



# Sharing the Commonwealth

Volume 31, Issue 2

November 2005

## President's Message: Brian Mauro, Penn State Lehigh Valley

I hope that your autumn semester is going well! It is hard to believe that November is almost gone, the term is more than halfway finished, and winter break is just around the corner. Each fall PCPA plans and organizes its annual conference, which targets graduate students, seasoned & new professionals, and faculty who are interested in keeping up with their professional development. This year's conference was held on October 16-18 in Monroeville, PA. It was very successful with almost 150 attendees, including graduate students, 20+ senior student affairs professionals, almost a half-dozen faculty members, and 8 PCPA Past Presidents!

On my drive back to the Lehigh Valley after the conference, I had the opportunity to reflect upon the conference. First and foremost, the conference rekindled my spirit and love for my job. It is wonderful to be around people that can truly appreciate what we do. In addition, the interaction with the graduate students and new professionals was energizing. I am optimistic about the future of our profession, given the bright young leaders who are choosing student affairs as a career. I was also inspired by the professionals and faculty members who led sessions. PCPA is fortunate to have many wonderful leaders and mentors who are so devoted to the profession. At the end of the conference, I was left with a subtle reminder of the reason that many of us have chosen the field of student affairs: the joy of our everyday work in serving college students.

I am also reminded of the joy in our work each time I read the following poem that was given to me by a student affairs mentor when I was an undergraduate student. Although the poem doesn't apply to my everyday job, it does always inspire me and help me to keep things in perspective.

### Success

By: **Ralph Waldo Emerson**

To laugh often and much;  
to win the respect of intelligent people  
and the affection of children;  
to earn the appreciation of honest critics  
and endure the betrayal of false friends;  
to appreciate beauty; to find the best in others;  
to leave the world a bit better,  
whether by a healthy child,  
a garden patch  
or a redeemed social condition;  
to know even one life has breathed easier  
because you have lived.  
This is to have succeeded.

Today this poem remains tucked away in my "feel good" file. It is amazing that this somewhat crinkled, typewritten sheet of paper survived the numerous moves that I made since then! In the midst of the flurry of activities present on your campus, I hope you will take a moment to enjoy the beauty of the season, "soak up" the intrinsic rewards of our profession, and consider the opportunities you have to promote student development on your campus during the upcoming year.

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## Upcoming PCPA Events:

- ◆ Spring Keystone Seminar
- ◆ Networking Nights (Spring/Summer)
- ◆ 2006 Annual Conference

Stay tuned for more information!



**Pennsylvania College Personnel Association**  
*Serving student affairs professionals in higher education in Pennsylvania*

[www.pcpa.net](http://www.pcpa.net)

## FROM THE MEMBERSHIP CORNER

**PCPA Current Membership Database: 206**

**Number of members who participate in the ListServ: 189**

**A breakdown of the membership follows:**

Institution Type		Expiration Dates	
• Two-Year CC	23	• October 2005	150
• Four-Year Public	136	• October 2006	88
• Four-Year Private	97	• October 2007	8
		• October 2008	1
		• October 2009	4
		• October 2010	2
		• Emeritus	3
Membership Type		Membership-At-Large Representation	
• Emeritus	3	• Two-Year East	15
• Associate	8	• Two-Year West	8
• Regular	169	• Four-Year East Private	53
		• Four-Year West Private	44
		• Four-Year East Public	50
		• Four-Year East Public	86
		• Emeritus	3

- \* There are 235 members on the listserv
- \* Conducted survey of the membership beginning August 8, 2005
- \* Provided MALs with updated constituent lists on September 2, 2005
- \* Updated and expanded the "Friends of PCPA" database to 700+ individuals and used the database in advertising the 2005 Annual Conference and the November 18/December 2 Keystone Seminars
- \* Updated the Chief Student Affairs Officers database for POAC

# MEMBERSHIP SURVEY SUMMARY RESULTS

Prepared by: **Mary Ellen Bayuk, Membership Chair**  
**Penn State Erie, The Behrend College**

On August 8, 2005, PCPA administered an electronic survey, via a web-based questionnaire to its 229 members. Seventy-seven members or 34 percent of the membership responded to the survey.

The PCPA Membership Survey results have been compiled to assist PCPA in determining strategies to improve its services, market to individuals and institutions in Pennsylvania and to increase membership. This report summarizes the results of the survey and is presented for informational purposes only.

1. Most of those responding heard about PCPA from either a friend/colleague (41%) or an advisor or faculty member (36%).
2. It was clear that professional development (50%) and networking (27%) opportunities were the main reasons why our members joined PCPA.
3. It was less clear as to what kept members in PCPA. Only one of the respondents indicated it was member benefits. Thirty-five percent specified it was the networking opportunities, 23 percent indicated professional development opportunities, 19 percent stated it was the collegiality of the members and ten percent said it was because PCPA was a generalist rather than specialist student affairs organization.
4. Members were surveyed with regard to their level of satisfaction with seven items listed.
  - ◆ **Annual Conference:** 67 percent were somewhat or very satisfied; 22 percent didn't know; and 9 percent were neutral on the subject
  - ◆ **Keystone Seminars:** 37 percent were somewhat or very satisfied; 44 percent didn't know; 14 percent were neutral on the subject and one individual was very dissatisfied.
  - ◆ **Newsletter:** 83 percent were somewhat or very satisfied; two percent (2 individuals) were somewhat dissatisfied; six percent were neutral; and six percent didn't know
  - ◆ **Listserv:** 65 percent were somewhat or very satisfied; 22 percent were neutral; six percent were somewhat or very dissatisfied; and four percent didn't know
  - ◆ **Website:** 71 percent were somewhat or very satisfied; 16 percent were neutral; two percent were somewhat or very dissatisfied; and 12 percent didn't know
  - ◆ **Journal:** 23 percent were somewhat or very satisfied; 22 percent were neutral; eight percent were somewhat or very dissatisfied; and 45 percent didn't know
  - ◆ **Networking Nights:** 28 percent were somewhat or very satisfied; 14 percent were neutral; two percent were somewhat or very dissatisfied; and 52 percent didn't know

## BOARD BRIEFS

### October 16, 2005

Prepared by: Erin Heasley, PCPA Secretary  
University of Pittsburgh at Johnstown

**\*Treasurer's Report** - J. Puzycki provided his report from June to the present. Current checking account balance is \$4,582.04. Savings account balance currently is \$2,049.13. Total assets are \$15,168.93.

**\*MAL reports** - all MALs contacted their constituents in regard to the annual conference and keystone seminar.

**\*Membership report** - Current membership count is at 256 which includes 76 student members. The membership survey, administered this fall, was sent to 229 members with 77 individuals completing the survey (34% response rate). Results were provided to the board in the form of a report.

**\*Communications report** - The fall newsletter will be available in November. Amber Valentine asked that executive board members and general membership to contact her with any thank you or accomplishment announcements for the "Kudos Korner" in the newsletter. A motion was passed that a graduate student will be asked to write an article on the Keystone seminar in exchange for his/her registration fee being waived.

**\*NBCC report** - 20 program sessions and two keynote sessions were approved for NBCC credit.

**\*Past Officers Advisory Committee report** - 17 individuals were registered to attend the chief student affairs officer breakfast at the annual conference. Five of these individuals are new attendees. This committee is recruiting past officers to become active again in the organization, please contact Joe Merkle for more information.

**\*Strategic Plan** - President Brian Mauro called for volunteers to assist with the completion of the strategic plan. Five executive board members will now be striving towards this task.

**\*2006 Annual Conference** - The Harrisburg or Pocono area is being considered. The new conference committee chair will be named at the conclusion of the 2005 conference.

**\*Networking Nights** - Mary Ellen Bayuk will be coordinating efforts to establish future networking nights. The following geographic areas are being considered for events: Pittsburgh, Philadelphia, North East PA, Central PA and Harrisburg.

**\*PCPA Journal** - PCPA has been approached by Michigan, Ohio and NY CPAs to consider pursuing a cooperative journal between the states. PCPA will be appointing a representative to investigate this venture.

## SANCTIONING FIRST-TIME ALCOHOL OFFENDERS TO COUNSELING

Jill S. Landesberg-Boyle, Ed.D.  
Vice President for Student Affairs  
Pennsylvania College of Technology  
jboyle@pct.edu

### Program

Two years ago, academic year 2003-2004, Penn College grappled with the need to interject more education and developmental opportunities into the judicial approach for students who violated the alcohol policy. The negative relationship between alcohol and academic success has been well-documented (Anderson and Gadaletto, 2000); one national report attributed approximately 25% of negative academic consequences to student alcohol use (NIAAA Report, 2002). Our campus is not exempt from its own challenges with alcohol use. By redesigning our sanctioning process, the hope was to reach students who might otherwise be lost in the system.

The first decision was to continue our existing alcohol awareness seminar, an educational group experience named AWARE for Alternatives with Alcohol in a Responsible Environment (like every good Student Affairs division, we love our acronyms). Secondly, parental notification was incorporated for all incidents involving students under the age of 21.<sup>1</sup> Thirdly, administrative hearing officers (typically residence life coordinators, but also the special assistant to the vice president who handles off-campus students) were empowered with the discretion to include community service or educational projects to allow for individualized sanctions. For a first alcohol violation, these sanctions would surely seem more than sufficient to many, but to us it seemed something was missing. We considered one more sanction, one that to our knowledge had not been tried at any other school - a compulsory visit with a campus counselor for all *first-time* alcohol offenders.

### Why Mandatory Counseling?

Student affairs professionals are curious by nature. We are always looking for a better mousetrap, and our response to alcohol education has been one area, in particular, where there have been continuous attempts to develop new approaches (NIAA Report, April 2002). The profession has relied heavily (and perhaps comfortably) on educational programming as a primary means of addressing alcohol issues on campus. This dependence has been attributed to the difficulty in getting students to seek help on their own (Bolton-Brownlee, 1987). Programming is an attempt to provide outreach services to students who abuse alcohol in hopes that they will either change their behavior on their own or seek counseling to help them change. Unfortunately, current research casts doubt on the degree of efficacy of programming for changing high-risk alcohol behavior (Larimer and Cronce, 2002). Many of us realize this at a gut level since the assumption that programming affects behavioral change requires a leap of faith. At a minimum, it means those students who do need the help will, in fact, attend the program. However, experience has shown that enticing most students to attend an alcohol awareness program is challenging – and attracting the students who need it the most is even more difficult. If the students who need to be there do attend, we then need to further assume that they comprehend the information and incorporate that knowledge into their actions after they leave the program.

What makes the resistance of students to get help even more complex is that the use of alcohol can be indicative of more serious emotional problems (Ross, 2004). The lack of accessing help can be seriously detrimental to a student's well-being and academic success. On any given campus, this issue permeates student life and it has been noted that:

*Failure to address depression and/or anxiety combined with a substance use problem can result in lost opportunity and diminished potential for the individual student. Multiplied many times on campuses across the country, the magnitude of loss would be difficult to overestimate. (Ross, 2004).*

If students do not obtain counseling on their own, the alternative is mandating their attendance. However, it is one thing to counsel a student who wants to be in counseling and is a willing participant. It is quite another, one could argue, to counsel a student who is sanctioned to be there. Other objections could also be easily raised, e.g. blurring

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1. I will be happy to send a copy of the letter to anyone who is interested. Feel free to contact me by email or by telephone.

*Continued from page 5*

the lines between discipline and counseling,<sup>2</sup> workload issues, or confidentiality of counseling services. All these arguments were considered in our process, but ultimately, under the leadership of Sharon Waters, the director of counseling, career services, and disability services, the idea was embraced. Our campus counselors were involved in developing the implementation process and the program proceeded to take shape. Armed with the knowledge that mandatory counseling sessions had been effectively applied in other situations even when common practice ran contrary (Joffe, 2002);<sup>3</sup> we forged ahead with the idea that we would set clear expected outcomes and assess whether or not we reached them at the end of the academic year.

### Results

Assessing alcohol prevention programs is key to successful practice (Langford, 2002). It is even more important when a new and untested element is introduced into an existing program. The Penn College program set measurable outcomes from the outset. Specifically, the goals of the program were to improve academic success (as measured by GPA and retention), to connect students with counselors who might not have otherwise sought counseling, and to add a psycho-developmental approach to our existing judicial model.

There were 163 referrals to counseling. Accounting for the eight repeat offenders, the actual number of students who were sanctioned to counseling was 155. Eighty-four percent of these students met with a counselor (130 students) and 16% did not (25 students).<sup>4</sup> This latter group of "non-attenders" served as a control group, thereby allowing for comparison of how students in each group fared.

The students who met with a counselor were more than twice as likely to be retained in school. In fact, 84% of those who set and attended an appointment with a counselor were retained as compared to only 16% of those who did not meet with a counselor. Many of these were withdrawals, but nearly half of the students who did not attend counseling were dismissed for academic failure (47%).

Students who attended counseling also achieved a higher GPA than did their counterparts. The average GPA for the group attending the counseling session was 2.29 as compared to an average GPA of 1.36 for the non-attenders.

Twelve percent of those who met with a counselor, 20 students, scheduled additional meetings with the counselor with whom they initially met. The average GPA for this group was a 2.46 and, even more importantly, at the end of the year (May 2004) all of these students were still enrolled in school.

### CONCLUSION

Counseling is appropriate when students have difficult issues that are impacting their lives but does an alcohol violation, especially a first-time violation, warrant this level of intervention? The answer remains unclear; however, our results suggest that this intervention strategy requires further investigation. Students who attended counseling had, on average, higher GPA's and were retained at a higher rate than were those who did not attend the counseling sessions. What was also rewarding was the finding that some of these students, once they formed a connection with a counselor, scheduled ongoing sessions on their own. Antidotal evidence suggest that these students would not have scheduled any visits with the counseling center had it not been for there initial mandatory session.

There are limitations to our findings. The mandatory counseling session may not have been the only difference between the non-attenders and the attenders, and it is important to note that we did not "control" for a variety of factors that may have influenced our results. For example, were students not-attending the counseling meetings because they had already decided that they were going to leave school and did not have the same motivation to follow through with the sanction? This question raises a plausible explanation, but in and of itself, this could probably not explain all of the

2. Counseling accreditation standards may question involving the campus counseling center with discipline matters. If your campus counseling center has accreditation, consult with your accrediting agency.
3. I refer to Paul Joffe's approach to intervening with suicidal students. In his model, he mandates counseling for students who exhibit tendencies of self-harm. His approach was unique in that, until recently, accepted practice rejected the effectiveness of mandated counseling for a student who did not want to be counseled. When Joffe first presented his model nationally, at the inaugural national conference of the Association for Interdisciplinary Initiatives (2002), student affairs professionals from around the country were exposed to a new method for addressing students in need on campus, students who, until this time, had routinely been given the option to come to the counseling center, if they were contacted at all.
4. Sanctions were consistently presented as a mandatory resolution in all verbal and written correspondence.



Continued from page 6

difference (remember that 36% of the non-attending group were retained). Furthermore, we did not separate attendance at AWARE<sup>5</sup> from attendance at a counseling session to see if one intervention had a different impact than the other. For the purposes of this assessment, our focus was on the mandatory counseling sessions because that intervention was an entirely new approach for us. Ideally, had we had a baseline of results from a system that paralleled our program, exclusive of the counseling sessions, a true comparison could be conducted to determine to what extent this one new aspect of sanctioning affected the overall outcome. It would be worthwhile to pursue more research to inform the field of what appears to be a promising new practice. Nonetheless, even with these limitations, the results we found exceeded our expectations and reinforced the power of connecting with students in a supportive and non-judgmental setting.

In fall of 2005, the director of counseling, career services and disability services moved the program to a new level when she researched a national counseling program specifically designed to address alcohol issues among college students. This program, BASICS (fully entitled *BASICS: Brief Alcohol Screening and Intervention for College Students: A harm reduction approach*) was named a Model Program by the Substance Abuse and Mental Health Services Administration, a component group of the U.S. Department of Health. We implemented BASICS in spring 2005. As BASICS requires two counseling sessions, the counseling department and the residence life department worked to integrate the sessions with the existing AWARE class. This was done so that students would experience their overall alcohol sanction in a seamless and cohesive fashion that moved fluidly from one phase (AWARE) into the other (BASICS). Initial results continue to be positive. Of 90 referrals over the course of the semester, 69 underwent the BASICS program (77%). Again, initial results showed that those who attended counseling had a substantially higher overall average GPA than those who did not.<sup>6</sup> In fact, residential students who attended BASICS finished their semester with an average 2.63 GPA as compared to an average GPA of 1.64 for those who did not attend. Less than 1% of the group that completed BASICS withdrew from school (5 of the 57) compared to 32% of the non-completers (6 of 19).<sup>7</sup>

To our knowledge, the BASICS program has not been used in a compulsory sanctioning process as done at Penn College. We will continue to monitor its results and hope to have a full year of data at the end of this fall semester. Stay tuned for more!

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5. Nearly all the students who attended their mandatory counseling session also attended the corollary mandatory AWARE seminar.
6. There were 90 referrals overall. Seventy-six were from the residence halls and fourteen were students who lived off-campus. In this assessment, we separated the groups according to their living classification. However, only two of the fourteen students who lived off-campus did not attend BASICS and, consequently, the group was not large enough to produce viable statistics. Because of this small number, the off-campus results are not included above.
7. The small number of off-campus students prevented us from having accurate results and so this number is based solely on the residential students who were referred. A total of 76 students were referred to BASICS from the residence halls. Seventy-five percent of these students attended (57 students) and 25% did not (19 students).

**K U D O S**  
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2005 PCPA RECOGNITION AWARD WINNERS

**Joseph Merkle Award for Outstanding Contribution to PCPA**  
**Mary Ellen Bayuk, Penn State Erie, The Behrend College**

**Outstanding Contribution to the Profession**  
**Kate Linder, Indiana University of Pennsylvania**

**Outstanding New Professional**  
**Jill Caldwell, Penn State Erie, The Behrend College**

**Outstanding Graduate Student**  
**Julie Sanzone, Penn State**

**Grady Roberts Writing Award**  
**Shirley Rodgers, Butler County Community College**

## COLLEAGUE UPDATES

- Have you moved to a new institution or been promoted to new job responsibilities?
- Have you had your writing published locally or nationally?
- Have you gotten engaged, married or had a baby?
- Is there other exciting news you'd like to share with your colleagues?

If so, please send an email to Amber Valentine at [a.n.valentine@iup.edu](mailto:a.n.valentine@iup.edu) with your name, job title, institution and your big news! All updates will be posted in the Kudos Korner section of the PCPA Newsletter!



## FROM THE 2005 FALL KEYSTONE.....

A Summary of Mr. Ken Dickinson's presentation at the  
2005 Fall Keystone  
**Krystal Ray, Carnegie Mellon University**

On Friday, November 18, 2005, St. Francis University hosted the Pennsylvania College Personnel Association (PCPA) Fall Keystone Seminar. The purpose of the seminar was to examine trends regarding alcohol and other drugs of abuse on Pennsylvania's college campuses. Representatives from 6 high schools, 6 treatment facilities, and 26 colleges and universities participated in the event. The speaker, Ken Dickinson, serves as Director of Business Development for the Devereux Treatment Center in Malvern, PA. Mr. Dickinson has more than 15 years experience in pharmacology, which allowed him to speak freely and insightfully at the seminar.

Mr. Dickinson examined the most popular drugs of college age students. He first discussed marijuana, the most widely used illicit drug. Easy access coupled with an expectation of few or no legal consequences makes marijuana a drug of choice for many college students. However, marijuana use is accompanied by many health risks, including chronic cough, bronchitis, emphysema, and cancer.

Even more prevalent on college campuses is alcohol abuse. Because binge drinking results in 125,000 deaths annually, student affairs professionals are becoming increasingly concerned. Mr. Dickinson cited students' premier reason for binge drinking as drinking to get drunk. Others included status enhancement, peer pressure, academic stress, and campus culture.

Mr. Dickinson also explored the reemergence of chemicals such as methamphetamine (meth). He provided shocking statistics. For example, it is estimated that 39,000 meth labs exist in the state of Utah alone. It is said that meth is the number one drug in rural America. Other than alcohol, meth is the most reported drug for inducing crime and violence. The basic user profile includes students of high school and college age. Mr. Dickinson also provided strategies for approaching meth users. He suggested approaching the user from a reasonable distance, talking slowly and in a low voice.

Another emerging trend is that of psychoactive prescription drug abuse. Non-medical use of prescription drugs is made easily accessible by the internet. Mr. Dickinson mentioned that purchasing prescription drugs online is as easy as purchasing a book or CD. Pain relievers account for the largest portion of non-medical use of prescription drugs. Stimulants, sedative hypnotics, opioids, sexual enhancers, anesthetics, and steroids are other common prescription drugs of abuse.

The PCPA Fall Keystone Seminar provided a wonderful learning opportunity. In student affairs, it is important to be well informed regarding the most current trends in drug and substance abuse. This awareness will allow student affairs professionals to more easily recognize problems and help students. Mr. Dickinson referred his audience to [www.erowid.org](http://www.erowid.org) for more information about drug use.

## Call for Nominations 2006-07 PCPA Open Executive Board Positions

The annual election of the Pennsylvania College Personnel Association will be for the Spring of 2006. Nominations are invited from all members of PCPA and are due by December 20, 2005.

*Elected board members must:*

1. Be a member of PCPA and ACPA
2. Be in attendance at four board meetings (June, October, January and April)
3. Be in attendance at the Annual Conference in October

**The positions open for nomination are:**

**President Elect** – This person will serve as President Elect in 2006-07, President in 2007-08, and Past President in 2008-09. As President this person will preside over all meetings of the organization, provide leadership in association activities, and be the communication liaison to ACPA.

**Recorder** – This person will serve a two-year term. The recorder will keep all records of the Association, keep minutes of all business sessions of the Association and of the Executive Board, be responsible for the annual updating of the Association's policies and procedures, and maintain all materials to be transferred to the Association's archives.

**Two-Year Member at Large – East** – This person will serve a two-year term, representing the needs and interests of two-year college, student affairs professionals in the Eastern section of the Commonwealth. This representative will work with the constituencies to provide a communications liaison to PCPA.

**Four-Year Private Member at Large – East** – This person will serve a two-year term, representing the needs and interests of four-year, private institution student affairs professionals in the Eastern section of the Commonwealth. This representative will work with the constituencies to provide a communications liaison to PCPA.

**Four-Year Private Member at Large – West** – This person will serve a two-year term, representing the needs and interests of four-year, private institution student affairs professionals in the Western section of the Commonwealth. This representative will work with the constituencies to provide a communications liaison to PCPA.

**Constituencies Commission Chair** – This person will serve a two-year term and will identify issues of particular concern to minority student affairs professionals, gay/lesbian/bisexual/trans-gendered professionals and affirmative action guidelines. The chair shall communicate pertinent legislation and affirmative action guidelines to all committee chairs and Executive Board members.

For a complete description of the above positions open for nomination, please refer to the PCPA By-Laws which can be reviewed at the Association Web Site at [www.pcpa.net](http://www.pcpa.net). All PCPA members are encouraged to nominate (themselves or others) for these open positions. The slate of candidates will be presented to the Executive Board in January and elections will be held in March. The Association year begins May 1, 2006 and all newly elected representatives will begin their terms at that time.

Should you have any questions or need any additional information, please feel free to contact any PCPA Executive Board member. The listing of Board members and contact information is listed on the Association Web Site at [www.pcpa.net](http://www.pcpa.net).

Please use the form on the next page (page 11) to nominate someone for an open Executive Board position.

**Nominations are due by December 20, 2005!**

## PCPA Executive Board Nominations Form 2006-07

Name of Nominator: \_\_\_\_\_

Email: \_\_\_\_\_ Phone (daytime): \_\_\_\_\_

I would like to nominate the following individual(s) for consideration in  
the 2006-07 PCPA election. (Use additional sheets as necessary)

### President Elect

Name:

Institution:

Title:

Email:

Phone:

### Four-Year Private Member at Large – East

Name:

Institution:

Title:

Email:

Phone:

### Recorder

Name:

Institution:

Title:

Email:

Phone:

### Four-Year Private Member at Large – West

Name:

Institution:

Title:

Email:

Phone:

### Two-Year Member at Large – East

Name:

Institution:

Title:

Email:

Phone:

### Constituencies Commission Chair

Name:

Institution:

Title:

Email:

Phone:

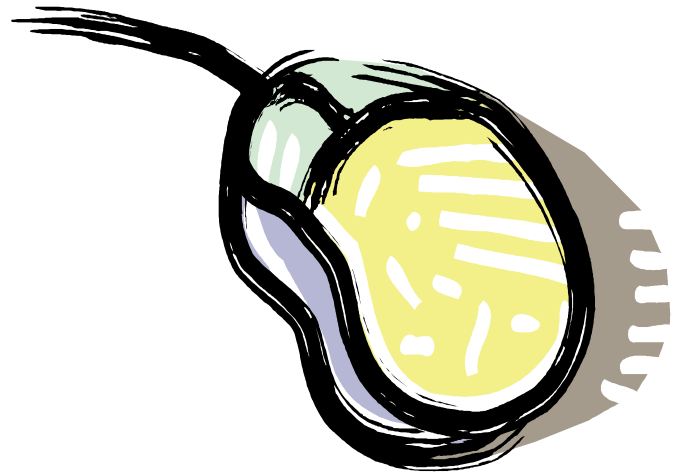
**Nominations are due by December 20, 2005**

Please submit all nominations to:

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

Phone: 724-287-8711, extension 8264  
Fax: 724-287-0092  
Email: mary.mcginis@bc3.edu

# CLICK ON THIS.....



Claudia Mokwa  
Resident Director, Gannon University



**The Harvard School of Public College Alcohol Study.** This study randomly selects about 15,000 students in order to predict national trends. Subgroups are broken down and examined. Comparisons of institution

types can be done as well. This website has links to other resources for working with college students. <http://www.hsph.harvard.edu/cas/>

**National Institute on Alcohol Abuse and Alcoholism** provides variety of sources and publications that can be reproduced without permission. Several panel reports of interest include High Risk Drinking in College: What We Know and What We Need to Learn and How to Reduce High-Risk College Drinking: Use Proven Strategies are two valuable sources in understanding societal and developmental reasons for drinking among college students. <http://www.collegedrinkingprevention.gov/reports/>



**The National Survey on Drug Use and Health** (formally called National Household Survey on Drug Abuse). This report on illicit drug use among college students aged 18-22 and their same age peers who did not attend postsecondary education provides statistics on types of substance used and environmental factors that may contribute and deter drug use.

<http://oas.samhsa.gov/2k5/College/college.pdf>

## FROM THE 2005 CONFERENCE.....

A Summary of Pedro Cortés' Keynote Address at the  
2005 PCPA Conference

**Sarah Nelson, Penn State University Park**

Pedro Cortés, secretary for the Commonwealth of Pennsylvania, spoke at the PCPA Conference on Monday, October 17. He was the day's keynote speaker. Cortés began his speech by joking about the challenge of speaking after a lunch, noting that 80 percent of the audience's brain cells went to digestion.

Cortés was born in Puerto Rico to a family of humble means, and was the first in his family to go to college. Upon graduating from high school, Cortés attended the University of Massachusetts. "I am living, breathing proof that with the proper opportunities anyone has the potential to achieve success and meaningfully contribute to society," Cortés stated.

Cortés planned to attend law school immediately after receiving his bachelor's degree, but an unfortunate chicken pox infection prevented him from taking the LSATs that year. He instead moved to Harrisburg, PA, and began working for the Department of Public Welfare.

A year later, Cortés was able to take the LSATs. He got admitted into The Dickinson School of Law. In 2003, Cortés became the first Latino confirmed cabinet member in Pennsylvania.

According to Cortés, the challenge in higher education is getting a diverse student body and keeping them involved. "We do a good job recruiting, now we need to work on retaining minorities," he stated.

Cortés praised the work that professionals in higher education are achieving, and challenged the audience to continue their hard work. "Higher education is still one of PA's growing vital and growing industries," he stated.

Pedro Cortés concluded his speech with a quote from social activist Cesar Chavez, "We cannot seek achievement for ourselves and forget about progress and prosperity for our community."

**ANNUAL BUSINESS MEETING**  
**10.17.05**

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Please go to <http://www.pcpa.net/October17meeting.pdf> to view a copy of the minutes!



## FROM THE 2005 CONFERENCE.....

A Summary of Dr. Anthony Ceddia's Opening Speech at the  
2005 PCPA Conference  
**Lynn Burke, Gettysburg College**

Dr. Anthony Ceddia, President of Shippensburg University, Emeritus, spoke at the annual PCPA conference this past October in Monroeville. His words were purposefully linked to this year's conference theme, "Student Affairs: Climbing to New Heights."

Ceddia began his address with a story that some of us may have heard before: one of human potential. The millwright, a man who kept the machinery in operation for many years at a mill dies suddenly. There is a service held in his honor described as being elegant and powerful. The millwright's wife reads from a book of poetry that we as the listener discover is the millwright's work. And, we ask ourselves, "Was the millwright a poet or was the poet a millwright?" Student Affairs professionals work with human potential, but we don't always recognize it. At this moment, we may not be aware of what the student in front of us could become, just like the ones closest to the millwright were unaware of his gift with words, but we can have an influence.

Using an image from this year's theme, Ceddia gave the group a picture of a ladder, one side representing theory and the other practice. Theory and practice is the strength on which the rungs of the ladder are built. The five rungs of the ladder are: core values, achievement, accountability, advocacy and self awareness and improvement.

Our core values give purpose to our work, institutionally and from the Student Affairs profession. Ceddia gave the group several examples of core values. Human understanding is focusing on who we are working with, concurrently encouraging them to understand themselves and others. Citizenship, character, and integrity are all essential in building and maintaining a community. Honesty with yourself, with colleagues, and students should also be a core value. Achievement was described as student achievement. Our students need to do better academically- work hard and earn success.

In an age where the existence of Student Affairs divisions is often questioned, accountability is a word we all know. We must demonstrate our validity. We need a strategic direction, techniques and methods to help us measure our success. There are no resources available if we cannot provide answers as to why we are an essential part of the college community.

We are advocates for students and for programs on our campuses. Sometimes our campuses can feel isolated, and we live in a country with too many divides between and among people. There is a lack of connectivity or a bridge among people; we work in the best setting to accomplish building that bridge.

Many of you reading this see yourself as life long learners. Being self aware and continuing to improve is not only essential to your professional journey, but to the people with whom we work. A burnt out professional never helped anyone. When Ceddia stated that we shouldn't stop learning, he didn't mean we should all be in a classroom, but learning takes place in informal settings. Continuing to read is one way to learn. Whether it's the newspaper, Student Affairs journals, or a newsletter, reading is an important part of professional development. Investigate by asking questions and seeking answers. Collaboration with colleagues is helpful personally and professionally. Having a colleague or group that you can use to seek advice or brainstorm with is a support you need. Listening to your instincts and talking to others will help in coming to a solution.

Ceddia concluded in saying that right now is a challenging time in education. There is strong pressure from competing groups; everyone wants an easy answer and everyone wants success. But, using the principles Ceddia summarized will help us as Student Affairs professionals to anticipate the challenging future ahead and to never forget the potential of the people we work with, because we could be working with poets or millwrights in disguise.

## 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](mailto:bv6@pitt.edu).

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### SHARING THE COMMONWEALTH

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