



Sharing the Commonwealth

Volume 32, Issue 1

July 2006

President's Message: Todd Eicker, Pennsylvania College of Optometry

Greetings PCPA Membership. Ironically, I am writing this note during some free time as I sit in Portland, Oregon attending a conference representing my current institution. Of course, when I sat listening to the opening speaker and various program sessions, I could not help but think of PCPA's own fall conference "A Profession for All Seasons." Our conference committee has been working very diligently to provide you an opportunity to attend a first rate conference dedicated to those who work on college campuses throughout the state. Dr. Stephen Merritt, Dean of Enrollment Management at Villanova University will be our keynote speaker. In addition, this year we have the honor of celebrating PCPA's 25th Annual Conference creating a chance to recognize the past and look ahead to the future.

I ask that you reward their hard work by attending this year's conference. As you will see the programs being offered are of outstanding quality and cover a wide array of topics. However, as with any organization the success always boils down to the membership itself. Don't just be a spectator, be a participant. Attending the programs, offering feedback, and reaching out to your fellow colleagues in PA and the surrounding states help make not only the conference, but the organization as a whole a success.

As for the organization, I am happy to report we are as strong as ever. Early next month the Executive Board will be developing a strategic plan for the future, I hope to provide a more detailed update of the plan at this fall's conference. There are excellent Keystones scheduled and PCPA is looking to reach out to other organizations to create additional opportunities for the membership to engage in. If you have any suggestions and/or feedback please reach out to your Members At Large (MAL) representative or even myself in order to be heard.

The next year promises to be an exciting one for PCPA and I am looking forward to leading the way. See you in the Poconos this fall.

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Upcoming PCPA Events:

2006 PCPA Recognition Awards

- ◆ Nominations due by August 25, 2006

Fall Keystone Seminar

- ◆ East: Friday, December 1
- ◆ West: Friday, November 17

2006 Annual Conference

- ◆ October 15 - 17, 2006
- ◆ Chateau Resort in the Pocono Mountains



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

www.pcpa.net

FROM THE MEMBERSHIP CORNER

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

PCPA Current Membership Database: 231
Number of members who participate in the ListServ: 215
A breakdown of the membership follows:

Institution Type		Expiration Dates	
• Two-Year CC	24	• October 2006	187
• Four-Year Public	104	• October 2007	30
• Four-Year Private	98	• October 2008	3
• Other	5	• October 2009	4
		• October 2010	3
		• October 2015	1
		• Emeritus	3
Membership Type		Membership-At-Large Representation	
• Emeritus	3	• Two-Year East	15
• Associate	8	• Two-Year West	9
• Regular	166	• Four-Year East Private	60
• Student	54	• Four-Year West Private	43
		• Four-Year East Public	37
		• Four-Year East Public	67

BOARD BRIEFS

June 8-9, 2006

**Prepared by: Charmaine Strong, PCPA Secretary
Seton Hill University**

The Executive Board Retreat and Meeting was held at the Pennsylvania College of Optometry in Elkins Park, Pennsylvania on 8 and 9 June 2006. Following are the highlights:

- ◆ **Joe Puzycki, Treasurer**, reported that the total assets are \$15,950.70, which includes \$5,230.75 in checking and \$10,719.95 in the savings account.
- ◆ **Membership Commission Chair, Mary Ellen Bayuk**, reported 231 members.
- ◆ Three Networking Nights were held across the state this spring – Meadville, Conshohocken, and Harrisburg – thanks to those who planned these events and to those who attended!
- ◆ **Conference Co-Chairs, Chris Bell and Matt Shupp**, shared that the planning of an exciting Annual Conference is well under way – save the dates – Sunday, 15 October – Tuesday, 17 October at The Chateau At Camelback (Tannersville, PA). Dr. Merritt will present the Monday Keynote Address on the millennial student.
- ◆ **Professional Development Chair, Kelly Finely**, reported that the Fall 2006 Keystones are scheduled. On Friday, 17 November, the Keystone West will be held at St. Vincent College in Latrobe, PA; Keystone East is scheduled for Friday, 1 December at York College of Pennsylvania, York, PA. Topic is “Mental Health Issues on Campus: Counseling and Legal Perspectives.” Featured speaker at both east and west will be Mr. Brett Sokolow, Founder and President of The National Center for Higher Education Risk Management.
- ◆ Executive Board members scheduled a meeting in August to continue shaping the Strategic Plan.
- ◆ **Graduate Student Liaison, Matt Zielinski**, was thanked for his years of service. Matt recently graduated from the IUP SAHE Program and will be relocating to join the Residence Life Staff at Western Illinois University.
- ◆ **President, Todd Eicker**, reported that he is pursuing collaboration opportunities with the PA Black Conference in Higher Education and The Delaware Valley Student Affairs Conference. Additional linkages are being explored.
- ◆ **MAL reports** – all MALs contacted their constituents in regard to the annual conference and keystone seminar. All MALs will be in touch with constituents in regard to the Spring Keystone as well as the booth PCPA will have at the ACPA conference.

Pennsylvania College Personnel Association



25th Annual Conference A Profession for All Seasons

Save the Date!

OCTOBER 15-17, 2006



Top 10 Reasons

to Attend the Conference:

1. You'll have FUN!
2. Professional Development
3. Networking Opportunities
4. Participate in Mentor/Mentee Program
5. Re-connect with old friends & make some new
6. Gain new knowledge
7. Get motivated for your job
8. An opportunity to win Bob Diltz Dancing Fool Award
9. Enjoy the Beauty, Charm and Tranquility of the Pocono Mountains
10. Help celebrate the 25th Annual PCPA Conference

Conference Location:

The conference will be held at the newly renovated Chateau Resort and Conference Center in the beautiful Pocono Mountains.



To learn more about our host site visit:
www.chateaurort.com

*Watch for Registration
Information in August
We hope to see you there!*

Sunday, October 15

11:00 am – 5:00 pm	Case Study Competition
3:00 pm – 5:30 pm	Registration / Hotel Check-in
5:30 pm – 6:00 pm	Volunteer Meeting
6:00 pm – 7:00 pm	President's Reception
7:00 pm – 8:30 pm	Past President's Dinner / 25 th Anniversary Celebration
8:30 pm – 9:00 pm	New Comers Carnival
9:30 pm	Entertainment

Monday, October 16

7:00 am – 8:00 am	Fun run / walk
7:30 am – 9:00 am	Breakfast
8:30 am – 10:00 am	Registration
8:30 am – 10:30 am	Chief Student Affairs Officer Breakfast / Roundtable
8:30 am – 9:30 am	Breakout Session 1
9:45 am – 10:45 am	Breakout Session 2
11:00 am – 11:30 am	Mentor / Mentee Session
11:45 pm – 12:30 pm	Keynote Address
12:30 pm – 1:45 pm	Lunch
2:00 pm – 3:00 pm	Breakout Session 3
3:15 pm – 4:15 pm	Breakout Session 4
4:15 pm – 5:15 pm	Business Meeting
5:15 pm – 6:30 pm	Free Time
6:30 pm – 8:30 pm	Awards Dinner
9:00 pm	Entertainment

Tuesday, October 17– SCHOOL SPIRIT DAY!

7:00 am – 8:00 am	Fun run / walk
7:30 am – 8:30 am	Breakfast /Registration
8:00 am – 9:00 am	Breakout Session 5
9:15 am – 10:15 am	Breakout Session 6
10:30 am – 11:30 am	Breakout Session 7
11:45 am – 12:45 pm	Closing Luncheon

REGISTRATION / MEMBERSHIP COSTS:

Full Conference Registration

PROFESSIONALS

Members:	\$175.00
Non-members:	\$210.00

GRADUATE STUDENTS

Members:	\$90.00
Non-members:	\$105.00

Daily fees will be available. Please see registration materials for specific information.

Membership

PROFESSIONALS

New/Renewal:	\$25.00
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GRADUATE STUDENTS

1 Year:	\$10.00
2 Year:	\$15.00
3 Year:	\$20.00

2006 PRESENTATION HIGHLIGHTS

A Reasonable Approach: Responding to Students in Crisis

Presenter(s):

Joe Puzycki, Penn State

This Program is Co-Sponsored by ASJA Circuit 3 and PCPA as a featured program.

Program Abstract:

Managing self-hurt and suicide incidents are a major focus of attention for college staff. The presenter will use lecture, discussion and case studies to examine: the extent of the problem; campus impact; educational, legal and policy considerations and, how to correctly balance mental health interventions with student discipline processes.

A unique program for students with disabilities: Peer to Peer Social Network Group

Presenter(s):

Leigh Culley, University of Pittsburgh
Noreen Mazzocca, University of Pittsburgh

Program Abstract:

Disability Resources and Services at the University of Pittsburgh has developed the Peer to Peer Social Network group, a new program that supports the development of the whole student. This group is designed to assist students with disabilities, with specific focus on students with non-apparent disabilities such as Asperger's Disorder, Psychiatric Disorders and Non-Verbal Learning Disabilities, in navigating the "social landscape" of the University.

Building the Community Pyramid: A Programming Model for Resident Assistants

Presenter(s):

Lynn Burke, Gettysburg College

Program Abstract:

This program will outline the unique programming model in place for student staff at Gettysburg College. We focus on building relationships with students through intentional interactions, an extensive First Year Experience program, educational and social programming, and a collaborative approach to reach an "empowered connected community." The model will be outlined for attendees.

Building Campus Community

Presenter(s):

Marvin Worthy, Worthy Consulting

Program Abstract:

In this session we will discuss the essential components that must be present in order for community to exist. Secondly we will discuss what is required of us as Student Affairs Professionals to assist in the creation and maintenance of campus Community.

Chief Student Affairs Officers Breakfast and Roundtable Discussion

Presenter(s):

Joseph Merkle, York College of Pennsylvania
Dennis Riegelneegg, St. Francis University

Program Abstract:

'College, Student Affairs, & Student Life' An open exchange and dialogue on campus and student life issues shared by senior level Student Affairs Officers, including current hot topics, emerging issues of interest/concern, and future planning for Student Affairs programs and services.

Collaboration is the key: Successful Study Abroad for Students with Disabilities

Presenter(s):

Lynnett Van Slyke, CRC, University of Pittsburgh
Carol Larson, University of Pittsburgh

Program Abstract:

Disability Resources and Services and the Office of Study Abroad at the University of Pittsburgh have developed an exciting collaborative "best practice" approach to support students with non-apparent disabilities to participate in study abroad programs. This joint effort has resulted in students with disabilities such as reading disorders, psychiatric disorders, chronic health conditions, and Attention Deficit Hyperactivity Disorder having a study abroad experience as rewarding as their non-disabled peers.

Community Colleges: As Varied as the Seasons

Presenter(s):

Mary Reed, Butler County Community College
Matthew Shupp, Community College of Philadelphia

Program Abstract:

What do you know about community colleges? Are you aware of the particular needs of the students who attend them? What about the differences between urban and rural community colleges? Come find out what sets community colleges apart from other institutions and what makes the various types as colorful as the seasons!

Conducting Meaningful Assessments

Presenter(s):

Jan Arminio, Shippensburg University

Program Abstract:

Using discussion, practical exercises, and lecturette, this session will provide practical knowledge to conduct good assessment using concepts from Suskie's Assessing Student Learning, the new sixth edition of the CAS standards, CAS' Frameworks for Assessing Learning Development Outcomes, and other useful resources.

2006 PRESENTATION HIGHLIGHTS

Creating Partnerships to Enhance Student Learning

Presenter(s):

Karen Ganska, Community College of Beaver County
Jessica Woods, Community College of Beaver County

Program Abstract:

This session offers information on how to create partnerships to provide campus programming that emphasizes learning outcomes. Using CCBC's program, From Here to There: the Five Ws of Your Career, as a model, participants will learn how to successfully configure a campus-wide event focused on career exploration and planning.

"Discovering Your Path:" Helping Undecided Students Find Meaning and Purpose

Presenter(s):

Jamie L. Bromley, Ph.D., University of Pittsburgh
Jennifer Cwiklinski, M.A., University of Pittsburgh
Ryan M. Sweeny, M.A., University of Pittsburgh

Program Abstract:

A multi-departmental (within Student Affairs) approach to working with students who are undecided in academic or occupational goal will be described. An experimental retreat program will be shared; attendees will leave with an understanding of how college professionals can collaborate to meet the needs of undecided students on their campuses.

Effective, Ethical Communication with Parents: A Primer

Presenter(s):

Shauna Shira, Indiana University of Pennsylvania
Kate Linder, Indiana University of Pennsylvania
Tedd Cogar, Indiana University of Pennsylvania

Program Abstract:

Do you cringe at the thought of interacting with the parents of your students? Are you unsure of what information you can legally share? Are you concerned that parental involvement will inhibit a student's personal growth? This program will address these issues and also offer concrete strategies for communicating effectively with various parent "personalities."

Encouraging the Development of Racial Justice Allies in College

Presenter(s):

Robert D. Reason, Penn State University-University Park

Program Abstract:

The values and ethics of our profession call us to improve our communities, protect human rights, and demonstrate appreciation of diversity. Based on recent research, this program explores one way to live these values—by encouraging the development of racial justice ally attitudes and actions in our students.

Holistic Student Development and Spirituality in Higher Education

Presenter(s):

Ari Hauben, Drexel University

Program Abstract:

A national trend in student affairs explores spirituality as it pertains to the college student experience - ranging from identity development and meaning making to coping skills and community building. This discussion centers on research from UCLA's Higher Education Research Institute (HERI), and encourages us to become more aware of its important implications.

Integrating Social Justice into Leadership Training and Development

Presenter(s):

Allison Gulati, Lehigh University
Jess Manno, Lehigh University

Program Abstract:

Student affairs is beginning to explore ways to incorporate social justice education into students' experiences. In this session, one model for integrating social justice into existing leadership programs will be introduced, followed by a discussion about the successes and pitfalls and new ways we can teach students about social justice.

International Issues for the 21st Century Community College

Presenter(s):

Shirley Rodgers, Butler County Community College

Program Abstract:

With increased emphasis being placed on educators to increase international competency in students and with this year being the "Year of Study Abroad", many community colleges have a number of issues that need to be addressed to stay abreast of these issues. This program will address some of those issues.

Life in the Fast Lane: Career Transitions Within the Housing Profession

Presenter(s):

Christina Bell, Lehigh University
Susan Mead, Lehigh University

Program Abstract:

Thinking about making a transition within the Housing profession? Navigating a smooth transition is the key to taking on a new professional experience. Our program will include sharing information and resources as well as discussing ways to prepare for a professional transition. If you or your colleagues are anticipating transition we encourage you to join us. Come and learn how to play an integral part in creating a positive road map for transition!

2006 PRESENTATION HIGHLIGHTS

"Pandemic" Emergency Preparedness in the Age of Bird Flu

Presenter(s):

Dwayne A. Hilton D.Ed., Penn State Hazleton

Program Abstract:

The prospect of an emerging influenza pandemic has compelled colleges and universities to revisit their emergency preparedness procedures. This session will review all aspects of emergency preparedness, from the articulate to the absurd. Participants will be asked to bring their own campus emergency plans to engage in an interactive discussion which will endeavor to answer more questions than it poses.

Positive Career Moves: How to Successfully Climb the Student Affairs Career Ladder

Presenter(s):

Lynn C. Pierson, Albright College
Matt Shaffer, Westminster College

Program Abstract:

New Professionals and/or student affairs administrators who wish to advance or make a career move need to develop a holistic understanding of themselves, their skills and abilities, and how to correctly market themselves. This session will provide you with tips, strategies and competencies needed to make this move a positive and successful one.

The College Transition

Presenter(s):

Bradley M. Webb, Indiana University of Pennsylvania/
University of Pittsburgh at Johnstown
Joanna Mongelli, Indiana University of Pennsylvania/
University of Pittsburgh at Johnstown

Program Abstract:

This session showcases a program presented to high school juniors and seniors about the transition from high school to college. Residence/Commuter Life, Academics, Social Life, and Available Services will be highlighted. Participants will discover the program rationale, design, implementation, student evaluations, and suggestions for improvement.

Unhinging the Closet Doors: Who are we not reaching and why?

Presenter(s):

Allison Subasic, Penn State University
Christian Matheis, Penn State University

Program Abstract:

This session offers best-practices for reaching closeted and questioning students, as well as ideas for connecting LGBTQ students to campus communities. We examine factors that contribute to students' experiences of remaining closeted, including climate, curriculum, policies and challenges facing specific communities, such as communities of color, international students, religious organizations, etc.

Why Most Student Organizations Don't Work & What To Do About It

Presenter(s):

Anthony J. D'Angelo, Collegiate EmPowerment
Jack Gottlieb, Collegiate EmPowerment
Joe Urbanski, Collegiate EmPowerment

Program Abstract:

Why is it that 20% of your student leaders are doing 80% of the work of their organizations? If this sounds familiar then this session is for you! Based on the upcoming book "Why Most Student Organization's Don't Work and What to Do About It" this session will help you:

- * Uncover the 7 reasons Why Most Student Organizations Don't Work
- * Discover the 7 solutions as to What To Do About It
- * Apply the four step process to creating a successful student organization for the long-term
- * Build effective teams and relationships that will leave a long-term legacy on your campus

This session will empower you with the seven reasons why most student organizations don't work and the seven solutions on what to do about it. You will look at the events and goals that are most important to your student organizations right now and start to take action towards greater success. Most of all you will leave the session with new insights on how to develop and retain student leaders.

Who Needs Hierarchy? Encouraging Revolutionary Leadership Among Diverse Groups

Presenter(s):

Christian Matheis, Penn State University

Program Abstract:

In this session we will explore models of leadership, considering ways that some models overwhelm our creative capacities. We will look at the importance of facilitating balance between traditions and innovations. Furthermore, we will consider important dynamics that occur when different approaches to leadership seem to be in conflict.

Enhancing the Senior Year Experience: A Report from the Field

Amanda Knerr, Penn State Behrend
Dr. Ken Miller, Penn State Behrend

Introduction

The transition from college senior to alumna or alumnus can be one fraught with the same types of “what next” questions that many high school seniors encounter as they begin college. The dissonance and anxiety created by this transition can often land seniors in counseling offices, career centers, and staff offices as the reality of the “real world” looms. But what role should colleges and universities assume in helping students? How can Student Affairs resources be brought to bear to assist students? What comprises a successful transition program for seniors? These issues, among others, will be discussed in the following article on how one institution began a year-long series of programs for seniors making this life-changing transition.

Why Seniors?

Why focus on seniors when they will only be a part of our institutions for a few more months? For many students the transition out of the institution can be just as stressful as the transition in. Though we expend considerable resources orienting students to college, many students report a feeling of “disorientation” as they prepare to graduate. A comprehensive Senior Year Experience program can assist students greatly during this transition year.

Gardner, Van der Veer & Associates (1998), authors of *The Senior Year Experience*, contend that as we begin to reflect on the importance of this group of students to our continued success as institutions of higher education, it is easy to see why developing a program that is specifically meeting their needs is important. The authors outline the following key goals as hallmarks of a successful SYE program.

1. Coherence and relevance to general education.
2. Integrating general education and academic major.
3. Synthesis with academic major.
4. Connecting the academic major and the work world.
5. Development of student skills, competencies, and perspectives.
6. Enhancing personal adjustments.
7. Improving career planning and paraprofessional development.
8. Enhancing preparation in a post-graduate education.
9. Promoting practical life planning and decision-making.
10. Encouraging sense of unity and community as future alumni.

One Institution’s Approach

Penn State Erie, The Behrend College, is a dynamic campus of Penn State with nearly 4,000 students enrolled. The College typically graduates more than 600 students each year in both Fall and Spring commencement ceremonies. Recognizing that a variety of programs and services were being offered to seniors without much in the way of coordination, a group of staff began discussions about working together to create a more intentional senior year experience for our students.

A Senior Year Experience team was formed in 2005 and consisted of staff from student activities, residence life, student affairs, the career services center, alumni office, and athletics. As well, a number of students were appointed to the team to help guide planning. The team worked to establish the College’s goals for the SYE program. The goals included creating a year-long experience for seniors that celebrates their many accomplishments, increasing a sense of unity, collaboration, and tradition among the student body, educating students about the transition from college to work or graduate school, educating students about their role as alumni of Penn State Behrend, and working to connect students to current alumni for networking and identity upon leaving Behrend.

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The team then began working to develop a model for the first year of the program which consisted of working jointly to communicate and gather senior year resources in one location and spread that message to all seniors. A senior year list-serv was developed along with a senior year Web site that kept seniors informed of important dates. The SYE team also worked together to gather information about events targeting seniors from both academic affairs and student affairs' work units. This information was then presented to the students in a more unified manner.

The second step was to begin to plan some social and educational events for seniors to assist them in preparing for the transition out of the College. The committee co-sponsored events that were already happening on campus and also sponsored additional events with a senior focus. An event was planned each month during the academic year and included a senior kick-off event in September, programming during the annual career fair, senior salute days (information tables regarding commencement, ordering of caps and gowns, etc.), basketball games, special incentives for seniors at traditional events plus opportunities to interact socially with current alumni.

Special t-shirts were designed with student input and presented to students at events free of charge to build school spirit and identity as the senior class. This culminated in a week long Senior Week that took place the week between the end of final exams and commencement. This week included multiple events for seniors each day that were almost completely free of charge. Events ranged from a senior night at an Erie Sea Wolves game, to a service project working with senior citizens, to a golf outing. The week ended with a Chancellor's Reception the morning before commencement.

Overall, each of the events had at least 25 students and were met with a great deal of enthusiasm from our seniors. The staff felt that the seniors were more engaged and more aware of what was happening around campus in offices such as the Career Development Center and Student Activities. Also, seniors were able to hear at multiple events what the university expected of them as alumni and that their roles were not to support the university financially at this point, but more to talk about Behrend to employers, family, and friends. Campus senior events allowed current alumni and the alumni and development office to really talk to students one-on-one about these responsibilities and opportunities.

Now What?

A year removed from the initial planning stages, we are learning that we don't always know what students want. Continuing to solicit student feedback is essential to the success of the program. Working as a team has allowed us to reach many more students in a more intentional way and helped to focus our message to students. Including the alumni office on our committee has given staff an opportunity to get directly to the students and educate them about their future relationship to the College. This is critical to the College's future success as an institution. Establishing a core theme and program allows students to get engaged in the process and become enthusiastic about their many accomplishments while they were here. Pooling resources allows us to get more done with less and reduces the risk of sending out inconsistent messages and/or duplicating efforts.

Future initiatives will include assessing the impact of the program on recent alumni with particular attention to their interest in joining the alumni association. We also hope participation in the program as seniors will lead to greater alumni involvement in mentoring opportunities. We also hope to partner with academic affairs to provide some additional information and cohesiveness between the senior capstone courses and the committee's programming efforts.

As the Senior Year Experience program evolves, we will continue to focus on providing a comprehensive and intentional experience that allows students to reflect on and celebrate their time at Behrend and prepare for their new responsibilities as alumni.

Gardner, J. N. and Van der Veer, G. and associates (1998). *The Senior Year Experience: Facilitating Integration, Reflection, Closure, and Transition*. Jossey-Bass, San Francisco.

Amanda Knerr (ark14@psu.edu) is the associate director of Student Affairs at Penn State Behrend. Amanda is also chair of the Senior Year Experience committee.

Dr. Ken Miller (kenmiller@psu.edu) is the director of Student Affairs at Penn State Behrend.

FALL KEYSTONE

Mental Health on Campus: Current Trends & Campus Responses

College and university mental health professionals across the United States have experienced an increase in demand for services. More students are coming to college with severe psychological problems, and with a history of psychiatric treatment. This increase is associated with decreased stigma of mental illness and a greater willingness to seek help, as well as advancements in diagnosis and treatment making higher education attainable to those who suffer with serious mental illness.

A student's mental health plays a key role in their ability to perform well academically and remain enrolled. Students suffering with mental health issues may attempt to cope through substance abuse, self-injury, or other destructive behaviors. As a result, this issue can impact many campus departments, as well as local community hospitals.

The goal of this seminar is to bring together campus and community representatives in the region to identify strategies and best practices in responding to mental health issues.

PCPA is very pleased to be able to partner with St. Vincent College and the Association of Student Judicial Affairs in inviting accomplished speakers to share their expertise on mental health issues with area professionals who serve the college student population, both on campus, and off campus.

Featured Speaker for both East & West Seminars:

Brett A. Sokolow, JD: Sokolow is the founder and president of The National Center for Higher Education Risk Management, a national multidisciplinary risk management consulting firm. He is a specialist in campus safety, security, and high-risk student health and safety issues

Keystone EAST:

Friday, December 1st
York College of PA, York PA
10:00am - 3:00pm

Co-sponsored by Association for
Student Judicial Affairs

Speakers: TBA

Keystone WEST:

Friday, November 17th
St. Vincent College, Latrobe PA
10:00am - 3:00pm

Co-Sponsored by St. Vincent College

Speakers:

Gerald Amada: Dr. Amada has served as director of the Mental Health Program at City College of San Francisco. He has published eight books and over eighty articles on the subjects of mental health, psychotherapy, and disruptive student issues.

Alan Reis: Dr. Reis is a practicing psychiatrist in Pittsburgh, who works with college age students.

Online Registration
Begins on
September 22, 2006!

Best Practices: What Do You Do When...A Student Reports A Sexual Assault But Then Asks That No Action Be Taken?

Brett A. Sokolow, JD
President NCHERM (www.ncher.org)

This is a complex issue that is informed by two federal laws, student affairs best practices, good victim services, the Department of Education, and negligence law. While no one perspective dictates how we address reluctant victim situations, taken together, a cohesive approach can be created.

Clery First

Let's start with the Clery Act, and its role in this issue. The Clery Act is an absurd law, in its execution. It tells colleges to collect crime reports from campus security authorities, which it defines as any institutional official who has significant responsibility for student and campus activities. It then splits hairs to tell us this will include some faculty but not others. It includes student services personnel, but not the support staff talking with the student in the waiting room while they wait to see the Dean. It does not include counselors, but may include a non-counselor administrator who runs the counseling center. These are not reasonable hairs to split on a college campus if you are interested in accurate compliance. Responsibilities of college employees are constantly changing. A faculty member who assumes a role as a student organization advisor mid-year may not receive training on reporting until the following year, depending on your training schedule. Who is on the list and who is not on the list of mandated reporters for Clery is a moving target that is not easy to hit. It is just easier (and very reasonable) to tell ALL institutional employees that it is part of their job to report all crimes about which they become aware within 24 hours of becoming aware. That way, nothing slips through the cracks. This includes reports of sexual assault made in confidence, because nothing in the Clery Act requires the revelation of personally identifiable information. Counselors, clergy and medical services personnel can complete a report without violating their professional ethics.

Once you have created an all-employee reporting requirement, employees can be trained that when a student reports sexual assault, they cannot promise confidentiality, and need to make that clear to the student who comes to them (unless of course, you are among the limited number of university employees who can actually promise statutorily or ethically-conferred confidentiality).

Best Practices Tip - Explain This to a Victim as the Difference Between Confidentiality and Privacy:

"Thank you for coming to talk to me about such a serious issue. I want you to know that we are going to do all we can to help you. I need to make clear that I am not someone who is able to maintain the confidentiality of what you share with me. I can and will protect your privacy, and will only share your information on a need-to-know basis with a small group of key administrators. We will make every effort to respect your wishes as far as how we respond to your report. If you desire a confidential conversation, I can take you to the counseling center, or help you to set up a meeting with one of our campus staff members who is a confidential resource."

Acting on the Reports You Receive

A predicate to liability under Title IX is notice to campus official(s) who have remedial authority to address gender-based discrimination (in any of its forms, including sexual violence). Let's assume for purposes of this article that you are such an official. Once you have established a campus-wide crime reporting network as discussed above, you will hear more often about campus crime generally, and you probably will receive more sexual assault reports, specifically. Not all of these reports will include personally identifiable information, but some will. Once you receive a report, various laws govern your response and you MAY have to provide some or all of the following.

After each item listed below, the law that mandates or influences it is identified:

- * Crime statistic (Clery)
- * Interim suspension (tort law – negligence)
- * Timely warning (Clery)
- * No contact order (student affairs best practice)
- * Investigation (Title IX)

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- * A prompt and equitable resolution (Title IX)
- * A hearing (state/federal due process or contract law)
- * Sanctions (Title IX, tort law – negligence, due process)
 - To bring an end to the discriminatory conduct; and
 - To take steps reasonably calculated to prevent the reoccurrence of the discriminatory conduct
- * Remedies (Title IX)
 - To restore the victim, as much as possible, to his/her pre-deprivation status and/or undo the effects on the victim of the gender-based discrimination they have experienced.
- * Notice of outcome (Clery Act)
- * Appeals (contract law and Title IX)
- * Post-sanction enforcement (Title IX, tort law – negligence)
- * Follow-up to determine if remedies are effective (Title IX)

Upon receiving a report, whether anonymous or not, you will need to determine if the alleged victim wishes to make a complaint. If so, you will follow the proper procedures on your campus for making a complaint and begin the investigation process. If not, you will need to find out why not. Perhaps the assault occurred long ago, or off-campus. Perhaps the victim is going to the police to pursue criminal prosecution. While you may be able to determine directly why no formal action is requested by the victim, you may have to go through the employee who initially received the report before it was passed along to you. They may be able to dialogue with the victim to find out reasons why the victim wants no action taken. I think you or the employee who is in contact with the victim should try to problem-solve with him/her any impediments to filing a complaint.

Best Practices Tip: Convincing a Reluctant Victim

I think we should make a good faith effort to persuade (not pressure) a victim to make a formal complaint. Often, victims are reticent to pursue a campus hearing because they fear for their privacy, they blame themselves, and they don't want to subject themselves to a process they fear will be a secondary victimization. I think we can overcome some of these reasons for hesitation. We can make sure that the victim understands how well-suited the campus conduct process is to meeting the needs of many victims. I think we should explain that the campus process is private, that resolution is quick (can we shoot for 30 days?), that we use a standard of proof (more likely than not) that makes it twice as easy to prevail in a campus hearing than in a criminal trial, that we provide victim-friendly accommodations, such as the right to an advisor, to testify from behind a screen or by closed-circuit, and that we actively prohibit evidence of a student's irrelevant sexual history or character. I also think we need to be clear that we are not going to throw the book at a victim for his/her own policy violations, if they decide to make a complaint. It is also worth it to explain to a victim that perpetrators recidivate, and if left unchecked, they may assault again and are likely to make someone else feel the way they now feel. Their action in filing a complaint can help to prevent future victimization, and I think we should at least get them thinking about their duty to other potential victims and members of their community. Once we have said our piece, though, I think we need to back off and let them choose for themselves what is in their best interests.

The Requirements of Title IX

If you are not successful in encouraging the victim, directly or indirectly, to file a formal complaint, your legal duties are not over. In fact, they may just be starting. Once you have actual notice under Title IX, your duty to investigate the report is absolute. There are no exceptions. Yet, investigation is a very broad term, and may indicate merely a preliminary inquiry, or it may include a much more elaborate inquisition into the facts. With an anonymous report, your ability to investigate is more limited. You would satisfy your legal duties of due diligence by checking the report against other recent anonymous and formal reports, to determine if a trend or pattern may be apparent. If so, you might decide to take some action based on the composition of assaults, rather than on just the one anonymous report you have received. You may even gain information on repeat perpetrations in a single location, and this may allow you to target a high-risk population or location with enhanced enforcement, patrols, lighting, cameras, timely warnings, etc.

In addition to the duty to investigate, you may have a duty to attempt some form of remedial response, even to an anonymous report. For example, if you learn of multiple perpetrations by the same individual (anonymous reports sometimes include the name of an alleged perpetrator or enough detail for you to figure out who the alleged perpetrator is), or multiple perpetrations at the same event, you may decide to alert the alleged victim to this information to see if this makes him/her more willing to file a formal complaint, or you may decide to launch an investigation into the campus event that produced multiple reports (such as a party at which multiple drinks were laced with GHB).

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Where a victim comes to you to make the report directly, your duty to investigate is the same, but is enhanced by the additional information you may have by receiving the report directly rather than through a third-party. Assume that the alleged victim, as with the anonymous victim, asks that you take no action. At this point, one of the purposes of the investigation is to allow you to determine whether you can honor the victim's wishes. OCR tells us that we should make every effort to do so, but not at the expense of compromising our duty to provide a prompt and equitable remedy under Title IX.

Negligence

Tort law plays a role here too, as we must make a determination whether the report gives us notice of foreseeable future harm. If so, our legal duty is to act to warn (and perhaps protect) foreseeable victims from that known potential for harm. If, as a result of our investigation, we reasonably believe that there is no continuing threat of harm to the alleged victim, or to any member of our community, we have no legal obligation to pursue the allegation through a hearing. We may, however, have other equitable duties of remedy, such as a need to provide an education program to the community, or to a target population, to post prominent bulletin board information about the issue, or to give a clear warning without singling out any particular individual by enlisting a coach, RA, greek advisor or student organization advisor to raise the issue indirectly at an appropriate meeting.

If you decide not to have a hearing, it would be wise at such a point to have the alleged victim sign a statement making it clear that s/he has requested that you take no action, and that they understand they are preventing you from taking future action by failing to cooperate in the investigation. If they ever make a Title IX claim against the institution, you attorneys can use this waiver to help them to claim an estoppel defense (it is unfair for a victim to sue you for not taking action when you decided not to take action at his/her request and instigation). Of course, any waiver should make clear that if the alleged victim ever changes his/her mind, you stand ready to re-open the investigation, to the extent practical and possible.

Where the results of the investigation do not give you reasonable assurance as to the safety of your community, you have a duty to act irrespective of the victim's wishes. You cannot force them to participate in a hearing, but you should initiate one with the institution as complainant, and you may use written statements of the victim, statements by the victim to witnesses, police and medical records as needed in lieu of participation by the alleged victim as complainant. No need to worry about FERPA. You have a right to use this information even without the alleged victim's consent, under the health and safety exception.

Each complaint is governed by the principle that you take it as far as you need to. If you commence a preliminary inquiry, and that inquiry leads to further suspicion, you will broaden the inquiry to a full-fledged investigation. An investigation itself, even one that clears an accused student, is a response under Title IX. It may be all that is required, depending on the findings. If you are challenged under Title IX by a lawsuit or OCR investigation, you may be accused of deliberate indifference. One of the best ways to prove that you were not deliberately indifferent is to show that a comprehensive civil rights investigation was completed and documented.

All information offered in this publication is the opinion of the author, and is not given as legal advice. Reliance on this information is at the sole risk of the reader.

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~ **Pamela Peters** got married on Saturday, November 19, 2005 to Matthew Blazi at the Holiday Inn Harrisburg/Hershey. The couple lives in Northampton, PA. Matthew works for Commerce Bank in the Lehigh Valley. Pamela received her Master's degree in Counseling with a concentration in College Student Personnel from Shippensburg University in December 2005. Pamela is currently an Academic Advisor at Lehigh Carbon Community College.

~ **Matthew Zielinski** graduated with an MA from the Student Affairs in Higher Education program at Indiana University of Pennsylvania and accepted a Residence Hall Director Position at Western Illinois University.

~ **Rita Crane** and **Natalie Popchuck** coordinated the Philadelphia Area Networking Night at The Great American Pub in Conshohocken, PA.

~ **Jill Landis** coordinated the Central Pennsylvania Networking Night at the Four Points Sheraton in Harrisburg, PA.

~ **Mary Ellen Bayuk** coordinated the Northwestern Pennsylvania Networking Night at the Days Inn Conference Center in Meadville, PA.

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 with your name, job title, institution and your big news! All updates will be posted in the Kudos Korner section of the PCPA Newsletter!

Setting the Groundwork for Cultural Change on Campus: Suggestions for the Process

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In Pennsylvania, we are fortunate to live in an area where there are four distinct seasons. I love each of them; however, I admit that by the middle of winter, I am ready to dig in my garden and eagerly watch for the first signs of spring. When I think about the seasons, the concepts of *change and transition* come to mind. Each season brings its own uniqueness and, as a result, new opportunities to adapt to the environment.

Likewise, our profession has undergone many “seasons”; it has endured through tremendous change, challenge, and opportunity. Those who worked on college campuses in the sixties and seventies certainly find a vastly different college campus environment today than existed at that time. While our basic philosophy and purpose has remained intact since the Student Personnel Point of View was written in 1937 and revised in 1949, many elements have changed: administrative structures, professional roles, development of a theoretical base, and emphasis on various issues and values. These transformations, over time, have required our adaptation, creativity, and insight.

While the profession has remained stable over the years, perhaps one of the most significant elements that affects our professional lives from day to day is the leadership within our institutions. Having served at several institutions where executive leadership has changed, I’ve found that newly hired presidents significantly affect the institutional agenda and, in turn, our own daily work and priorities. In fact, presidents are often selected *because* of their insights into the needs of the institution and changes that are desired by various stakeholders. We would be remiss (and likely moving on) if we didn’t pay attention to the new priorities and shifting culture that new leaders often bring to a campus.

Recently, a new President was hired at our institution, Indiana University of Pennsylvania (IUP), and he has had an impact on a number of institutional priorities – one of which is the culture around the use and abuse of alcohol and other drugs (AOD). This is not a new issue at IUP, nor is it at many institutions---nonetheless, it is a serious concern. As student affairs professionals, we have long attempted to encourage students to develop responsible lifestyles, we have provided programming and credit courses regarding AOD, we have used the campus judicial system to influence student behavior and the campus culture, and recently, on many campuses, we have included parents in leveraging an understanding of the impact of AOD and in promoting individual student change. We can be thankful when presidents show their interest in concerns we have about student life and when they have insight to provide campus leadership for transforming our campuses and improve environments which support student success.

Our new President quickly reaffirmed his support for campus and community wide discussion and action to address this problem. Armed with campus data and a series of unfortunate events early in his tenure, he appointed “The President’s Commission on Reducing Student Substance Abuse” in an effort to promote change in the campus culture, a responsibility often undertaken by campus presidents. The President was not alone in his concern. Many on the campus, and especially student affairs staff, were dealing with the ramifications of alcohol and other drugs as a problem. While other task forces had been appointed and organized in the past, this time an inclusive structure that promoted collaboration and a well defined process supported the potential that the commission had for transformative change. As a campus, we are still in the midst of our work. Although the Commission has submitted its recommendations and report to the President, the implementation phase is now underway and will likely be an ongoing priority for quite some time.

As a member of the Commission and someone who is interested in the differences in work groups that are effective or ineffective, I write to provide eleven suggestions focused on the “process” of our work. I believe they can be adapted for most committees, task forces, and groups who are interested in making a difference on campus—having an impact on the student culture, whether related to AOD, improving the campus Greek system, or various other value-based change efforts.

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Appoint a broad based group including students, Student Affairs staff, faculty, administrators, Campus Police, those who deal directly with AOD (i.e. health and wellness professionals, judicial staff, etc.) and community representatives who have an invested interest and an opportunity to impact this campus and community issue (e.g. local police chief, tavern owners association member, community educational and intervention specialists, leaders in local government, etc.). Inclusion of community representatives suggests that the university understands that the use and abuse of alcohol and other drugs affects not only the university, but also life within the local community. In selecting members and charging them with responsibility for designing the change effort, the President is speaking both “to” and “through” the group to the larger community – both on and off campus (Astins, et al, 2000, p.76).

Insure that the written charge to the commission is very clear, provides ample time for completing the task, and details the outcomes of their work. For example, in the case of IUP, questions arose regarding the scope of the task and whether we were charged to focus primarily on alcohol or on other drugs, especially since the timeline that we were given was short.

Establish a structure of subcommittees since the group may be large in order to address various facets of the charge. For example, in addition to a steering leadership group, three commission subcommittees were developed on our campus to study and make recommendations on the following: a) Current IUP Substance Abuse Programs, b) Literature Review, and c) Best Practices. Each of these subcommittees had its own chairperson to facilitate the work of his or her group.

Appoint a leadership group who, because of their high profile on campus, bring credibility and visibility to the project. They should have expertise about the change effort (in this case, substance use and abuse) and provide leadership that is sensitive to the process and concerns of various stakeholders.

Schedule periodic meetings for the entire commission in order to share the ideas and progress of each subcommittee, address concerns that arise, and refocus work to avoid duplication of effort. Insure that meeting agendas and draft reports are distributed widely and with ample time for review and subcommittee discussion prior to commission meetings.

Build ample time into the project schedule to allow for considerable discussion between subcommittees regarding their recommendations for the future before final reports are written. This is a crucial part of the process to insure that all commission members “buy in” to the final recommendations and can support them with the campus and larger local communities. When there is agreement on recommendations and content, a small group should be identified to write the final report, thereby avoiding lengthy and unnecessary discussions about where to place the commas.

Create and use communication mechanisms throughout the duration of the project to bring understanding and visibility to the issue under study, and to seek input from the campus and community. At IUP, a web page was designed for the commission (www.iup.edu/president), the campus television station was used for interviews, and the media office developed news releases on the commission’s work. Additional means may include town hall meetings, seeking student input through recognized organizations, and using web-based surveys to better understand the problem at hand and elicit solutions from various perspectives. However, once input is sought, it is important to incorporate those ideas into the planning process. In doing so, respondents see the value of their input and develop greater appreciation for the work of the commission.

Assume that the president will benefit from what you can teach him or her. Various factors motivate leaders to move an “issue” to the forefront of the institutional agenda. While the president may have the vision to identify the need and commitment to solving or addressing it, he or she likely does not have a full understanding of the complexity of the issue itself (such as AOD) and will benefit from research, analysis, and ideas for educational efforts that commission leaders and members can provide. This is especially important for strategic programmatic decision-making as well as for effective and credible communication of the message to the media.

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The leadership role of student affairs professionals should not be underestimated. In my experience with campus change efforts, I have found that often student affairs team members are highly skilled at understanding the process that is ultimately concerned with fostering change. Skills such as building collaboration that empowers others, listening well and asking thoughtful and challenging questions, creating a supportive group environment where disagreement occurs in an environment of mutual trust and respect, and helping to organize the task itself are examples of skills that are extremely useful in work groups (Astins, 2000).

Establish and announce realistic timeframes for implementation; doing so will build understanding, credibility, and support for the change effort on campus. Often it takes years to transform an element of the culture.

Recognize that major change efforts on a campus have their seasons, or phases, as well. The planning phase is distinct from the implementation and evaluation phases. As new programs are implemented, evaluation needs to occur. Intentionally build into the plan itself a change mechanism so that as feedback is obtained along the way about the efficacy of ideas, some may be eliminated, altered, or new ideas added.

Like you, I have spent years on committees that were frustrating and ineffective. In fact, I have spent entire committee meetings where members argued about where the commas should be placed in a final report. Even worse, some of those reports were shelved, gathered dust, and were never acted upon or appreciated by the individual who appointed the work group. Often, the members were well-intentioned and very knowledgeable; the process was simply flawed.

The importance of the process itself cannot be underestimated. The process drives the results of the work group and is critical in sustaining the change effort over time. The planning phase is just the beginning, but an important one in value-based change efforts. One thing is certain, the campus and local community will be looking for change in the culture around substance use and abuse at IUP.

Next spring as I am eagerly planning to transplant the perennials in my garden, I am going to remember the process that gardening involves. There's the planning phase--- I will again dig and rearrange the plants in my garden. But by summer, I'll be making changes and replanting after my "commission" of gardener friends evaluate the results.

REFERENCE

Astin, A.W. & Astin, H.S. (2000). *Leadership reconsidered: Engaging higher education in social change*. Battle Creek, MI: W.K. Kellogg Foundation.

Who Received Your VOTE???

President Elect:

Jan Schumacher

Director, Residential Services
Muhlenberg College

Four Year Private East MAL:

Amy L. Cotner-Klingler

Director of Residential Life
Lycoming College

Recorder:

Charmaine Strong

Dean of Student Services
Seton Hill University

Four Year Private West MAL:

Matt Shaffer

Assistant Director of Residence Life
Westminster College

Two Year East MAL:

Jill C. Landis

International Admissions Coordinator
HACC: Central Pennsylvania's Community
College

Constituencies Commission Chair:

Kathleen R. (Kate) Linder

Director, Office of Student Conduct
Indiana University of PA

Congratulations to our new Executive Board members!



2006 PCPA Recognition Awards



We all know somebody who is dedicated to the Student Affairs profession. Be they a graduate student with great potential, a staff member new to the profession, or a more "seasoned" professional who has made their mark, won't you consider submitting a nomination of a worthy colleague for one of four PCPA honors to be awarded at the Fall 2006 conference?

JOSEPH MERKLE AWARD FOR OUTSTANDING CONTRIBUTION TO PCPA

Presented to a PCPA member who has made a significant contribution to our association over a period of years.

OUTSTANDING CONTRIBUTION TO THE PROFESSION

Presented to an individual (does not have to be a member of PCPA) who has made a notable contribution to the profession.

OUTSTANDING NEW PROFESSIONAL

Presented to a PCPA member who has made a significant contribution to PCPA and has been employed in the student personnel field for less than five years.

OUTSTANDING GRADUATE STUDENT

Presented to a PCPA member and graduate student who has made a noticeable contribution to the student personnel profession through his/her studies, work, and accomplishment.

We hope you will take this opportunity to recognize the accomplishments of your colleagues. Nominations should include the nominee's name, place of employment or graduate enrollment, a statement summarizing the nominee's accomplishments, and your name and affiliation to PCPA. Multiple nominations of individuals are encouraged.

Nominations should be submitted to:

**Dr. Brian Mauro
Penn State Lehigh Valley
8380 Mohr Lane
Fogelsville, PA 18051
Phone: 610.285.5021
Fax: 610.285.5220**

E-mail nominations to xbm1@pus.edu

****Deadline for nominations: August 25, 2006****

HIRING? LOOKING FOR QUALIFIED STAFF?

For decades the Indiana University of Pennsylvania (IUP) SAHE program (Student Affairs in Higher Education) has produced and distributed Mini-Resumes to introduce the graduates of the MA program to the professional community. Those condensed résumés are now available for viewing through the program's website. If you have professional searches to conduct and would like to view the credentials of the upcoming graduates from IUP, please click on the link below:

<http://www.iup.edu/sahe/MiniresumeCoverLetter06.html>

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

- Published by the Pennsylvania College Personnel Association; a division of ACPA.
- The newsletter is issued three times a year: March, July, and November.
- Deadline for copy is the 15th of the prior month.

ADDRESS ALL NEWSLETTER INQUIRES TO:

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