

DEVELOPMENTS

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

Student Affairs in
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Fall 2009
Volume 22 Issue 2



Welcome Class of 2011!



This year the SAHE program welcomed 28 first year students at our orientation in the beginning of September. The Class of 2011 hails from many states including Pennsylvania, California, Connecticut, Michigan, Maryland, Ohio, and New York. Students started assistantships as early as the summer, allowing for immersion into challenging and rewarding experiences. Assistantship sites include IUP, St. Vincent College, Point Park University, Carnegie Mellon, Seton Hill, PSU Altoona, Clarion, University of Pittsburgh and UPG. Positions include residential life, admissions, advising and testing, and student life. In addition to the experiences provided by their assistantships, students are getting their first experiences in the graduate program through class presentations, papers, and discussions. The Class of 2011 is well on its way to developing as professionals in the field of student affairs and looks forward to the experiences and enjoyment the SAHE program provides. We wish the best of luck to the Class of 2011!

The Class of 2011 at Fall Orientation.



Editor: Megan Stahl '11

m.e.stahl@iup.edu 724-357-2107

Advisor: Dr. John Wesley Lowery

jlowery@iup.edu, 724-357-4535

Please let us know what you think about this semester's Developments. Your feedback and suggestions are welcome and greatly appreciated.

SAHE Faculty:

Linda M. Hall, Chair

lmhall@iup.edu
724-357-4656

Holley A. Belch

habelch@iup.edu
724-357-6288

John Wesley Lowery

jlowery@iup.edu
724-357-4535

John A. Mueller:

jmueller@iup.edu
724-357-4541

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Tiffany Coffen addresses the audience at commencement.

The Three Rules of Work:

- Out of clutter find simplicity
- From discord find harmony
- In the middle of difficulty lies opportunity

-Albert Einstein



The Class of 2009 poses with degrees in hand.

Where Are They Now?

Jilliane Bolt	University of Pittsburgh—Johnstown
Mallory Bower	University of North Carolina at Pembroke
Katie Buehner	Warren Wilson College
Zachary Clark	Indiana University of Pennsylvania
Tiffany Coffen	Indiana University of Pennsylvania
Nicole Croly	University of the Pacific
Ryan Cunningham	Thiel College
Ruben Henao	Chatham University
Kelly Hojnacki	Community College of Denver
Stanley Horton	University of New Hampshire
Samuel Mucken	Christie Care
Michele Peterson	Western Carolina University
Morgan Rizzardi	Butler County Community College
Erin Rozumalski	University of Pittsburgh—Johnstown
Julia Schreck	The Wharton School of Business
Erin Schuetz	Clarion University
Robyn Schultz	Alvernia University
Brooke Shaffer	James Madison University
Casey Vargo	Indiana University at Bloomington
Holly Wilson	University of Houston—Clear Lake
Matthew Zidek	University of Pittsburgh—Greensburg

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

CHAIR'S CORNER



Dr. Linda Hall

Greetings from SAHE!

We are well into the fall semester and both cohorts are working hard—in the classroom and at assistantship sites. Twenty-five students comprised our 38th graduating class in May and shortly thereafter, our newly enrolled cohort brought together 28 students from 10 states from California to Connecticut. While the University budget projects a significant deficit for the next few years that will jeopardize some academic programs, I am confident that we are a stable and strong program; one that is healthy and respected on and off campus for a record of excellent students, supportive alumni, and productive and committed faculty.

From an enrollment perspective, SAHE is on-target with 60 students enrolled. Our students are from 22 states, and represent 43 different undergraduate institutions. We're also pleased to report that 27 hold assistantships at IUP, and 28 at other colleges in our region. We are already recruiting for the next SAHE cohort and truly appreciate your referrals. This fall we conducted a current student survey and found that over one-half of our students heard of SAHE from an alumnus. We also learned that many of you were a "deciding factor" in a student's choice to attend IUP/SAHE. You truly are essential to our success and we hope that you will call or email us about students we should actively recruit. You can also refer prospects to our website (www.iup.edu/sahe). We thank those of you who have or will be representing us at grad school fairs and fairs sponsored by professional organizations. If you would like materials to share with interested students please let me know. We can also be reached through our new admissions email address at sahe-admissions@iup.edu.

Our recent survey, mentioned above, also affirmed that obtaining a Graduate Assistantship was a major factor in the decision to attend IUP. We are seeking additional off-campus assistantship sites for next academic year and if you are within a commute-able distance, I hope you will consider this possibility. You remember how important your GA position was in having the opportunity to apply and test out what you learned in the classroom and in making your attendance financially feasible. Please contact me if you or your institute is interested in exploring this possibility.

One of the "rewards" that I have enjoyed as Chair is hearing from alumni and friends of our program. I've appreciated notes, emails, phone calls and the opportunity to reconnect with many of you—some from my first years teaching. While I've asked for your help in recruiting, I hope you know that this is a two way street. Let me know how we can be helpful to you too, especially as you seek entry level professionals who are eager to contribute to our profession.

There is another important way which you can support SAHE, through a gift to the Foundation for Indiana University of Pennsylvania designated to one of the three SAHE funds. Your gift to SAHE supports student awards and scholarships, student professional development and research, the Ronald Lundardini Distinguished Alumni Award, receptions at professional conferences, and more. There is form on the back page of Developments which you can use to make your gift or you can now make your gift on-line as well. When making a gift, please be sure to designate one of the three SAHE funds.

On a personal note, I am having a great fall semester! The leaves are turning and I soon head off for Chicago to visit with family. I hope to make a trip to the shore at Thanksgiving and take my buddy Jessie along for his first beach experience! Life is good.

Best wishes to you. I hope that you are having a great year and that we'll hear from you with news for our first electronic newsletter this Spring.

Warm regards,
Linda M. Hall, Ed.D.
Chair, Associate Professor

Southern Placement Exchange 2010

Submitted by Aretha Miligan ('05)

Greetings SAHE family! I invite you to check out the ninth annual Southern Placement Exchange 2010 (SPE). Our placement conference will take place in Memphis, Tennessee at the Holiday Inn located on the beautiful campus of The University of Memphis. This year the dates are from March 11-14. The early candidate and employer registration will begin on October 30. I encourage you to take a moment and look at the site at: <http://www.southernplacement.com/> to see what SPE has to offer.

If you have additional questions, please contact me at armillgn@memphis.edu. So go ahead and mark your calendars, I am looking forward to seeing you at SPE 2010.

Call for Award Nominations!

Last spring, the SAHE department announced the recipient of the **Ronald Lunardini Distinguished Alumni Award: Dr. Kevin W. Bailey ('90)**. We are now accepting nominations for this year's award. The Ronald Lunardini Distinguished Alumni Award is presented to an alumnus of the SAHE department who has been a student affairs professional for at least five years and whose practice reflects the standards and values of the SAHE department as exemplified by Dr. Lunardini. Details on the nomination criteria and process are available on the SAHE website at www.iup.edu/sahe. Nominations are due by January 31, 2010 and the announcement of the recipient will be made prior to and celebrated at the ACPA convention in Boston. Start thinking about your SAHE colleagues and mentors who are deserving of this recognition and please consider nominating one of them.

Ronald Lunardini Distinguished Alumni Award



Left:
Dr. Lunardini and
Dr. Bailey

Center:
Dr. Bailey



Right:
Current and
retired faculty
join Dr. Bailey



Developments Goes Digital

It has been long awaited and perhaps a little over due: Developments is transitioning to an electronic format! The decision has been made to phase out printed copies of Developments and implement an electronic distribution. This is expected to be the last printed version of the newsletter. If you have not done so already, please contact Jessica Speece at j.c.speece@iup.edu with your updated e-mail address to aid in the transition. Keep an eye out in your inbox, we'll be seeing you in the spring!

-Megan Stahl, '11
Editor, Developments

SAHE Group Work in the Professional World

Article submitted by Jennifer Cole ('05) and Lynn Burke ('05)

Working as part of a team in the work force isn't always as simple as working as part of a team on a class project. Professional colleagues may not speak the same language when it comes to student development theory and other topics studied and discussed in SAHE. They also may not have the same work ethic or professionalism that you can expect from your SAHE colleagues. What we describe below is our experience working together as SAHE alumni on an important cross-divisional initiative in our professional careers and the ways in which our SAHE coursework guided, enriched, and facilitated our work.

After graduating from SAHE in 2005, Lynn Burke took a job in Residence Life at Gettysburg College. Jennifer Cole took a job in Academic Advising at Gettysburg College in January 2007. We had worked together on various projects in our SAHE careers, and soon we were working together again, this time as members of a larger group, charged with researching, developing, and implementing a Sophomore Year Experience program.

We relied on knowledge and experience from many of our SAHE courses tremendously in developing this program. To begin with, we used many elements of the Practice-to-Theory-to-Practice model (Knefelkamp, Golec, & Wells, 1985), although, to be honest, we didn't work through it step by step. We started by discussing what the concern was—the sophomore slump—and we determined that we wanted to do *something* to help support sophomores better through it (steps 1 and 2). But we didn't go any deeper than that at the beginning. The bulk of our subsequent conversation revolved around analyzing the student characteristics and the environment in the context of the theory and literature we studied in SAHE and analyzing sources of challenge and support (steps 3, 4, 5, and 6). Those discussions allowed us to revise and focus our very vague goal of wanting to do *something* for sophomores (see our website if you'd like to know exactly what we came up with: www.gettysburg.edu/sophomore-year).

For the most part, in these discussions, we drew on knowledge from our student development focused courses and the American College Student course. We developed a timeline of the developmental issues students face during specific times in college so that we could narrow down what was most prevalent in the sophomore year, using Chickering and Reisser's (1993) vectors to identify themes. Gettysburg College has a very strong Greek Life program and a sophomore rush, so we knew we'd have to focus attention on this; we drew on our knowledge of sub-cultures studied in American College Student and our knowledge of human aggregates (Strange & Banning, 2001). We realized that sophomores tend to do a lot of "nesting" in their sophomore year—seeking out social groups, majors, activities—that are a good fit for them, and we drew on Schlossberg's (1989) article on Marginality and Mattering to deepen our understanding.

Two other SAHE courses that proved incredibly helpful in this endeavor were Research and Assessment, and we utilized what we knew from these courses during two separate stages of the development of our program. In the very early stages of this project, we wanted to understand the needs and previous experiences of our sophomores. We discussed how to go about collecting this data, talking about the strengths and weaknesses of qualitative vs. quantitative methodology, and we designed a survey instrument and focus group questions and protocol (and conducted both assessments). In the later development stages, we created a comprehensive assessment plan, aligning the program with the College Life Division's Learning Goals and utilizing various forms of assessment, including data that is already being tracked by certain offices, further survey instruments, and further qualitative methods.

Much of the work we did in our SAHE Management course gave us a framework to deal with the financial and managerial considerations of this project. Once we developed a mission statement and goals and linked these to the College Life Division's Learning Goals, we were able to request funding for our program.

Continued on page 5...

(SAHE Group Work in the Professional World continued...)

Throughout the program's development and implementation, we conducted meetings, drafted proposals and communications, and presented our work to faculty and administrators. Our experience with all of these things in our SAHE classes (as well as our assistantships and practicum experiences) helped shape our sense of professionalism and decorum with all of these responsibilities; our shared SAHE experience gave us common expectations of ourselves and each other.

We found that having the same degree and background while working in different divisions helped to bridge a gap between Academic Affairs and Student Affairs for this project and gave credibility to the collaborative work between our divisions. Having someone working in Academic Affairs with a Student Affairs background proved invaluable in seeking faculty support and making our program a collaborative venture between Residence Life, Career Development, and Academic Advising.

Months into the project, we realized we were treating this cross divisional project much like a group project from class. In writing this article, we were surprised by how easily we were able to trace our steps back to our SAHE work. Our training and expertise are almost second nature at this point in our careers, and we owe much of that to the SAHE curriculum. You may leave the SAHE program thinking that your practical, out-of-classroom experiences are more relevant to your professional lives on a regular basis than your class work. The two pieces (class work and experiential work) are equally essential to providing the foundation that allows you to excel in your careers. The work you do throughout your SAHE experience will follow you, guide you, and empower you in the work you do professionally.

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FACULTY UPDATES



Dr. Holley Belch

A hearty hello from a somewhat soggy Western PA! Fall is here and let's hope it stays longer than summer lasted. The first year students seem to be settling in and as is typical about this time of year, the second year students are beginning to think about life after SAHE. It's an exciting time and one that I look forward to every year as each group encounters the transitions to new stages in their lives.

The summer went by so fast this year and between the rain and the cooler temperatures, several trips to the beach were either shortened, altered in some way, or cancelled. I presented findings of a study on students with psychiatric disabilities at the Postsecondary Disability Training Institute in Philadelphia with an unexpected diversion to Camden, NJ on the way (missed my turn in downtown Philly). Supervising the practicum students this summer had me traveling all over western PA with a mega tour of colleges in Pittsburgh in one day! It was wonderful to visit with so many alums who are now supervising our practicum students.

More golf this summer than last, which is always a good thing. Home projects including some new landscaping, a visit with family in South Carolina, and a New England excursion to renew my spirit were all nice reprieves from the daily routine.

I continue to enjoy hearing from alumni so keep sending those emails. I hope that you are enjoying your work, living your life, and contributing to those around you in a meaningful way!



Dr. Holley Belch

Dr. John Wesley Lowery

If the overcast skies and growing cold are any indication, fall has arrived in western Pennsylvania and winter is just around the corner. At this point, summer with its travel to Utah, Las Vegas, and Virginia is just a distant memory. Margaret, our daughter, has started kindergarten this fall so that has been a whole new adventure for our entire family.

The fall semester is off to a great start and I am excited to be teaching History of Higher Education in America for the third time as well as teaching practicum again. This semester I am also teaching a new seminar course in SAHE: Legal Issues of Student Affairs. While a new course at IUP, I have taught the course a number of times and do much of my research in this area. I am very excited to teach Legal Issues again after several years. We plan to make Legal Issues a regularly offered course in the years to come.

My professional travel this fall has included consulting trips to San Diego as well as a trip to speak to the student affairs staff at the University of North Carolina at Wilmington. I also recently traveled to Philadelphia to present a paper at the History of Education Society's Annual Meeting with Karen Boyd on the sit-in by students at Alabama State College which led to the court decision in *Dixon v. Alabama State Board of Education* (1961) establishing students' due process rights.

Please do not hesitate to call me at (724) 357-4535 or e-mail me [jlowery@iup.edu], if you have any questions or I can assist you any way.



Dr. John Wesley Lowery

Dr. John Mueller

Another year is in full swing and it's hard for me to believe that I'm entering my second decade here in SAHE. This is a milestone in my life since it is the longest I've ever worked (and lived) in one place, rivaled only by the nine years I spent in Normal, IL. As year eleven begins, I remain happy, healthy, and content. This past summer was relaxing and productive. Although I never seem to rest as much as I hope or to accomplish as much as I intend, it still was a good summer. Some highlights include a vacation with my sisters in Put-In-Bay, OH in July, an invitation to speak on my research at the annual Secular Student Alliance Conference in Columbus, OH in early August and then, later that month, conducting a diversity workshop for CA/RA training at Clarion University. Now several weeks into the fall semester, I find myself busy as usual—maybe busier. In addition to classes and campus activities, I remain active with some research and writing projects with current students and alums. Alexa Ford ('10) and I have written a book review for the *Journal of College Student Development* (JCSD) on Magolda and Eben Gross's (2009) ethnographic research on Christian student organizations, *It's All About Jesus*. Raechele Pope ('81), Amy Reynolds and I have an article in an upcoming 50th anniversary issue of JCSD. Our invited piece focuses on the diversity research and scholarship over the last fifty years. Jamie Guilford ('08) and I presented our research on the experiences of atheist college students at PCPA in October (research we conducted with Faina Bukher, ('08). Finally, Brad Webb ('07) and I have an article in the current issue of *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*. It is on the spirituality of greek-affiliated students and is a product of Brad's masters thesis. This has turned in to a semester of early mornings, late nights, and work-filled weekends, but I make sure I round it out with time for fun, exercise, community work, and music. One last note: I became one of the legions in my age demographic to join Facebook. So look for me in cyberspace. Otherwise, I hope to see some of you, face to face, at ACPA in Boston!



Dr. John Mueller

SAHE Travels to Honduras

Article Submitted by Brynn Cunningham, '10

To fulfill one of my SAHE electives, this past summer I participated in a two-week study abroad program in Honduras, the third poorest nation in the Western Hemisphere behind Haiti and Nicaragua.

I began my trip to Central America with a ten-day stay in Costa Rica, where my boyfriend and I rented surf boards and spent every day catching waves in the Pacific Ocean. On June 13, I flew from Costa Rica to the Tegucigalpa, Honduras, airport, where I met a group of Ohio University College Student Personnel, Higher Education Administration, Cultural Studies graduate and doctoral students and the faculty trip leader, Dr. Pete Mather.

During the two weeks, our group of 16 completed a service project in the Agalta Valley, Honduras' poorest region, learned about service-learning, explored the higher education systems of a developing country, and visited cultural sites. I also held the roles of Spanish Translator, First/Aid CPR Provider, and Research Videographer/ Photographer, all of which made the trip even more gratifying and enjoyable.

The service project took place in Santa Rita, a rural community whose average annual income is \$200. We joined the community members and helped build cement floors, latrines, and room additions and a new house, both constructed out of tree branches, mud, and our bare hands. We also volunteered in the "kinder," or elementary school, in Santa Rita. We made bead jewelry, played "Pato, Pato, Gonzo" (Duck, Duck, Goose), and sang songs with the children, ages four to 13.

After the service week ended, we continued our journey through Honduras. Our next undertaking was to visit two public and one private university and an elementary school in the city of Tegucigalpa while meeting for lectures, presentations, and reflection-based discussions in the evenings. Our evening meetings revolved around learning about the whole of service-learning and Honduras' education system and answering reflective questions prompted by Dr. Mather.

Our trip was interspersed with visits to various cultural sites. One day, we traveled to La Valle de Los Angeles, where two American Peace Corps volunteers met our group to tell us about their experiences. While there, we also got to explore their fair-trade community, and I was able to attend Catholic mass.

We spent one night in Copan Ruinas, where we visited the Mayan Ruins and watched soccer games with the employees of our hotel. After leaving Copan, we traveled to San Pedro Sula, a large city. This was around the height of the tension brought about by an upcoming presidential election that eventually led to a political coups. While we did witness many protests and rallies, we managed to safely fly out of Honduras one day before the actual coups occurred.

The last day of our trip we took a 30-minute boat ride on the Caribbean to Punta Sal, an island inhabited by Los Garifunas, an indigenous group from Africa. We snorkeled, I ate some termites (which apparently give you your full daily allowance of protein if you eat enough), I jumped off of a 25-foot cliff into the ocean with Dr. Mather and one other student, and we were served fresh fish, plantains, and rice along with a fresh coconut from which to drink. All in all, the trip was a dream-come-true, and, as they say, this service-learning experience was certainly a transformative one.



Brynn working with children at an inner-city elementary school in Tegucigalpa.



The group serves orange juice to students in Tegucigalpa.

ASD Update

Article Submitted by Karl Bleumel, '10, President of ASD

Greetings all!

I hope this year finds you well! Associates for Student Development has been keeping busy so far this year. We are currently in the midst of electing a new executive board with almost four times as many nominees as we had in the 2008-2009 academic year. Announcements of the election results will take place on November 4, 2009. We are extremely excited to see what happens!

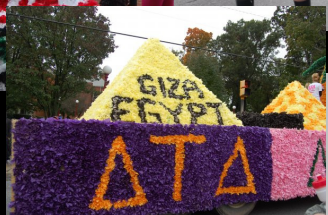
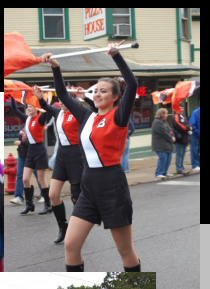
The year began quite successfully with the SAHE Kick-off. Vickie Woodhead and Jill Johnson-Hilty served as chairs for the planning committee and did an amazing job coordinating the multiple presentations, ice breakers, team builders and, of course, a delicious pot luck. Currently, Brynn Cunningham, VP for Public Relations is coordinating a service project to take place next month in Pittsburgh helping a fair-trade coffee company in their warehouse with packaging, labeling and a variety of other tasks. Jenna Peterson, VP for Professional Development, is finalizing the schedule for two Brown Bag Seminars this semester covering updates to APA style and stress relief and time management (perfect for the hectic month of October). Mike Mullen, VP for Programming, is working with the general membership to coordinate several new social activities including a possible camping trip or skiing trip - maybe both with the amount of snow that Indiana is bound to get! Our VP for Administration, Craig Pickett, is busy as well, coordinating membership dues, meeting agendas, minutes and work with the election.



Working at "Into the Streets"

Aside from that, ASD has greatly increased attendance at meetings. The enthusiasm of the first-year cohort is amazing and has been a huge help with planning this year. The executive board and I are looking forward to continuing the work that previous ASD boards have started and making sure that we continue to meet the wants and needs of the SAHE students. We wish all of you out there reading this good luck with the rest of your semester!

Indiana University of Pennsylvania Homecoming 2009



Accomplishments & Accolades

Amanda Anderson ('07) presented "Ethical Decision Making for Young Professionals" at ACPA in Washington D.C. Amanda also created a Residents Initiating, Succeeding and Exploring (R.I.S.E), a program at SUNY Cortland seeking to prepare students for life beyond undergraduate environments.

Tom Baker ('05) recently had his audio book "The Best of Get Involved" released. Additional information can be found at www.bakerleadership.com.

Dr. Kevin W. Bailey ('90) accepted the Ronald Lunardini Distinguished Alumni Award in early October at a luncheon held at Indiana University of Pennsylvania.

James Baldwin ('93) received the University of Pittsburgh Chancellors Award this year for staff excellence. The award recognizes individuals who consistently exceed standards and expectations while making a significant impact at the University of Pittsburgh.

Sara Barnett ('08) was awarded the District 2 CASE-ASAP Outstanding Advisor Award and the CASE-ASAP Network Convention Outstanding Adviser Award.

Misti Dinger ('99) received the Emerging Leader Award at the PASFAA Conference held in early October 2009.

Koreen Kerfoot ('02) received the NEACUHO 2009 Professional Development Award. Koreen is the Assistant Director for University Affiliated Housing at Frostburg State University.

Ronika Money ('04) was honored at Delaware Future's First Annual Alumni Luncheon on October 16, 2009.

Michelle Marchand Rebolz ('08) published an article in the Association of Fraternity/Sorority Advisors summer 2009 edition of *Perspectives*. The article, entitled *Spirituality: The Forgotten Precept*, was co-authored with Shawn Hoke, Interim Director of Campus Life at Clarion University.

Christine Smith ('08) was recognized as Advisor of the Year for the 08-09 academic year for her assistance in establishing William Paterson University's Residence Hall Association.

Amber Valentine ('06) and **Morgan Rizzardi ('09)** were honored to receive the PCPA Grady and Mary Roberts Graduate Student Writing Award at the recent PCPA Conference in Greensburg, PA. Morgan is employed at Butler College Community College and Amber at IUP. Amber is also a doctoral student in IUP's Administration and Leadership Studies program. Congratulations to both women!

Cherita Weatherspoon ('96) earned her Ed.D in Education Leadership from Delaware State University in August 2009. Cherita's dissertation assessed community college leadership competency.

Brad Webb ('07), in collaboration with Dr. Mueller, recently published *Spirituality of College Students: An Examination of Fraternity/Sorority Member and Non-member Groups* in *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*.

Matt Zielinski ('06) was awarded Outstanding Student Organization Advisor of the Year Award for Western Illinois University in May 2009. Earlier this summer, Matt accepted a position as Coordinator of Special Programs for Residence Life at Rutgers University, New Brunswick Campus.

Professional Updates

Megan Albidrez ('02) was promoted to Associate Director of the Academic Support Program Student Athletes at NC State University.

Professional Updates Continued...

James Amato ('07) joined the Residence Life team as the Assistant Director at Washington and Jefferson College in July. After an engagement in June, James plans to marry next summer.

Dan Amerman ('01) accepted a new position as the Director of Student Activities & Programming at California University of Pennsylvania. He and his wife Amber ('00) reside in Connellsville, Pa.

Angela Bazin ('99) will be serving as the Acting Director of Housing at Eastern Connecticut State University from October 2009 through April 2010.

Katie Bean ('08) is the Assistant Director in the Center for Alcohol and Other Drug Education (CADE) at The George Washington University in Washington, D.C.

Jillian Bolt ('09) recently accepted a position at the University of Pittsburgh at Johnstown as an academic counselor. The position is in the Academic Success Center.

Jocelyn (Brown) Cilik ('03) is now the Coordinator of First Year Experience at the University of Pittsburgh. Jocelyn also had her second child, Elyse Marie, on July 22, 2009.

Emily Forte ('08) accepted the position as Area Coordinator in Residence Life at Bloomsburg University in July of 2009.

Warren Hilton ('99) accepted a position as Assistant Dean for Student Affairs at Drexel University in Philadelphia. Warren recently had his article *Preparing for an H1N1 Outbreak on Campus* published in the Student Affairs Leader publication.

Jennifer (DuBrava) Hinton ('00) accepted a new position at Rochester Institute of Technology as the Director of Alumni Relations for the College of Science and the College of Liberal Arts. Jennifer has worked at RIT since 2000.

Michael Paestella ('97) was named to the Board of Directors for the Children's Center of Oswego, a campus community day care program hosted by the campus.

Terrie Moore ('99) has been promoted to Director of Diversity and Inclusion at Time Warner Cable.

Morgan Rizzardi ('09) accepted a position at Butler County Community College as the KEYS (Keystone Education Yields Success) Facilitator in July 2009.

Brian Root ('06) recently accepted a position as the Assistant Director Residence Life at the University of Virginia's College at Wise, in Wise, VA.

Amber Nicole (Sherman) Valentine ('03) was appointed as the Assistant Director of Student Life, Student Conduct and Engagement in August 2009 at Indiana University of Pennsylvania.

Personal Updates

Jeff Gerstein ('98) and his wife welcomed Joshua Spencer Gerstein into the world on April 7th, 2009. Joshua is their second child.

Erin Schuetz ('09) and her husband, Kevin are celebrating their son Kyle's first birthday on November 4th.

Jennifer (Zucco) Love ('04) married Nicholas Love in a private ceremony on September 15, 2009. Jen lives in Baltimore and works as an investigator for the Department of Health, and Nick is attending medical school in Philadelphia. A June 2010 wedding celebration is planned.



Indiana University of Pennsylvania
 Department of Student Affairs in Higher Education
 Stouffer Hall, Room 206
 1175 Maple St.
 Indiana, Pennsylvania 15701
 4005245702

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Supporting SAHE

Alumni Nominations:

Please email names and addresses of students you would like to nominate to receive a SAHE information packet to sah-admissions@iup.edu. Thank you!

- 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**)
- 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**)
- 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**)

NCSPE/DEPT/AF10

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