

THE ADMINISTRATOR



EAF 467 (Issues & Skills for Counseling College Students) Class - Fall 2020

AN OFFICIAL NEWSLETTER FOR
ILLINOIS STATE UNIVERSITY'S
CSPA PROGRAM

Contents



Page 3: Meet the New Cohort

Page 4: Gamsky Fellow/SAGA

Page 5: Farewell Class of 2021

Page 6: Dr. Marcia Retires

Page 7: Dr. Palmer Retires

Pages 8-9: Getting Back to Normal in Normal

Pages 10-11: Alums Reflect

Page 12: Cultures Photovoice Project

Pages 13-14: Theory Research

Page 15: New Social Justice Course

Page 16: CSPA Advisory Board

Page 17: Job Placements

Pages 18-21: Alumni News & Updates

Page 22: Book Club

Meet the New Cohort



Two first-year students, Madison Ifft (left) and Dyrell Ashley (right), chatting after EAF 428.01 Fall 2020 semester

Name

Kyle Abel
Dyrell Ashley
Eliza Daugherty
Daniel Driscoll
Julia Durnell
Julie Hemp
Madison Ifft
Morgan Johnson
Cecelia Lewis
Ashley Newbon
Olivia Ross
Haley Rotert
Sarah Tipton
Maureen Tulley
Yelyse Walls
Derek Webber
Doug Whiston
Malik Whitfield

Alma Mater

Illinois State University
Illinois State University
Eastern Illinois University
University of Illinois
Illinois State University
Eureka College
Illinois State University
Illinois State University
University of Wisconsin - Eau Claire
Millikin University
Illinois State University
Millikin University
Northern Illinois University
Eastern Illinois University
Illinois State University
McDaniel College
University of Kansas
Illinois State University

Employment

Career Center
Multicultural Center
University Program Board
Visor Center
Housing
EMDH
Housing
Admissions (full time)
HCC Title IX
HCC Student Engagement
Gamsky Fellow
Housing
HCC Student Engagement
Housing (full time)
EMDH (full time)
Sorority and Fraternity Life
Leadership Education & Development
Student Conduct



Meet the Gamsky Fellow

Dear CSPA Community,

Hello! My name is Olivia Ross, and I am the 2020-2022 Gamsky Fellow.

I am overjoyed to be attending grad school at Illinois State University! ISU feels like a second home to me; I did my undergraduate studies here, majoring in Communication Studies and minoring in Women's and Gender Studies. Like many student affairs professionals, I never planned to pursue a career in the field; my student affairs career path just sort of happened to me. My first experience working in student affairs began my sophomore year on campus when my academic advisor sent me a job posting in the Academic Advisement office. I began working as an Academic Peer Advisor (APA) where I had the opportunity to work with freshmen students who were transitioning to college life. Helping new students become acquainted with life on campus became a passion of mine, and assisting students with selecting courses and getting involved on campus was something I truly enjoyed. During my time as an APA, I realized student affairs was both a viable and rewarding career path.

I am honored and thrilled to be a part of our wonderful CSPA program at ISU! From planning our first virtual GRAD Days to filming a Brady Bunch themed informational video with some of my peers for Student Affairs 101, working as the Gamsky Fellow has been an exciting experience. My favorite part about my GA was having the opportunity to form relationships with my peers; I have enjoyed learning about them and their assistantship experiences through virtual check-in meetings and #MeettheCohortMonday on our social media platforms.

As my time in this job position is coming to an end, I look forward to working in ISU's Orientation and Transition Services office next school year where I will continue to follow my passion of helping new students transition to life at ISU. Go Redbirds!



Student Affairs Graduate Association 2020-2021 Executive Board

Second-Year Board Members

Kaytee Johns
Meaghan Lynch
Gracie Nilsson

First-Year Board Members

Dyrell Ashley
Julia Durnell
Julie Hemp

Treasurer

Olivia Ross

Advisor

Dr. Phyllis McCluskey-Titus



Farewell to the Class of 2021

CSPA Class of 2021. What is there to say? You were the first group of students that I saw from application to graduation. Each cohort is special and unique in their own way, but no other group of students have I held swords with! From meeting the first time in that terrible room with the low ceiling and a band practice overhead – to ending out our courses together online I will forever have memories of your group. I am so proud of each and every one of you. The growth you have done over these past years, your commitment to excellence in education, your unwavering passion for justice – I say this to you all the time, but here it is in writing: you all give me hope for the future of education. Thank you for all that you’ve given me, the CSPA program, to the institutions of education in central Illinois and beyond, and most of all to one another. I am SO excited to see your careers and lives bloom as you begin to leave the nest that is CSPA and Illinois State. Take care, be well, stay safe, and keep on challenging that which needs to be challenged.

From Dr. Gavin Weiser



Dr. Marcia Retires



Dr. Marcia Escott Hickrod started at Illinois State in 1966 as a faculty member in the English department. She became the coordinator of advisement for the College of Arts and Sciences in 1972 and started work on her Ph.D. at that time, earning her degree in 1980. She was charged with establishing an adult learning program by President Lloyd Watkins in 1990 which grew to nearly 4,000 adult learners at its peak. Dr. Marcia retired for the first time in 1993. She returned to campus in 1998, when contacted by President Vic Boschini, agreeing to work for one year in the College Student Personnel Administration master's program as the coordinator and advisor. One year turned into twenty-two years where Dr. Marcia enjoyed serving as the CSPA students' academic advisor and confidante. Dr. Marcia was known for the Welcome and Graduation parties she hosted at her home for CSPA students every fall and spring. She loved working with all the students in the program and helping them with academic, professional, and personal concerns. Dr. Marcia would love to stay in touch with CSPA alumni, so feel free to contact her via her ilstu email...mescot@ilstu.edu



Dr. Jim Palmer Retires



Dr. Palmer dedicated his work to focusing on the study of community colleges since 1979. He joined the Illinois State faculty in 1992, and chaired 48 doctoral dissertation committees. He also was chairperson for the master's comprehensive exam process for over a decade. Dr. Palmer began teaching a variety of courses in the CSPA master's program and grew to fully enjoy learning more about the history and practice of student affairs. Students will recall community colleges, adult learner, or the foundation of student affairs classes that were taught so well by Dr. Palmer. For a number of years, Dr. Palmer gave the history of academic regalia lecture at the Hooding Ceremony. In retirement Dr. Palmer hopes to continue his research into the first Dean of Women at Illinois State University, Dr. Lillian Barton.



Getting Back to Normal in Normal

Two first-year students reflect on adapting to grad school amid a pandemic

Things are Getting Back to Normal in Normal

To say we miss in person classes is a massive understatement. We miss the fun banter, being able to interact with the group while presenting projects, and even the simple things like high fives and hugs! However, being fully virtual has opened up many doors that we would have otherwise overlooked in the past. While completing class projects such as the Campus Research project and the Office Research project, we were able to chat with people from all around the country and bring a new light to higher education in the United States. It would have been nearly impossible to actually visit these schools during a normal school year; opening the doors to virtual communication greatly expanded our network and connections. There seems to be a light at the end of the tunnel: people are getting vaccinated, in-person Fall classes seem like a real possibility, the flowers are blooming, the Redbirds are chirping, and students are finally returning to the quad! Things are getting back to normal in Normal.



Olivia Ross



Haley Rotert

Haley's Perspective on the Dynamic of the Cohort Being Fully Virtual

Being a social person and someone who identifies as an extravert, this past year was very difficult. It took months to adapt to self motivation, organization, and simply becoming more comfortable with my loneliness. Classes are fully virtual which means my only interaction with classmates was solely through group work or if I was lucky enough to work with them through our graduate assistantships. As the year progressed I slowly made friends and connections in the cohort, but mostly with people I have never met with in person. Which was something completely outside of my comfort zone before COVID happened. I am geared to be a people person, so I like to physically be around others and soak up their energy. So as much as I would like to complain about my experience this year, I am appreciative of how adaptable I became and even more so appreciative of my own alone time. It truly made me reflect on prioritizing and fulfilling my own time and energy. I also love how our cohort adapted to the virtual lifestyle. Our main form of communication was through a GroupMe (group chat) that we chat about various projects, opinions on random things, laugh at funny things that happened in class, and even argue over which candies are the best.



Getting Back to Normal in Normal

Olivia's Perspective on Grad School from Home

This school year has been unconventional to say the least. I have spent most of my first year of graduate school at my childhood home rather than at my apartment in Normal. Try getting through your first year of graduate school with your mom telling you to eat your vegetables, and then tell me it is not an unconventional way to start grad school; to put it simply, it has been wild. Besides unconventional, another word I would use to describe my grad school experience thus far would be challenging. It has been challenging trying to figure out how to balance my school work along with my graduate assistantship working as the Gamsky Fellow for the CSPA Program in an all virtual environment; I have had to figure out how to navigate planning events and connecting with current and prospective students virtually. Overall, I have still enjoyed my first year of graduate school: connecting with my peers and professors over Zoom, meeting different student affairs professionals across the country, and hosting CSPA's first virtual GRAD Days.

How Haley has Adapted to a New Campus in a Fully Virtual Academic Year

Coming from a very small liberal arts undergraduate institution, I had the expectation of large groups of people, lots of parties, lots of activities, etc when I decided to attend ISU. Then COVID happened. I arrived on campus, only interacting with those in my classes, those who I worked with, and the ladies of the sorority house I oversee. That was it. Driving around campus in August was like driving through campus during the summer months: a ghost town. This was the opposite of my expectations. No one was out and about, all resources and activities were strictly virtual, even training and onboarding for my graduate assistant position were completely virtual. It felt more isolating than my undergrad which was less than 2,000 students total. I finally started to feel more connected as I started to reach out to my cohort-mates. Because of COVID, no one really wanted to do anything in person, so our fun time consisted of JackBox game nights, group zoom chats, and just sending memes in the cohort GroupMe chat. It was a bit rough transitioning, but now I feel so much more connected and valued. Looking forward to a great second year in the CSPA program!



Alums Reflect

Two CSPA Alums reflect on their experiences of transitioning to new job positions amid the COVID-19 Pandemic

Dijon DeLaPorte's (2008) Reflection

During my tenure in higher education, I have moved around a lot and thus have shifted jobs frequently. Applying for a different role at the university where I currently was employed during the Covid-19 pandemic was not intimidating for me at the time. Reflecting upon my experience now that I am six months into my new role, I hope that by sharing some tips that I learned during the transition it will help others who might find themselves in this strange position in the future.

I consider myself lucky. As I am aware many others who have changed jobs during the pandemic did not fare as well as I have. I first noticed the impact of the pandemic during this experience when I was interviewing for my new role. Due to newly implemented safety precautions, the entire interview process was conducted over zoom. This resulted in myself having felt a little disconnected during the process as I wasn't able to assess physical body language of others as well as see the physical location of the potential new employer. Lesson one that I learned, feel free to conduct some reconnaissance before the interview takes place. I conducted a walkthrough after the interview was completed. Seeing the office suite and the information posted in the hallways around it, gave myself a deeper understanding of the role and how it would fit into the department.

I am the first person to step into my new role and thus another lesson that I would impart is that of patience. My supervisor and I like to use the term "building the plane while flying it" as we navigate the process of what my role should do now, in the future, and how it fits in with the responsibilities of other employees- faculty, staff, and student workers.

Lastly, the largest hurdle that I would say that I faced during this switch is getting to know people while many of us are working remotely. I arranged my schedule to work 3 days on and 2 days off campus to comply with the university's instruction to de-densify buildings. As many of us have learned this year, working remotely has its benefits and shortcomings. Working on campus most of the week has allowed me to meet some colleagues in person that I probably would not have seen until this fall. This experience has allowed me to ask questions and start conversations as they come to my mind versus choosing how to compile them in an email for a later date. I look forward to the fall when the university plans to welcome most people back to work as there are some faculty members that I have only interacted with via email. The last lesson that I learned during this transition is the value of an in-person connection. Attempting to replicate this on zoom, the phone, via email, or in another way just doesn't work for me.

Although the change in roles during this past year has brought some challenges, the new team that I am a part of and the work that I do has given me a sense of satisfaction that I have not felt in years. I am glad that I made the switch.



Alums Reflect

Two CSPA Alums reflect on their experiences of transitioning to new job positions amid the COVID-19 Pandemic

Allison Murray's (2018) Reflection

I am writing this piece on my one year “work anniversary” as an Academic Advisor at Purdue University Fort Wayne, and as I reflect on the past year I cannot believe how much our world has changed. When I first started at Purdue University Fort Wayne in mid-April of 2020, I was excited to be relocating back to my hometown and anxious as we were in the early phase of this Pandemic. Businesses were shut down, and as I logged on to my first day of virtual work at my kitchen table using my personal macbook pro laptop from 2012 (the very same laptop that got me through both undergrad and graduate school), I really did not know what the landscape of higher education would look like as we navigated these “unprecedented times.”

After formally accepting my new role, one of the first things my supervisor said to me was that they were very excited to have me on board, but that she also wasn't sure what this transition would look like for our team. She asked for three things from me as we wrapped up the hiring process: to have patience, to have grace, and to be flexible as she worked through detailing what my first month on the job would entail. Prior to March 2020, no one had ever given a second thought to this idea of “working from home” and as the world hit pause, we were now video-chatting and messaging on apps like Microsoft Teams and Zoom on a regular basis. I was excited and incredibly nervous about what acclimating to this new job would be like. What would my new coworkers think of me if they are only getting to know me online? How will I learn anything over a zoom call? How am I supposed to help/support students if I have never been on campus? These were all questions that pressed on my heart during those first weeks and months.

Despite the many challenges that were presented to me, my team, our students, and our institution over the course of this last year, I am proud of the many lessons learned and of how this has shaped my experience as a young professional. Undergoing my first summer orientation as an academic advisor in a completely virtual format taught me new ways to communicate with my students, virtual meetings and happy-hours showed me I could develop professional relationships with colleagues through a screen, and witnessing the resilience and strength of our students first-hand as I taught a Freshman Success Course reminded me why I do this work. The conversations I've had with students this year have been some of the toughest of my career, as we discussed so much more than just how they are doing in their classes and their general transition to college. I always remind my students that they are strong, resilient, and capable of achieving their own success, and as I reflect on this last year I have reminded myself that we as higher education professionals are ALSO strong, resilient, and capable.

Now, a year later, as I sit in my beautiful office, I am so grateful for taking the leap to change career paths in the midst of the chaos and the uncertainty. This year was hard for so many reasons, and I still have so much to learn about the world of academic advising, but I am so happy to have found community at Purdue University Fort Wayne. I am hopeful that in the next year, as we continue to move through and learn from this pandemic, I will get to experience my first Mastodon basketball game, my first PFW Homecoming Week, my first Chancellor's Chili Fest, my first in-person New Student Orientation, and so many more campus events and traditions that are special to the students, faculty, and staff in the Mastodon community.



EAF 463 Photovoice Project

Two first-year students share some of their Cultures class Photovoice Project



Photo by Madison Ifft

Working on this Photovoice project has been an absolute joy. I get to capture the parts of my life that make it mine in order to learn about my own culture as a grad student. Not all of my photos are as cute or joyful as this photo of my sweet cat Eleanor, but they have all been a great introspective tool of what my values are and how I spend my time. Doing qualitative research in this way has exposed me to the broad field of research. This new but great experience will serve me as I walk into the world of higher ed, learning to care for students of all cultures. Being a part of the CSPA program has shown me that learning comes in many different forms, even getting to take pictures of my daily (sometimes mundane) life. I am excited to see my classmates' final projects to get a glimpse into their life and to better understand what it means to be a grad student.

Being a graduate student can get really exhausting! In and out of classroom work makes me quite busy and, quite frankly, tired, especially when I am doing all of that work virtually. I depend on my morning, occasionally afternoon, and sometimes evening coffee. This photo depicts, quite literally, how I could not do any of this (the grad school experience) without my coffee. I took this picture at the beginning of the Spring semester right before Cultures class; it had been a long day and I needed an evening coffee to help me pull through. Now, I will admit that I occasionally drink an evening Coca-Cola, but soda has nothing on coffee!



Photo by Olivia Ross

Theory Research

Second-year students, Jess Coates, Gracie Nilsson, Kaytee Johns, and Meaghan Lynch presented their research at the WGSS Research Symposium during the Spring 2021 semester.



24.5th Annual WGSS Symposium

Jess Coates, she/her/hers, HAC Advisor

This spring, the Women's, Gender, and Sexuality Studies program conducted their 24.5th Annual WGSS Symposium entirely virtually in order to share the work of the students involved in the program while maintaining distance, safety, and accessibility for attendees. The symposium itself was set up nicely, with an easy sign up link and shared zoom link that made it simple to navigate and attend all of the sessions. Due to the cancellation of last year's symposium, the WGSS faculty and staff decided to automatically allow people whose submissions were accepted last year to present this year instead, so Gracie Nilsson and I decided to take advantage of the opportunity and share our research with the symposium attendees.

Our presentation, *Not Too Big to Think: Challenging Systems of Oppression Against Students of Size*, came from our create your own theory assignment that we wrote together in our first semester during EAF 461 Student Development Theory. Initially, we were going to write our papers separately, but our topics coincidentally lined up perfectly and we decided to work together instead. I'm grateful for this partnership we created, because we both brought a different vantage point to the topic and had unique interest areas that the other did not have, which strengthened the overall research.

While our interest areas differed, we did have a similar entry point to the topic: both of us identify as fat folx or as students of size, and both of us had to navigate Illinois State University's size-restrictive classrooms after coming from undergraduate institutions that had more inclusive and comfortable furniture. We found ourselves dreading the tablet arm desks we had to use in our classes, and we knew that other students struggled with this same problem. Thus, we wanted to learn more about those experiences, as well as discuss a potential solution for the campus to consider.

The paper and presentation both follow a similar format. First, we talk about terminology, such as using fat or students of size as a simple size descriptor, or folx as a gender-neutral term for people. We then go into the current classroom design at various institutions, and the hidden curriculum that fat students learn as they move through restrictive spaces and face judgement from their peers. After that context, we talk about objectification theory and self-objectification, which occurs when women in particular judge themselves through the lens of the dominant White male culture and change their appearance to be desirable, and how doubly taxing that is for fat women who also have to deal with fat talk where their peers describe themselves as fat as a method of self-deprecation.

While all of this is difficult for students to navigate, we strongly believe that there are solutions that we as Student Affairs professionals can advocate for for our students. We believe that universal design allows us to create more equitable spaces where students don't have to worry about the space that they exist in, they can instead focus on their learning. We can also remove fatphobic language and practices in our programs, services, and classrooms, and instead promote radical fat acceptance in its place. This combination is essential to helping students of size feel welcome on campus and focus on their education and their co-curricular experiences, rather than worrying about the bodies that they should be loving instead.

Theory Research

Second-year students, Jess Coates, Gracie Nilsson, Kaytee Johns, and Meaghan Lynch presented their research at the WGSS Research Symposium during the Spring 2021 semester.



Theory of Relationship Development for First-Generation Women Students

By **Kaytee Johns & Meaghan Lynch**

Inspired by history and personal experience and informed by previous theories and research, we generated a student development theory that investigates the intersection of gender and first-generation status. We emphasize the importance of relationships for first-generation college women's development, building on Schlossberg's (1989) theory of Marginality and Mattering, Bronfenbrenner's (1993) Developmental Ecology Model, and Janet L. Surrey's (1983) "self-in-relation" theory of women's development. We chose to emphasize relationships because feelings of support and belonging greatly impact student success and retention, especially in the case of minoritized populations like first-generation women. We explore the differing levels of support that first-generation women college students receive from three specific types of relationships: familial, peer, and mentor relationships. These relationships each fall on their own spectrum, with more support from each type of relationship contributing to feelings of support and belonging in higher education. Our theory places students at the center of their varying relationships, representing their support networks that influence their collegiate experience.

New Social Justice Course



One of the things I was most excited to be able to do upon arriving at Illinois State University in my role as co-coordinator of the CSPA program was to have long-standing impacts upon the experiences and careers of the wonderful students who make the decision to attend our program. Part of that is considering the curriculum of the program. While more changes are on the horizon, this past semester I was able to teach a new class for the program. This course, Social Justice and Social Theory, uses a blend of foundational readings in social theory, along with newer frameworks as tools to analyze the social world with a critical eye as to how we can make the world, and education a more radically inclusive space.

This semester, we have spent time with foundational theories such as academic capitalism, social reproduction, and ideology. We've also spent time ideas such as critical race theory, queer theory, what it means to be a killjoy (Ahmed, 2017) and are wrapping up the semester with a module on mutual aid from Dean Spade's (2020) book *Mutual Aid: Building Solidarity During this Crisis (and the next)*. We were also fortunate enough to bring in a local mutual aid worker from the community to talk about their work with mutual aid during the on-going COVID-19 crisis to learn from them how they implemented elements of the mutual aid framework to work to aid our local community.

Each week, beyond the scholarly readings about these frameworks, we have matched each text up with a film as a moment of shared cultural understanding to use as a starting point in which to practice our analytical skills we are reading. Some of these are clearly related to education (*Dear White People*), some are documentaries (*The Internet's Own Boy*), some are films you wouldn't think one would watch in a graduate seminar on social justice (*Mad Max: Fury Road*), and some are short independent films (*Teacher in a Box*). The broad diversity of media we are analyzing will hopefully aid students in seeing how they can use the frameworks learned in class to look at their worlds and (re)imagine what could be, as a way to live the values of the killjoy and create a better educational experience for all the students with whom they work. In all, this class has been a fun and educational jaunt for me, and I hope that this has been a meaningful experience for the students as well!

By Dr. Gavin Weiser

2020-2021 CSPA Advisory Board



Practitioners

John Biernbaum

Associate Vice President, Student Services
Western Illinois University

Brandon Common, PhD

Assoc. Vice President for Student Affairs
Louisiana State University

Scott Peska, PhD

Assistant Vice President of Student Services
Waubonsee Community College

Raphaella Prange

Vice President for Student Affairs/Dean of
Students
Millikin University

CSPA Program Alumni

Terrance Bond, 2010

Assistant to the President for Equity,
Diversity, and Inclusion
Heartland Community College

Ja’Niah Downing, 2010

Senior Assistant Director of Admissions
Purdue University

Marci Rockey, PhD, 2005

Project Coordinator
Office of Community College Research and
Leadership
University of Illinois

Jeremy Schenk, PhD, 2002

Executive Director, Norris Student Center
Northwestern University

Erin Thomas, PhD, 2002

Director of Assessment and Engagement
Initiatives
Illinois State University

Rachel Webb, 2016

Director of On-Campus Graduate Admissions
and International Student and Scholar Services
Bradley University

Ex-Officio

Lydia Kyei-Blankson

Faculty

Phyllis McCluskey-Titus

Program Coordinator, Faculty

Mohamed Nur-Awaleh

Faculty

Len Sutton

EAF Department Chair

Gavin Weiser

Program Coordinator, Faculty

Olivia Ross

Gamsky Fellow 2020-2022

Jessica Coates

Gamsky Fellow 2019-2021

2020-2021 Job Placements



CSPA May/August/December 2020 Positions Accepted!

Maria Villalobos	Coordinator of Career Services	Florida International University
Mackenzie Dowling	Admissions Adviser	Oakland University (MI)
Emily Klesner	New Student Orientation Coordinator	University of Nebraska-Lincoln
Kasia Tomaszynska	Assistant Registrar International Student Admissions	Temple University-Japan East-West University (IL)
Michael Platt	Student Intervention Coordinator	Peru State College (NE)
Jackson Russell	Hall Director	Purdue University-Fort Wayne
Emily Rosenquist	Asst Director, Advocacy and Education	University of Tennessee-Chattanooga
Terry Jackson	Residence Hall Coordinator	Illinois State University
Jenn Brown	Assistant to the Chair, COE	Northern Kentucky University
Georgina Lozano	Greek Life Coordinator	Illinois Institute of Technology
Charlotte Coberley	Residence Director	Northeastern University (MA)
Catherine Jahns	Enrollment Counselor	Maryville College (TN)
Dane Brinkmeier	Asst Dir, Graduate and International Admissions	Bradley University

CSPA May/August/December 2021 Positions Accepted!

Tim Farmer	Coordinator of Student Conduct	University of Mississippi
Meaghan Lynch	Program Coordinator for Community Engagement and Diversity Initiatives	Nevada State College
Crystal Jones	Asst Director of Education for Equity and Inclusion	Middlebury College (VT)
Jennifer Garcia		University of California--Irvine
Omar Gomez	Academic Advisor	Pace University (NY)

Alumni News & Updates



Job Updates

Paige Bushman (2019)

Graduate Program Coordinator, Stevenson Center at Illinois State University

Alexis Plater (2019)

Residence Hall Coordinator at Goucher College

Jeff Lange (2016)

OEOA Director, Illinois State University

Whitney Ewing (2013)

Education Abroad Coordinator, Spain and Portugal at Colorado State University

Rob Willett (2017)

Lead Student Success Advisor, Illinois Central College

Dr. Christa Platt, (M.S. '09, Ph.D. '17)

began her new role as director of the Multicultural Center on July 1, when all operations of the Diversity Advocacy office transitioned to the center.

Colton Johnson (2017)

Assistant Director of Fraternity Life and Leadership, Creighton University

Jeff Beavers (2005)

Director of Recruitment - College of Engineering, University of Nebraska—Lincoln

Garrett Gassman (2015)

Director of Advising - College of Engineering, University of Nebraska—Lincoln

Foster McDaniel (2017)

Coordinator, Student Organization Development, University of Maryland--College Park

Samia Cooperider (2017)

Assistant Director, Diversity and Inclusion, Eberly College of Science, Penn State University

Laura Peterson (2013)

Manager of Advancement Events, Marian University--Indianapolis

Lizette Dorantes Rebolledo (2009)

Associate Dean of Students - Director, Virginia Tech

Kristen Landaal (2018)

Coordinator of Campus Life, Milwaukee School of Engineering

Joanna Rose-Gross (2017)

Account Manager, Presence

Elina Savoie (2014)

Acting position within the Dean of Students Office - Programming and Activities, Northern Illinois University

Stacy Amedeo (Darkey) (2010)

Promotion and External Relations Coordinator for College of Arts and Sciences, Governors State University

Kristy DeWall (2003)

Education Services Specialist, United States Airforce

Allison Murray (2018)

Academic Advisor, Purdue University - Fort Wayne

Shanna McDaniels (2018)

celebrated her two-year anniversary working in the Department of Chemistry at ISU.

Beni Towers (2002)

transitioned to a corporate position in 2015 after working in higher ed for 15 years; she is now working in Training and Leadership Development.

Yesenia Garcia (2016)

Zoom

Alumni News & Updates



Awards

Chandra Shipley (2003) is the recipient of the fourth annual Illinois Wesleyan University Leadership Awards for Inclusive Excellence.

Julia Durnell was awarded the University Housing Lifesaver Award at Illinois State University.

Steph Alvarez-Rivera (2019) was awarded the University Housing Lifesaver Award at Illinois State University.

Terry Jackson (2020) was awarded the University Housing Bright Idea Award at Illinois State University.

Dr. Todd Jenkins (2011) was recognized as the DEI Champion awardee for the 2021 National Diversity & Leadership Conference.

Brenton Kane (2015) was named as the winner of the Stan and Sandy Rives Excellence in Undergraduate Education Award by The Office of the Provost at Illinois State University.

LaVance Walker (2016) was named as a Diversifying Faculty in Illinois (DFI) Fellowship recipient.

Lana Summers (2019) was a 2019-2020 Impact Award Recipient at Illinois State University.

In honor of the 2020 First Generation Celebration, organizers recognized first-generation professionals at Illinois State with a LEGACY Award:

Tamekia Bailey (2010), Criminal Justice Sciences

Shayla Dennis, Event Management, Dining, and Hospitality

Terry Jackson (2020), University Housing/Residence Halls

Jazmyn Thomas (2018), Academic Advisor

Lindsay Vahl (2010), Alumni Engagement

Alumni News & Updates



Academic Accomplishments

Alex Snowden (2009) defended his doctoral dissertation at Illinois State University March 2021.

Kevin Reynolds (2012) completed his doctoral degree at Spalding University in 2020.

Daniel Suda (2015) is in his final year of Ph.D. coursework; his dissertation proposal is this Fall.

Erik Dalmasso (2008) completed his Higher Education Admin. Ph.D. in May 2020 at ISU.

Jenny Krzyszkowski (2017) finished her Community Colleges Teaching Graduate Certificate in March 2020.

Professional Accomplishments

Rachel Webb (2016) is the Registrar for NAFSA Region V and Past Chair for International Educators of Illinois.

Foster McDaniel (2017) is currently a member of the ACUI Diversity, Equity, and Inclusion Committee.

Ashley Venneman (2007) was the Conference Coordinator for ACUI Region VII for the 2020 conference.

Lizette Dorantes Rebolledo (2009) serves as NODA Executive Member for Equity and Inclusion.

Shanna McDaniels (2018) was elected to the Academic Advising Council in 2019-2020 and will serve two terms.

Jenny Krzyszkowski (2017) served on several regional planning committees for NODA.

Alumni News & Updates



Personal Updates

Alex Snowden (2009) and wife Nancy are new parents of a son, Mason, born March 2021.

Lana Summers (2019) got engaged; her wedding is in May 2021.

Samia Cooperider (2017) welcomed a son, Oliver Michael Cooperider on April 10, 2020.

Ashley Venneman (2007) got married on July 2, 2020.

Lizette Dorantes Rebolledo (2009) has two kids: Sebastian (8) and Zavier (born on January 15, 2020).

Collin Hartman (2016) got married in December 2020.

Jesús Chávez (2015) and his wife purchased their first home in September 2020.

Shanna McDaniels (2018) and her husband welcomed a baby boy, Liam Benjamin, on October 1, 2020.

Elina Savoie (2014) got engaged in August 2020 and is getting married in September 2021.

Miranda James (2019) adopted a dog named Jester in May 2020.

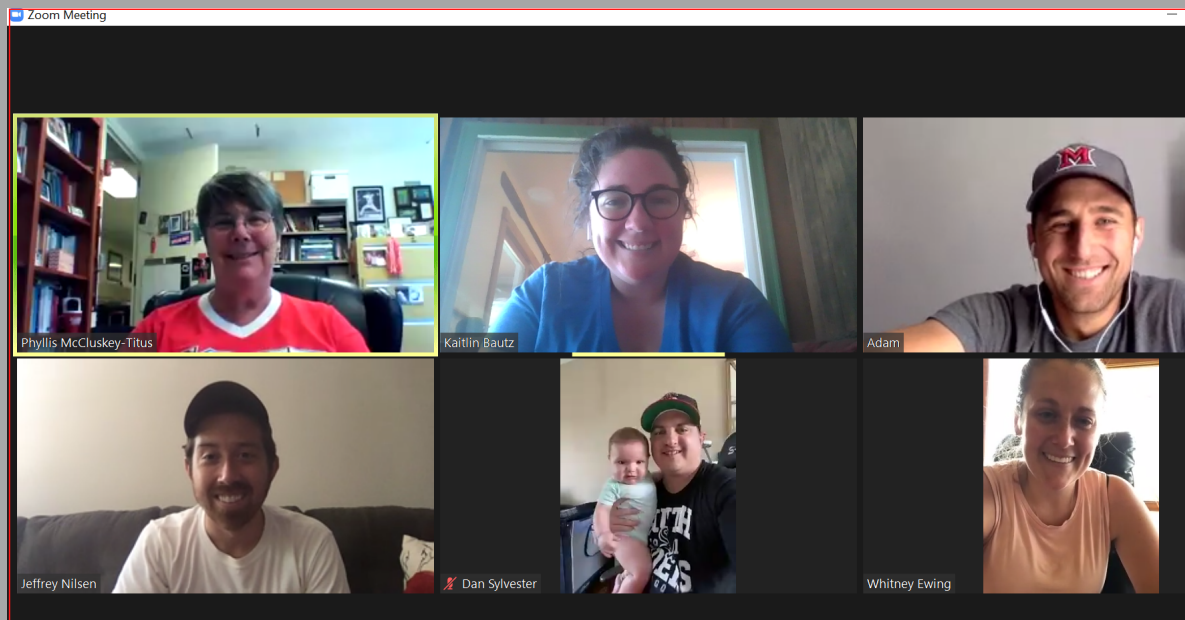
Catherine Uphoff (Miller) (2012) had a son in December 2020.

Other News & Updates

Current CSPA part-timer Shayla Dennis covered alum Shanna McDaniels' (2018) maternity leave through the end of the Fall 2020 semester as a practicum experience.

Dynae Trone (2019) is job searching in the Denver area.

Some Class of 2013 alums surprised Dr. Phyllis with a Zoom call!





CSPA Book Club

In place of the Alumni Institute this year, we will once again be holding our CSPA Book Club through Zoom, featuring *We Will Not Cancel Us: And Other Dreams of Transformative Justice* by Adrienne Maree Brown.

The book club will take place three different times over the course of the summer. Dates have yet to be determined; the book club will be a lunchtime chat via Zoom.

You can register at this link:
<https://forms.gle/tCFsaBhgu22x7Uhf9>

Stay in touch!

Keep us updated with jobs, awards, academic achievements, & and other updates here:

https://illinoisstate.az1.qualtrics.com/jfe/form/SV_8oogm2EYpOaR9Vb



Connect with us on social media @ISUCSPA!