

Developing Our Students & Ourselves

President's Message: Dan Kennedy Carnegie Mellon

March 2009	
Volume 34, Issue 3	
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Greetings PCPA Members – I find it amazing that almost a year has passed since I began serving as the president of the association. And what a year it has been! No matter where you may sit on the issues, there certainly has been much to ponder and reflect upon.

Certainly the current economic crisis is probably a paramount issue on our campuses and in our thoughts at this time. However, we should not forget to take time to celebrate our own personal successes at every opportunity. It's those moments where we are able to reflect on our success that often provides the fuel to aid us during periods of difficulty.

I believe PCPA is in a position of relative financial strength, but we need to continue to invigorate the association and that may entail expending resources to grow membership and services. Several of the initiatives begun last year (the summer book club, graduate housing at the conference, graduate conference fees) will continue to be assessed, and hopefully continued. We are using a new tool for registrations and surveys and Bryan Valentine continues to provide excellent support as our webmaster.

Please plan to attend the Spring Keystone, Comprehensive Assessment, to be held at Gettysburg College, April 17, 2009. The registration deadline is April 10, 2009. I know Mary McGinnis has worked hard during the past year to solicit input from the membership about topics and has done a great job for the association.

Our incoming president Terry Wigle brings great experience, skills and ideas to continue pushing the association forward, and I invite you all to join with her and become more active in the association. Either through assisting at the annual conference, keystones, writing for the newsletter, or just spreading the word about PCPA, remember, this is your association.

While I was unable to attend APCA in DC, Dwayne Hilton and Kate Linder ably represented PCPA at the showcase and our joint reception with Ohio and Michigan. Thanks Dwayne and Kate!

I'd like to mention that elections have been held (more information about that follows later in the newsletter) and I would like to welcome our newly elected president-elect and executive board members and MALs, the work of all of these individuals is what makes the association successful.

As this is my last opportunity to reach you through this newsletter as president, I'd like to thank you, the membership, for permitting me the opportunity to serve. I'd also like to thank the entire executive board, who continue to provide support as we move forward.

Dan Kennedy

Check us on online:
WWW.PCPA.NET

Membership Update

Compiled by Amber Valentine,
Indiana University of Pennsylvania

Institution Type		Expiration Dates	
• Two Year CC	21	• October 2009	133
• Four-Year Public	76	• October 2010	8
• Four-Year Private	47	• October 2011	3
• Other	4	• October 2012	6
		• October 2013	3
		• October 2015	1
		• October 2017	1
		• Emeritus	4

PCPA Current Membership Database: 159

Number of members who participate in the ListServ: 148

MALs sent updated member list on 3/25/2009

Membership Type		Membership-At-Large	
• Emeritus	4	• Two-Year East	9
• Associate	10	• Two-Year West	12
• Regular	100	• Four-Year East Private	28
• Student	45	• Four-Year West Private	31
		• Four-Year East Public	38
		• Four-Year East Public	41

Do you know someone who should join the PCPA? Let them know...

I think you should join the PCPA...

The Pennsylvania College Personnel Association is the state's premier professional organization for College & University professionals and para-professionals. Whether you are a graduate student training for the field or a seasoned professional, the PCPA has something for you.

Just some of the many benefits of membership:

- ◆ Network with professionals across the state
- ◆ Discounts on a variety of Professional Development opportunities
- ◆ Access to the state-wide PCPA email listserve

Find out more information at www.pcpa.net

PCPA BOARD BRIEFS

Compiled by:

Dr. Charmaine Strong

Seton Hill University



The Executive Board Meeting was held at Westmoreland County Community College on Friday, 16 January 2009. Following are the highlights:

- ◆ 2008 Conference budget/evaluations are being finalized.
- ◆ Conference 2009 sites discussed; Greensburg Sheraton Four Points was selected. Dates being proposed. Also, Conference Committee charged with “Case Study” inclusion.
- ◆ PCPA has subscribed to” Wufoo,” an application service provider. Template being developed for use in requesting the creation of sites.
- ◆ Summer Book Club plans are underway; Dr. Sue Norton (Edinboro) has agreed to serve as the facilitator.
- ◆ Total assets of \$32,714.49; however, Nittany Lion Inn bill from the conference remains outstanding.
- ◆ Current membership is 154. President Dan Kennedy (CMU) will send personal email to the regular members who have not renewed.
- ◆ Constituencies Chair, Kate Linder (IUP), reported on “Provider Conscience” regulations – federal regulation that went into effect on 19 January – provides that federal funding to any medical facility that disciplines workers for refusing treatment that the worker finds morally objectionable will be revoked. Possible implications for higher education discussed.
- ◆ Emeritus Status for Dr. Ron Lunardini was unanimously supported. (Hi Ron!)
- ◆ Spring Keystone in planning stages. Keystone to be hosted by Gettysburg College.
- ◆ Grady Roberts Writing Award guidelines have been revamped. Graduate students – apply for the award!!
- ◆ Graduate Student Liaison Tiffany Coffen (IUP) is in the process of creating a Facebook group for graduate students. Stay tuned!!
- ◆ Election slate is coming together. Voting will be online – exercise this privilege and vote!!

PCPA Election Results

President Elect

Dr. Matthew Shupp
Penn State University, Brandywine

Recorder

Dr. Charmaine Strong
Seton Hill University

Membership Commission Chair

Amber Valentine
Indiana University of Pennsylvania

Communications Commission Chair

Brian Root
University of Pittsburgh at Greensburg

Member-At-Large 2 year West

Kelly Carpenter
Westmoreland County Community College

**Member-At-Large 4 year Public
West**

Tedd Cogar
Indiana University of Pennsylvania

Member-At-Large 4 year Public East

Cindy Nguyen
Penn State University, Lehigh Valley

**Member At Large 4 year Private
West**

Amanda Ries
Seton Hill University

Thank you to everyone who ran for a position and
everyone who participated in voting!

PCPA Summer Book Club

Want to be part of a great professional development opportunity?

Looking for a way to stay current on literature in the student affairs field?

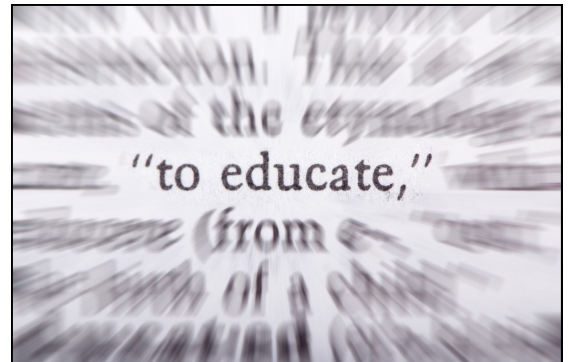
Join the PCPA Summer Book Club

This summer's reading is: *Where I Am From: Student Affairs Practice from the Whole of Students' Lives*, edited by Susan E. Borrego and Kathleen Manning.

Students from underrepresented groups-including students of color; students with disabilities; gay, lesbian, bisexual, and transgendered students-bring their wisdom, experience, and varied cultural perspectives to college and university campuses across the US. The 42 self-biographical narratives declare what needs to be said about their experiences and the corresponding work of student affairs practice in ways that theory does not.

The book club is free and open to PCPA members only*. Its purpose is to provide a way for members to stay current on literature in the field. The book club features:

- ◆ A study guide
- ◆ Online discussions throughout the summer moderated by book contributor & Edinboro University professor Dr. Sue Norton
- ◆ Follow-up discussion at the PCPA Fall conference, moderated by Dr. Norton



Book Club Timeline:

May 15:	Registration deadline
June 8 - 19:	Online discussion of chapters 1 - 3
June 21 – July 3:	Online discussion of chapters 4 - 6
July 5 - 17:	Online discussion of chapter 7 - 10
July 19 – 31:	Final online discussion of II & overall impressions of book
October:	PCPA Conference round table discussion moderated by Dr. Norton

Join PCPA online today!

Further information will be available on the PCPA web site.

Contact Mary.McGinnis@bc3.edu, Professional Development Chair for more information.

A Work in Progress

By: Laurel Westrom

CCAC Downtown Center

At a local university two freshmen classes of approximately fifty students each were approached to see how many of them knew that a career center existed on the campus. They were asked this question one week before the semester ended. The answer was astounding- only twenty-six of the hundred students responded of having ANY knowledge of the existence of a career center on campus. As a career support professional, it is evident that many students are unaware of the services that a career center can provide.

Therefore, you may be wondering, what does this mean? The answer is simple- there needs to be more outreach efforts to our students from our end. As a Career Support Specialist I feel it is my duty to promote and provide the valuable resources we have available to our students. One effective plan that has worked for my institution is to collaborate with student life services to plan and encourage involvement with campus events, along with outreach to the classes via email to welcome them to the campus (along with an explanation of the resources we provide for them), visiting classes for the purpose of extending our services and announcing upcoming events, and simply being present at orientations to welcome the students and answer any questions they may have about the campus.

One of my goals as a Career Support Specialist is to improve student retention and graduation rates. Studies have confirmed that students who are engaged in extracurricular activities have higher retention rates. Over the course of several months we incorporated a writing contest, the development of a Career Club, frequent workshops for students to attend, facilitated study groups, and additional activities outside the basic college curriculum. The overall consequence was amazing. The outreach efforts have unequivocally made a difference. One of the biggest contributors to the outreach efforts was the creation of a Career Club on campus. I visited with approximately 200 students during classes to promote the six-week club, emphasizing one targeted area of a job search aspect each week. There were around five consistent members of the club, but I have gotten to know and assist most of them over time with their resumes and job searches. There is nothing more rewarding than working with a student over the course of the semester to enhance their career-seeking needs, and then getting a special thank you from them when they land their “dream job.” These particular moments help endorse the many different reasons why I love my career.

Consequently, my office has been much busier since I started reaching out to the students. I have weekly resume and job search appointments, along with workshops that I coordinate often to assist with time and stress management, and resumes and job searches. Getting to know all the students is unfeasible, but by starting with a plan and putting forth the effort, I feel that I have made great accomplishments thus far.

In our collegiate learning-centered environment, how much do we truly emphasize the resources we provide and wealth of materials we possess to encourage student engagement? Furthermore, is it enough to make a difference? Moreover, developing a plan and creating activities could make a considerable impact upon student retention rates, student involvement within the college, student success within the college, and finally, job placement rates as well.

Why Not You?

By Tom Baker

One of my favorite motivators is the always energized Donny Deutsch, host of The Big Idea on CNBC. Deutsch made millions running Deutsch Inc. and now hosts his show as a way to inspire business-minded professionals as he aims to enable others to capture the American Dream. In Deutsch's book "Often Wrong, Never in Doubt" Deutsch shares the sentiment of "why not me", which has become one of my favorite thoughts to share with the groups that I speak to.

This "why not me" mentality will not only empower you, but also will benefit the students that all of you work with on a daily basis. It is very easy for all of us to worry about the success level and also morale of the students and staff that we work with. We care about them and do not want to see them get turned from graduate schools, job opportunities, or leadership positions. Even failing sometimes though can end up benefiting us all in the long run. The concept of failing forward has always helped guide me. You or your students might not always succeed but if you keep yourself out there and attempt to tackle your goals regularly you will feel more stimulated, satisfied, and empowered. It might hurt sometimes to fail forward but it will benefit your career and the future opportunities for your students over time.

The concept of asking yourself "why not me" is so simple but is also very important. We should all question ourselves about why we shouldn't be the next chair or president of an organization. The same holds true with other opportunities including serving on a non-profit board, starting a business, planning new events, serving as Advisor to a student club, expressing interest in a promotion, or any other possible significant undertakings in your life. If you don't stick your neck out there it is likely that someone else will. There always will be people who are willing to dream big and try new things. Why shouldn't you be one of those leaders and innovators on your campus or in your civic life?

Your kitchen cabinet, as it is often referred to as within politics, is a collection of your closest friends and family who serve as advisors regarding the big decisions in your life. It is probable that this circle of friends might shoot down some ideas that you have when you are thinking "why not me" about new experiences and opportunities. While it is vital to listen to their counsel and not act in a reckless manner, it is just as important to think big and try to achieve and make a difference in a meaningful way. By passing over opportunities, the likelihood increases that you will find yourself Monday morning quarterbacking about recent oversights. If you believe in yourself and express why it should be you, others will rally around you with passion and enthusiasm. The next time that you find yourself over thinking a decision, make sure to ask yourself, why not me!

This is an excerpt adapted from "Get Involved! Making the Most of Your 20s and 30s" (c)2008

Bridging the Gap: Strategies for meeting student leaders in the middle

By: Kristin Albright Waters, Area Coordinator for Residence Life, York College of Pennsylvania

At York College of Pennsylvania, student leaders are asked to participate in a leadership series titled STYLE: Strategies and Tools that Yield Leadership Enhancement. This program is designed to provide student leaders with resources and tools that they can learn to enhance themselves and their organization(s) or group(s). Members of the college community are called upon to present sessions on topics anywhere from accountability to working as a team. Recently, I had the opportunity to revamp the current leadership series. As I worked towards creating sessions and programs that are worthwhile for students, I often found myself asking, "What do our student leaders actually need? What do our student leaders want to know?" Based on these questions, I started to assess student leaders and ask them similar questions reflecting on their leadership experience and the organizations/groups they are involved in. Specifically, I asked students to comment on 1) aspects about their organization or group that needs improvement and 2) leadership topics that they would be interested in seeing added to the leadership series. I must admit, many of the responses I received were not surprising; everyone needs to work on communication skills, for example. However, I also found myself pleasantly surprised at other feedback provided that I never would have thought student leaders needed. Then it dawned on me, we as student affairs practitioners have a responsibility to ask our student leaders what they need and in addition, provide these skills to them. We cannot assume that those who are involved know how to be involved; those who want to create positive change on our campuses know how to go about it. We must provide our student leaders with the skills that they need in order to lead successfully. Below is a brief summary of the feedback provided by student leaders. In addition, implications for student affairs practitioners follow. While the feedback provided is specifically drawn from York College students, I believe the implications made can relate to many of us who work with students.

PLEASE SHARE ONE ASPECT ABOUT YOUR ORGANIZATION/GROUP THAT NEEDS IMPROVEMENT.

While students provided a large majority of responses, seven topics seemed to create a trend among many student leaders. These topics are listed in order of majority; communication skills was the number one response and so on.

1. *Communication skills.* Communication skills vary from member to member, committee member to committee member, and organization to organization. Students indicated that they didn't know how to effectively communicate among one another as well as among the general members and the Executive Board members. Students also stated that they needed to learn how to communicate with other campus organizations. If student leaders do not know how to effectively articulate their thoughts and meaning or know how to connect and communicate with others, how will they ever be productive?
2. *Advertising and creativity on flyers.* Among advertising, some student leaders indicated that their organization lacks in creativity of new ideas. When thinking about advertising, our student leaders are overloaded with images, flyers, advertisements, etc. Students have grown accustomed to walking by bulletin boards and flyers without paying attention. Student leaders struggle with using creativity in their advertisement, which as a result, leads to poor attendance at events and low turnout for membership.
3. *Retention, recruitment, and attendance.* All three of these topics are very unique and different, and effect organizations and groups at different times of the year. However, there is an underlying thought: how do we reach the students who aren't already involved and how do we keep their interest? Additionally, several student leaders indicated that recruiting male students for a co-ed club was very difficult for them.

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Bridging the Gap...(cont.)

4. *More volunteer work and participation.* One student stated, "My peers are lazy and only work as long as they feel like it and leave the rest for others to finish." Another student stated, "Too many people expect others to carry the responsibility." Student leaders struggle with getting their peers who are unmotivated to be motivated. As a Student Senator stated, "Organizations work in three; you have the top 20%
5. *More volunteer work and participation.* One student stated, "My peers are lazy and only work as long as they feel like it and leave the rest for others to finish." Another student stated, "Too many people expect others to carry the responsibility." Student leaders struggle with getting their peers who are unmotivated to be motivated. As a Student Senator stated, "Organizations work in three; you have the top 20% who do everything, then you have the bottom 20% who do nothing, and then you have the middle 60% who just sit around and don't care either way and it's the 60% that we need to focus on because they are always in the majority." Student leaders need to learn strategies that will aide them in getting their peers to 'buy-in' to the organization; they also need to learn strategies to remove those members who aren't focusing on the goals/objections of the organization and in turn, bring down the overall success of the group.
6. *Working together and agreeing as an organization; working with others.* Several student leaders indicated that they do not trust or get along with peers in their organization/group. It appears that some organizations/groups struggle to identify a common bond among the members. Student leaders also indicated that they did not know how to go about connecting and working with another campus organization/group.
7. *Organization skills.* Student leaders indicated many different realms in which they need to learn and improve upon their organization skills. Students indicated that their organization, as a whole, was not organized, and therefore led to ineffectiveness. Several student leaders commented that keeping track of all of the institution rules and regulations as well as Student Senate policies was a challenge. Several students indicated that the consistency among their organization was a challenge and that the transition period from one Executive Board to the next created the most un-organization.

Fundraising. Fundraising may become an increasing important topic of conversation as student organizations are feeling the effects of the current economy; many student organizations are provided with minimal funds for the fiscal year and rely on fundraising; however, as people become less likely to donate money, student leaders struggle with implementing effective ways of raising money. This, in effect, may require organizations to cut back on programming or holding events.

PLEASE INDICATE ANY LEADERSHIP TOPICS THAT YOU WOULD BE INTERESTED IN SEEING PRESENTED IN THE FUTURE FOR THE LEADERSHIP SEREIS. As this question asked student leaders to list what they would like to learn more about, it comes as no surprise that these responses also mirror the topics their organization or group needs improvement upon. The top nine responses are listed below; topics that are listed previously will not be commented on again; however, it is interesting to note the order change. The topics listed below are also listed by majority.

1. *Recruitment and retention*
2. *Communication etiquette*
3. *Motivating volunteers to work*
4. *Advertisement*
5. *Fundraising*

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Bridging the Gap...(cont.)

6. *Team building, membership development, and finding members' strengths.* Organizations and groups are very fluid; the Executive Board and general membership change yearly, sometimes more than once a year. When students are always coming and going into organizations, it is important for student leaders to have strategies to get to know new members and learn other's strengths. Students are more likely to stay involved in an organization if they become friends with other members and their strengths are relied upon.
7. *Time Management.* There appears to be a trend in leadership; most student leaders are leaders in several campus organizations; some even hold employment in addition to being a full time student. Student leaders indicated interest in learning appropriate balance between academics and social activities, how to effectively utilize meeting time, and how to procrastinate less.
8. *Party and Social Event Topics.* Organizations and groups host many events, programs, and socials throughout the year; many organizations rely on the same event idea year after year. Several student leaders indicated that they would like to learn more about new and creative events to plan.
9. *Learning how to be a professional.* Many topics were noted that align with thoughts on professionalism. These include: presentation skills, interviewing skills, writing documentation skills, ethics and crisis management, career advice, and networking. Along the lines of professionalism, several student leaders commented that they would be interested in learning more about getting over self-doubt, self-esteem, and how to avoid burn out.

IMPLICATIONS FOR STUDENT AFFAIRS PROFESSIONALS

The feedback listed above indicates that student leaders struggle with many different topics. Student leaders may often times be expected to run a successful organization or group, but may not have all of the tools necessary to do so. From this, several implications for student affairs practitioners have been made. While all of these implications may not be feasible, initiating one or two will provide student leaders with more tools and strategies for their success.

1. *Survey student leaders.* The easiest way to know what students are thinking is to ask them. Surveying students can be as simple as talking with a student during a one on one and asking them their thoughts, yet be as broad as surveying the student body. When surveying students, it is important to ask the right questions in order to receive the right answers. Surveying students is a constant process; as our students change year to year, so do their thoughts and needs.
2. *Train student leaders.* Often times, we work with student leaders to create reform, policies, and plan events on our campus for students and staff; however, how often do we train our student leaders? Just because a student won an election or was nominated by others to serve as the leader doesn't mean they have the skills to do so. We need to ensure that we are supportive and help our student leaders lead. For example, one student stated, "Review posting policies; how students can advertise?" This student leader struggled in advertising her event because she did not know all of the rules and regulations.
3. *Create consistent training.* This is a challenging task at first; many organizations vote on new Executive Boards every year which means a new group of students will need to be trained every year. However, if training is applied to all members of the organization, eventually, those who take over the leadership positions will possess the skills needed for success and in turn can train the other members of an organization. Over time, this will allow organizations to be more self-sufficient.

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Bridging the Gap...(cont.)

4. *Be concise in your work.* Are your policies and procedures up to date? Clear? Concise? Are they easily available to students? How can we expect student leaders to be consistent and follow institutional guidelines if we as practitioners do not operate in an organized fashion?
5. *Walk the walk and talk the talk.* Skills that we expect from our student leaders we must first role model. If we do not communicate effectively with other offices, how can we expect student organizations to communicate and collaborate with one another? If we do not support other offices' events, how can we expect high turnout for student organization events? Student leaders will gain additional skills if we role model appropriate and professional behavior while working with them and others.
6. *All topics are important.* When student leaders provide us with feedback on what they need to learn, we must understand that one topic does impact another. For example, if students are not organized, how can they then track their advertising ideas or be knowledgeable of their budget? If students do not hold each other accountable, how is trust and loyalty established? When we work with student leaders, understanding that one topic relates to others, we can then start to bring an organization or group together.
7. *Hold Student Affairs Interest Meetings.* While holding student affairs meetings may not improve the dynamics of organizations and groups, it will create more understanding and appreciate for the work we do with students. In addition, the best and easiest way to recruit members to student affairs is to talk to student leaders. Providing an outlet for students to ask questions may provide additional understanding of our goals when working with students.

Overall, student leaders are a valuable component to our institution; they create programs on our campuses, bring new ideas to the table, and ultimately are the reason why we have a job. It is then our responsibility to give back to our student leaders and ensure that they are well equipped to lead their organization and group to success. If we take time to talk with our student leaders and ask them what they need, we can then provide them with the appropriate tools and skills needed to aide in their success.

SAVE THE DATE

The 2009 PCPA Conference
will be held October 18—20th
at the Four Points Sheraton
in Greensburg.



PCPA Keystone Seminar Series

TOPIC: COMPREHENSIVE ASSESSMENT**Gettysburg College****Friday, April 17, 2009****10:00 – 3:00**

Are you looking for a cost effective way to conduct your assessment in these challenging economic times? This workshop will discuss making assessments more sophisticated, comprehensive, and cost effective – this includes assessments that seek to improve process as well as outcomes. It will advocate for the mapping of programs and services that contribute to education for those educational opportunities for which demonstrating learning outcomes is difficult. Discussion will include the new Council for the Advancement of Standards in Higher Education (CAS) learning outcome domains.

About the Presenter

Jan L. Arminio

Dr. Arminio is currently professor and chair of the Department of Counseling and College Student Personnel at Shippensburg University. She is Past-president of the Council for the Advancement of Standards in Higher Education (CAS) and has represented the National Association for Campus Activities (NACA) to CAS since 1987. She recently co-authored a book entitled, "Negotiating the Complexities of Qualitative Research" published by Brunner Routledge.

Prior to becoming a faculty member, Dr. Arminio worked in student affairs for 17 years in the areas of residence life, campus activities, Greek affairs, multicultural center advising, and judicial affairs.

Dr. Arminio's scholarship focuses on a variety of topics including multicultural issues, qualitative research, assessment, and campus programs and leadership.

Seminar Schedule

9:15 a.m. – 10 a.m.
10 a.m. – Noon
12:15 p.m. – 1 p.m.
1 p.m. – 3 p.m.
3 p.m.

Registration
Comprehensive Assessment
Lunch
Break out sessions
Evaluation & Depart

Certification: NBCC Certificates of attendance available

Continental breakfast & lunch included

Registration Form for PCPA Keystone Seminar

Registration Fee: *(please check appropriate box)*

Please make checks payable to: **PCPA**

Student: \$10.00

PCPA member: \$20.00

Non-Member: \$30.00

Name: _____

Institution: _____

Title: _____

Address: _____

City _____

State _____

ZIP _____

Phone: _____

Email _____

Mail registration form and payment to:

Mary McGinnis, Butler County Community College, PO Box 1203, Butler PA 16003-1203

Online Registration available at: www.pcpa.net

For more information, contact Mary McGinnis at 724-287-8711, ext 8264 or mary.mcginnis@bc3.edu

About the Location

Gettysburg College

300 North Washington Street

Gettysburg, PA 17325

Lyceum Room in Penn Hall

Parking will be available in Stone Lot

www.gettysburg

Directions

From the West: PA Turnpike east to Exit 226. Follow Rt. 11 into Carlisle. Rt. 11 becomes Rt. 34 south. Follow Rt. 34 south to Gettysburg. In Gettysburg, Rt. 34 becomes Carlisle St. Turn right onto Lincoln Ave into campus. At the first stop sign (N. Washington St) turn left. Proceed until you see Constitution Ave on your right and turn there. There will be Stone Lot located on your left where you can park and then proceed to the center of campus to Pennsylvania Hall. The Lyceum is located on the 3rd floor of Penn Hall.

FROM PHILADELPHIA, CENTRAL / SOUTHERN NEW JERSEY: PA TURNPIKE WEST TO EXIT 236. RT. 15 SOUTH TO THE GETTYSBURG HUNTERSTOWN EXIT. TURN RIGHT AT THE END OF THE EXIT RAMP. TURN LEFT AT THE FIRST STOP SIGN ONTO BUSINESS RT. 15 SOUTH. DRIVE APPROXIMATELY FOUR MILES AND GO STRAIGHT CROSSING CARLISLE ST. AT THE FIRST STOP SIGN (N. WASHINGTON ST) TURN LEFT. PROCEED UNTIL YOU SEE CONSTITUTION AVE ON YOUR RIGHT AND TURN THERE. THERE WILL BE STONE LOT LOCATED ON YOUR LEFT WHERE YOU CAN PARK AND THEN PROCEED TO THE CENTER OF CAMPUS TO PENNSYLVANIA HALL. THE LYCEUM IS LOCATED ON THE 3RD FLOOR OF PENN HALL.

Grady and Mary Roberts Graduate Student Writing Award



The Pennsylvania College Personnel Association is pleased to announce the Grady and Mary Roberts Graduate Student Writing Award. Specific guidelines and requirements are stated below and are also available at the PCPA website (www.pcpa.net).

The purpose of the competition and award is to encourage and recognize scholarly writing by graduate students about contemporary issues, topics or practice in Student Affairs. Students who are members of PCPA and enrolled in masters or doctoral programs are invited to participate.

The award is donated by Dr. Grady H. Roberts Jr., past president of PCPA, in memory of his parents. The winners will be announced at the Annual PCPA Conference in October. There will be two awards in 2009, \$1,000 each.

Eligibility

Students must be:

- ◆ Enrolled in a graduate degree program for one or more semesters during the 2008-2009 academic year. Verification is required.
- ◆ A current member of PCPA. (Student membership is \$10)
- ◆ Planning to attend the annual PCPA fall 2009 conference.

Criteria

- ◆ Completed application (available on PCPA website)
- ◆ Between 10 -12 pages text (excluding cover page and appendices)
- ◆ Clear, professional writing; well organized, evidence of depth and sound analysis
- ◆ Paper conforms to APA style (5th edition)
- ◆ Issue or topic must be germane to contemporary Student Affairs practice (not a literature review, although it should integrate relevant literature)
- ◆ Technical competence

All entries must be postmarked no later than June 1, 2009 and sent to:

Dr. Linda Hall,
PCPA Faculty Liaison
Student Affairs in Higher Education
206 Stouffer Hall, IUP
Indiana, PA 15705

**Dr. Grady and Mary Roberts
Graduate Student
Writing Award
Application**

Name _____ Degree Sought _____

Email Address _____

Graduate Institution _____

Graduate Enrollment Period _____ Graduation Date _____
From To

Current Address _____

City State Zip

Permanent Address (or address after June 1, 2009)

City State Zip

Home Phone # _____ Cell Phone # _____

PAPER TITLE _____

By my signature below, I affirm the attached to be my original work and give permission for this submission to be printed or otherwise distributed by PCPA through its newsletter, journal, web page or other appropriate means.

date

signature

Submit two copies of the paper and this application, postmarked by June 1st to:
Dr. Linda Hall, 206 Stouffer Hall, IUP, Indiana, PA 15705

Constituencies Corner

By Kate Linder, Constituencies Commission Chair

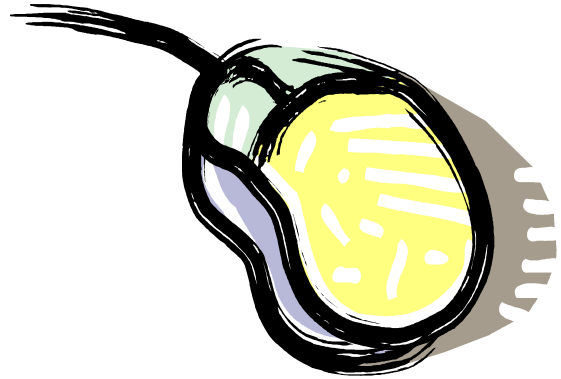
Incidents of violence at various institutions of higher education over the last few years have led the Department of Education to closely examine and amend the Family Education Right to Privacy Act (FERPA).

Effective January 8, 2009, the U. S. Department of Education revised FERPA to update and clarify when and to whom students' educational records may be released in the event of an emergency. As amended, FERPA now provides much greater deference to college officials' judgment as to what constitutes an emergency, what information can be disclosed, and to whom. In the past, college officials were required to justify disclosure of personally identifiable information about a student to a third party in emergency situations. FERPA now assumes that college officials act in good faith and permits them to disclose information to a third party, after considering the totality of the circumstances, in response to an "articulable and significant threat to the health or safety of the student or other individuals." Third parties may, but don't have to, include parents. Further, the revisions to FERPA support college officials making a decision about the disclosure of information in emergency situations, based on the information that they have available at the time. As long as a university has a documented, rational basis for a college official's decision to disclose information to a third party for the purpose of protecting the health and safety of individuals, the Department of Education will not substitute its judgment for that of the university but will defer to the decision made by the university.

These changes do not impact how FERPA should be applied to the disclosure of information in non-emergency situations. For example, a student will still have to request his/her transcript and certification of enrollment in writing. If it has been a university decision in the past to make non-consensual disclosures to parents when a student is considered a dependant for federal income tax purposes, that remains unchanged. However, such disclosure is *not required*. College officials should be aware of their institution's practices with regard to non-consensual disclosures under ordinary (non-emergency) circumstances as there is variance between institutions.

For more information on FERPA, go to: <http://www.ed.gov/policy/gen/guid/fpco>

CLICK ON THIS.....



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For this issue's Click on This, I decided to focus on something many of us are thinking about, the job search. For soon-to-be graduates looking for that first professional position to professionals looking for that new hire, finding the "perfect fit" is on many of our minds.

Here's the Lineup

<http://chronicle.com/jobs/news/2008/06/2008060301c.htm>

Broderick provides advice to those heading search committees on selecting the perfect "team".

Student Affairs Job Hunt Blog

<http://studentaffairscom12.blogspot.com/>

StudentAffairs.com has asked two graduate students who are currently job searching to blog about their experiences.

Job Search Websites

Many of these sites provide the opportunity for job-seekers to search jobs and upload resumes while institutions can post positions and search through resumes that seekers have uploaded.

<http://www.academic360.com/>

<http://www.academiccareers.com/>

<http://chronicle.com/jobs/>

<http://www.higheredjobs.com/>

<http://jobs.studentaffairs.com/>

<http://www.insidehighered.com/career/seekers>

ARE YOU LOOKING FOR A NEW POSITION?

If you are currently looking to change positions or gain a new experience, please visit the PCPA Website at <http://www.pcpa.net/PAJobs.htm> to search for different job openings in Pennsylvania and the rest of the nation.

ARE YOU HIRING?

If you have a position open at your institution and would like to advertise it on the PCPA website, please send the job description and accompanying information to Bryan M. Valentine, PCPA Webmaster, at bv6@pitt.edu.

The Pennsylvania College Personnel Association does not discriminate on the basis of race, color, national origin, gender, age, affectional/sexual orientation, or disability in any of its policies, procedures or practices. The non-discrimination policy covers membership and access to association programs and activities including but not limited to conferences, placement services, publications, and educational services.

SHARING THE COMMONWEALTH

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