



DEVELOPMENTS

A semi-annual publication of the Department of Student Affairs in
Higher Education for SPS/SAHE alumni and friends.



**Student Affairs in
Higher Education**

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THE RETIREMENT OF DR. LUNARDINI

Dr. Ron Lunardini, fondly known as “Lunar” is ending his 36 year professional career at IUP at the end of the Spring semester. Although he officially retired in June 2007, he offered to assist the SAHE department for this academic year as Chair and with teaching while we conduct a faculty search. During 19 years as an administrative faculty member in the Division of Student Affairs and 17 years as a full-time teaching faculty member within SAHE, Dr. Lunardini, as you know, has embodied the ideals of educator, mentor, and colleague.

Dr. Lunardini has been an outstanding teacher and you, as his students, have been extraordinarily positive and consistent in describing the interesting and challenging work that he provides. He has high expectations for graduate student performance and narrative feedback provided by both current and former students conveys the positive impact that he has had on their education and evolving identity as professionals. You know what I am talking about. Lunar is described, by an alum, as a wonderful instructor because he really cares about the subject he is teaching as well as his students.”

As his faculty colleagues, we see this as well, and we affirm the passion he has for the learning process, his kindheartedness, and his wonderful administration of our department. Simply put, his continuous and varied leadership efforts, both as faculty member and Chair, have contributed perhaps more significantly than those of anyone, to building the SAHE department. His success can be attributed to his tireless work, personalized approach, and creative initiatives.

We hope that you will take the opportunity, upon his retirement, to send him a note or an email, or attend a retirement reception later in the spring of '08 where he will be honored. His dedication cannot be measured, but it is deeply appreciated by all of those who have had the wonderful pleasure of interacting with and knowing him.

Best wishes to you, Lunar, as you embark on your retirement. We will deeply miss you, and at the same time we will remember and appreciate your work, your friendship, and your commitment to SAHE over so many years. But don't forget... we are depending on you as our leader and our Chair until May! No bon voyage quite yet!

Submitted by Dr. Linda Hall



SAHE past and present celebrate Dr. Lunardini being awarded the first Outstanding Mentor award at PCPA, which will bear his name for future recipients.

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This issue of developments is especially impressive as it shows the breadth and depth of contributions SAHE alums are making to education at all levels in the US and even in the UK. It further shows the important and varied work of our alumni in times of crisis (VA Tech), in calling for dedication to special populations (Latino's), and in contributions to our associations. Also impressive are the numerous announcements of professional accomplishments and personal updates, which demonstrate SAHE alumni increasing responsibilities at work and at home.

Thank you all for sharing the news of this good work and for keeping in touch with your SAHE community. Thank you also for supporting one another through times of crisis. Our alumni have been touched by tragedy this past year at many institutions, including VT, Memphis and Rider Universities, and it is heartwarming to know that the concern we have for one another follows us wherever we go. Thank you for that and best wishes to all!

RL



Associates for Student Development

Article submitted by Becca Zabel ('08), ASD VP of Programming

Hello from Associates for Student Development! The fall semester is bringing with it many changes and exciting events for SAHE students. Finishing their terms on the board this semester are: Jamie Guilford—President, Chris Lemasters - Vice President of Administration, Mary Miller—Vice President of Public Relations, Gerald Tang - Vice President of Professional Development, and Rebecca Zabel - Vice President of Programming.

Thank you to all SAHE members who have contributed to the wonderful events of the past year and continue to do so in 2007-08 and also to Dr. Lunardini as our Advisor. The fall term holds many exciting events and activities for SAHE students. The mentor/mentee committee has been doing a wonderful job facilitating positive relationships between the first and second year students and providing us all with opportunities to gather as an entire group. The Brown Bag events this semester have brought in a diverse group of professionals from whom we can learn. We are looking forward to passing the torch to the class of 2009 as we elect a new ASD board in November. As always, we look forward to hearing from any alumni who wish to participate in any events or offer their expertise to current SAHE students!

Our “Wee” Trip to Scotland

Article submitted by Michelle Marchand ('08) & Heather Storck ('08)



This past July, we had the pleasure of participating in a higher education study abroad tour of Scotland sponsored through the Clemson University Eugene T. Moore School of Education. A cohort of 12 graduate students, six student affairs professionals, and three faculty members representing institutions from across the United States participated in the 16-day tour. Several SAHE students participated in this experience over the past few years, using the course to count as one of the program’s two required electives, and we were excited to continue the tradition.

The main emphasis of the trip was the opportunity to visit five Scottish higher education institutions: University of Glasgow, Glasgow Caledonian University, University of St. Andrews, Napier University, and University of Edinburgh. At each institution, we met with professionals from recruitment and admissions, the registry, sports and recreation, international services, and other offices associated with student services. Highlights of these meetings included spending time with undergraduate students who are serving year-long sabbaticals to run their student unions, a presentation by the Principal and Vice-Chancellor of one of the institutions, breakout sessions on the various components of Scottish student services including counseling, career development, and disability support, and the opportunity to compare and discuss the similarities and differences between higher education, and student affairs in particular, in Scotland and the United States.

In addition to the universities visited above, we also had free time to explore Glasgow, St. Andrews, Edinburgh, and the Scottish countryside. Highlights included visiting the Kelvingrove Museum of Art, the Old Course at St. Andrews Links, fishing villages along the coast, Edinburgh Castle, the Palace of Holyroodhouse (an official residence of Her Majesty the Queen), the Royal Yacht Britannia, Stirling Castle, the Trossachs, taking a haunted tour of Edinburgh, climbing up Arthur’s Seat (an extinct volcano), and attending a Hibernian football (soccer) game. As luck would have, the British Open Golf Championship was being held in Scotland at the same time we were there, so along with four other members of the trip, we were fortunate enough to get tickets to the final round and take a day trip out to the Carnoustie Golf Links. And what is a trip to Scotland without trying the traditional meal of haggis?! While we’d like to forget the ingredients that go into making it, we’re both proud to say that we at least tried a bite.

We can definitely agree that the 16 days we spent in Scotland changed our lives in countless ways, and we highly recommend the trip to SAHE students, alumni, and friends for use as a three-credit course or a professional development opportunity. In July 2008 and 2009, the program is headed to Ireland, then England for two years and back to Scotland in 2012. For registration materials, please contact Dr. Pam Havice, Associate Professor and Coordinator of the Counselor Education/Student Affairs program at havice@clemson.edu. If you have questions for us or would like to learn more about this wonderful opportunity, feel free to contact Michelle at m.m.marchand@iup.edu or Heather at h.r.storck@iup.edu. Cheers!



Working Across the Pond

Article submitted by Kristine (Meier) Murray, ('05)

In thinking back to my two years in SAHE, I recall that Indiana and Stouffer Hall sometimes seemed to be all there was to the world. Now, into the second month of my student affairs career in England, I now realise that the SAHE programme was worldlier than I ever thought. In April 2007, I moved to England with my husband and soon began searching for openings in the student affairs realm. So many differences between the US and UK education systems became glaringly obvious. For example, I immediately learned that a registrar's office is called the registry, and a career services office is called careers service. I also learned that the concept of residence life that is highly valued in the United States is (no pun intended) foreign in the UK. Even enrolment is spelled with a single 'l' instead of two. Taking in all of these differences at once, I questioned my ability to ever fully understand an entirely new education system and educational culture.

I spent the next few months applying for jobs whilst simultaneously reading anything I could find on the education system of the UK, looking at university websites, and speaking to those working in the field. In July, I came across an advertisement for an international executive position with an organisation called UCAS (Universities and Colleges Admissions Service), which is the central admissions service for processing full-time undergraduate applications to higher education courses in the UK. It is a registered charity and was established to provide a fair and equal admissions service to both students and HEIs, or higher education institutions, as universities are often referred to in the UK. Shortly after my interview, I was soon offered and accepted the position, beginning on the 1st of August.

Now into my third month at UCAS and working in the UK education sector, I find that there is still quite a lot to learn about working in another culture. I believe that this is a learning process that will probably never end. One thing that I have discovered for certain is that with the skills I have learned whilst in the SAHE program both in and out of the classroom, I have already been prepared immensely for these new experiences. The most important lesson of all: always be prepared and open for change! That is the most worldly and invaluable lesson that I have taken from my time in Stouffer Hall and the SAHE program.

In addition to this most important lesson, I have come up with a list of tips to consider when working in another culture:

1. **Be confident in what you already know.**

My experiences gained both in and out of the classroom in the SAHE program prepared me extensively for this position. I had an understanding of students and student culture, professional conduct, and the ability to conduct and understand research, which was all directly translatable to my current position. For example, having to write an entire unit plan with goals and objectives was one of my first tasks, and I never thought I would say this, but thank you, Dr. Hall, for the Berklewood project! In other examples, Dr. Lunardini's Cultural Pluralism class gave me insight into working with different cultures, and Dr. Belch's insistence on proper grammar and punctuation brought up my level of writing to a standard that I could be confident in. Dr. Mueller's Graduate Research Methods class and Dr. Lunardini's Assessment and Evaluation class prepared me to conduct and understand research, which has helped me to read and manipulate data in my current position. Finally, my assistantships and practicums also gave me invaluable real-life work experience that I have been able to continuously build upon.

2. **Always be ready to learn.**

Although there have been days where I felt incompetent because there was so much I didn't know, I had to remind myself that this would have been the case with any new position-in or out of the US. Being open to learning and taking an active role in your learning is crucial. Spend time reading any publications you can get from the education sector in that country, sit in on any slightly relevant meetings whenever possible, and take time to meet with colleagues and learn about what they do.

3. **Don't be afraid to ask questions.**

I have found that people are almost always eager to talk about what it is that they do and what they know. I have never received a negative response when asking a question, no matter how simple it may seem. If you are unsure about a spelling of a word or cultural procedure, ask! Just as you will find yourself asking questions, you might also find that people will ask you the same questions about the US and your past experiences! For example, I have already been asked on several occasions about the US educational system and also topics including driving in the US and Reese's Pieces!

4. **Contact those already working in the field.**

If you are anticipating working in another country, try to contact those already working in the field. You can contact alumni from SAHE, your undergraduate programme, or members of your local professional organisation. Try seeking out people at national conferences, and generally make your intentions known to people around you. I was lucky enough to have Dr. Hall put me in touch with one of her contacts working in the UK before my May 2005, graduation and I regularly emailed this contact for tips on living and working abroad (and still do!). Another step that I took was emailing key contacts at local universities saying who I was and that I was willing to volunteer for programs when they needed help. Through this method, I was unofficially offered a chance at a job before it was posted and made some acquaintances with fellow Americans working in the field!

5. **Learn the language.**

NASPA, ACPA, APA, The Chronicle; just as there are hundreds of acronyms that are used in student affairs in the US, there are just as many in the UK. Create a running list of any acronyms that you come across and take a few minutes to look them up on a website or ask a colleague for more information. It is essential to become familiar with the language to be able to work and communicate effectively. Make sure to also pay close attention to spelling and business wording. I am sure that by now you have picked up several differences in spelling and wording in this article, and they are just some of the new writing habits that I have had to learn. I still make sure to run across formal communications by colleagues for comments before sending them to ensure that any errors or faux pas are picked up.

Counseling Virginia Tech Students: One Pastor's Observations

Article submitted by Bill Litman, ('90)

My first observation when I arrived in Blacksburg on Tuesday, April 17, 2007 was similar to what I've observed outside hospital rooms, and after fires, tornadoes, and other places where crisis has struck: people moving about, at times shuffling, but with no real sense of direction. The difference at Blacksburg was that the number of people moving was in the thousands.

As one might expect, most of the students I spoke with had rarely or never experienced a significant death or loss. The closest most of them had come was the loss of a family pet or perhaps a grandparent. In addition, most of the students were coping with the loss and tragedy without the benefit of having their parents nearby. This meant that they didn't have their usual models to watch in order to learn how to receive or provide comfort. The result was that students relied on student affairs professionals and paraprofessional staff in ways that were extraordinary.

This explains, in part, why the emotions we saw in person on campus and in the media were so raw. It is worth noting that the Virginia Tech incident is 180 degrees contrary to the typical student experience. Traditional college students are in the richest time of acquisition in their lives. They are acquiring independence, knowledge, earning power, relationships, increasing self-awareness, and many other life-defining experiences and skills. This is in sharp contrast to the profound losses of this tragedy.

Because my reason for being on campus was to provide pastoral counseling, I'd be remiss if I didn't mention the spiritual dimension. It was rewarding to see students gain strength and support from each other through mutual spiritual support and looking more deeply into questions about purpose and the meaning of life. While in Blacksburg, I witnessed students spontaneously praying together, singing together, and talking about their faith and their doubts. Do those of us who lead at state and secular institutions have the courage to reexamine whether or not we've overlooked the benefits and importance of providing spiritual growth opportunities for students?

I would agree that the primary mission of student affairs professionals is to cultivate an environment and provide services that result in cognitive and interpersonal growth. However, do we sometimes feel restricted from recognizing the spiritual dimension? I don't suggest that we take responsibility for the spiritual development of students. Neither should we impose personal belief systems or trespass boundaries in an unwelcome way. Sadly, college campuses are perceived by many to be champions of diversity but hostile toward matters and people of faith. However, considering the Virginia Tech incident and similar incidents, it seems reasonable that educators should recognize the value of spiritual care and afford it at least the same level of tolerance and opportunity that we extend to all forms of diversity.

Perhaps the highest long-term risk to students affected by serious tragedy at this stage of their lives is that their identity is established and defined by the negative event. I believe student affairs professionals can achieve a lasting legacy of service in students' lives if they continue to remind them that they will not be remembered by these types of events.

When asked what advice I would offer to others who provide counseling services after a crisis, I'm reluctant to propose a specific counseling model. Here's what I did last week that seemed to be most effective:

1. I ate, played, and prayed with students.
2. When and if they wanted to talk, I very simply listened and responded with empathy.
3. I avoided and redirected "factual rehashes" reminiscent of cable news updates. I found these to be completely unproductive and they often led to "Can you top this?" lines of discussion, which only fueled unhealthy expressions of anger or shut down conversation.

I'm not sure what I could add to the volumes that we now know about the killer and students like him. Abnormal psychology isn't my field of expertise, and while I work in clinical settings, behavioral science lets us down with alarming regularity. I'd suggest to my friends in student affairs that they wouldn't be in the field or in positions of leadership if they were not gifted with solid instincts. The leaders and colleagues I've respected the most are the ones who have had the courage to take unpopular risks while following their intuition.

By the time I left on Thursday, a transformation had taken place. Aimlessness had been replaced with intention and pain was supplanted by purpose. I believe student affairs leaders had a role in this change. In hospice work we have a saying: "Grief moves." It is fitting that those who have been gifted and trained in nurturing growth – the student affairs professionals – were on the front line of service the week of April 16th in Blacksburg. The most memorable words I heard at Virginia Tech captured the spirit of the role student affairs leaders play in students' lives: "You will never be the same, but you will be better."



“Every day may not be good, but there is good in every day.”

Article submitted by Kristin Eicholtz, ('05)



This became a poignant quote for me in the days, weeks, and months following the tragic events of April 16th, 2007. As a new professional in the field of Student Affairs, I was aware that I would face some challenges, but had never imagined I'd wake up to a nightmare that would be etched in my memory forever. The nation, higher education, student affairs, Virginia Tech, and I will always remember where we were that fateful day, punctuated by media highlights of that cold stark morning. In addition to vividly recalling my location on campus and the teary eyed faces of students and my colleagues, I will always remember the strength, love, and support that came from within my profession, both locally and globally.

During the past months, both the media and Massengill Review Panel have made it difficult for the world to witness many proud moments and the collaborative kindness of the Hokie nation. Now that the satellite trucks have finally disappeared and a new semester has begun, I want to take this opportunity to personally thank those who have helped me and my professional community and to also share with you some of the proud moments at Virginia Tech following the events of April 16th.

When I think back to that day I constantly recall the emails, phone calls, and text messages I received from family and friends. My SAHE colleagues were phenomenal in offering a listening ear and a shoulder on which to lean. A few of you even visited Blacksburg in the following weeks to bring donations, volunteer assistance, and share smiles. As my friends and family were supporting me and the Hokie community, I too was supporting students and administration. From answering phones in the Vice President's office to serving as a liaison to one of our injured students, I got to assume roles I never imagined. As difficult as these roles were, it felt good to be of assistance and watch my fellow student affairs colleagues pull together, putting aside their own work for weeks on end and volunteering without complaints. There were many student affairs professionals, both seasoned and new, who sifted through an exorbitant amount of signs, posters, and cards that came in from all over the world, some attended funerals, and some even helped families of the deceased clean out their students' rooms.

Throughout the summer and earlier this semester, a number of important events had occurred, reinforcing the strength of the university; its students, staff, faculty, and community. First, the number of incoming students who attended Virginia Tech's three week summer orientation sky rocketed. Dressed in bright hues of maroon and orange, the Hokie family welcomed new students and their families with cheerful smiles. The 2007-2008 academic year is a record breaker for enrollment, with the number of new and transfer students totaling over 6,000. Secondly, on August 19th a permanent memorial of 32 Hokie Stones was dedicated to the victims and their families, in the same location on the Drillfield that was the site of a temporary memorial created by students immediately following the shootings. Also, the university has recently created an Office of Recovery and Support to offer continued assistance to the families of the victims as well as the injured survivors. Lastly, the returning students had a very uplifting second week back to class. At the opening football game against East Carolina University, the Hokies crossed another emotional hurdle and welcomed thousands of students and alumni back to Lane Stadium. East Carolina opened the game ceremonies with a very generous gift of \$100,000 to the Hokie Spirit Memorial Fund. In turn, the crowd responded with genuine "Hokies Respect" and cheered for the opposing team chanting, "Let's Go Pirates"! That following Thursday a special "Concert for Virginia Tech" was contributed by the Dave Matthews Band, John Mayer, NAS, and Phil Vassar. This free and nearly five hour concert was held in Lane Stadium and was attended by approximately 50,000 students, staff, faculty, and alumni. The event truly promoted campus-wide healing.

So where does Virginia Tech go from here? Virginia Tech has launched a special service initiative called VT ENGAGE in remembrance of the victims and in keeping with the university motto, "That I May Serve." All students, faculty, and staff are encouraged to pledge at least ten hours of service to a project of their choice, with completion by next April. The goal is to perform at total of 300,000 hours of community service. The Hokie nation is a strong one and despite what some may say or what may be portrayed in the media, I've never seen strength and support like I did in the days following April 16th. There is no question on how horrifying that day was or the days following, but the outpouring of love from other schools, companies such as Hershey's, and my own family and friends was truly the "good" that I witnessed and found!

In summation, I once again want to extend a heart felt thank you to all for your support and genuine concern. And, as you look at your own institutions and the relationships you have, I encourage you to value them and foster them. Take care of yourselves, both personally and professionally, and know that there is a huge family within student affairs. When calendars get filled, when students cause you to scratch your heads and say, "Did I just hear that correctly?!", or when a crisis occurs (no matter how big or small) remember that there is good in every day! Please let my experiences help to remind you of that, if you should ever forget.



Hispanic Heritage Month: A Time to Celebrate?

Article submitted by Dora (Elias) McAllister, ('00)

In September 1968, Congress authorized President Lyndon B. Johnson to proclaim National Hispanic Heritage Week. The observance was expanded in 1988 to a month long celebration (Sept. 15 – Oct. 15). On many of our campuses, we hold Hispanic Heritage Month events meant to celebrate the culture and traditions of students who trace their roots to Spain, Mexico, and the Spanish-speaking nations of Central America, South America and the Caribbean. But while you might support these events through your attendance, how much do you know about the collegiate experiences of these students?

In 2003, Hispanics represented 10 percent of all college students enrolled in two and four year degree-granting institutions. This number reflects a dramatic increase in Hispanic student enrollment since 1976, when Hispanics constituted just 3.5 percent of the total enrollment in higher education. While these figures make it appear that the educational attainment of Hispanics has increased significantly, as a group they continue to be underrepresented in higher education; Latinos represent 10 percent of all college students, but they make up over 18 percent of the college age population.

In *How College Affects Students, Volume 2: A Third Decade of Research*, Pascarella and Terenzini summarize the long term effects of college. Students who earned a bachelor's degree, when compared to those with a high school diploma, were found to have a significant advantage in stability of employment and career mobility. They also found that "the college-educated tended to have better overall health....tended to be more efficient in making consumer choices..." and "saved a greater percentage of their income." Currently, many Hispanics do not enjoy the positive socioeconomic and quality-of-life indices that those with a bachelor's degree enjoy. Hispanics have the lowest college degree attainment of all U.S. ethnic groups. In 2004, only 12.1 percent of Hispanics 25 years and over had a bachelor's degree or higher, compared with 17.6 of African-Americans, 30.6 percent of Whites and 49.4 percent of Asians.

This lack of education must surely have a significant effect on Latinos' poor economic characteristics. Ramirez and de la Cruz, using data collected from the U.S. Census Bureau, found that 8.1 percent of Hispanics 16 years of age and older were unemployed, compared with 5.1 percent of Whites, who have a higher educational attainment than Hispanics. They also found that Hispanics were twice as likely as Whites to be employed as laborer and operators. In terms of earning, Hispanics earn less than Whites and are more likely than Whites to live in poverty. The low educational attainment of Hispanics is probably not the only reason that Hispanics earn less than Whites. Racism, for example, may contribute to the great disparity between the earnings of Latinos and Whites. Pascarella and Terenzini, however, assert that educational attainment can serve a direct role in the attainment of status that is unrelated to socioeconomic origins. If Pascarella and Terenzini are correct, then Hispanics can overcome, or at least mitigate, the effects of racism on their socioeconomic status by earning a bachelor's degree or higher.

The number of Latinos participating in postsecondary education has increased dramatically in the past three decades but their graduation rates suffer at all but the most selective institutions. This high drop out rate should be of great concern to those of us in higher education because while we have eagerly accepted a growing number of these members of the "minority majority" (Latinos are now the largest ethnic minority group in the U.S.), we are failing to graduate them.

The continued increase of Hispanics in higher education will pose both challenges and opportunities for higher education that, if maneuvered well, will benefit not only Latinos in their educational attainment but also the colleges and universities that enroll them. As Hispanics enter higher education in growing numbers, college and university administrators should be held accountable for improving their educational experiences. All colleges and universities should first be responsible to their students, who support them by attending their institution and providing tuition and fees necessary for the operation of the university. Simply put, if you strip the university down to its core, it exists because of students. Almost every college or university's mission statement will speak about its service to students. Colleges and universities, then, will need to decide how to appropriately respond to the needs of Hispanic students on their campuses. The future lives of these students depends on their success in the collegiate environment and they will push, as Schmidtlein and Berdahl noted, for "financial assistance, for remedial programs when necessary for admission or attainment of academic standards, and for academic programs that will meet their interests and perceived needs." Latino students, often failed by their K-12 public school educations, cannot shoulder the entire burden of succeeding in the collegiate environment. They need institutions that are willing to design recruitment and retention programs for them and advocate for their success.

As higher education practitioners, we have the opportunity and responsibility before us to take part in the success of these students.

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I'm finding it difficult to start this update, since this 17th year as a full-time SAHE faculty member and 9th as chairperson will be my last. In June, I processed paperwork to retire after a final year as an 'emergency annuitant hire' seemed likely to be approved. I began this fall knowing that commencement 2008 will be my last official duty for SAHE. As you can imagine, for someone who has been at least loosely connected to SPS/SAHE over the past 35 years at IUP, talking about it ending is difficult. So, I won't. But I will say that I'm going to especially enjoy one more year of all the important business we do along with advising the IUP Hockey program, serving on the executive board for PCPA and as secretary of the Indiana Borough Planning Commission where the vision we had for improvements to off-campus student housing around IUP is beginning to take shape.

Personally, my family is well. My daughter Karen continues to live and work in the Falls Church/Fairfax, VA, area for a technology consulting firm. Son Dave is in his last year of Medical School at the University of Virginia where he will soon be immersed in interviews for residencies that will determine the location and focus of the next 5-6 years of his medical education. Peggy began her fourth year of retirement with some fall travel (Williamsburg), and she continues her work for local agencies, principally the Humane Society, which provided us with a new puppy last spring. Although I taught during both terms last summer we still traveled – Hawaii in May, a California wedding in July, and an Ohio trip in August. Golf was again a focus, where I continue to be deluded that improvement is possible.

It's always touching to hear from you, so thanks for staying in contact. I truly look forward to the possibility of reconnecting with many of you this year. And, if you can help us to guarantee the health of SAHE with more assistantships, strong student referrals, and a great new faculty member next year, please contact us. Best wishes!



Dr. Ron Lunardini

Greetings! While the weather still feels like summer, we are full-swing into this busy fall semester. The summer didn't provide me with a real vacation, but visits from family and friends were delightful. Something that I really enjoyed over the summer was watching the unbelievably quick construction of the first two new, beautiful residence halls (the Suites on Grant). IUP really looks like a different place from the considerable construction that has taken place and is still progressing. Those of you who are returning for Homecoming will see an amazing difference.

You've likely heard or are reading in this newsletter about Ron Lunardini's retirement. We are so thankful that he graciously agreed to return this year as a "temporary" faculty member. This gives the department adequate time to search for a new faculty member. We hope that you will spread the word about the vacancy and that you will refer potential candidates to Dr. John Mueller, search committee chair.

I'm sure that you understand how difficult it will be to lose Ron as a colleague and how sad we are to see him leave SAHE and IUP. We can see his enthusiasm for this new chapter in his life and we'll formally wish him the best at retirement events in his honor in late April/May. He has provided strong leadership for SAHE and has contributed so much to this university. Have a great year and keep in touch!



Dr. Linda Hall

Fall has arrived marked by the changing leaves, the sounds of the marching band practicing, and Steelers mania. Actually, as you well know Steelers mania is a year round state of being for most around here (except us Patriots fans –oh, did I mention the Red Sox too!).

Another busy year has passed as an equally hectic one has begun. Continuing professional responsibilities on the NASPA Journal Editorial Board, the ACPA Books & Media Board, and the NASPA Faculty Fellows challenge me and offer a wonderful opportunity to interact with colleagues across the country. It was good to visit with SAHE alums in Orlando last spring at the joint ACPA/NASPA convention and in Seattle this summer at ACUHO-I. Travel this summer included trips to Boston, Vermont, New York City and a week at the beach in Maryland. Golf continues to be an important part of the summer's activities despite some of the frustrations that go along with it. I also spent time this summer teaching/supervising practicum students and visiting various campuses to meet with them and their supervisors.

I truly enjoy the notes and pictures (weddings, kids, pets, etc) from alumni. Let me know how you are and any life updates when you get a chance (habelch@iup.edu).



Dr. Holly Belch

Earlier in the first week of October, I had the great pleasure of going for a ride with Linda and Bill Hall, her brother, in his plane. We flew over and around Indiana just as the sun was setting. It was a rare and wonderful opportunity to see the rolling hills of western PA and the trees tinged with autumn colors—a good reminder that despite the warm days, summer had ended and fall was here. And with the fall has come the comfort of routine activities as well the excitement and challenge of new opportunities. This fall finds me, once again, actively involved with community GLBT activities, my church and Pittsburgh choirs, and my never-ending home-improvement projects. In my professional life, I remain busy with ACPA activities, editorial board work, as well as multiple research and writing projects. This fall I am particularly busy with a new research project (along with Faina Bukher ('08) and Jamie Guilford ('08)) on the experiences of atheist students on college campuses, which has been accepted for presentation at ACPA in Atlanta. I've also been invited to write chapters in two upcoming books: a Jossey-Bass book on counseling and helping skills in student affairs practice and a New Directions book on religious pluralism on campus. As always, I'm looking forward to reading about and catching up on the accomplishments, changes, and new opportunities in the lives of our alum, in *Developments* and am grateful for the emails and phone calls that catch me up in between newsletters. Looking forward to seeing folks in Atlanta in April!



Dr. John Mueller



SAHE Class of '09



The SAHE program welcomed the 33 new students above into the Class of '09 with orientation at the university lodge. The students have been introduced to the program through classes and group projects, mentor/mentee events, and many other activities. With the upcoming ASD elections, SAHE looks forward to this class assuming leadership roles within the community.

Congratulations Class of 2007!



- Sandra Alef**
- James Amato**
- Amanda Anderson**
- Valerie Baroni**
- Caitlin Bauer**
- Brian Carroll**
- Saqib Chowdhry**
- Ann Dolan**
- Jacob Harper**
- Kathleen Krohn**
- Joyce Lewandowski**
- Amanda Lippincott**
- Joanna Mongelli**
- Ryan Moton**
- Krystal Ray**
- Sarah Richardson**
- John Robinson**
- Shauna Seering**
- Erik Stein**
- Al Thiel**
- Erik Trembulak**
- Kandy Turner**
- Casey Weaver**
- Bradley Webb**

* Graduates who have not reported employment status are not listed.

Where are they now?

- Residence Life
- Assoc. Dir. of Residential Education
- Residence Life
- Residence Life
- Admissions
- Residence Life
- Asst. Dir. Of Admis./Min. Recruitment
- Asst. Dir. Of Admis.-Tepper School
- Residence Life
- Asst. Dir. Of Student Activities
- Prog. Coord.- Orien, Ldrshp, Activ.
- Academic Advising Center
- Enterprise Car Rentals
- Residence Life
- Admissions—Tepper School
- Brandeis University
- Residence Life
- Coordinator of Health Services
- Residence Life
- Asst. Dir.-Student Development
- Residence Life
- International Student Advisor
- Residence Life
- Residence Life
- University of Toledo
- Colgate University
- SUNY Cortland
- Seton Hill University
- Robert Morris University
- Cornell University
- Clarion University
- Carnegie Mellon University
- University of Pitt.-Johnstown
- Christopher Newport U.
- Barnard College
- Georgia College & State U.
- (Husband in army-relocating)
- U of North Carolina—Asheville
- Carnegie Mellon University
- Student Activities
- LaSalle University
- Mountain State Univ. (WV)
- Univ. of Texas- San Antonio
- Iona College
- Duquesne University
- Fairleigh Dickinson Univ.
- Illinois State University
- Marymount University

New SAHE Department Chairperson



Dr. Hall advising second year students on their Berkleewood project.

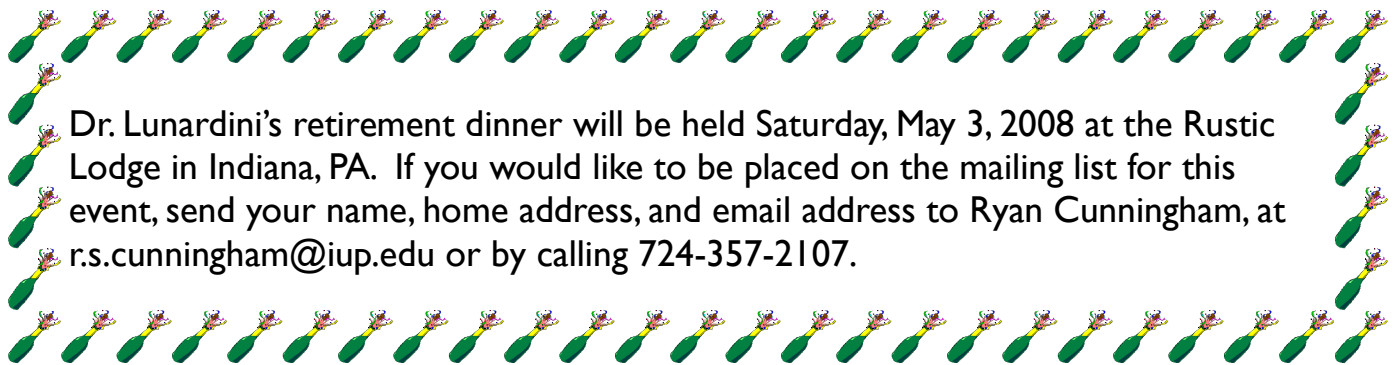
With the eventual retirement of Dr. Lunardini from the SAHE department comes not only a faculty vacancy (to be filled) but also the need to elect a new department chairperson. Earlier this fall, the department, in compliance with university and faculty union guidelines, began the process of electing the new chairperson. We are pleased to announce that Dr. Linda Hall was elected to the position, effective May of 2008. To enable a smooth transition for Dr. Hall and the SAHE department, time is being devoted through the remainder of the year to acquaint Dr. Hall with the duties and demands of department chairperson. Dean of the college, Dr. Mary Ann Rafoth, in her congratulations to the department noted, "Dr. Lunardini is drawing a distinguished career at IUP to a close and is passing on leadership of an outstanding program to someone who will continue to develop its excellence." Congratulations to Dr. Hall!

Call for Award Nominations!

Last spring, the SAHE department announced the second recipient of the **Distinguished Alumni Award**: Peter Groenendyk ('94) of the University of Memphis in Tennessee. We are now accepting nominations for this year's recipient. Details on the nomination criteria and process are available on the SAHE website at www.iup.edu/sahe. Nominations are due by January 31, 2008 Start thinking about your SAHE colleagues and mentors who are deserving of this recognition and please consider nominating one of them.

* Position Announcement *

As a result of Dr. Lunardini's retirement, there will be a Professor position open in the SAHE program. The level of the position will be based on previous experience and background. For more information, please visit the SAHE website, where a position description is provided. Resumes will be reviewed throughout the early spring semester, and employment will begin in either Summer or Fall of 2008.



Dr. Lunardini's retirement dinner will be held Saturday, May 3, 2008 at the Rustic Lodge in Indiana, PA. If you would like to be placed on the mailing list for this event, send your name, home address, and email address to Ryan Cunningham, at r.s.cunningham@iup.edu or by calling 724-357-2107.



Tom Baker ('05), Executive Director of Healthy Teens, Inc., was elected as the new President of the Pittsburgh Urban Magnet Project (PUMP). PUMP advances issues affecting young and young-thinking people in Pittsburgh, making the region a more dynamic, engaging, and diverse place in which to live. Over 1,100 young professionals in the region are active members of PUMP. For more information about PUMP visit www.pump.org.



Accomplishments & Accolades

Michelle Marchand ('08) served as a member of the graduate staff at the Northeast Greek Leadership Association (NGLA) Conference in Pittsburgh, PA, February 2007 and presented an educational session entitled "Seriously!?" at the NGLA Conference with my assistantship supervisor, Shawn Hoke.

Gerald Tang ('08) accepted a position as the Central Atlantic Regional Coordinator for Asian Pacific American Network in ACPA.

Loren Seugling ('07) was awarded the 2007 S. Trevor Hadley Outstanding Student Award for her academic achievement, professional promise and contributions to the SAHE community.

Kandy Turner ('07) and Bradley Webb ('07) were both awarded the 2007 Outstanding Scholar Award for being the students who best exemplified scholarship, promotion of a learning environment and academic achievement.

Lynn Burke ('05) co-chaired the 2007 PCPA conference in Pittsburgh, PA.

Carrie Egnosak ('05) is the Fall 2007 Vice President for the Western Pennsylvania Career Services Association (WestPACS) Career Fair.

Jeff Hill ('04) was awarded the Fred Brand Jr. and Dillwyn P. Paiste, III Award for Excellence in Undergraduate Advising. The award is given annually to professional academic counselors in the Smeal College of Business at Penn State.

Windi Sasaki ('04) is the new co-chair of the Asian Pacific American Network within ACPA's Standing Committee for Multicultural Affairs.

Michael Fogarty ('02) co-chaired the 2007 CSPA-NYS annual conference.

Becky Verzinski ('94) received the ACPA Outstanding Research Award for her research on Impacting College Students' Attitudes toward Mental Illness during the Commission for Housing and Residence Life awards Reception.

Jim Shields ('90) is the President of the Western Pennsylvania Career Services Association (WestPACS) for 2007-2008.



2007 SAHE award winners Kandy Turner ('07), Bradley Webb ('07), and Loren Seugling ('07).

Personal Updates

Brad Webb ('07) married Melissa Wright on July 7, 2007.

Bethany DeSalvo Lozano ('04) was married June 1, 2007.

Ronika Money ('04) and her fiancé are expecting a daughter on Dec. 9th and will be married on May 25, 2008.

Jocelyn Cilik ('03) and her husband, Ivan, welcomed their first child, Ana Elizabeth Cilik on June 28, 2007.

Tracy (Chverchko) Anderson ('03) and husband David welcomed daughter, Lilian Rose Anderson, on April 25, 2007.

Tracy (Dusek) Depew ('02) and Husband, Benjamin welcomed their first son, Isaac on December 5, 2006.

Michele Hosey ('02) got married July 21, 2007.

Julie (LeGrand) Varnish ('01) and husband Jason had a daughter, Addison Kimberly Varnish on December 29, 2006.

Brian Schwarz ('99) and his wife Kim are expecting their second child, a baby boy, in October.

Scott Shields ('99) married his wife Mary on June 2, 2007.

Jeff Gerstein ('98) and wife Tamar welcomed Rebecca Gabrielle Gerstein to their family on March, 27, 2007.

Meredith Jewel ('98) and husband Brian welcomed their daughter, Elizabeth "Lizzie" Katherine, into the world on July 12, 2007.

Meredith Kaye-Tierney married her husband, Joseph on August 4, 2007

Professional Updates

Jarrod Cruz ('06) is now the Assistant Dean of Students at Cornell University in Ithaca, NY for the Office of Fraternity and Sorority Affairs.

Michael Dodge ('06) has started a doctoral program in Education Policy and Leadership at the University of Massachusetts Amherst.

Jennifer Cole ('05) will be the Assistant Dean of Academic Advising at Gettysburg College starting in January.

Kate Costanzo ('05) is now the Head Women's Basketball Coach at Allegheny College.

Kristine (Meier) Murray ('05) works for the Universities and Colleges Admissions Service (UCAS), which is the centralized admissions service for undergraduate programs in the UK.

Professional Updates cont.

Jeff Hill ('04) is the new Advising Programs Coordinator within the Eberly College of Science at Penn State.

Bethany DeSalvo Lozano ('04) is co-authoring a textbook chapter entitled 'Sex Structure' for the Encyclopedia of Life Support Systems Coordinated by the UNESCO-EOLSS Joint Committee of the United Nations.

Annie Ruvolo ('04) is the coach of the women's tennis team at Massachusetts's College of Liberal Arts in addition to her role as Director of Orientation.

Meredith Denton ('03) is now the Coordinator of Residential Academic Support Services for Texas Woman's Univ.

Scott Mattingly ('03) is the new Director of Academic Advising and will supervise the Director of Career Services at Desales University.

Mario Rapetti ('03) will be sailing on the Spring 2008 semester at Sea Voyage as a Resident Director.

Janeen Worzbyt ('03) works at UNC Memorial Hospital in the OB/GYN department as a generalist.

Tonya (Thompson) Ackley ('02) is now the Residence Life Coordinator at the University of Pittsburgh at Bradford. She was also awarded Advisor of the Year and got married to Ryan Ackley, June 24, 2006.

Tracy (Dusek) Depew ('02) is now the Coord. for Judicial Affairs and Educational Programs at Bethany College, WV.

Michele Hosey ('02) is the new Assistant Director of New Student Programs at Radford University.

David Meckley ('02) finished his MBA at Penn State and is now working in Business and Corporate Development for Tara Energy in Houston, TX.

Tara Seeman ('02) works at a juvenile detention center, while working on her master's in Community Counseling, Addiction specialization at Slippery Rock University.

Jenna Brown ('01) is the new Senior Assistant Director in Financial Aid responsible for NCAA compliance for Student Athletes at Boston College.

Amber (Kowalczyk) Mullen ('01) was promoted to Director of Residential Communities at La Salle University.

Carrie (Payne) Teetzel ('00) is the new Director of Education Programs at the Center for eBusiness and Advanced IT at Penn State Erie, Behrend College.

Peter Trentacoste ('00) was appointed as the Interim Director of University Housing at Northern Kentucky Univ.

Sean Bridgen ('99) serves on the steering committee of NACADA's Theory and Philosophy of Advising Commission.

Mysti Dinger ('99) was selected to be part of the Conference Committee for the Pennsylvania Association of Student Financial Aid Administrators (PASFAA).

Steven Domachowski ('99) graduated from the Indiana Professional Development Seminar through the Association of College Unions International (ACUI). He is also serving as the Marketing and Promotions Chair for the ACUI Region 7 Conference.

Tracy Stih ('99) is now the Assistant Director of College Counseling at Hawken School in Gates Mills, OH.

Andrea Domachowski ('98) co-authored an article, "Rubrics aren't Just for Classrooms" which appeared in the 2008 Job Search Handbook for Educators.

Megan Mangefrida ('98) is the new Director of Saint Joseph's Fund for Saint Joseph's University in Philadelphia, PA.

James Carroll ('96) is now the Asst. Director of Residential Living at University of California, Berkeley.

Michelle Jean Donohue ('96) is the new Director of Student Life at West Valley College in Saratoga, CA. She also is pursuing her Ph.D. in Educational Leadership at San Francisco State University.

Holly Reynolds ('96) is the new Assistant Director of Student Affairs Institutions at the Ohio State University at Newark and Central Ohio Technical College.

Alissa (Campbell) Shaw ('96) is the Manager in the National Direct Marketing fundraising department at ALSAC/St. Jude Children's Research Hospital.

Valerie Sutton ('96) is the Director of the Career Services Office in Harvard's Graduate School of Education and was also awarded a "Harvard Presidential Distance Learning Grant" to create an online course for career management.

Tony Agati ('93) was selected Rookie Teacher of the Year (06-07) for John Yeates Middle School in Suffolk, VA.

Virginia Albaneso Koch ('86) is now in the PhD in Higher Education program at Loyola University Chicago and will also be presenting at the ACUHO-I Information Technology Conference in St. Louis, Missouri.



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Supporting SAHE

Financial Contributions:

\$ _____ to the **Nancy Newkerk Scholarship** – Awarded to a second-year master’s student whose contributions during the first year of their program demonstrated the greatest promise for the profession of student affairs. **(Acct # 0374)**

\$ _____ to the **Hadley Outstanding Student** - established to recognize outstanding 2nd year students on the basis of academic performance and professional involvement in the SAHE program. **(Acct #0140)**

\$ _____ to the **SAHE Development Fund**– Supports the needs of the SAHE program that are not covered by funds from the University (e.g., student support for professional development activities, research support to students, Outstanding Scholar Award, Outstanding SAHE Alumni award). **(Acct # 4647)**

Please make your check payable to SAHE. Contributions are tax deductible.

Nominations

I would like to nominate the following individuals to receive information about the SAHE program:

Name: _____

Email: _____

Address: _____

City: _____ State: _____

Zip: _____

(Please feel free to attach additional names and addresses)