

THE PIPELINE

A NEWSLETTER FOR THE COMMISSION ON
STUDENT DEVELOPMENT IN THE TWO-YEAR COLLEGE

This Issue

Next Gen

Supporting The Future of Our Profession

Presidential Perspective

Dr. Charlene M. Dukes

Prince George's Community College

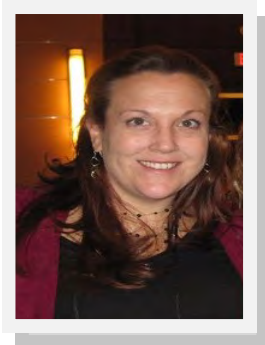
Community College Research

Exploring Non Cognitive Factors of Retention and College Experiences With
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FROM
THE
CHAIR



Convention 2012 was an amazing opportunity for professional development, connecting with colleagues and sharing ideas. The Commission for Student Development in the Two-Year College created many opportunities for our members through our sponsored programs, our open business meeting and our community college reception, co-hosted with Jefferson Community and Technical College.

The reception was a huge success with a room filled with friends both old and new who were able to exchange their thoughts and ideas about the two-year college. I want to take this opportunity to thank Dr. Laura Smith, Dean of Student Affairs at Jefferson Community and Technical College for co-hosting the reception, the college president Dr. Tony Newberry for his opening remarks, and the entire student affairs division for joining us for our reception. The occasion to engage with associates from other institutions is truly a wonderful learning opportunity.

During the convention we welcomed and orientated our newest directorate members who were excited to share their insights and goals for the organization. The commission welcomed; Tamara Stevenson, Ed.D., Tara Fagan, Milbert O. Brown, Jr., Christopher Johnson, Kari Kahler, Dell Hagan Rhodes, and Luke Davis.

The convention also brought the opportunity to thank all of our directorate members for their service to the commission; Deborah Anderson, Shammah Bermudez, Monica R.M. Brown, Ed.D., Chris Conzen, Michelle Dykes-Anderson, Ed.D., Kathy Hopkins Smith, Ph.D., John J. Jamrogowicz, Kari Kahler, Marcus Peanort, Dara Hagen, Randy Dean, our advisory board members; Paulette Brower-Garrett and Eboni Zamani-Gallaher. We also honored our out-going chair Lisa Kelsay for her visionary leadership during her tenure as chair of our commission.

We also honored our commission award winners; Matt Ruhland, Outstanding New Professional, Darl Drummond, Service to the Profession, Spokane College's Safe Campus Advocates Program, Innovative New Program, Phi Theta Kappa International, Outstanding Use of Technology award. Through our open business meeting our members and our directorate leaders were able to exchange ideas regarding the goals for our commission.

Both the leadership and the membership agreed that we would like to focus our energy this coming year into a series of projects include a webinar series about the student transfer process, a community college institute during convention 2013, developing a webinar for graduate students about job opportunities in two-year colleges, creating thematic newsletters, and of course continuing to move forward on our monograph. All of these amazing ideas need your support and I hope as members of our commission you will carve out some time to help these concepts come to fruition.

*Patty Munsch, Ph.D.
2012-2012 Chair, Commission for Student Development in the Two-Year College*



Did you know that our Commission has a Facebook page? Join today! This is an easy way for you to interact with other members of the community college community, get convention updates, pose questions pertinent to things happening on your campus, and contribute to conversations about all things community colleges. .

Supporting the Future of Our Profession

by Dara Hagen, Century College

Each year our commission sponsors a Next Gen scholarship to support an undergraduate student to attend the Next Gen portion of Convention. This year's recipient was Brienne Schwarz. Brienne graduated from the University of Wisconsin, Eau Claire in May with degrees in Organizational Communication & Sociology. She is looking forward to attending the University of Iowa in the fall to pursue her Masters in Higher Education and Student Affairs.

I had the opportunity to talk with Brienne throughout her Next Gen experience at Convention and learned a lot about her undergraduate experience and some insights she shared that are great reminders for all of us working in the profession.

Like many of us, Brienne didn't go into college planning to someday have a career working in Student Affairs. As she said, she sort of "stumbled upon it". It was through her campus involvement and the rich experiences they provided that drew her to wanting to learn more about this work as a long-term career. Brienne served as an RA for two years, was a tour guide and then an intern in the Admission Office and also served as an Orientation Assistant as an undergrad.

She shared with me that really it came down to two women that she was fortunate to have as mentors during her time at UW-Eau Claire. These professional staff members nurtured her involvement on campus and took the time to make a real connection with her. They genuinely wanted to know what was going on in her life and were there to support her. This type of relationship is what truly makes a difference in the lives of young adults and helps to shape their college experience.

Brienne was introduced to ACPA through a friend of hers from undergrad now completing his Master's program in Arizona where he works with our ACPA President, Keith Humphrey. He told her about the Next Gen opportunity and she decided to apply for a scholarship so that she could attend. Brienne shared that she really appreciated the scholarship from the commission and wouldn't have been able to attend without the assistance. She was honored to have been chosen as a recipient.

When asked about her interest in two year colleges, Brienne talked about her journey in finding the right fit for a graduate school. She knew that she wanted to gain exposure to different institution types in her own experience so sought out a larger campus. Because she is still very open

in terms of her career goals she was drawn to the program's internship opportunities at two-year institutions as well as four-year colleges and universities. With her strong background in Admissions she is drawn to learning more about the two-year culture from an admissions standpoint. She is very open to exploring all options and keeping an open mind to the opportunities that may present themselves along the journey.

We are very pleased to have been able to support Brienne as a first time attendee at ACPA. We wish her well as she starts a new chapter in her life and hopefully a lifelong involvement with ACPA!

NextGen Reflection

BY
Brianna Schwarz



My experience at NextGen was exceptional. The group of participants was diverse, some were planning on entering the professional field within a few months, some were thinking about graduate school, and some had only a small idea of what the field of Student Affairs was. Learning from one another and sharing stories about varied experiences from colleges and universities all over the country was interesting and fun.

One of my favorite parts of the conference was listening to and meeting the various speakers. We had the privilege of hearing from Susan Komives, Vernon Wall, keynote speaker Van Jones, and others who made us feel as though we were important, worthwhile, and supported. I am not surprised they did this so well, as it seems that so much of the Student Affairs profession is focused on that idea: every student has a voice and is a worthwhile contributor to their environment and their world. Their messages of encouragement and inspiration were well-received, and helped to solidify my belief that I am going into the right profession for me.

I also enjoyed the networking opportunities that the conference provided, sharing stories and connecting with professionals in the field. Thank you for this enriching and worthwhile experience, I am thankful to have had this opportunity because of your sponsorship.

PRESIDENTIAL PERSPECTIVE

DR. CHARLENE M. DUKES, PRESIDENT,
PRINCE GEORGE'S COMMUNITY COLLEGE



Dr. Charlene M. Dukes is the eighth president of Prince George's Community College and has thirty years of progressive leadership experience and administrative responsibility in higher education.

Q. What do you see as the greatest challenge facing community colleges in the next five to ten years?

With baby boomers nearing retirement, the issue of succession is critical. The typical career trajectory for senior leaders spans many years, so we must identify and develop potential at all levels to ensure a continuous and smooth succession and replacement process.

The push for completion presents challenges to our traditional role of providing access. Many students arrive academically underprepared and must enroll in at least one developmental course. For some of them, completion is a long-term goal with substantial obstacles. There are different paths to success, not all of which meet the standard definition of completion. The recent acknowledgement by the Department of Education and others of the need to expand definitions of success was welcome news.

We must remain engaged with our communities. Working with the K-12 school system, we are creating pathways to post-secondary education. Couple that with our commitments to adult basic education, veterans' services, and re-entry opportunities, and the broadness of our mission becomes evident. Community colleges also provide local residents with access to valuable information, resources and services.

Budget cuts have hit hard. We have to be creative in allocating resources and seek alternate sources of funding. Institutional planning and accountability are crucial. Increasingly, public funding is linked to learning outcomes. This approach may encourage a focus on students who are already well prepared and more likely to succeed quickly. Community college leaders must comprehend the inextricably complex relationship between access and successful outcomes.

Q. What are the emerging trends in higher education specific to the community college?

Technology as a tool to support and facilitate learning is inescapable. Distance learning continues to grow. The challenge lies in keeping pace with rapid technological advancement and funding technology upgrades.

Collaboration is key. Working with four-year institutions facilitates seamless transfer for students pursuing bachelor's degrees. Community colleges can develop joint curricula and share expertise, equipment and facilities, making efficient use of scarce resources and existing assets.

Close partnerships with business and industry result in a well-trained workforce, meeting economic needs and increasing a community's quality of life. President Obama's initiative to strengthen alliances between community colleges and employers aims to train 2 million new workers for jobs in healthcare, advanced manufacturing and other sectors. These well-paying "middle-skill" positions are attainable with community college credentials.

Q. How are you positioning Prince George's Community College to meet these challenges?

We are building a culture of evidence with data to support institutional decision-making. Envision Success is our comprehensive completion initiative. We are systematically gathering and using data to enhance or develop support services and academic and career programs to assist students.

The college is a member of the Association of American Colleges and Universities Roadmap project, which supports student persistence and academic achievement. We are part of Achieving the Dream, a national reform network dedicated to student success and completion. We have also joined The College Board's Affinity Network to build and strengthen connections between K-12 and post-secondary education systems. All these activities are aligned with our strategic plan, which we review regularly to gauge our progress. The college's annual budget provides resources for strategic initiatives so that those requiring additional funds can be implemented.

Presidential Perspective, Continued from pg.4

Q. What strategies, techniques, or

projects have you found to be successful in bridging the divide between academic affairs and student affairs?

We have a common mission, so I don't think of the two as being divided. They enjoy a symbiotic relationship. Each has a different but equally important role to play in promoting student success. I value inclusion and transparency. I want to hear from faculty and staff, but I also want them to hear from and listen to each other, exchange ideas, and share best practices. This is not just an idealistic notion. Enrollment growth necessitates greater cooperation. The two divisions overlap in areas such as advising, assessment and tutoring, but there are other avenues for collaboration. Envision Success recognizes the direct link between student support services and academic success. The College-wide Forum, one of our governing bodies, includes representatives from all college constituencies. Working together, they find areas of commonality and devise mutually beneficial solutions to shared challenges.

Q. As the president of a major community college, what advice can you give to our Directorate membership for those who strive for a senior position?

Demonstrate a record of progressive leadership and responsibility. You can build up experience by partnering with other areas of the college through programming, strategic planning, community outreach and other initiatives. Seek out leadership opportunities, such as serving as the president's representative, chairing task forces and committees, and participating in fund raising. Teach a class. Leading a college requires an understanding of what goes on in the classroom. Having taught, even on a part-time basis, will lend you credibility and give you insight into what faculty and students experience on a daily basis.

Q. Do you think your tenure as the vice president of student services adequately prepared you for the president's position?

Individuals from student services tend to bring empathy and sensitivity to their roles. These are useful qualities. I was vice president for more than a decade and was very familiar with the college. I understood our students and their challenges. The student services area is very broad, and being involved in a wide range of issues was good preparation.

I was already working closely with the president and overseeing a large budget and staff, all valuable experiences. Vice presidents represent the president in public, advocate for the college and attend community events. I served on the local Board of Education. That allowed me an in-depth look at challenges facing the K-12 system and brought me into contact with influential figures in the county. Being president requires the ability to build and maintain strong relationships with other community leaders.

The Commission for Student Development in the Two Year College is please to announce that College of Southern Nevada, the Commission for Commuter Students and Adult Learners and Phi Theta Kappa will be co-hosting this years Commission Reception at ACPA 2013.



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VEGAS

acpa 2013

Join your ACPA colleagues in Las Vegas as we collaborate with NIRSA: Leaders In Collegiate Recreation.

The co-located 2013 annual convention is an extraordinary opportunity for our members to examine the role that college and university leaders play in:

- advancing student learning and wellness
- cultivating critical discourse
- integrating intersectional approaches to identity
- transforming higher education

All convention attendees will have unrestricted access to over 700 ACPA and NIRSA educational sessions.

March 4–7, 2013 • Monday–Thursday
Paris • Bally's • Planet Hollywood

**INSPIRING COMMUNITIES
OF WELLBEING**

Sponsored Programs Committee News

Call for program proposals

Deadline for program submission:
Monday, September 10, 2012

A Call for programs has begun. Are you interested in being a part of this years conference. Looking for a way to advance share your knowledge while advancing professionally. Consider submitting a proposal and join us in Las Vegas this year.

2013 Critical Issues

1. Advancing Student Learning Wellness
2. Cultivating Critical Discourse
3. Integrating Intersectional Approaches to Identity
4. Transforming Higher Education

<http://convention.myacpa.org/vegas2013/program>

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EXPLORING NON COGNITIVE FACTORS OF RETENTION AND COLLEGE EXPERIENCES WITH AFRICAN AMERICAN MALES

BY CHARLENE ADAMS-MAHALEY, HOUSTON COMMUNITY COLLEGE

Assisting our college students to persist and graduate on time is perhaps one of the most challenging and complex issues facing the higher education community. Because the college degree has emerged as essential to improving one's economic and personal well-being, college persistence has become the subject of investigation in recent decades. As a result, researchers have frequently postulated that non cognitive or psychosocial variables are a stronger predictor of African American and international students persisting in college rather than sustaining a strong reliance on standardized test input. In fact much of the cited student development retention models, relative to college students, are based on either sociological or psychological centered theoretical concepts (Astin, 1982, Peterson, Lenz & Sampson, 2003) that provide insight on how to improve movement toward academic success.

In present-day comparative research literature, regarding college ethnic minority students, the literature favorably reveals the importance of focusing on psychosocial constructs and positive adjustment patterns to objectively understand academic performance and college student attendance. Although there are many measures to test enabling factors of persistence, researchers have employed instruments such as the Non Cognitive Questionnaire (NCQ) to assess student connectedness, campus environment functioning, interpersonal interactions, sub-optimal learning behavior, and student developmental correlates of achievement motivation within the context of the two-and four-year college setting (Astin, 1984, Tinto, 1987).

Developed by Tracey and Sedlacek (1984, 1989), the Non Cognitive Questionnaire with a total of eight constructs, with 23 items and three open-ended questions, is used to determine the persistence of college-aged students. According to Tracey and Sedlacek (1984, 1989), both the original and revised NCQ-R versions were reported to be effective in predicting the retention and persistence of particularly African American students (Ting & Robinson, 1988), African students (Boyer & Sedlacek, 1988), and Latino students (Fuertes & Sedlacek, 1995).

Using selected factors from the NCQ-R, this researcher in a study of African American and African immigrant men enrolled at a community college, tested several non cognitive enabling factors as important correlates of persistence. In summary the present investigation revealed modest, but important group differences in the positive self-concept, preference for long-term goals, realistic self-appraisal, availability of strong support persons, and living in a multicultural society among the African American and African immigrant men. As shown in previous research (Tracy and Sedlacek, 1984), the significant differences in the predictors that emerged as positively associated to academic persistence for African Americans, were positive self-concept, preference for long term goals, availability of strong support persons, and living in a multicultural society.

For African immigrants, availability of strong support persons and living in a multicultural society were positively associated with college persistence. In fact, the bivariate analysis with regression coefficient findings, demonstrated a positive link between availability of strong support persons and living in a multicultural society ($r = -.521, p = <.05$). Notably, the results based on the bivariate analysis, showed that the collective African immigrant male sample had remarkably similar scores on all five of the NCQ-R variables in comparison to African Americans, whose scores seemed to spread in relation to the various responses.

When all six items on the self-reported NCQ-R positive self-concept construct were isolated with respect to differences and cautiously examined, 80% of the self-identified African immigrant students strongly agreed that they felt confident in earning good grades (grade B or higher), and all (100%) indicated having more positive beliefs in feeling prepared for college.

In contrast, 25% of the African American sample was less likely to report a strong sense in their ability to earn grades of B or higher, and 31.3% expressed having less positive beliefs in feeling prepared for college. For preference for long term goals, African immigrants placed slightly more emphasis on planning daily and demonstrating long term activities linked to academic goals, whereas although the African American sample essentially felt it was equally important to grade performance, they reported a need to enhance the planning of daily school activities.

Further, it is not peculiar that the results for availability of strong support persons were similar for both the African American and African immigrant groups. Among the African immigrant men, the findings indicated that they knew someone to help them if they needed it, and African American males indicated the same access to a supportive network. In addition, this study showed that the African American and African immigrant male sample had similar ratings for living in a multicultural society.

In fact, the qualitative study, suggested that despite having a strong African in-group membership, both African Americans and African immigrant males, as individuals, had a high number of favorable diverse social relationships on the college campus. Moreover, both groups asserted a conscious preference for establishing ethnically diverse social relationships, rather than seeking same race social interactions in general.

One tentative explanation for this is that one's race or ethnicity was not an inhibiting factor in developing close friendships and most asserted that the diverse community college environment served as an opportunity to meet people from different geographic regions. This is especially true for African immigrant males, who as international students demonstrated a stronger

Blog Spot

By Christopher Conzen, Suffolk County Community College

Continued from pg. 8

ethnic identity orientation.

Therefore, they perceived fewer

individual experiences with racial discrimination in the U.S., and were less likely to have interpersonal difficulty with racial prejudice deemed sometimes stressful to peoples of African descent born in the United States. Therefore, in concluding, I believe that practice-based student affairs personnel must qualitatively be able to gauge the affective and behavioral psychosocial variables on persistence in conjunction with quantitative test information.

As a result, measuring potential or intended persistence using either the original NCQ or modified NCQ-R as a survey tool at the point of college entry is strongly recommended. This is particularly important, given the institutional need to assess and ~~detect positive and negative behavioral patterns of persistence for~~ college aged African American, African immigrant, and other college students seeking post-secondary success.

Social Media in Higher Education

One of the hottest topics of discussion in higher education currently is social media and how best to utilize this technology to connect with students. Recent reports indicate that upward of 95% of college admissions' offices utilize Facebook to connect with prospective students. Other divisions within institutions of higher education are not far behind. Professionals within Student Affairs frequently adopt the axiom of "meeting students where they're at" and social media sites provide another opportunity to do just that. 85% of U.S. college students have a Facebook profile and two thirds of all adult internet users indicate actively using a social media site. Here is a snapshot of the most commonly used social media platforms.

Facebook: The "monarch" of social media with over 750 million estimated monthly users worldwide. Facebook provides organizations with the opportunity to create a page to interact and communicate with users. Once a user "likes" a page, content from that page can appear in the user's news feed. This allows organizations to post announcements, share photos, and to even create polls. An institutional Facebook page may find students posting questions about classes or institutional policies, allowing both the institution and other students to respond. A Facebook page can be particularly useful for heavily commuter institutions like community colleges for creating connections between students who may not have the opportunity to connect in person on campus due to time limitations. The page also provides the institution with the opportunity to post announcements that might be overlooked in e-mails or campus-based postings. An important caveat for community colleges is the fact that, while the percentage of non-traditional students utilizing Facebook has grown, it still

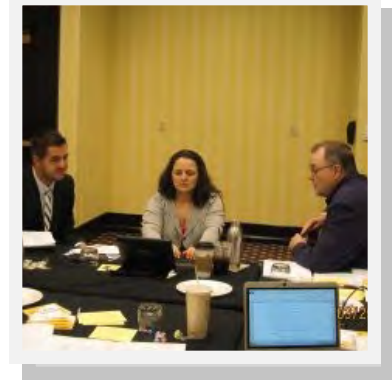
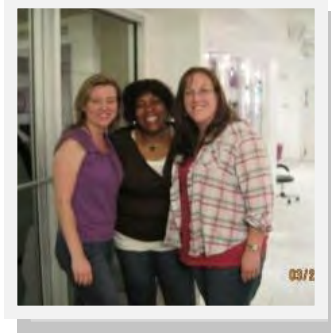
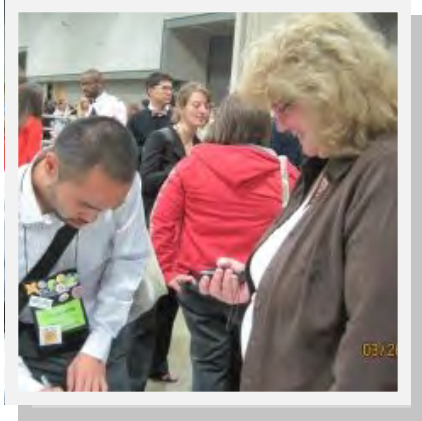
lags behind that of their traditionally aged counterparts. Also, while over 87% of households with an income of \$75,000 or greater have broadband access at home, less than 40% of those with an income of \$30,000 or below have such access. Another important statistic to consider is that 54% of adults living with a disability use the internet, compared to 81% of adults who report not having a disability.

Twitter: The second most popular social media site is also one of the easiest for individuals to adopt. Originally optimized for use on a mobile phone, users engage by sharing thoughts of 140 characters or less (designed to allow for posting using a text message). Users can view the tweets sent from individuals they follow, or can view tweets thematically by following a keyword preceded by a "hashtag" or #. Despite the simplicity of the medium, less than 20% of college students currently use twitter. However, the percentage of students of color, particularly African American students, using twitter is higher than white students, potentially providing institutions with a unique way to connect digitally with some underrepresented communities. While there is some research on the impact of the use of twitter in the classroom, its reach in higher education lags far behind that of Facebook.

LinkedIn: The third most popular social media site, with 110 million monthly visitors worldwide, LinkedIn is unique in its purpose as a "professional" network. LinkedIn can be described as a social resume, allowing a user to highlight past employment, education, and marketable skills. Users can also request "endorsements" which publicly appear on their profile. Unlike Facebook, which encourages connections with "friends", LinkedIn is organized more around "contacts", placing networking in a social media schema.

Google Plus+: One of the newest entries in the social media arena witnessed a meteoric rise in users since it became open less than a year ago. Google Plus allows for the placing of contacts into "circles", making it relatively easy to control how a user chooses to connect with individual contacts. Google Plus also recently announced the creation of pages, colleges have started to extend their presence here as well. The most innovative aspect of Google Plus is the "hangout" which allows a user to initiate a video chat with up to 9 other users. This feature has tremendous potential for the ability to connect with a group of students while sharing YouTube videos, documents, and links. While most institutions of higher education have a social media presence, the level of meaningful engagement varies widely. Institutions or departments may recognize a need to BE engaged in social media, but have no devoted the personnel and resources to do so effectively. If your department has a Facebook page or Twitter account, how are you using it to connect with students? How often do you

Louisville 2012: Creating Possibilities



NEWSLETTER SUBMISSION INFORMATION

The Commission on Student Development in the Two-Year College publishes an e-newsletter two times a year. The e-newsletter's purpose is to further the commission's mission by providing both a tool for communication as well as a resource for information relevant to student development in the two-year college.

For more information or to submit an article, please contact the editor Shammah Bermudez at ThePipeline.ACPA@gmail.com

Next submission priority deadline: September 14, 2012

Submission Guidelines

- If you include references, please list them in APA format. The newsletter does not otherwise require exhaustive adherence to the APA standard.
- The newsletter welcomes a wide variety of submissions including relevant announcements, short articles about campus practice, opinion pieces, previews of upcoming presentations (i.e. Convention) and original research.
- Submissions are due in the form of a Microsoft Word document, .txt file, or other Microsoft Office-friendly format.
- If possible, send a photo relevant to your article, a picture of yourself, or a picture of your campus. —NEW—

Article Topics

Though the newsletter welcomes various types of article submissions, the following types of articles and their individual requirements will be featured more regularly in the newsletter effective Spring 2010.

Make a Difference (500 word maximum/submission)

This section of the newsletter is an opportunity for you to talk about ways that community colleges or perhaps your own community college has made a difference in the lives of students, the community, or in the field. This article should also be tied into the theme of the next convention.

Best Practices in Community Colleges (500 word maximum/submission)

This section can be used to inform fellow professionals on how to accomplish a certain task, develop a type of program, advise a certain type of student, or improve the functioning of their office through practices that the writer deems as exemplary.

News for Community Colleges (750 word maximum/submission)

Given that current events and trends can have a direct impact on the work we do in student development, it is important for us to be knowledgeable about them in order to be prepared. This section of the newsletter allows article submissions to highlight or synthesize the national concerns that can affect us locally.

Professional Development Resources (250 word maximum/submission)

Sometimes we face the problem of not having enough resources relevant to the problems we face. However, sometimes we also have the problem of having too many resources and not enough time to sift through them in order to find the best information. This section is an opportunity for you to review articles, websites, or any other resource that would be helpful to professionals in the field.

Book Review (250 word maximum/submission)

Similar to the Professional Development Resources section, the newsletter is looking to help point professionals to helpful books that will serve as key resources.

Profile of a Community College Leader (250 word maximum/submission)

Whether it be the director in your office or the president of your institution, we're looking to feature leaders in the field who have interesting stories about their time in the field and the contributions they've made. This may take the form of a biography or an interview.

Spotlight on a Convention Community College (250 word maximum/submission)

Thanks for reading!

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