Welcome to Higher Education News! 
A Message from the Editor

Welcome to the inaugural issue of the Higher Education Administration Program’s Newsletter from the Lynch School of Education at Boston College. The purposes of this new venture are:

- To improve communications and the sharing of information between and among the current students, faculty and administration in the Program,
- To reach out to our alumnae/i and professional colleagues and friends to keep them advised as to what’s happening in the Program, the Lynch School and the University at large,
- To invite broader participation by all in sharing good news and new ideas
- To help shape an even stronger Program in the future,
- To bring us closer together as a community engaged in a common enterprise, and,
- To celebrate the many successes of all the members of that community.

Our intention is to publish a monthly newsletter sent via email to all those interested in being on the mailing list. Our current database is incomplete and additional names and contact information would be most welcome. At anytime, of course, we will honor any request to be removed from the mailing list. This is a first attempt at a new vehicle to improve communications and your ideas and suggestions as to how to do it better would be deeply appreciated. If you wish to submit information for the upcoming editions, simply send it for now to Emily Allen at allenem@bc.edu. If you know of Boston College Higher Education alumnae/i or friends who have not received this first edition of the newsletter, please forward this copy to them and encourage them to send contact information to HENews@bc.edu. We would like to keep in touch with as many as possible of our extended family. We are also looking for volunteers to help with future editions of Higher Education News. Just get in touch! There is much work to be done if this endeavor is to prosper. We look forward to hearing from you.

Kevin P. Duffy
617 552 4797
duffyk@bc.edu
Mark Your Calendar

- December 12 to 19: Final Examinations
- January 15: Martin Luther King, Jr. Day—No Classes
- January 16: First Day of Classes
- January 22: MA Comp Exam Info Session @ 6:30pm, Place TBD
- January 24: Last day for students to drop/add courses
- January 24: Last day for students who plan to graduate in May 2007 to confirm online
- February 14: Spring ’07 Speaker (TBA) Series, noon-1:30, Campion 139
- March 14: Spring ’07 Speaker (TBA) Series, noon-1:30, Campion 139
- April 11: Spring ’07 Speaker (TBA) Series, noon-1:30, Campion 139
A CALL TO CONFERENCE:
UPCOMING PROFESSIONAL CONFERENCES

Incorporating Spirituality in College Student Learning and Development
January 10-12, 2007; College of the Holy Cross
Featuring Dr. Arthur Chickering and Dr. Jon Dalton, this workshop will create an intentional space for institutional teams to examine the current climate for spiritual growth on their respective campus and to design and pursue strategies that benefit the spiritual development of all students. For more information, visit http://www.naspa.org/events/detail.cfm?id=242

The First Annual Residential Curriculum Institute
January 25 - 27, 2007; University of Delaware
This institute has been designed to allow participants to explore a curricular approach to residential education as a replacement for the traditional programming model. We have gathered a group of excellent, insightful speakers to share their wisdom and expertise in practical applications. For more information, visit http://www.myacpa.org/pd/rci/

IN THE SPOTLIGHT
PROFESSIONAL ASSOCIATION OF THE MONTH
NASPA

NASPA, student affairs administrators in higher education, is among the professional association voices for student affairs administration, policy and practice and affirms the commitment of student affairs to educating the whole student and integrating student life and learning. With over 11,000 members at 1,200 campuses, and representing 29 countries, NASPA is a very large professional association for student affairs administrators, faculty and graduate students. NASPA members are committed to serving college students by embracing the core values of diversity, learning, integrity, service, fellowship and the spirit of inquiry.

NASPA members serve a variety of functions and roles including the vice president and dean for student life as well as professionals working within housing and residence life, student unions, student activities, counseling, career development, orientation, enrollment management, racial and ethnic minority support services, and retention and assessment.

NASPA serves its members through a wide range of services, including outstanding quarterly publications such as the NASPA Journal and Leadership Exchange, a management magazine, a variety of professional development opportunities for student affairs individuals at all levels within the profession, and a comprehensive, content-rich website that is the most widely accessed website in the student affairs association community (http://www.naspa.org/).

For more information on this professional association visit their website at http://www.naspa.org/
THE SEMESTER AHEAD:  
SPRING 2007 COURSE OFFERING SCHEDULE

ED451  Human Resource Administration, Department  
Addresses fundamental school personnel functions such as hiring, retention, socialization, rewards and sanctions, and performance appraisal. These functions, however, are situated in a broader approach to the human and professional development of school personnel in a learning organization. Situates human resource development within the larger agenda of increased quality of student learning and teacher development.  

ED460  Interpretation and Evaluation of Research, Ludlou  
ED469  Intermediate Statistics, Pedulla or Betebenner  
(This course normally follows ED/PY 468 or its equivalent.) Topics and computer exercises address tests of means and proportions, partial and part correlations, chi-square goodness-of-fit and contingency table analysis, multiple regression, analysis of variance with planned and post hoc comparisons, elements of experimental design, and power analysis.  

ED705  Education Law and Public Policy, Ricciardone  
Addresses the political and legal aspects of the role of education in our democratic society. Provides an introductory survey of public policy issues and laws governing preschool, elementary, secondary, and higher education. Included are such topics as religious freedom, free speech, and due process; the liability of educational institutions and educators; the legal distinctions between private and public institutions; student and parent privacy rights; disability rights; and the protection of educational equity among all groups regardless of gender, sexual orientation, language, race, religion, ethnicity, or socioeconomic background.  

ED708  Contemporary Issues in Higher Education, Duffy  
This course offers topical issues in higher education, taught on a rotating basis by faculty in the Higher Education program and by scholars from outside institutions. It focuses on specific topics such as the following: ethical issues in higher education, student outcomes assessment, learning and teaching in higher education, Catholic higher education, and others. The topic of the course will be announced during the registration period.  

ED771  Organization & Administration in Higher Education, Youn  
Focused on how the American university is organized and governed. Examines basic elements as well as structure and process of the American university. Considers such topics as models of governance, locus of control, leadership, and strategic environments for the American university.  

ED773  College Teaching and Learning, Martinez  
This course begins with an overview of the scholarship on the pedagogical foundations of higher education in order to explore research on pedagogy in colleges and universities. We examine how college learning is assessed and how post-secondary teaching is evaluated. We consider how the markers and politics of identity inform teaching and learning in American higher education. Classroom climate issues and studies, learning and the assumption of whiteness, the objectives of college teaching and learning and their critiques, and evaluation and assessment practices are explored. Students develop and implement a teaching philosophy via the development of a college teaching portfolio.  

ED778  College Student Development, Arnold  
An intensive introduction to student development, this course focuses on interdisciplinary theories of intellectual and psychosocial change among late adolescent and adult learners in post-secondary education. Research on student outcomes is also covered. Special attention is paid to the implications of ethnicity, age, gender, and other individual differences for the development of students. Course projects include individual and collaborative opportunities to relate theory to professional work with college students.
THE SEMESTER AHEAD:
SPRING 2007 COURSE OFFERING SCHEDULE

ED779 Global & Comparative Systems of Higher Education, Altbach
Colleges and universities are part of an international system of post-secondary education. This course offers a perspective on the organization and structure of higher education worldwide, as well as an analysis of central issues affecting academe internationally. Examples from other countries are related to the American context. Among the topics considered are global trends in the expansion and organization of higher education, international study and its impact, the political role of universities, student activism, the role and status of the academic profession, styles of academic leadership in other countries, and others.

ED808 Public Policy, Politics, and Higher Education, Youn
This course will examine how policy design, policy contexts, and dynamic processes in higher education work. It focuses on several contemporary public policy issues in higher education such as unequal access to higher education, affirmative action in higher education, federal funding of scientific research, and others.

ED829 Design of Quantitative Research, Kennedy
Offers theoretical and practical experience in planning and conducting a quantitative research study. Extends research methods ideas of ED/PY 460, and statistical techniques of ED/PY 468 and ED/PY 469 by combining that material into a proposed research project of the student's choosing ideally, one's doctoral dissertation.

ED851 Design of Qualitative Research, Mcquillan or Starratt
Introduces the foundations and techniques of carrying out qualitative research. Topics include philosophical underpinnings, planning for a qualitative research project, negotiating entry, ethics of conducting research, data collection and analysis, and writing/presenting qualitative research. Requires a research project involving participant observation and/or interviewing.

ED876 Financial Management in Higher Education, Campanella
The acquisition and allocation of funds in institutions of higher education are studied. Financial management emphasis includes an introduction to fund accounting, asset management, capital markets, sources of funds, financial planning, and endowment management. Included also are specific techniques used in financial analysis (e.g., break-even analysis and present value techniques).

ED878 Seminar in Law and Higher Education, Department
This seminar focuses on legal, policy, and ethical issues that affect higher education in the United States. The primary focus will be upon contemporary legal issues confronting public and private higher education, including such topics as due process and equity for students and faculty, tenure, academic freedom, affirmative action, disability rights, and free speech.

ED879 Gender Issues in Higher Education, Martinez
Topics include the history of women in higher education, gender and learning, the campus and classroom climate for women, women's studies and feminist pedagogy, women in post-secondary administration and teaching, and the interrelation of race, class, and gender. Contemporary theory, research, and critical issues will be considered as they apply to diverse groups of undergraduate and graduate students, faculty, administrators, and student affairs practitioners.

ED975 Internship in Higher Education
A guided practicum experience for students enrolled in higher education programs, the internship requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers practice issues and professional skills development, and related field work issues to theory and research in higher education.
SEEKING INTERNSHIP OPPORTUNITIES FOR SPRING 2007

Boston College is seeking Spring 2007 internship opportunities for a few graduate students in the Higher Education Administration Program at BC. Student interns are expected to work a minimum of 10 to 12 hours per week under the supervision of a professional staff member. The maximum commitment is typically 20 hours per week. The goal of their work is to gain a firsthand understanding of a specific field or area of interest in higher education. Frequently this is accomplished by working on project(s) that a department has wanted to do but has not had the needed personnel or administrative time. The student intern will keep a weekly journal of his or her work experience and submit a summary report at the end of the semester.

Concomitant with the internship, the student intern participates in a seminar on campus with fellow student interns. The combined internship and seminar count as one course [3 credits]. Stipends are optional. In lieu of remuneration, some host institutions in the past have sponsored a student intern at a local or regional professional workshop or conference and paid the student membership fee to join the association.

If you have or know of a Spring 2007 internship opportunity for one of our students please contact Dr. Kevin Duffy, Internship Director at Boston College, at 617-552-4797 or send him an email at duffyk@bc.edu. A description of the internship would be helpful too.

FEATURED INTERNS

In each newsletter, we will feature current Masters students; their internship role, educational background, and career areas of interest. Through this piece we hope to familiarize students with each other, showcase the multitude of different possible career fields, as well as paint a picture of how these students have developed their career goals through their experiences. Hint to alumni; these students are great hires! This month’s featured interns are Junior Desrosiers, MA ’07 and Darcy Lynch, MA ’07. Junior and Darcy are both interns at the Boston College Career Center.

Junior Desrosiers is a Boston College alumnus who majored in Sociology, and minored in Black Studies. He also pursued an undeclared minor in General Education while at BC, and played on the Men’s Soccer Team. He found himself drawn to the Higher Ed program through academic coursework, friends and mentors serving in various student activities positions including people who worked as Orientation Leaders and people he encountered through the Learning Resources for Student Athletes (L RSA) organization at BC. The main focus of Junior’s internship in the BC Career Center is to act as a liaison with L RSA. He hopes to help bridge the gap in determining ways to help students prepare for the “real world” and prevent them from becoming lost in career goal setting if they are not to become the next professional sports star. Junior will accomplish this through drop in hours for students, focusing on internship searches and resume/cover letter writing assistance.

Darcy Lynch is also an intern in the BC Career Center. She is an alumna of Colby College graduating with a Bachelor’ degree in Psychology. Before coming to the program she was working in special education with students, ages 9 to 12 at the Perkins School for the Blind; and also served in a public relations position at PR Newswire in Boston, editing press releases and distributing them to the media. She found that higher education administration was a great way to bring together her experience in social work and the corporate environment in an intellectually stimulating atmosphere to further help students without being a direct classroom teacher. Students in the sciences are Darcy’s planned focus. Because science students do not necessarily naturally think to come to the Career Center, she intends to work to inform them on the types of services offered that directly relate to them. Students tend to zero in on medical school as one of their main options, especially as freshmen and sophomores, and Darcy will conduct outreach to educate students on the myriad of choices available to them besides being pre-med. She also sees helping freshmen and sophomores to build their resumes through internships as a way
HOT OFF THE PRESS
SOCIAL STRATIFICATION & CURRICULAR FRAGMENTATION

Issues of social stratification and curricular fragmentation have been persistent concerns for administrators and critics of higher education. The impact of social stratification is poignantly illustrated in the higher education admissions process, while the problem of curricular fragmentation can be seen in the perennial overhauls imposed upon general education programs at various universities. As judged by the number of students completing undergraduate, graduate, and professional school, the population of the United States is becoming “better educated” compared to previous generations. However the value of one’s education is frequently judged by the reputation of the degree granting institution that one attended. Concurrently, admissions processes have become more complex and dynamic. Further, once a student matriculates the actual quality of his or her education may be at risk depending on the state of the general education requirement structure. Several recent books address these issues.

Daniel Golden’s *The Price of Admission: How America’s Ruling Class Buys Its Way into Elite Colleges – and Who Gets Left Outside the Gates* explores the entrenched inequities involved in elite college admissions. Golden contends that the admissions processes that should be based on meritocracy have been derailed by the “preference of privilege” where top colleges discriminate in favor of “legacy” students whose family members are alumni and have a demonstrated record of donating to the institution. He argues that other students are accepted by colleges with the expectation that their families will help with the “development” of the institution’s endowment, while other students benefit from having parents who are prominent in business, government, or the entertainment industry. Golden argues that the admissions processes at Harvard, Stanford, Brown, Duke, Virginia, and other similar institutions are flawed and warrant reform.

To understand the origins of the modern day contentious admissions system that Golden indict, it is helpful to read Jerome Karabel’s *The Chosen: The Hidden History of Admission and Exclusion at Harvard, Yale, and Princeton*. Karabel argues that the emphasis on high school grades and undergraduate extracurricular activities stems from the 1920s when Ivy League colleges developed a system that emphasized discretion in the admissions process. He argues that this discretion enabled these institutions to discriminate against Jewish students. Karabel also comments on the problems in the admissions process that have more recently impacted the ability of women and racial minorities to obtain admission at historically white and/or male institutions.

While Golden’s argument that meritocracy in the admission process has been undermined at elite universities may be compelling for some, the problem of promoting excellence may not be confined to only the admissions offices. Harry Lewis in *Excellence Without A Soul: How A Great University Forgot Education* suggests that Harvard’s undergraduate curriculum is illogical and outdated. He is critical of President Summer’s leadership style at Harvard and suggests the Core curriculum needs to be rethought. Lewis, who is a former dean of Harvard College, has written a candid and provocative critique of one of American’s flagship universities.

While Lewis’ critique of Harvard is an interesting case study, Harvard President Derek Bok in *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More* suggests that many institutions of higher education are falling short of supporting the learning potential for their students. While Bok recognizes that American higher education institutions are admired around the world for their innovation and supposed excellence, he remains concerned by trends that include curricular fragmentation, the overuse of adjunct faculty and graduate students to teach undergraduate students, and the devaluation of pedagogy in the promotion of faculty. Bok’s compelling arguments suggest that America needs to do more to better serve its industrious students.

Taken together, these four books reveal the need for substantial reform and change. Golden and Karabel’s books are helpful in revealing the inequalities and social stratification that impact the admissions processes at elite colleges. Lewis and Bok warn that important changes need to be made in the education experiences of undergraduate students, demonstrating that even elite universities need improvement. In the final analysis, we need to be keenly concerned about both problems: how people get into college and how they can get the most out of the experience, once they are in. The two seem to have a symbiotic relationship.


PEOPLE:
UPDATES FROM THE PROGRAM

Deborah Cady PhD '06, Associate Dean of Students at Fairfield University recently submitted a chapter that was accepted in an upcoming Peter Lang text titled “Searching for Spirituality in Higher Education.” Deborah’s chapter is titled “Spirituality and Student Development.” Watch for its future release.

Susan Donlan, PhD ’90, former Assistant Dean in the Connell School of Nursing at Boston College, passed away on October 1, 2006. The program extends its condolences to Susan’s family and friends.

FACULTY AND STUDENTS OUTSIDE THE CLASSROOM

At the annual Association for the Study of Higher Education (ASHE) conference held in Anaheim, CA last month, Dr. Ana Martinez-Alemán, associate professor of higher education, participated in a symposium titled “Unfinished Business: New and Continuing Challenges for Women Faculty” and two presidential sessions: “Higher Education Journals in the 21st Century” and “Emerging Perspectives on Student Success.”

Also at the ASHE conference, Dr. Ted Youn, professor of higher education, and Dr. Karen Arnold, associate professor of higher education and educational administration, collaborated on the presentation of a scholarly research paper titled “Chosen to Lead: Generations of Rhodes Scholars in American Meritocracy.”

Doctoral student Steve Hess also presented a scholarly research paper titled “Does Class Matter? The Peer Culture of Working Class Undergraduates.”

WELCOME!
FALL 2006 ENTRANTS

The program extends a warm welcome to its newest students. As is evident from this list of students and their previous institutions, our latest group come from a wide variety of backgrounds and add a great amount of diversity to Campion Hall. We look forward to working with all of you!

**Ph.D. Students**
- Sarah Beasley, Ed.M, Harvard University
- Warren Chiang
- David Fields, MA, Michigan State University
- Susan Frick
- Judy Kawamoto, MA, University of Nebraska—Lincoln
- Joseph Lehman, MA, George Washington University
- Julie Margetta, JD, Boston College Law School
- Lori Tenser, Ed.M, Harvard University

**MA Students**
- Emily Brady, BA, Boston College
- Jennifer Burke
- Denise Caruso
- Christopher Coronel
- Melissa Cosmus
- Lorraine Davis
- Meredith Dumais, BA, Boston College
- R. Alex Fajardo, MS, John Carroll University
- Lauren Folloni, BA, Bridgewater State College
- Marisa Fusco, BA, Boston College
- Shawna Gallagher Vega, BA, Boston College
- Jeffrey Gallant
- Elizabeth Glynn, BA, Dickinson College
- Deepa Govindaraj
- Erica Graf
- Danielle Hayes
- Christina Holdvogt, BA, St. Mary’s College, Notre Dame
- Jessica Kenerson, BA, Boston College
- Salvadore Liberto, BA, Boston College
- Darcy Lynch, BA, Colby College
- Rebecca Madson, BA, Boston College
- Daniel McDermott, BA, Boston College
- Kathryn Onka, BA, Boston College
- Ivan Pacheco, M.Law, Int’l Institute for Sociology of Law, Oñati, Spain
- Somongkol Teng, B.Ed, Royal Univ. Phnom Penh, Cambodia
- Meredith Tunney, BA, University of Delaware
- Kajahl Valipour, BA, Boston College
- Chenzhi Wang, BA, Beijing Univ. of Aeronautics
- Matthew Weber, BA, Providence College
- Julian Weinrib, BA, University of Toronto
- Rebecca Westerling
WHERE ARE THEY NOW? 
UPDATES FROM THE CLASS OF 2006

<table>
<thead>
<tr>
<th>Name</th>
<th>Current Position</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Kristen Adrien</td>
<td>Graduate Programs Assistant, History Department</td>
<td>Babson College</td>
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<tr>
<td>Roberta Bassett, Ph.D.</td>
<td>Lecturer in Higher Education Management</td>
<td>University of Southampton</td>
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<tr>
<td>Kristin Booher, MA</td>
<td>Assistant Director</td>
<td>Davidson College</td>
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<tr>
<td>Kevin Burke, MA</td>
<td>PhD Student in Curriculum and Teaching</td>
<td>Michigan State University</td>
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<tr>
<td>Deborah Cady, Ph.D.</td>
<td>Associate Dean of Students</td>
<td>Fairfield University</td>
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<tr>
<td>Kathryn A. Califano, MA</td>
<td>Enrollment Counselor</td>
<td>Boston Architectural College</td>
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<tr>
<td>Marlene Clapp, Ph.D.</td>
<td>Research Analyst</td>
<td>Eduventures, LLC</td>
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<tr>
<td>Kristen Dauenhauer, MA</td>
<td>Credential Programs Coordinator</td>
<td>Stanford University</td>
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<tr>
<td>Amy DiMattia, MA</td>
<td>Assistant Director, Academic Life</td>
<td>Massachusetts Institute of Technology</td>
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<tr>
<td>Jennifer Duffy, Ph.D.</td>
<td>Assistant Professor, Higher Education Administration</td>
<td>Suffolk University</td>
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<td>Jennie Erdle, MA</td>
<td>Director of Campus Life</td>
<td>Babson College</td>
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<tr>
<td>Emily Hayden, MA</td>
<td>Program Administrator</td>
<td>Irish Institute, Boston College</td>
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<tr>
<td>Ben Kadamus, MA</td>
<td>Community Development Coordinator</td>
<td>Office of Residence Life, College of the Holy Cross</td>
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<tr>
<td>Michelle Kelley, MA</td>
<td>Associate Registrar</td>
<td>Harvard University, JFK School of Government</td>
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<tr>
<td>Brian Lackaye, MA</td>
<td>Assistant Director of Graduate Programs</td>
<td>Northeastern University</td>
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<tr>
<td>David Lizotte, MA</td>
<td>Director of Teacher Certification Program and Lecturer</td>
<td>College of the Holy Cross</td>
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<tr>
<td>Erin Lowery Corkran, Ph.D.</td>
<td>Director of The Learning Center</td>
<td>Dean College</td>
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<td>Zachary Luhman, MA</td>
<td>Assistant Director of Residence Life</td>
<td>Bay State College</td>
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<td>Elise Marchessault, MA</td>
<td>Resident Director</td>
<td>University of Massachusetts Lowell</td>
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<tr>
<td>Liz Menard, MA</td>
<td>Student</td>
<td>Center for Digital Imaging Arts at Boston Universtity</td>
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<td>Tamy-Fe Meneide, MA</td>
<td>Assistant Director of Admissions</td>
<td>Dartmouth College</td>
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<tr>
<td>Daniel Miller, MA</td>
<td>Assistant Director of Donor Relations</td>
<td>Brandeis University</td>
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<td>Alphonse Mujenda, MA</td>
<td>Office Coordinator, Hauser Center for Nonprofit Organiizations</td>
<td>Harvard University</td>
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<tr>
<td>David Murphy, MA</td>
<td>Vice President for Student Affairs</td>
<td>Providence College</td>
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<tr>
<td>Deborah Navedo, Ph.D.</td>
<td>Instructor, School of Nursing</td>
<td>UMass Worcester</td>
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<td>Ann Raney, MA</td>
<td>Development Associate</td>
<td>Carnegie Mellon University</td>
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<tr>
<td>Christina Rizzitano, MA</td>
<td>Program Coordinator</td>
<td>Harvard School for Public Health</td>
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<td>Erin Scott, MA</td>
<td>Health Professions Career Counselor</td>
<td>Yale University</td>
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<td>Carla Torrielli, MA</td>
<td>Professional Advisor</td>
<td>Lesley University</td>
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<tr>
<td>Andrea Wherry, MA</td>
<td>Director of Financial Aid</td>
<td>Hiram College</td>
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<tr>
<td>Janelle Woods, MA</td>
<td>Assistant Director, Coordinator of Diversity Recruitment</td>
<td>Babson College</td>
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<tr>
<td>John Zona, Ph.D.</td>
<td>Assistant Treasure &amp; Associate Director of Investments</td>
<td>Boston College</td>
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