

WELCOME!

Hello SPA Members and welcome to the third issue of the second volume of *The SPA Times*! If you are interested in writing for the newsletter or have ideas for columns that you would like to see, please contact Talia Corley at taliac@g.clemson.edu.

INSIDE THIS ISSUE:

Unlikely Choice Article 2

Attitude Adjustment 2, 5

Ubuntu 3, 5

A Short Tribute to Coffee 3

Behind the Dean's Door 4

Becoming the SA Professional You Want to Be 5, 7, 8

Viral Outbreak 6

Little Bee 7

The SPA Times

VOLUME 2, ISSUE 3

OCTOBER 27, 2010

Message from Your Exec Board!

To the members running for a SPA exec position: Good luck! We're positive you'll all do amazingly and will continue to be your fantastic selves!!

To the members not running for a position: We appreciate your patience and dedication to SPA during this time. Voting can get a bit tedious, as we know, but it

really is important so that you can elect the right people to represent you and your voices during such an important time in your educational journey! We look forward to seeing you at the meeting and hearing ideas for the direction you would like SPA to go in.

For everyone as a whole—keep up your involvement and hard work—we are absolutely loving it!!!

Sincerely,

Mel, Shanon, Amy, Steven, Talia, Kristen and Brian (aka—your exec board :-)

Beat the Stress!

By Gretchen Waugaman

With more than half of the semester underway, it can sometimes get stressful. Research projects, papers, and presentations start to pile up, and we are sometimes asked to work on large projects for our internships or assistantships. Don't let stress and pressure take over your life. Here are some tricks to help you beat the stress.

1) Eat that frog! Now before you run out to the nearest French restaurant and order frog legs, "Eat that frog" comes from the idea that if you have to eat a live frog first thing in the morning, everything else you have going that day doesn't seem as bad. If you get the most difficult/time consuming task done first, the rest of your tasks during the day will be much easier. "There's nothing so fatiguing as an uncompleted task." William James
2) Get moving! One way to relieve some stress is to exercise.

A 20-30 minute workout can help rejuvenate you and allow you to focus on the tasks at hand. It can also help stave off the Freshman 15/Grad School 30!

3) Take a breather: If you feel stress mounting throughout the day, take a 15 minute break from whatever you are doing. Take a walk around campus or head over to the library to get a snack from Java City. When you come back to your room/office, you may find you are better prepared for the work ahead.

4) Talk with someone. Find a classmate, supervisor, or friend and share your frustrations. They may have some solutions for you, and it can be therapeutic to vent. Make sure the person has time and wants to hear you out before you begin.

5) Prioritize! Do you find you are spending 50 hours a week at your assistantship or internship?

Have you joined too many committees? How are you spending your time each day? What tasks are on your To-Do list? Sometimes we take on too much and stretch ourselves too thin. We may have to practice the art of saying "No" to some activities or projects so we do not overburden ourselves.

6) Keep it cool! Take some time to relax even if it is for 10 minutes. Relaxing allows tension to be released from your body and for your mind to slow down. For tips/relaxation techniques, see www.mindtools.com/stress/RelaxationTechniques/PhysicalTechniques.htm or check out some YouTube videos for guided relaxation sessions.

If you want to hear more about great stress relief resources, please contact me! Maybe we can start by eating our frogs together! (gwaugam@clemson.edu)



CLEMSON
Alumni

An Unlikely Choice?

By Elizabeth Serafine

Graduate students in this field often get asked “what would you like to get into?” There are many answers to this question: Housing, Orientation, Study Abroad, Leadership, Greek Life, Student Organizations, the list goes on and on. Rarely, one hears Alumni Association, Development or Fundraising. These areas of Higher Education seem outside the realm of Student Affairs and what this degree prepares students for. Or are they?

An Alumni Association has many functions similar to classic Student Affairs areas. An Alumni Association supports alumni, while keeping them engaged in the University; sounds familiar to student engagement goals. The

Alumni Association’s organizational chart often looks similar to that of Student Affairs, with a VP or President at the top and various departments each tasked with engaging the Alumni in different ways. Alumni Associations allow a professional to work with a challenging and rewarding population, often getting to bring alumni and students together. Many Alumni Associations have one or more student groups managed through their organization.

Development and Fundraising work may also be a viable choice to a student in this field. It allows a professional to communicate

and connect with many different alumni populations. The main goal of a development officer or fundraiser is to advance the University through the monetary support of alumni and friends. Development offices often work with students during phoneathons in which students call alumni asking for their support to the University.

Students and Professionals in the Student Affairs field have the skills and experience necessary to be successful in other areas of Higher Education. Alumni Affairs, Donor Services, Development and Fundraising may all be great options to look into as a career choice.

Attitude Adjustment for Newbies

By Beth Burgess

Firsts are almost always intimidating: first days of school, first dates, first games. And just because one is in graduate school doesn’t mean firsts are no longer attended with anxiety. In my case, it was attending my first professional development conference, the national conference of the NSEE (National Society of Experiential Educators), which occasioned a small-scale assault of self-doubt. I set my alarm early, grabbed a new stack of business cards, and gave myself an Adlerian pep talk on the drive to Charlotte. As it turned out this perceptual reframing was just what I needed in order to enjoy an overwhelmingly positive conference.

“I don’t know anyone else who is going” became “I have lots of

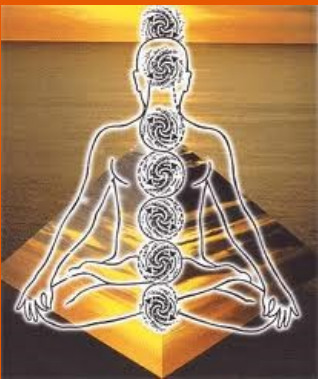
people to meet and networking to do!” Forming professional connections is one of the biggest benefits of conference attendance. By having no one familiar with me, I came to know so many practitioners in the field. Going to the museum after hours, meeting up for meals or drinks, initiating informal conversations, and participating in roundtable discussions were invaluable in turning self-doubt into self-confidence, as I became a part of the group, not an outsider to it.

“I’m just a graduate student and they are all more knowledgeable” shifted to “I have my own perspective to add to the mix.” My first session, about the theory underlying experiential education, began with a discussion of

Kolb’s learning theory. By happenstance, this had been the topic of my Clemson class the day before; I likely had more recent exposure to what was being discussed than anyone there! I was immediately grateful that I had been prepared by my professor, and even more grateful that I could see the relevance of my class work upon my field of interest.

“I have no experience in the field to draw upon” metamorphosed into “I have life experiences that directly relate to what is being discussed.” I began over the course of the sessions, to see that I possessed a wealth of experience, if only I had the vision to recast it as such. I had...

Article continued to page 5.



Ubuntu: I Am Because We Are.

By Jay Hinner

I am because we are. A powerful statement such as this could be left up to interpretation by each of us and let it be significant in different ways. *Ubuntu*. A philosophy of understanding your role within the greater community and that every action you take affects the person sitting next to you. But what does a South African word have to with a group of practitioners in South Carolina?

According to Archbishop Desmond Tutu, "A person with Ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good, for he or she has a proper self-assurance that comes from knowing that he or she belongs in a greater whole and is diminished when others are humiliated or diminished, when others are tortured or oppressed." Albeit there are a lot of words (it is okay if you had to read it no less than three times!), Tutu could not have made the transition into our work in Student Affairs any easier.

Be open and affirming of others

Forget gossip (about students and staff), you will sleep better at night if you offer affirmations to those around you. If you need to get things off your chest, find an activity that helps you process – I like running, but others use yoga, weight training, reading, or music.

Do not feel threatened that others are able and good

Everyone has a different past and we all have different positions – the reality is that we all do work just a little bit differently than one another. There may be some that find a better fit in their position than others – at the same time, some individuals are trying out their functional area for the first time. My best piece of advice: Focus your Locus. If it is not happening in your work area, let others do their job and you do yours. If you make your locus the best it can be,

at the end of the day it doesn't matter what others may say about you, nor should you have any reason to feel threatened by a colleague.

Have self-assurance

You were *all* hired for a reason. Continue developing yourself professionally and develop solutions to issues before bringing them to a supervisor if there is time – tell your supervisor the issue and your solution at the same time, then do it. Know that help is available if you need it. At the end of the day though, grad school is a time to learn how to make your own decisions and prepare for the next professional step. If you are lacking confidence in your position, that's normal. You are in a new environment and need to take some time to adjust and learn...just don't get too comfortable and be sure to push yourself to the next level.

Article continued to page 5.

"Ubuntu. A philosophy of understanding your role within the greater community..."



Without Joe, I'd be dead

A Short Tribute to the Drink that Gets us Student Affairs Professionals from One Day to the Next

By Karee Keefer (originally by Sheik Ansari Djezeri Hanball Abd-al-Kadir, 1857)

OH COFFEE, YOU DISPEL THE WORRIES OF THE GREAT, you point the way to those who have wandered from the path of knowledge. Coffee is the drink of the friends of God, and of His servants who seek wisdom.

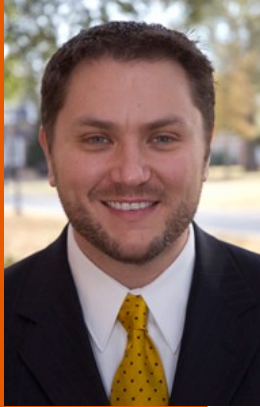
As coffee steeps in the cup it gives off a musky aroma and turns the color of ink. No one can understand the truth until he drinks of its frothy goodness. Those who condemn coffee as causing man harm are fools in the eyes of God.

Coffee is the common man's gold, and like gold it brings to every man the feeling of luxury and nobility. Coffee differs from pure, gentle milk only in its taste and color. Take time in your preparation of coffee and God will be with you and bless you and your table. Where coffee is served there is grace and splendor and friendship and happiness.

All cares vanish as the coffee cup is raised to the lips. Coffee flows through your body as freely as your life's blood, refreshing all that it touches; look you at the youth and vigor of those who drink it.

Whoever tastes coffee will forever forswear the liquor of the grape. Oh drink of God's glory, your purity brings to man only well being and nobility.





Jason W. Umfress, Ph. D.
Dean of Students, Coker
College



Jason Umfress, Ph.D. is a 2010 graduate of the Clemson Educational Leadership (Higher Education) program. Currently, he serves as the Dean of Students at Coker College. Administratively, Jason is responsible for Residence Life, Student Activities & Leadership, Intramurals & Wellness, Counseling Services, Health Services, Career Services, Student Conduct, the First Year Experience, and advises the Student Government Association.

Behind the Dean's Door: Three Things I've Learned in my New Job

By Dr. Jason W. Umfress

When I started my career in student affairs, I always said my dream job would be a dean of students position on a small campus. I fulfilled this professional goal in November, 2009 when I was named the DoS at Coker College. The last nine months have been a mixture of emotions, including joy, excitement, terror, frustration, accomplishment, and pride.

As I reflect back on things I have encountered over the last few months, three things surface as learning (or in some cases, re-learning) opportunities that have been most impactful.

1. **Expect the unexpected** – One of the things I like about this job is that no two days are alike. One minute, I am serving on a faculty senate committee, the next I'm writing a bed bug emergency action plan, and the next I'm having a conversation with a student about last night's episode of American Idol. From cleaning bathrooms, to advising student groups, to hearing judicial appeals, to hobnobbing with alumni and major donors, this job constantly pushes me to be adaptable, organized, and solution-centered. Practicing this approach in your assistantships and school work will help sharpen your skills and ready you for your first job.
2. **This isn't a job, it's a calling** – A job is something you do because you have to. A calling is something you do because you cannot imagine yourself doing anything else. I am convinced, now more than
3. **Keep students FIRST!** – I have always thought a "good" student affairs professional naturally keeps students at the center of their decisions. Under that definition, then, I guess I am not a "good" professional. I am ashamed to say that there are days where I have to remind myself to keep students first. Even on a small campus, the higher you move up in the administration, the less daily contact you have with students. That distance sometimes leads to me make decisions based on what I think students want, not what they have said they wanted. I constantly remind myself that I am here to serve the

ever, that student affairs is a calling. This position allows me to work with students at their best and their worst. Add that to daily budgetary, assessment, political, and personnel issues and it is easy to see how people in the field get jaded and burned out. At the end of one of "those days," I find myself needing to decompress and reflect – why do I do this? The answer is always, "I do this because I love it." Yes, I get tired, frustrated, and burned out, but I get up the next morning and do it again because it is who I am. If you have not already done so, answer the question, "Why do I do this?" Write those things down and post them where you can see them to remind you why you are called to this field.

students, and I am only as good a student affairs professional as the lines of communication I establish. I turn to things I learned in graduate school (assessment models and evaluation techniques) to guide me in skillfully and scientifically measuring student needs, but fundamentally, I have to keep my focus where it belongs: on my students. I know you are all "good" student affairs professionals now, but I would advise you to constantly check your focus.

A wise man once said, "To whom much is given, much is expected." I have been given the tremendous honor to serve my students as their Dean of Students. As a result, much has been expected of me. There have been countless days where I arrive on campus at 7:45am and do not leave until midnight. Although I am exhausted when I get home, I get up the next morning and do it over again. I am a servant. I serve my students. I serve my administration. I serve my campus. This is not the most glamorous job I have ever had, and it is, by far, not the easiest. But it is the most rewarding, fulfilling experience of my life. I am so fortunate to be living my dream, and I hope you get to do the same.



SACSA. ACPA. NASPA. OH MY!

Becoming the Student Affairs Professional You Want to Be

By Sabrina Brown

With so many acronyms that stand for great professional development opportunities, it can often be overwhelming to think about how to become involved but also what it means to be a “good” Student Affairs Professional. As I reflect on my first year as a graduate student, I remember thinking about all of the avenues that I could take to develop myself professionally. I could go to a conference, join a national committee, write publications for a journal, and many other options. As I started to think about what I could do, and what others were doing, I realized that I found myself in

constant comparison with other graduate students and what path they chose to develop themselves. As I talk with many of my fellow graduate colleagues I also find that our conversations are filled with what others are doing and if we’re “fitting the bill” when it comes to developing ourselves. With this being said, here are five tips that I’ve found helpful in navigating the pressure to compare your accomplishments with other graduate professionals as well as define what type of professional you want to be.

Explore your passions

When you first arrived to campus it’s possible that you had a little hesitance about what functional area best fits your interests. Although this can be stressful, you have the great gift of graduate school and ample field experience to help you along the way. Take this time to really think critically about what you look for in a career and what you want from your graduate experience.

Article continued to page 7.

Attitude Adjustment for Newbies (continued)

By Beth Burgess

...minimized the relevance of my work because it wasn’t grounded in research or validated by publication. But that is why I am in graduate school, I reminded myself, to supplement my experiences and interests with those missing elements, to round out my own “experiential education.”

“I don’t even know what I want to specialize in, and I’ll just be overwhelmed” transformed into “I have a unifying theme for my

practice of student affairs.” A conference by its very nature overwhelms the participant with new information. But that very abundance of particulars gives rise, upon thoughtful contemplation, to overarching themes. As I reflected upon the sessions, workshops, people, and research I encountered over those three days, I saw patterns and metaphors begin to emerge. Missing pieces fell into place; links began to form;

and I began to conceptualize a larger context for all the individual elements. I began to imagine what my own place might be, and how my internships might variously contribute to achieving that vision. I left the conference knowing not only more about experiential education, but also more about myself.

Ubuntu: I Am Because We Are (continued)

By Jay Hinner

You belong to a greater whole

As a member of a Student Affairs and University community, you belong to something larger than yourself. In showing selflessness, you are able to push your selfish desires aside and go the extra mile every now and then for others in your community – this could be a student, peer, or even a supervisor. We all strive for student success, but shouldn’t we be pushing for the success of our colleagues as well? It seems simple, but think about the times when

you have put others down for your own gain. We are all guilty of it, but we have the choice of how to act again in the future.

You are diminished upon oppressing others or allowing oppression to happen

Finally, in cutting down others, whether this be students or staff (regardless if it is to the subject’s face or not) diminishes not only the overall community, but also the speaker as a human.

Knowing that oppression is occurring and not taking a stand also diminishes the overall whole.

All in all, we have a responsibility in maintaining our community; remember that we are because of *you*. If you find that you are struggling in your work environment, examine yourself and what you can do to help (rather than hurt) others. It is your choice to make or break your community, make decisions for the greater whole and you will undoubtedly gain individual benefits.

Outbreak: The College Campus Goes Viral

By Steven Miller



“So what is the take away? How can we protect our students from the public platform of the internet?”



It may seem redundant to warn our students of the dangers of their online presence. However, whether Facebook, Twitter, YouTube, or a personal blog, we constantly see questionable content or hear stories of students held back from their goals by their web personas. But what happens when content makes its way to the internet without a student's permission? How does the college campus react when bullying, inappropriate jokes, or other misrepresentations hit the World Wide Web? This becomes an increasingly important question as incidents begin to more frequently gain media attention. The last month has already witnessed at least three nationally recognized instances of the Internet being used as a malicious tool, and there are likely many more unreported incidents happening every day. Suddenly words have more power and reach than ever before. A nasty note to a roommate has become an embarrassing blast on Twitter. A “mean girl” prank has been posted on YouTube for the world to see.

The first event is the tragic death of Tyler Clementi, the Rutgers student who had a sexual encounter with another man unknowingly broadcast on the Internet. Clementi later posted a suicide note to his Facebook and committed suicide by jumping off the George Washington Bridge (E. Friedman, 2010). Whether the intent was a simple prank or a bias related incident, two students face criminal prosecution in an ongoing investigation. One of the alleged even posted on his Twitter account, taking credit for filming the encounter. One wonders how a cruel idea could have gone so far. Recent reports claim that Clementi had requested a room change shortly before his death. Clementi's case is one of the recent GLBT bullying-related deaths

gaining national momentum for anti-bullying legislation.

Another recent incident involves Karen Owen, a Duke University senior, who developed a fake thesis with very real content entitled *An Education Beyond the Classroom: Excelling in the Realm of Horizontal Academics*. Owen's alleged attempt at humor, which outlined her sexual experiences with thirteen men, included “photos of [the men] and offers details of their encounters, including locations...descriptions of body parts, quotes and how much alcohol was consumed” (L. Friedman, 2010). Owen shared with friends, who posted the PowerPoint to the Internet, which was then picked up by various web outlets. Using a quick Google search of “Karen Owen”, I was able to find several complete and unedited versions of the slideshow in fewer than 10 seconds. Having reviewed the presentation, I can report that there is some deeply personal and damaging information shared about all parties involved.

Finally, this past week, videos of pledge hazing by Yale University's Delta Kappa Epsilon fraternity have made waves on the Web. The videos highlighted blindfolded pledges marching and chanting hyper-masculine and sexually aggressive slurs including “no means yes, and yes means anal” and comments related to necrophilia. Yale has halted DKE's pledge activities as students, staff, and community members have raised concerns over the misogynistic and insensitive messages (McMullen, 2010).

So what is the take away? How can we protect our students from the public platform of the Internet? Well, the short answer is that we really probably cannot. There is no way to truly control what content is put online by our

students. However, there are certainly strategies we can employ to educate or assist our students who may be victimized by such incidents. First, I believe it is important for student affairs professionals to recognize that technology and the Internet cannot be ignored. Generationally, the Web is going to be increasingly more crucial to student life at any institution. We should be aware of our community, both on campus and online. Understanding popular outlets for our student population, as well as the content being made available, can go a long way in helping us relate to students and assist them.

Reinforcing those messages about online personas and information posted to sites like Facebook is really essential. Students may not necessarily listen, but at least you have opened up the discussion. We should also encourage students to explore the web presence they have now. Do they have old blogs with content they have matured out of? Is there content out there that they did not even realize was public information? Before they hit send, students should understand the legal, employment, and moral consequences of their words and actions. Could what they post change their life if put in the wrong hands? Could it change the life of someone else?

Finally, it is important to remember that we can support our students who have been victimized by incidents through traditional means. If we see something, we should say something. It is impossible to tell what a student is going through, and the stakes can be much higher in these public and potentially embarrassing scenarios. The first step is to ask and to listen.

Little Bee: Not So Sweet, but “Oh So Good”

Book Review of Chris Cleave’s Little Bee

By Melissa Noble

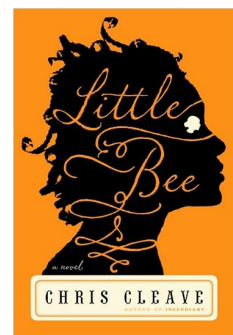
Chris Cleave achieves a memorable tale in his book, *Little Bee*. The story centers on two women: Sarah, a British woman, and Little Bee, a Nigerian refugee. One day, the lives of these strangers haphazardly collide and as a result, both women are changed forever. How are they brought together? That, my fellow reader, is a surprise (my shameless plug for you to read the book).

Without giving too much away, I can tell you that the story is depicted from each woman’s perspective. While some may find the change in voice confusing, I found it enthralling. Cleave’s talent for seamless and vivid writing is evident throughout the book. He is simultaneously creative and simple in his choice of language. For example, he writes, “It was the month of May and there was warm sunshine dripping through the holes between the clouds, like the sky

was a broken blue bowl and a child was trying to keep honey in it.” His characters are complex as they demonstrate a range of human behavior and emotions. Thematically, the book addresses globalization, freedom and survival. However, there is a heap of other themes weaved throughout the storyline.

I would definitely recommend this book. I appreciated how Cleave developed the plot and his characters. The ending was a little vague so if you read the book, let me know what you think. His ambiguity was a like a throw-back to the summer blockbuster hit, *Inception*. I will say, there are a few graphic scenes that may not be appropriate for some audiences. While disturbing, these moments contribute to the overarching theme of survival. Cleave writes, “We must see all scars as beauty. Okay? This will be

our secret. Because take it from me, a scar does not form on the dying. A scar means, I survived.” While *Little Bee* is not your typical sweet, packaged story, it does provide a fresh perspective on western culture. In essence, this book made me reflect on my life. I believe the best literature causes us to think and that is why I give this book two thumbs up.



SACSA. ACPA. NASPA. OH MY!

Becoming the Student Affairs Professional You Want to Be (continued)

By Sabrina Brown

Furthermore, think about what you truly value in the future - do you want to be a higher level administrator or would you like to spend more of your professional time in direct contact with students? This will inform your decisions in terms of your field experiences but also in what professional development opportunities you pursue.

“Don’t Should on Yourself”

My first experience with a regional conference was at the Southeastern Association for Housing Officers (SEAHO) and this was probably the most intimidating experience I have had, professionally, since coming to graduate school. Although there were a lot of people there, I was most intimidated by my fellow Clemson classmates because their nametags had a long trail of colorful tags that

represented how involved they were in the conference. I couldn’t help but think, “Should I have signed up for all of these opportunities?” The reality in finding professional development opportunities that fit you is that you have to learn what works for you and be okay with that. We could spend all day comparing ourselves to other’s accomplishments and talking about what we think we should have done, but that doesn’t improve us as professionals. Thinking about what you have passion for can inform your decisions, not what others are doing.

Learn Your Personality

In addition to reflecting about my lack of involvement in the SEAHO conference comparatively to my cohort members, I was also challenged with

the amount of networking that they were doing as well. I knew a fair amount of people from previous interactions and still managed to push through my introversion to meet new people, but I wondered what I was lacking while I watched my counterparts network with ease. I’m an introvert, and I quickly learned - I’m okay with that. As I reflect on my SEAHO experience now, I realize that I was true to myself in that experience because I prefer to observe experiences before I jump in. Does that mean that my conference attendance was less valid or useful...no! This simply means that my experience was different. When it comes to developing yourself, in all arenas of life, you have to do...

Article continued to page 8.

SACSA. ACPA. NASPA. OH MY!

Becoming the Student Affairs Professional You Want to Be (continued, final part)

By Sabrina Brown

...what feels right to you. It's easy to get caught up in the cookie cutter ideas of what professional development looks like but maybe it's time to let your personality and passions dictate your developmental progress.

Think Outside of the Box

Unfortunately, there is no formula, rubric, or checklist for how to develop yourself professionally. Many people rely on conferences, webinars, scholarly journals and various other forms of expanding professional knowledge, but that doesn't mean those are the only options. You have many experiences to "tap" in to here at Clemson and the surrounding area. Think about advising a student group or spending a set amount of time, outside of your field experiences, with an office that you may want to learn more about. Get involved in your com-

munity outside of the university. You can gain a lot of knowledge and skills simply by seeking a different experience outside of the collegiate setting. This also allows you to balance your life by finding time away from your job or assistantship and your academic work.

Let it Go!

At the end of your time here at Clemson you will do two things, as Tony would say, one) You will graduate and two) You will get a job. This may seem overwhelming for my second year friends, and far away for my first year amigos but it's true. We will all gain valuable experiences from any opportunities we seek. We have to make the most of what we do in our time here and not get hung up on the stereotypical ideas of what professional development is. We can't compare

ourselves to others and we surely can't invest time in places that are not of passion to us. Do what you feel is best, and let the rest go!

When embarking on new experiences, it's easy to look at yourself critically and find fault in your actions and experiences. We are creatures of habit and comparison. It's in our nature to want to improve ourselves as well as observe what others are doing and reassess our own actions. Although this is true, we run the risk, in terms of professional development, of setting ourselves inside of a template that doesn't cater to who we are as people and as professionals. Before we can be great for our students, we have to be great for ourselves and this means standing up for what we value and by picking experiences that portray our professional standards. This means becoming the students affairs professional **YOU** want to be.

Special Thanks to This Issue's Contributors!

Beat the Stress!, Gretchen Waugaman

An Unlikely Choice?, Elizabeth Serafine

Attitude Adjustment for Newbies, Beth Burgess

Ubuntu: I Am Because We Are, Jay Hinner

Without Joe, I'd Be Dead, Karee Keefer

Behind the Dean's Door: Three Things I've Learned in My New Job, Jason Umfress, Ph.D.

SACSA. ACPA. NASPA. OH MY!, Sabrina Brown

Outbreak: The College Campus Goes Viral, Steven Miller

Little Bee: Not So Sweet, but "Oh So Good!", Melissa Noble

Advisor and Executive Board Contact Info

Wade Livingston, Ph.D.: livings@clemson.edu

Jeffrey Brown, M.Ed.: brownj@clemson.edu

Mel Noble: manoble@clemson.edu

Shanon Langlie: shanonl@clemson.edu

Amy Sherman: sherma3@clemson.edu

Steven Miller: smille6@clemson.edu

Talia Corley: taliac@g.clemson.edu

Kristen Norris: norris2@clemson.edu

Brian Ford: ford9@clemson.edu