WE WOULD LIKE TO HEAR FROM YOU! 
A MESSAGE FROM THE EDITOR

Welcome to the 2nd edition of Higher Education News. Following the publication of the first issue this past December, we received a number of emails from alums and current students with comments, suggestions, and ideas for future issues. We would love to hear more.

We would also like to hear what is going on in your lives and to share that news in the next issue with the alumni/ae, faculty, staff, students and friends of the Higher Education Administration Program at Boston College.

For example, where do you live and work now? Have you gotten engaged or married? Was there a recent birth in your family? Have you ventured into any new activities, given any recent presentations, or had any works published? What about significant accomplishments or awards? Would you like us to post a job or internship opportunity? Is there anything else that might be newsworthy?

Whatever it might be, send us an email to HENews@bc.edu with the information that you would like us to include in the March 2007 issue. Please email us your pictures too.

We hope to hear from you in the near future.

Kevin P. Duffy
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Mark Your Calendar

- *February 13th: “Power in Research Relationship: Manifestations and Implications for Work in Social Justice” at 9:00am in the Faculty Lounge
- February 15th: Doctoral defense by Stephen Hess at 2:00pm in Campion 124. His dissertation is entitled “Class Matters: The Peer Culture of Working Class Undergraduates”
- *February 21st: “Power in Research Relationship: Manifestations and Implications for Work in Social Justice” at 3:00pm in the Faculty Lounge
- March 2nd: Master’s Comprehensive Exam Application and “Request to Graduate” deadline with Graduate Student Services
- March 5th-9th: Spring Vacation
- *March 13th: “Becoming Critical Consumers of Inferential Statistics in the Age of Accountability” at 9:00am in the Faculty Lounge
- March 20th: Doctoral defense by Laura Rumbley at 9:30am in Campion 224. Her dissertation is entitled “Internationalization in the Universities of Spain: A Descriptive Study”
- *March 21st: “Becoming Critical Consumers of Inferential Statistics in the Age of Accountability” at 3:00pm in the Faculty Lounge
- March 23rd-26th: Master’s Comprehensive Exams. Good luck to all!

*Dates marked with asterisk are part of a GEA/Dean’s Office Initiative. Snacks will be served and conversations will be supplemented with a short text on the topic. Please direct any questions to mehtasw@bc.edu
A CALL TO CONFERENCE:
UPCOMING PROFESSIONAL CONFERENCES

NASPA/ACPA Joint Meeting
March 31-April 4, 2007; Orlando, FL

The 2007 NASPA/ACPA Joint Meeting offers an unprecedented opportunity to experience the best of the student affairs community and our associations. The Joint Meeting Committee is focused on creating a professional development experience second to none—a time to renew our commitment to students and their success, take stock of our impact on higher education and engage in renewing and memorable discourse with colleagues.

The regular registration deadline is February 28th.

For more information, visit: http://www.2007jointmeeting.org/faq/index.cfm

Jesuit Association of Student Personnel Administrators, Annual Spring Conference
March 31—April 1, 2007; Orlando, FL

Every spring JASPA hosts its annual conference for student affairs administrators at Jesuit colleges and universities right before the annual NASPA conference. This event regularly includes a thorough day long session, the traditional JASPA Banquet & Awards, and plenty of social opportunities to catch up with others in the field of Jesuit student personnel work.

For more information, visit: http://jaspa.creighton.edu/AnnualConference/index.htm

Alcohol EDU Day
February 16, 2007; Harvard University

The program, sponsored by Outside the Classroom, brings leading drug and alcohol prevention experts together to discuss the benefits of comprehensive alcohol prevention plans on college campuses. The program investigates ways to educate student populations and change the culture of drinking on campuses. This event is free and includes lunch.

For more information, visit: http://www.outsidetheclassroom.com/news/events/harvard.asp

IN THE SPOTLIGHT:
NEW ENGLAND HIGHER EDUCATION CONSORTIUM

The New England Higher Education Recruitment Consortium (NE-HERC) is a new initiative sponsored by Harvard’s Office of the Senior Vice Provost for Faculty Development and Diversity in collaboration with over 35 schools, colleges, and teaching hospitals in the area. The NE-HERC web site, www.newenglandherc.org, is a free database of all job openings at member institutions, including faculty, staff, and medical positions. Job-seekers may register on the site to receive job postings that match their search criteria and may search for jobs by region, job type, or institution. The site also includes relocation resources, making it one of the most comprehensive dual-career resources available.

Questions and requests for more information about NE-HERC can be directed to:
Elizabeth Ancarana (MA ’94, BA ’89)
Assistant Dean for Faculty Development, Faculty of Arts and Sciences
Harvard University
617-384-5920; ancarana@fas.harvard.edu

CONGRATULATIONS!

On November 17, 2006 at the African Studies Association’s Awards Ceremony during the ASA Annual Meeting in San Francisco, Damtew Teferra (PhD ’03) and Philip G. Altbach’s co-edited book, African Higher Education: An International Reference Handbook (Indiana University Press, 2003) won the Conover-Porter Award of the African Studies Association. The award is presented in even-numbered years to the author(s) of the most outstanding achievement in African bibliography and reference works published during the previous two years. It is administered by the Africana Librarians Council. Congratulations Damtew and Philip.
In the past decade, information technology has significantly mediated the way students, faculty, and college administrators interact with one another in institutions of higher education. The rate of technological change is consistent with “Moore’s Law” and Kurzweil’s “Law of Accelerating Returns.” Given this technological dynamic, if we project forward ten to twenty years, it is responsible to predict a number of arresting technological changes that will make institutions of higher education look substantially different. Sociological, cultural, and demographic changes will likely be another significant force of change. In this essay, I have selected the traditional college library as a case study to discuss substantive facilities changes that will be driven by cultural and technological forces. Prior to concluding this essay, my detailed example is then complemented with a brief outline of other substantial changes that are likely to impact facilities for institutions of higher education.

At least for the next decade or two, libraries will continue to be the main physical archive of information and knowledge. However, access to this resource will be substantially improved. College libraries will likely abandon their typical 8am and 12midnight schedule and work to better meet the needs of students who frequently study at irregular hours of the night. The University of Michigan’s “UGLi” [i.e., their undergraduate library] and Harvard’s Lamont Library are already leading the way in hours of operation. Being open later will require changes in security features within the library and the need for additional amenities for library patrons. I predict that many colleges will adopt more relaxed interactive learning environments. This poses new demands on facilities that were originally designed principally for preservation, not for more robust uses. In other words, my conservative predictions for college facility changes concern how the facilities are retrofitted to address changing patterns of usage.

I also believe that college facilities will begin to more closely mirror the models used by businesses. For example, I think that as college libraries struggle to meet customer needs, they will turn to the business models used by national bookstore retailers. Like these booksellers, most college libraries may eventually install a café and other similar creature comforts. More radically, I suspect that many libraries will include retail options in their facilities, so that students may check out or purchase a book; in the same way that patrons of Blockbuster Video can either rent or purchase a DVD movie. I also suspect that college libraries will start to look more like Wall Street offices: appointed with the finest in ergonomic chairs and other furnishings that will support healthy study habits amongst its students (e.g., Brown University’s Rockefeller Library recently replaced their outdated chairs with Hermann Miller Aeron chairs that retail for over $700 each). In this regard, it is likely that the next decade will see a substantial overhaul of what traditional college “libraries” will look like. Interior renovations that improve lighting quality, air circulation (i.e., new generation HVACs), sound proofing, and increased capacity to support multimedia technologies. Most likely, libraries will be transformed into elaborate high-tech “study spaces” that are accompanied with a high standard of creature comforts unthinkable a half century ago. As a result, libraries may need more group study rooms and other similar significant structural changes to the buildings.

However, I predict more dramatic changes may also occur on many socio-economically privileged campuses. In this regard, a more radical question underlies sociological and technological changes: students a decade from now will be accustomed to “things” coming to them. For example, Netflix and Blockbuster already deliver information content to a person’s home; replacing or augmenting the need for cinema outings. Students are already asking “Why should book content be treated differently?” Google Scholar has explored licensing agreements with Harvard, Stanford, and Michigan to digitize their archives. Within the next ten years, the need to actually go to a library (in a physical sense) may actually be significantly reduced when information retrieval is completely digitized. JSTOR and similar vendor services have already digitized many journal publications; eliminating the need to spend hours in a library basement looking through obscure tomes of journal articles. Moreover, with digital libraries, multiple users can “check out” copies of the same material simultaneously. While older generations of students [i.e., non-traditional or returning students] may continue to find value in the physicality of books as objects, young generations of students will likely view PDF files as equal to (if not better and lighter to carry around) than “real” books.

As a result of this analysis on the impact of future technology, building certain kinds of new facilities on college campuses may soon be a very risky endeavor. For example, if a college needs to build a new library, should they build it bigger library (i.e., in order to accommodate larger space for lifestyle and creator comforts required for an interactive study space model) or not build a library at all (and outsource information delivery technologies to professional vendors like JSTOR or Google Scholar). In this regard, I suspect that in the next ten or twenty years, libraries will actually turn into bifurcated facilities that will: 1) preserve physical objects like an archive and 2) turn its remaining space into more interactive study space. In other words, I suspect that libraries will become increased destination places for student interaction, but I suspect that the information retrieval aspects that are now associated with libraries will be outsourced to vendor such as Google Scholar, JSTOR,
HOT TOPIC:
THE FUTURE OF COLLEGE FACILITIES
BY BENJAMIN B. BOLGER

and similar competitors. Moving beyond libraries, the very nature of how classroom space is used will change dramatically. I predict that many classrooms on top college campuses will be situated with interactive “media walls” that will allow real-time interaction with other classrooms anywhere else on the globe. With plasma-like screens the size of an entire wall, students will be able to study with other students on campuses located anywhere in the world. The media wall technology will enable students to take classes from distinguished faculty who were previously inaccessible. In this regard, students and faculty will still likely congregate in person when possible, but within the next ten or twenty years “coming to class” will be seen as optional. Upper middle class students will have media walls in their apartments/homes and may often telecommute to their courses. If this happens, there will be a digital divide between wealthy students at well-endowed universities and middle to lower income students at resource-strapped colleges (especially community colleges and similar institutions). However, over time, I predict that this digital divide will eventually be reduced as the cost of this technology becomes more affordable (in the way that cell phone are ubiquitous today). Of course, this has important implications. If going to college via technological mediation increases (perhaps like the University of Phoenix or via media wall technology) the need for school facilities will significantly decrease. In this regard, ten or twenty years from now, younger cohorts of students may opt for online or media wall classroom environments. If this happens, campuses may eventually become overstocked with physical facilities during the course of the next ten to twenty years. However, I predict that colleges will be able to leverage there excess physical capacity in creative ways; such as spinning off some of their space into commercial leases for office space and apartment rentals. Thus, profound changes may happen in the next ten years: while older students will still value the physicality of classrooms with “real” people, younger students may see “traditional” human contact in classroom as optional.

For students who do attend classes on college campuses, they will continue to be very demanding consumers. Food service facilities will need to be changed from functionally efficient focused cafeterias to elegant dining environments. In the age of globalization, students on large campuses will demand specialty dining restaurants; a kind of EPCOT of restaurant options on campuses. Likewise, student dorms will need to operate like quality hotels; providing individual studio apartments with generous space for its students. Of course, students and faculty environmental activists will eventually demand that a majority of new college facilities be built with green architectural principles in mind (energy costs will also likely drive this demand).

Four year colleges will likely open up new “branches” of their institutions on community college campuses; which will ease the transfer transition between two and four year institutions (e.g., Muskegon Community College in Michigan was one of the early leaders and added space to its campus in order to house branches of several four year institutions, including Grand Valley State University, Western Michigan University, and Ferris State University). The trend toward adult education and continuing education will also require changes in facilities. An increasingly elderly population of students who will/want to attend classes in person will need physical changes to classrooms in terms of accessibility that go beyond the minimal requirements provided for by the ADA. Lastly, as terrorism and violence continue to plague our nation, college facilities will need to search for more innovative ways to block criminal threats, deter terrorist activities, and provide safer and more protective living and learning environments.

Obviously, it is not possible to comprehensively address the likely college facility changes that may occur in the next ten to twenty years in a short essay. However, this essay has provided some depth of analysis in terms of the magnitude of socio-cultural and technological changes that will likely impact quintessential college facilities, like the traditional college library. This essay has also showcased a breadth of likely changes that will elsewhere occur on college campuses, ranging from dining hall remodeling, to new standards of quality dorms, green architecture, community college changes, increased security standards, and the prevalence of media walls in classroom facilities. Needless to say, the next decade or two will be an exciting time on college campuses. However, higher education leaders will need to embrace these changes with caution, fiscal prudence, and, of course, an open mind.

If you would like to learn more about this topic, please consider reading the following books:
BC ALUMNI CAREER NETWORK SERVES AS EXCELLENT RESOURCE

So you have heard the about the importance of this whole networking thing, but aren’t sure how to get started....where are you going to find professionals to talk with? Who would want to answer your questions? What kinds of questions should you ask? HELP!

The BC Alumni Career Network is comprised of alumni who have volunteered to be included on the database for informational interviewing purposes. They have agreed to share their professional insight with students and other alumni about the culture of their institution, the nature of a day in their life, the job market in that region/state or for that particular functional area, along with the best ways to break into the field. It is an invaluable resource! Information on devising questions to ask alumni can be found on the BC Career Center’s Website: http://www.bc.edu/offices/careers/careers/networking/

Some of the best resources for getting names of professionals to network with can be found by talking with your professors, intern or graduate assistantship supervisors, mentors, BC staff in departments you are interested in pursuing and friends and family. Informational interviewing can potentially lead to getting tips of position openings before they are posted or even insider information on the search process for certain types of jobs or at that institution.

To access the network: Login to Agora and select “Career Services” (turn off your pop up window blocker); select “Accessing the Career Network”; choose both ‘Educational’ and ‘Higher Ed Administration’ from the Industry list.

If you attended another undergraduate institution, contact that institution’s Career Center to find out how to access the university’s alumni database.

PROFESSIONAL ASSOCIATION OF THE MONTH
ACPA

ACPA, College Student Educators International, is a professional association for student affairs professionals and the higher education community. Its mission is to support and foster college student learning through the generation and dissemination of knowledge, which informs policies, practices and programs. Headquartered in Washington D.C. at the National Center for Higher Education, ACPA has nearly 8,000 members representing nearly 1,500 private and public institutions from across the U.S. and internationally.

The ACPA provides many benefits and services to its members. It provides professional development through annual conventions, job placement, e-learning, conferences, institutes and seminars and cultural study tours. It does research on current trends and publishes the publication Journal of College Student Development (scholarly, peer-reviewed journal), along with About Campus, a professional magazine and a quarterly newsletter for members. ACPA also provides great networking and involvement opportunities through committees and volunteer programs within the organizations. Other member services are an on-line member directory, eCommunity monthly newsletter, ACPA Awards and ACPA listservs.

For more information on this professional association visit their website at http://www.myacpa.org/

WELCOME!
SPRING 2007 ENTRANT

The program extends a warm welcome to its newest student, Jillian Stout. Jillian joins the masters program after a brief stay at Vanderbilt University, where in addition to graduate studies, she worked in residence life. Jillian is originally from Reading, PA and received her undergraduate degree from Providence College. Her primary research interests lie in the study of Catholic higher education and the role of education in society. Welcome Jillian!
WHERE ARE THEY NOW? 
UPDATES ON RECENT ALUMS

Jennifer O'Connor Duffy, Ph.D. 2006

I got my MA in the higher education program in 2003 after entering the year before. I had been working in a staff position in an admissions office and was struggling to find an assistant director’s position without a master’s degree. After a positive year at BC that I did not want to leave after my master’s. The program sparked so many new career interests that I had not even considered. I had previously not been aware of all the different aspects of higher education administration—particularly research. I entered the PhD program immediately following graduation from the master’s program and finished in 2006. I was able to complete the programs pretty quickly because I was a full-time student, while holding part-time assistantships in the dean’s office, IRB office, a higher ed. accrediting association, and various student activities positions.

I am currently an assistant professor of higher education administration at Suffolk University—a position that I never dreamed that I would reach. The faculty position allows me to have lots of contact with students, stay up to date on current issues in higher education, and continue to conduct research/write. Some of the classes that I am teaching include student development, diversity in higher education, research in higher education, etc. The Suffolk program is particularly oriented for practitioners so a lot of the students in the program work full-time in student affairs in the Boston area and during class we have the opportunity to apply theory to their every day professional experiences. One of the most challenging aspects of my job is finding the time to write and conduct research on top of my teaching responsibilities. I wrote my dissertation on gender and social class equity in higher education and am hoping to get some articles published from my dissertation findings in the future.

My advice for current master’s and doctoral students is if you love working in the higher education culture, pursue as many different opportunities as possible while a graduate student. Talk to alumni and current administrators who hold your ideal jobs. Don’t be afraid to try anything and everything for only by networking and experience will you find your true passion in the field. I never even thought I could be a professor and here I am. Remember that the BC higher education program is very strong and has amazing faculty. This degree can lead you to landing any position you desire.

Jenny Rager, M.A. 2005

I am currently Student Programs Coordinator at the University of Notre Dame, where I advise the Student Union Board (the major programming body of ND’s student government), the sophomore class council, the executive programming board, leadership programming and The Show committee (a committee of students who plan an annual large-scale concert funded by the Division of Student Affairs). My favorite thing about my job is, honestly, the students. As the advisor to the Student Union Board, I advise the 65 members of the organization. These are students who often continue their involvement in the organization over their time at Notre Dame. Even being here only one and a half years, I have been able to see students grow in their positions and responsibilities. The relationships that I have been able to build with students and the role I am able to play in that growth is the best part of my job. And at the end of the day, I really enjoy my time with them. I often will be sitting, long after a meeting has ended, in the SUB office discussing Notre Dame, their future plans, both at Notre Dame and after graduation, or just having a conversation about nothing that is full of laughter. In a very busy job, the students keep me on task and sane.

While at Boston College, I was a graduate advisor to the Senior Taskforce through the Intersections Office. I would never be able to list fully all the things that I learned from this position. It was one of my first real advising experiences and I think the basis for how I approach the students in my current position and those 15 BC seniors were the first that I got to experience that type of relationship with. Most importantly, I learned from watching Burt Howell, the director of the office. I knew he was the type of administrator I would strive to be like. His demeanor with students, the calm way he solved problems and the way he encouraged me and others was an inspiration that I still look back on. He is the reason that I send students hand-written notes after successful programs, because I still have saved the notes he sent me.

My job search did not go as all how I planned. For starters, I never planned on leaving Boston, let alone moving to South Bend, IN. However, I am so glad that I let myself be open to the opportunities that were out there. I can’t imagine a better first job for me and am glad that I broadened my search. On top of location, I have also benefited from being open to a variety of positions. Since I began at Notre Dame, I have planned and organized 4 concerts for over 1,000 students [one, Third Eye Blind and Common had 5,000 students in attendance]. This was out of my comfort zone and not a skill I had prior to this position, but it is one the things that I have succeeded the most at in my position. My point is that you never know what you will end up doing at the end of a job search and that’s OK and can even be great.