professional networking opportunities to become the next “Apprentice.” The conference won’t be all work and no play though - the annual UI Reception will bring current students and graduates together to celebrate the 30th birthday of GSDA.

It is back to the “Real World” as soon as the conference is over as second-year students will return to take comps and continue the job search. The first-year students will be preparing to welcome in a new class. Whether it is over coffee at the Java House or crowning the next “American Idol” at a fun night of karaoke, the first-years are looking forward to being “Big Brothers” for the incoming cohort.

Topping it Off: MA Capstone Students Collaborate on UI RA Class

by Erica Geers and Kenneth Wheeler

As part of the Capstone experience, this year's second-year MA students are serving as consultants for The University of Iowa's Office of Residence Life (ORL). Last year, ORL began an academic year, ten-week course to train new resident assistants; the capstone class is assessing, redesigning, and planning this year's version of the course. Based on research, student development theory, and good practices in teaching and student affairs, we are developing course goals, objectives, and content.



We've learned that designing and evaluating a course takes teamwork and time. Our class serves as one consulting team; however, we divided some tasks, making pairs or individuals accountable for certain elements. Following the program development model of 1) initiating the program, 2) planning the program, and 3) implementing the program, we attempted to clarify what was most important, taking into consideration the learning outcomes students achieve by taking this course. Based on our process, we developed four new course outcomes: student development, personal development, job/skills development, and community development.

Initiating the program also involved assessing and establishing the needs for the course, taking into account resources and constraints. Throughout the year, we have spoken with RAs who took the course, instructors, and individuals who are in charge of the direction and supervision of the RA course. Hearing from each of these different groups helped us gather useful information to set priorities, guidelines, and direction for the RA course.

After conducting our research and assessments, we began to plan the course. Capstone group members divided into pairs to take on each learning outcome and come up with measurable objectives and other desired outcomes to achieve the overarching goals and outcomes for the RA course. Once we settled on these important objectives, we developed daily lesson plans and are currently creating the instructor's manual. The manual, which we will use when we train this year's instructors, will include our process in developing the course, a description of our outcomes, effective instruction methods, the syllabus, lesson plans, and activities.

We are proud of our success throughout the program planning process. Though we might not all enter residence life positions, we are confident in our abilities to initiate, plan, and implement a program. Our work on this program has given us the opportunity to work as a team, establish a collaborative relationship with the residence life office, and develop and enhance skills that will assist us throughout our professional lives. What is also rewarding is that we were given the chance to leave something behind at Iowa that exemplifies what we've learned as a result of the Capstone course and the Student Development Program. We hope that future GPSA students will have the opportunity to impact the University of Iowa campus as we have this year.



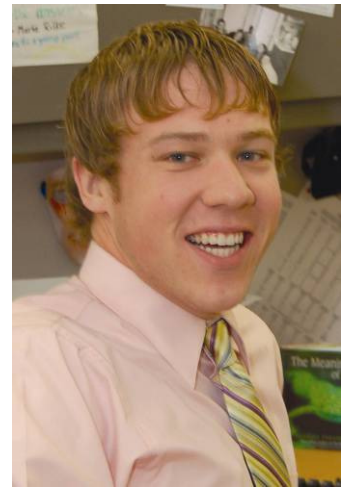
Student Affairs Graduate Students Acknowledged as Outstanding

Article by Jill Fishbaugh and Photos by Douglas Allaire, College of Education

Everywhere you looked at the 2005 Iowa Student Personnel Association conference, you saw UI students and alumni.

Student Affairs Administration Professor Elizabeth Whitt said. “Our students and alumni were engaged, curious, interested, and interesting. The other participants were moved by their quality of presentation skills, depth of understanding, and level of creativity.”

UI graduate students won several top ISPA awards. Bill Huff was the inaugural winner of the ISPA Graduate Student Rising Star award, Erica Geers and Kayla Haptonstall won the Master’s Case Study competition, and Kathleen Goodman and Kenneth Wheeler were recognized as ISPA Scholars.



UI Student Development Coordinator Kate Sojka said Huff is an ambitious and insightful individual. “Bill demonstrates the qualities of a bright, shining star,” she said. “He is a genuine, hard-working, and creative individual.” Sarah Hansen (BA ‘90/MA ‘92), associate director of the UI Student Health Service, agreed: “Bill exhibits a great combination of skill, empathy, and humor in his work with students.”

Renee Romano, vice president for Educational and Student Services at UNI, said, “Geers and Haptonstall won [the case study] because they showed knowledge of both theory and practice in their approach.”



Meet Our Soon-to-Be Grads

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

Deborah Barry is from Fort Madison, Iowa. She attended St. Ambrose University and earned a B.A. in secondary English education. After graduating from St. Ambrose, Deborah taught high school English for five years. Deborah holds an assistantship at the Belin-Blank Center at The University of Iowa working with students in their University Programs. Deborah hopes to find a position in academic advising or career counseling and would like to stay in the Midwest.

Erica K. Geers is an energetic leader searching for positions within driving distance of Iowa City. She grew up in Dyersville, Iowa and attended The University of Iowa, earning her B.A. in English in December 2002. While pursuing her master's, Erica worked at the Educational Technology Center, assisting in technology classes for undergraduates in the College of Education. Her practicum in Student Activities at Cornell College offered her small-school experience. She also pursued an advanced practicum, teaching The College Transition to first-year students at UI. Erica is the graduate assistant for the Honors Program in the College of Education at the Belin-Blank Center for Gifted Education and Talent Development.

Scott Graves is from Cherokee, Iowa. He has a B.S. in Business Administration with an Accounting/Management major from Drake University. Before attending graduate school, he worked as an independent consultant in London, England, and for two and one-half years as a Financial Aid Administrator at Vatterott College in Des Moines, Iowa. While at The University of Iowa, he held a one-year assistantship in the Office of Student Life, a one-year assistantship in the Office of International Students and Scholars, and completed two practicum experiences in the Office for Study Abroad. Scott's primary work interest is in study abroad or international programs, although he continues to be interested in work in financial aid. His geographical preference is to work in a state with mountains.

Kayla Haptonstall will graduate from the SDP program in May and is searching for full-time positions in residence life, career services, or student activities. She grew up in Golden, CO but her undergraduate career brought her to the great State of Iowa: she earned a B.A. in Psychology and Spanish from Cornell College in Mount Vernon. During the first year of her graduate program, Kayla held an assistantship position with the Transfer Honors Living and Learning Community and completed a practicum with the Coe College Office of Student Life. Kayla also had the opportunity to travel to Australia to complete a course in International Student Services, a program coordinated by NASPA, ACPA, ACUI, and The University of Arizona. In her second year, Kayla works at Health Iowa, the educational branch of Student Health Service. She also completed an advanced practicum in the Pomerantz Career Center at the University of Iowa. Ideally, she would like to work at a college or university in the West, Pacific Northwest, or on the East Coast. Prior to entering graduate school, Kayla worked full time as an Assistant Director of Admission at Cornell College for four years.

Bill Huff is an Iowa native who grew up all over the state and whose family now resides in Greenfield, Iowa. He earned a Bachelor of Arts in Speech Communication/Theatre & Secondary Education with a minor in English/Language Arts from Mount Mercy College in Cedar Rapids in 2004. During his time as a Master's student in the SDP program, Bill held an assistantship in the Office of Residence Life, completed a practicum with Health Iowa, and taught the College Transitions Course. One of the highlights of his MA year was presenting at the 2005 Iowa Student Personal Association conference on "Social Class and Classism: The Neglected Face of Multiculturalism" with fellow MA student, Alicia Russell. Bill is looking forward to his nationwide search in identifying a student-focused institution and positions in residence life and/or student activities.

Alicia Russell is from Carbondale, IL, and attended the University of Evansville in Evansville, IN. After graduating with a degree in Mass Communication in 1999, she worked at Evansville as an Admission Counselor for five years. Alicia holds an assistantship with the Office of Orientation Services as the Assistant Student Program Coordinator and has enjoyed practicum experiences with the Academic Advising Center and the Pomerantz Career Center. She is seeking positions in academic advising and career services and would like to stay in the Midwest.

Jon Sexton attended Central College in Pella, IA and graduated with a BA in psychology. He serves as the Hall Coordinator of Daum Hall where he supervises resident assistants, advises hall council, facilitates discipline cases, and responds to emergency situations. In previous experiences, Jon worked as the Assistant Hall Coordinator of Mayflower Hall and the manager of the Latino Native American Cultural Center, and taught the College Transition course.

Kenneth Wheeler is from Milwaukee, WI and earned his B.A. degree in biology from Luther College in 2000. Prior to graduate school, he worked as the multicultural recruitment coordinator in the Luther College admissions office. During his first year at Iowa, Kenneth served as a graduate assistant in Athletic Student Services and spent his 2nd year in the program as the recruitment coordinator in the Graduate Programs in Student Affairs office. His practicum experience landed him at Cornell College in the office of Intercultural Life as co-advisor to the Black Awareness Cultural Organization. One of his MA highlights was presenting at the 2005 Iowa State Personnel Association Conference with fellow MA student Deb Barry and receiving the ISPA Scholar award. He is searching for a position in student activities, judicial affairs, diversity affairs, or administration at an institution in eastern Iowa.

Know someone who would make a great Student Affairs Professional?

If you know anyone who ought to consider applying to the Student Development MA or PhD programs, or the PhD in Student Affairs Administration and Research, please contact us at:
Department of Counseling, Rehabilitation, & Student Development
N338 Lindquist Center
The University of Iowa
Iowa City, Iowa 52242
(319) 335-5275
<http://www.uiowa.edu/~sdp>



Cruisin' with GSDA

By Tricia Seifert, GSDA President

As you know, winter in Iowa can be a bit gray. Although we have been fortunate to have warmer gray weather, it's gray all the same. So we thought you might enjoy a little cruise while reading of the many ports that members of GSDA have visited this school year.

We set sail in August during new student orientation. Our voyage took us from the cozy corridors of the Lindquist Center to the home of Deb Liddell where we found a heap of hamburgers, buckets of cold beverages, and fun in the late afternoon sun as we got to know each other better.

From there we rode the tide up I-380 to the Iowa Student Personnel Association conference where we were well represented with excellent presentations, case study winners, and the outstanding graduate student. Congratulations Kayla Haptonstall, Erica Geers, Bill Huff, Kathy Goodman, and Kenny Wheeler. We are so proud of you.

Knowing that there is always a need for a great crew to steer the student affairs ship, GSDA brought on board undergraduate students who are considering careers in student affairs. Current graduate students, alums, and faculty shared their experience of the graduate school search process, how to put together a strong application, and what to expect in a student affairs preparation program. We hope that our outreach event excited area undergraduates to pursue student affairs as a career.

The snow began to blow in November and continued through early December but GSDA ducked into an azure bay and waited out the storm by hosting two events focused on helping members prepare for finals week. One event took us to the warmth of the Wheelroom in the IMU where we talked about personal tricks we use to stay balanced and focused during stressful times. Later that week, members had a chance to practice their balance with a "regression session." This weekend afternoon escape found GSDA members with crayons and play-doh reliving their childhood. It's amazing how you can feel refreshed and ready to push through the end-of-semester studying after a couple of hours with Michael J. Fox in *Back to the Future* and a competitive game of *Trouble*.

Sometimes you find an island that you love so much that you have to go back for another visit. GSDA kicked off the semester with a return to the Isle de Liddell but traded the grill for gobs of pasta. Between the goody table and Jon Sexton's guitar playing, we had a great time as a community.

Finally, our community is growing. Not just in terms of the number of students in GSDA but we have expanded the reach of GSDA in the broader Iowa City community. This semester we are collaborating with the Iowa City Community School District by going into the high schools to talk about the college search process and strategies for a successful first year in college. We are excited about partnering with our local community.

We're not sure of our final port this year. As GSDA continues to grow, the end-of-the-year banquet site changes. Be it Tahiti or Cozumel, we know that the end-of-the-year festivities will find us basking in the glow of warm friendships and a great year full of challenge and support.

Congratulations to our 2005 Graduates!



Allison Benbow (M.A. 05) is a New Student Advisor at Loyola University, Chicago, IL
Cheree Rawlins (M.A. 05) is a Residence Hall Coordinator, The University of Missouri - Columbia
Emily Villhauer (M.A. 05) is a Specialist for Programming in the Dean of Students Office at Illinois State University, Normal, IL
Megan Ricks (M.A. 05) is a Graduate Advisor in Economics at the University of Wisconsin Madison.
Angela Reams (M.A. 05) is Director of The Stepping-Up Project, The University of Iowa
Christopher Stillwell (M.A. 05) is Director of the Career Advising Program, Medical School, University of Wisconsin Madison
Tammy Bronk (M.A. 05) is an Advisor in the Pomerantz Career Center at The University of Iowa
Sara Johnson (M.A. 05) is an Academic Advisor in the College of Biological Sciences at The University of Minnesota
Sarah Reshetar (M.A. 05) is a Residence Director and directs leadership and community service programs at Coe College (IA)
Susie Beederman (M.A. 05) is a Resident Director at Binghamton University in Binghamton, NY



Their First Year Out

Each year we ask our New Grads to respond to a question about a current event affecting colleges and universities. This year we asked about their campus responses to Hurricanes Katrina and Rita. This is what we heard:

Angela Reams

The University of Iowa community responded in great numbers. Approximately 24 students from universities in the New Orleans area enrolled at the University and many departments assisted in finding housing, financial aid, notes from classes, and other necessary materials. Fundraisers, such as the Diversity Formal, were held throughout the community and University. Many colleges and departments had donation drives to collect items needed for those displaced to live, work, and study in Iowa City. Students and other members of the University community also headed to New Orleans to volunteer and assist in whatever way they could. The University of Iowa community, including students, responded in a compassionate way by assisting students, families, and others with adjusting to life and academics in Iowa City.

Susie Beederman

At Binghamton University (which is a State University of New York), most students who asked for emergency admission were from Tulane University. About 60 Tulane students came to campus, and many of them have chosen to stay. Our student groups also contributed to the relief effort through a variety of fundraising efforts. A campus entrepreneurial group raised \$4,200 selling T-shirts, an effort that was given coverage by MTV U. Our Student Association raised about \$15,000 selling bracelets, although the effort was discontinued after the Black Student Union raised concerns about the bracelet slogan, "Save the South." A residence hall community also raised \$300 selling Mardi Gras beads under the slogan "Wear your beads 'til the water recedes."

Allison Benbow

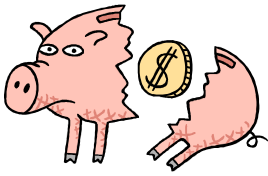
Loyola University Chicago welcomed more than 300 students, undergraduate and graduate, who were displaced from their home institutions after the hurricanes hit. Over Labor Day weekend, more than 200 members of the Loyola community including students, faculty, and staff, volunteered their time to help welcome these students to our campus. These volunteers helped get the students registered, secured housing, and provided tours and many other services to students and families that helped make this difficult transition as seamless as possible. In addition to volunteering their time over the holiday weekend, more than 100 alumni, faculty, and staff offered to help with the housing needs of these students. Loyola also hosted shopping trips for students needing school supplies; winter clothing drives were set up; an emergency relief fund was established for the victims; and the Wellness Center offered many support services for students affected by the hurricane. One unique thing students at Loyola did for these new members of their community was a website for students to share their experiences and get helpful information about things to do in Chicago. The website, called LISTEN (Loyolans Interested in Sharing Their Experiences about New Orleans), is located at <http://www.luc.edu/orgs/listen/>. Loyola students didn't just help out on the Chicago campus. Over fall break, 104 Loyola students volunteered in Louisiana helping to clean up the destruction. Eleven of these students were rewarded by attending Oprah's "Favorite Things" show with other people who helped with hurricane relief efforts. It was a great feeling being a part of a community who welcomed and helped so many students find a home for a semester during this time. My office, the Office of University Advising, was recognized at the annual holiday celebration for our efforts with a "Team Spirit Award" for making sure each student was registered for classes over the Labor Day weekend.

Emily Jayne Villhauer

As a new member of the Illinois State University community, I wasn't sure how the school would respond to the hurricanes. I quickly learned of the generosity and philanthropic nature of the school through several programs that sprang up to help those in need. I was impressed at how quickly people from different areas on campus came together to create positive change. One program, "\$4800 in 48 Hours", ran from noon on Tuesday, September 6 through noon on Thursday, September 8. The goal was to raise \$4800 at a donation station located between the student center and the library. Thanks to the generous students, staff, and faculty of ISU, we met the \$4800 goal in just 25 hours. As of noon Thursday, we had collected just over \$8,200, surpassing ISU's overall goal of \$7,500. The table was staffed by student volunteers from across campus, as well as staff from the Dean of Students Office. Most of the donations were in coins and \$1 bills, which shows me it is the help of all, not just a few individuals, who helped make this possible. From noon to 1:00 on September 8, classes were suspended by ISU's president so that all involved with ISU could participate in the "Redbirds for Relief" rally on the Quad. A variety of students spoke, including two students who have transferred to ISU from their schools in New Orleans. Again, from the generous donations of all in attendance, our campus community raised a grand total of over \$32,000, including the money from the "\$4800 in 48" effort. It was great to give my time to such a worthy cause and be involved with something larger than our institution. In addition to contributing to the relief efforts in the hurricane-damaged areas, ISU welcomed 14 students to campus who transferred from schools in the south. There was a special orientation session for these students to help them quickly learn their new surroundings. As many of the students came with very few possessions, there were collections of clothes, bedding, and other necessities to also help their transition. This spring, several trips, through the Alternative Spring Break program, will travel to Mississippi and Louisiana to volunteer with Habitat for Humanity.

Christopher Stillwell

In addition to the ubiquitous Red Cross blood drives and Salvation Army donations, the University of Wisconsin School of Medicine & Public Health organized several service opportunities both immediately after the disaster and in the longer term. In early September, students, residents, and faculty journeyed to the Gulf Coast to provide direct medical and public/population health assistance to the individuals and communities affected by the storms. Further, the American Association of Medical Colleges has been working with its constituents to find places for the displaced medical residents and students. I believe UW-Affiliated residency programs offered additional space to displaced residents. Student leaders from our learning communities organized cash and item donation (including medical education resources - books, lab modules, etc.) drives as an inter-house competition tied to the yearlong house cup. During spring break, a group of M1s and M2s will journey to the Gulf Coast to observe and ameliorate the ongoing public health crisis facing the region, especially in the poor and medically-underserved communities.



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 an **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 Kitchner, Charles Schroeder, George Kuh, and William Zeller.

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

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