



# TACUSPA Times

VOLUME 2, ISSUE 4

8.15.11

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## Greetings from the TACUSPA Board!

Trisha VanDuser, President

As we prepare for the fall semester to greet our new students and their families, I look back at the year and realize how quickly it has passed. Our association has continued to grow, we have instituted new and innovative ways of reaching our members, and as professionals we have strived to stretch ourselves (and our budgets) in order to provide

the best services to our students and their families.

A few highlights from this year include:

- Our new TACUSPA website (still under construction) that will allow us to manage our membership more efficiently.
- Co-sponsorship of the Texas Higher Education Law Conference with the

University of North Texas for the 9<sup>th</sup> consecutive year

- Our updated brochure and new marketing committee
- A site visit to the TACUSPA archive items at the University of Texas to revel in our history and assist us in looking at our past in order to plan our future

As I look back at my year as President, I want to thank *continued on page 7*

## Shonrock Named Caswell Recipient

The TACUSPA Board of Directors is pleased to announce that Dr. Michael D. Shonrock is the 2011 recipient of the Dr. James E. Caswell Distinguished Service Award.

Dr. Michael D. Shonrock became a Red Raider and Texan on August 27, 1990.

Over the past two decades, Shonrock has served as a student affairs and enrollment management administrator and faculty member at Texas Tech University – GUNS UP!

uring his tenure at Texas Tech, Shonrock has served as the Associate Dean of Students, Dean of Students, Assistant Vice President and Dean of Students, Interim Vice President for Student Affairs, Vice President for Student Affairs & Enrollment Management, and more recently as the Senior Vice President for Enrollment Management & Student Affairs. Additionally, Shonrock has served as an Adjunct Assistant Professor, Assistant Professor, and more recently an Associate Profes-

sor in the Department of Educational Psychology & Leadership, Higher Education Program, within the College of Education serving as an advisor to numerous master's and doctoral students and chairing over 10 doctoral dissertations and serving on over 20 dissertation committees.

Statewide, Shonrock has served as the former chairperson of the Council of Student Services Vice Presidents (COSS/VP), former president of the Texas Association of *continued on page 10*



# Fall Conference \* October 16-18 Austin, Texas

## Fall Conference Links and Information



- [Registration](#): Remember- Early Bird Registration is open until September 1st at midnight!
- [Hotel](#): The Fall Conference will be held at the Holiday Inn Town Lake .
- [Golf Tournament](#): The annual pre-conference gold tournament will be played at the [Roy Kizer Golf Course](#) in Austin.
- [2011 Conference at a Glance Information](#): Your one-stop for an overview of the conference schedule!



- [The 2011 New Professionals Institute](#): A great opportunity for new professionals in Student Affairs to network with other new professionals and current Student Affairs leaders from Texas. The price for the institute is included in your registration fees, so sign-up today!

### Conference Highlights

#### *Sunday*

- New Professionals Institute
- Pre-Conference Workshop with Dr. Susan R. Komives\*
- \* Pre-Registration required
- Scramble Golf Tournament

Dinner and Keynote with Dr. Gwendolyn Jordan Dungy, Executive Director of NASPA

#### *Monday*

- Graduate Student Breakfast with Dr. Susan R. Komives
- Featured Speaker: Dr. Susan R. Komives, Professor and Program Director of College Student Affairs, University of Maryland

#### *Tuesday*

- Featured Speakers: Lynn Rossi Scott, Esq., Brackett & Ellis, P.C.
- Dr. Stan Carpenter, Dean, College of Education at Texas State University- San Marcos

#### *Questions?*

#### *Conference Chairs:*

[Andy Axsom](#) & [Sheila Bustillos-Reynolds](#)

## Conference Competitions and Scholarships for Members Only!

[Fall Conference Scholarships](#) - Deadline September 16th

[Case Study Competition Entries](#) - Deadline September 31st

Click on competition for application information!



# TACUSPA Foundation

The role of the foundation is to raise funds to support graduate student scholarships, fellowships, research grants, and more. The foundation's annual fundraising campaign takes place during the annual TACUSPA Conference. Please support the foundation through the various opportunities at the conference!

## Scramble Golf Tournament

On Sunday, October 16th, the tournament will be held at the Roy Kizer Golf Course in Austin. The format is 4-person, 18-hole scramble. For more information please visit the course website at [www.ci.austin.tx.us/parks/kizer.htm](http://www.ci.austin.tx.us/parks/kizer.htm). *The deadline for entry is October 7th.* Prizes will be given out for 1st, 2nd and 3rd places. In addition, there will be special prizes for the closest to the pin and longest drive in the men's and women's divisions.



## Silent Auction

Conference attendees will have the opportunity to bid on a variety of items at the Silent Auction. If you would like to donate any items, please contact Thomas Moorman at [Thomas.Moorman@unthsc.edu](mailto:Thomas.Moorman@unthsc.edu).

## Foundation Information Table

You can contribute to the Foundation at their information table, which will be near the vendors area.

## Levels of Sponsorship

Sponsor: \$5-\$24

Supporter: \$25-\$49

Benefactor: \$50-\$99

President's Club: \$100+

Learn more and donate online at <http://www.tacuspa.net/foundation.html>

## Graduate Students

The Case Study Competition is a great way to meet other graduate students, faculty, and staff from various higher education institutions in Texas! You will be paired with other graduate students and have slightly under an hour to prepare a response to a typical situation you might face as a student affairs professional. After a short break you will present your responses to a panel of higher education/student affairs faculty and/or senior staff members who will give you feedback on your work. This should be great preparation for comprehensive examinations in your own institutional programs.

## Help us Build a Better Website

We will conduct an open assessment of the new TACUSPA website during the conference. Please make some time to offer your feedback.

# Book Review

## *Higher education? How colleges are wasting our money and failing our kids – and what we can do about it.*

Hacker, A., & Dreifus, C. (2010). New York, NY: Times Books.

Reviewed by Rishi Sriram, Baylor University

Upton Sinclair once wrote, “It is difficult to get a man to understand something when his salary depends on his not understanding it.” If true, then higher education and student affairs administrators will have a hard time understanding Hacker and Dreifus’s critique of the modern university in *Higher Education?* Hacker, a professor at Queens College in New York, and Dreifus, a writer for the *New York Times*, wrote a book that serves as the catchall for contemporary criticisms of the state of higher education in the United States. Although difficult to swallow, it is an important read for anyone desiring to understand and resolve the many issues facing the future of our colleges and universities.

Hacker and Dreifus divide their book into four parts. In Part 1: What Went Wrong, the authors portray the world of today’s tenured professor, bemoan the increase of university administrators relative to the number of enrolled students, and chastise the paradoxical heavy reliance upon and abuse of adjunct faculty in order to teach students. Part 2: Ideals and Illusions attempts to deflate America’s obsession with the most elite universities (coined “The Golden Dozen”). In addition, this section ridicules the general de-emphasis on good undergraduate teaching with a foundation in the liberal arts. Hacker and Dreifus provide some ideas for sweeping change in Part 3: Some Immodest Proposals, including eliminating services that are not essential to classroom teaching, abolishing tenure and replacing it with long-term contracts, doing away with big-time athletics, and lessening the immense power given to admissions offices in determining who can receive a college education. The authors conclude with Part 4: Facing the Future. Here, Hacker and Dreifus provide their perspectives on the increase in online learning and close by highlighting 10 schools they admire.

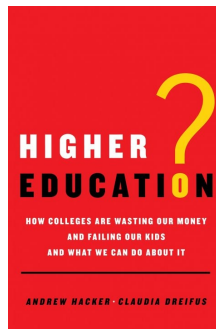
*Higher Education?* has much to offer, even if it takes some thick skin to get through it. Any-

one who works in higher education needs to understand the mounting criticisms against our current system and where it is headed. *Higher Education?* brings these critiques together in a useful and persuasive manner. The book also does an excellent job of advocating that there are plenty of great schools available that do not have the prestige (or the cost) of the Golden Dozen. Hacker and Dreifus dismantle the idea that rankings and reputation are indicators of where to get a great education, and they provide specific examples of some institutions that surprised them with a combination of high quality and low cost.

Hacker and Dreifus tend toward a “shock value” approach in writing. Therefore, some of their criticisms primarily apply to only a handful of our nation’s colleges, and other critiques rely more on anecdotal evidence than empirical research. More importantly, Hacker and Dreifus devalue a holistic education and the role that student affairs can play in learning and development. Instead, they limit learning only to the classroom or to credits toward a degree. Reading such a standpoint will hopefully further substantiate the importance of student affairs professionals emphasizing the promotion of learning over merely entertaining college students.

No doubt, Hacker and Dreifus do not pull any punches in their analysis. But in the end, their thesis is a provocative one. Namely, that higher education “has lost track of its original and enduring purpose: to challenge the minds and imaginations of the nation’s young people, to expand their understanding of the world, and thus of themselves” (p. 9). Every higher education administrator should pause occasionally and reflect upon how to better achieve that purpose. If nothing else, Hacker and Dreifus’s book encourages, even forces, such reflection.

For more about the topics raised in this book, visit <http://highereducationquestionmark.com/>, the website and blog from the authors.



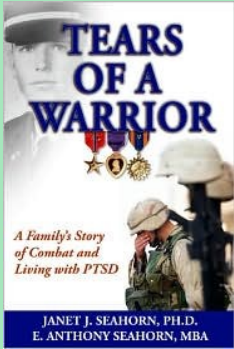
## *Tears of a Warrior: A Family's Story of Combat and Living with PTSD*

Janet J. Seahorn and E. Anthony Seahorn

Reviewed by Mona Hicks, University of North Texas

During the 2009-2010 academic year, it is estimated that more than 270,000 veterans and their dependents received G.I. benefits (Sewall, 2010). The National Center for PTSD defines *Posttraumatic stress disorder* (PTSD) as an anxiety disorder that can occur following the witness or experience of traumatic event (2010). According to 2009 Department of Defense data, since September 11, 2001, U.S. troops have deployed almost 3.3 million tours of duty. To add, overall, out of over 2 million men and women soldiers, 40% have been deployed more than once. Multiple tours of duty have resulted in high incidents of service members returning to the classroom with PTSD and or traumatic brain injuries (TBI) (Texas Veterans Commission, 2011). *Tears of a Warrior* by authors Seahorn & Seahorn (2010), inspired by the OIF and OEF deployments to Iraq and Afghanistan, take a personal reflection journey on the impact of combat theater, as 2<sup>nd</sup> Lieutenant Seahorn experienced 30 years prior during the Vietnam War. The book gives an emotional account of the impact on the soldier, the family, and the post-war journey, along with proving an understanding of PTSD. This book is often used as a counseling tool, reference for PTSD for veterans and their families, and recently a reflective assignment in first year seminars and courses for veterans and their families at colleges and universities.

Chapter One, "Silent Screams, Hidden Wounds," gives the spouse perspective with a brief overview of how PTSD impacted her and her children, with slight research on how PTSD impacts families. Yet, Seahorn (2010) does reinforce how PTSD "wreak[s] havoc" on relationships, prearranging the next chapter (p.11). In Chapter Two, "Tony's Story: Vietnam 1968," 2<sup>nd</sup> Lt. Seahorn (2010) gives a detailed account of his military journey from deployment to PTSD understanding and recovery. He was accepted into a special Air Force program in 1966, but was abruptly placed into the Army shortly thereafter via draft notice. The draft thrust him into the Vietnam War out of college, and his hopes of an Air Force career dashed. Seahorn's introduction to tour of duty began after a twenty-two hour trip, and then off-loading a plane in the crushing Vietnamese heat, and then greeted by a military formation of fallen soldiers returning home in rectangular boxes (p. 16). Upon reflection, Seahorn (2010) noted that his nightmares began the moment he stepped onto the tarmac at Tan Son Nhut airport. On just day three of his tour, his unit was attacked by rocket blast while asleep and shrapnel pierced his leg; others suffered injuries and some even



# Book Review

died. Months later Seahorn's (2010) chopper went down after a hit by a rocket propelled grenade. He was launched from the impact, the chopper exploded, and he was the sole survivor. These early experiences were the template for his entire military experience. In his words, "the nightmare continue[d]" (p. 35). Seahorn's (2010) final battle arrived much like the first, "around midnight, with virtually no warning," he was wounded in the chest and arm, surrounded by dead and wounded; his tour of duty was over (p. 57).

Chapters Three, Four, Five and Six define PTSD and how it affects others with review of literature, data and illustrative questions and tools for survivors and their families. Seahorn & Seahorn (2010) deconstruct how trauma impacts physical health and well being, influences the quality of relationships, alters meaning making, and paralyzes survivors in unhealthy coping mechanisms (pp. 68-69). The authors have collaborated with the National Center on PTSD and the Posttraumatic Stress Disorder Program of the VA Medical Center in Pennsylvania. With imagery, the characteristics of PTSD are described: hyperarousal, hypervigilance, insomnia and nightmares, recurrent traumatic memories or flashbacks, intrusive memories, unpredictable emotions, survivor guilt, emotional detachment, fragmented sense of self and identity, panic attacks, shame, despair, lethargy and lack of motivation or interest, fear, avoidance, memory or concentration problems, hopelessness, issues of control, rage, drug and alcohol abuse, and self-destructive behaviors. Neuroscience is explained by Seahorn & Seahorn (2010) ---"repeats of traumatic events change the brain both chemically and physically," with a subsequent brief on research (pp. 89-90). Lastly, the authors unpack how they recovered from PTSD in their lives and the systems of support that they mobilized for the sake of their relationship. As the book explains their journey, suggestions are illustrated for the reader, the veterans and their families.

2<sup>nd</sup> Lt. Seahorn (2010) was a member of the elite Black Lions battalion during the Vietnam War, highly decorated, and kept the motto, "Duty First, No Mission Too Difficult, No Sacrifice Too Great" (p.3). Unfortunately, the sacrifice *is* great; the mission *is* difficult. The implications for higher education professionals are endless. A soldier can return home from the traumatic combat environment in less than 12 hours, and immediately be immersed in civilian life or a classroom. The authors definitely illuminate that recovery from PTSD is a journey. To what degree are our campuses equipped to respond and support that recovery journey inside and outside of the classroom? *Tears of a Warrior* is very dramatic and personal mechanism to begin to understand PTSD. Dr. Janet Seahorn (2010) best defines this book in the first chapter,

*Continued on page 8*

# Fellows Article Feature

## The stalling of a “DREAM,” providing support for undocumented students

-Rachel Grimes, University of North Texas

Before speaking with Jessica\* on the phone I received an e-mail from her explaining her financial situation and the reason she wasn't attending school for the 2010-2011 academic year. Jessica, an undocumented student, was contacting the Student Money Management Center to discuss ways to pay for tuition.

“This will seriously affect my future, my whole life. I don't have many options, in reality I am facing, NEED versus a want (school being the want, need being helping my family maintain a household). I certainly know I'm not the only one in this situation, but I'm trying really hard, and getting turned down by the system that engraved this value in me, year after year, its more than discouraging, But I'm still in hopes of finding a good source, resource, anything that could give me some enlightenment in the options that are (hopefully) available to me.”

With over 65,000 undocumented students graduating from high school each year, Jessica's story is all too familiar (Abrego & Gonzales, 2010). Texas remains one of ten states that grants in state tuition to undocumented students that graduate from a Texas high school. Despite the ability to pay instate tuition, students are unable to access the Federal Financial Aid system. Scholarships are available at private colleges but their low numbers cannot keep up with demand. The inability to provide a Social Security Number makes undocumented students ineligible for many scholarships (Rincon, 2010). Steps have been taken at the state and Federal level to address secondary education for 1.5 generation youth- those who migrate at early ages and reside in the United States without legal permission.

Providing instate tuition to undocumented students has been beneficial to providing secondary college access for many undocumented, first generation, low income students. The Development Relief and Education for Alien Minors (DREAM) Act, was a bipartisan bill that would give undocumented immigrants who came to the U.S. as young children a path toward legal status if they attend college or serve in the military (Fiessha, 2010). The DREAM Act would provide conditional legal status to students who entered the U.S. before the age of 16, lived in the United States for at least five years and graduated from a U.S. high school or obtained a GED. The passage of the DREAM ACT would grant many students legal residency and Federal financial aid- removing economic barriers to higher education and increasing the likelihood of attending college, leading to upward mobil-

ity through educational achievement (Gildersleeve, 2010).

Unfortunately, the DREAM Act has never successfully passed in the Senate since its introduction in 2001. Despite the failure of the DREAM Act to pass, 7,000-13,000 undocumented students will enter colleges and universities each year (Chan, 2010). Although it remains to be seen how state and federal governments will address undocumented students access to higher education, there are several ways as student affairs professionals we can assist undocumented students in their quest for education.

It is important that professionals understand the barriers that students experience when making the decision to attend school. As student affairs professionals, we have experienced the impact that families have on a students' decision to pursue secondary education (Kiyama 2008). Undocumented students even more so are heavily influenced by their family. As Jessica pointed out in her e-mail, college is considered a want when families really need the extra income that a student working could provide. The decision to attend college or remain in school is more difficult for students that experienced firsthand their families migration practices, first generation immigrants are more likely to chose to assist their family. The need to provide for their families or their own general living costs often prevents students from taking part in study groups, seeking help from professors, or joining student organizations (Gildersleeve, 2010). Unable to fully engage with their college community, undocumented students have a difficult time navigating within the higher education system and utilizing resources that will be most beneficial to them.

An understanding of the struggles that undocumented students face will help student affairs professionals to prepare resources that can be helpful in navigating a system that does not easily provide support (Arriola & Murphy, 2010). Encouraging students to seek out private donors and scholarships that do not require Social Security Numbers has been beneficial although it takes some work on the students' part. Connecting students with local immigrant groups has also proven beneficial in understanding finding alternative funding for higher education.

As student affairs professionals, developing a level of trust is especially important when working with undocumented students. Developing trust will allow students to feel safe, “For one, I think safety is the most important issue; undocumented students need to feel secure that their personal information is confidential and that no harm will come to them.” (Chan, 2010 p.30). Once trust is established, building a relationship is critical to matching students with the right resources.

According to Chan, “it is not just knowing the facts. It is also about being understanding and knowing that these students have been raised in this country for most of their

lives and not be judged based on their immigration status.” (Chan, 2010 p. 30) In working with undocumented students like Jessica, it is important to provide support and resources as they work towards a degree; they believe will benefit not only them, but their family as well.

\*Name changed to protect confidentiality

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Kiyama, J.M. 2008. *Funds of knowledge and college ideologies: Lived Experiences among Mexican-American families*. The University of Arizona, Tucson.

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#### President’s Letter, con’t from page 1

those that provided me with the opportunities to be a part of this wonderful association. It has been a great journey that began as a graduate student and allowed me to grow as a professional. My mentors were instrumental in helping to guide me, and I can’t thank them enough.

Our accomplishments this year are shared with the Executive Board, our various committees and chairs, and the amazing volunteers who donate their time and energy. We are an association of dedicated professionals and it has taken each and every one of you to make this association what it is today.

As you know, the 2011 fall conference is just around the corner on October 16-18 in Austin at the Holiday Inn Town Lake. This year we are “Reinventing Higher Education” and are excited to announce are amazing line-up of keynote speakers:

- Dr. Stan Carpenter, Dean of the College of Education at Texas State University
- Dr. Gwendolyn Jordan Dungy, Executive Director of NASPA
- Dr. Susan Komives, Professor and Program Director of College Student Affairs at the University of Maryland (also presenting a pre-conference workshop)
- Lynn Rossi Scott, Shareholder at Brackett & Ellis Law Firm

We have a golf tournament available on Sunday benefitting the TACUSPA Foundation, the annual New Professionals Institute, and a new graduate student site visit following the conference.

Thanks to the incredible co-chairs, Sheila Bustillos Reynolds and Andy Axsom, and their dedicated conference committee for planning this year’s conference!

See you in Austin!



# Membership Update

Our membership numbers continue to rise! We currently have 427 members, a 12% increase from last quarter. That includes 54 universities that are institutional members, with a breakdown as follows:

## 54 Member Institutions

31 - \$100  
 9 - \$200  
 3 - \$300  
 4 - \$400  
 4 - \$500  
 1 - \$600  
 2 - \$800

For more information on membership, please visit our website at: <http://www.tacuspa.net/membership.html> or contact John Kaulfus at [john.kaulfus@utsa.edu](mailto:john.kaulfus@utsa.edu) or (210) 458-4740.

*Tears of a Warrior*, con't from page 5

“Books with challenging personal stories are no so much about the messenger, but more importantly, the significance of the message itself. The message that human suffering cannot, and should not, ever go unnoticed or be forgotten is crucial for present and future generations because forgetfulness will chip away at a culture, nation, and individual’s humanity, slowly eroding the fabric of what makes men, as well as nations: Caring sentries of the soul and spirit” (p.9).

A 2004 Army study found that more than 26% of returning troops have a mental health condition. The journey home from combat, for those “lucky enough to survive the battlefields... may likely be a journey that lasts a lifetime” (p. 17). While our counseling and health professionals have a greater capacity to respond, our student veterans attend our student affairs programming daily.

As student affairs professionals, to what degree are we *truly* prepared to serve those who have served? Seahorn & Seahorn (2010) highlight the words from Jim Gray’s video, *Returning Home*, “Being a soldier was easier than being a veteran. They teach you how to be a soldier. You train to be a soldier, but when you come back home, who trains you to be an honorable veteran?” (p.155). *Tears of a Warrior* reminds us, while we develop global citizens, we must learn to develop honorable citizens who have traveled the globe.

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- U.S. Veterans Affairs National Center for PTSD. (2010). *What is PTSD?* U.S. Veterans Affairs National Center for PTSD: Advancing Science and Promoting Understanding of Traumatic Stress: Washington, D.C. [www.ptsd.va.gov](http://www.ptsd.va.gov).



# Quarterly Financial Report

CHECKING ACCOUNT			BUDGET	ACTUAL		
Reconciled through 7/20/2011						
Operations						
	<i>Expenses</i>					
		President	\$8,465.00	\$2,984.93		
		President-Elect	\$750.00	\$203.80		
		Past President	\$150.00	\$0.00		
		Vice President-Admin	\$275.00	\$141.87		
		Vice President-Mktg&Mbrshp	\$800.00	\$223.64		
		VP Education	\$2,850.00	\$1,850.00		
		Secretary	\$15.00	\$0.00		
		Treasurer	\$6,100.00	\$4,684.49		
		Dir-DataMgmt&Tech	\$5,600.00	\$1,319.40		
		Reserve	\$1,000.00	\$0.00		
					\$11,408.13	
	<i>Income</i>					
		Balance as of 8/31/10		\$23,111.13		
		2010 Membership Dues		\$3,175.00		
		2011 Membership Dues		\$14,415.00		
		Job Postings		\$185.00		
		Miscellaneous Income		\$500.00		
		Earning Allowance		\$28.90		
					\$41,415.03	
						\$30,006.90
Conference						
	<i>Expenses</i>					
		Fall 2010		\$48,687.54		
		Fall 2011		\$92.01		
					\$48,779.55	
	<i>Income</i>					
		Balance as of 8/31/10		\$47,130.18		
		Fall 2010		\$40,227.34		
		Fall 2011		\$2,555.00		
					\$89,912.52	
						\$41,132.97
Foundation						
	<i>Income</i>					
		Balance as of 8/31/10		\$2,600.00		
		2010-11		\$2,425.00		
					\$5,025.00	
						\$5,025.00
Checking Balance						\$76,164.87
BUSINESS INVESTMENT ACCOUNT						
	<i>Income</i>					
		Balance as of 9/1/10		\$32,816.24		
		Interest		\$21.27		
					\$32,837.51	
BIA Balance						\$32,837.51
CERTIFICATES OF DEPOSIT						
		Three Year CD to Mature 8/2011		\$23,450.31		
		Three Year CD to Mature 8/2012		\$22,205.61		
		Three Year CD to Mature 8/2013		\$11,956.56		
					\$57,612.48	
CD Balance						\$57,612.48
BALANCE						\$166,614.86

*Shonrock, con't from page 1*

College & University Student Personnel Administrators (TACUSPA), and member of the Texas Statewide Transfer Strategies Committee.

Nationally, Shonrock has served as the Co-Chair for the Council on Student Affairs (CSA) and a Board of Directors member for the Association of Public & Land Grant Universities (APLU), board member for the GALLUP Clifton Strengths Institute, and former Pre-Conference Workshops Chair and faculty member for the New Professionals Institute and Mid-Managers Institute of the National Association of Student Personnel Administrators (NASPA) along with serving as the former Vice President for Order of Omega and Arch Chapter Director of Academic Affairs for Delta Tau Delta Fraternity.

Locally, Shonrock continues to serve on the Boards for the Lubbock Area United Way and Lubbock Chamber of Commerce where he has also served as Board Chairperson and Campaign Chair for United Way and served as Board Vice Chairperson and Leadership Lubbock with the Chamber of Commerce.

Shonrock completed his bachelors and masters degree in College Student Personnel from Western Illinois University, educational specialist degree in Community College Administration from Pittsburg State University (Kansas), and doctoral of philosophy degree from the University of Kansas and a graduate of the NASPA Steven's Institute and Harvard Institute for Educational Management.

Shonrock has received the Alumni Achievement Award from the College of Education and Human Services at Western Illinois University, the Alumni Achievement Award from the Lubbock Chamber of Commerce, Distinguished Service Award from the Texas Tech Parent's Association, Friends of Education Award from the Texas Tech College of Education, Will Rogers and Double T Awards from the Texas Tech Student Government Association, and President's Quality Service Award and Superior Achievement Awards from Texas Tech University.

Shonrock, and his wife Karen, has lived in Lubbock, Texas for the past 20 years and have eighteen (18) nieces and nephews – many having already graduated from Texas Tech University, Texas A&M University, and the University of Texas at Austin.

Shonrock stated, "I am truly humbled to be selected for the TACUSPA Distinguished Service Award which has special meaning since two former recipients – the award's namesake, Jim Caswell, who conducted my wedding ceremony and Kent Gardner, who served as my best man. Both have been longtime mentors and I was honored to be included among colleagues such as the Jims, Joe, Don, the Johns, Libby, Bob, Wayne, Jack, Kent, Wanda, Eliot, Don, Rusty, and Gage."

Please join us at the Fall Conference to celebrate Dr. Shonrock and all of his contributions to the student affairs profession.



# 2010-2011 Board of Directors

## Board Meeting Schedule

Sept. 12th

Oct. 15th, Austin

Meetings are held via teleconference unless otherwise noted.

**Please feel free to contact us with any comments, issues or concerns!**

President: Dr. Trisha VanDuser  
[Trisha.Vanduser@unthsc.edu](mailto:Trisha.Vanduser@unthsc.edu)

President-Elect: Dr. Deidra Graves Stephens  
[Deidra.Stephens@mcombs.utexas.edu](mailto:Deidra.Stephens@mcombs.utexas.edu)

Past President: Dr. Amanda Drum  
[Amanda.Drum@tamucc.edu](mailto:Amanda.Drum@tamucc.edu)

VP for Administration: Dr. Alicia Huppe  
[ahuppe@collin.edu](mailto:ahuppe@collin.edu)

VP for Membership and Marketing: Mr. John D. Kaulfus  
[John.Kaulfus@utsa.edu](mailto:John.Kaulfus@utsa.edu)

VP for Education and Professional Development: Dr. Jennifer Edwards  
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## About TACUSPA Times

The TACUSPA Times is published four times per year: November, February, May and August. It is designed to keep the members of TACUSPA informed of current events, opportunities and resources available to student affairs professionals in Texas. Content primarily comes from the executive board members and their respective committees and/or responsibilities. If you would like to suggest an idea, please contact one of the Editors.

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