

The Vermont Connection

Volume 34 *There is Hope: Breaking Cycles to Transform Higher Education*

Article 1

January 2013

Editor's Note

Julienne R. Oberts

Follow this and additional works at: <https://scholarworks.uvm.edu/tvc>



Part of the [Higher Education Administration Commons](#)

Recommended Citation

Oberts, Julienne R. (2013) "Editor's Note," *The Vermont Connection*: Vol. 34 , Article 1.
Available at: <https://scholarworks.uvm.edu/tvc/vol34/iss1/1>

This Editor's Note is brought to you for free and open access by the College of Education and Social Services at ScholarWorks @ UVM. It has been accepted for inclusion in The Vermont Connection by an authorized editor of ScholarWorks @ UVM. For more information, please contact donna.omalley@uvm.edu.



EDITOR'S NOTE

It has been quite a journey preparing for the 34th volume of *The Vermont Connection (TVC)*. For many of us, this journal represents countless brainstorming sessions, telephone calls with alums, editing in pairs, and final “tap” reads. As we work together in these final hours of production week, with an APA manual in one hand and a *My Little Cupcake* in the other, we engage in a long-standing tradition of contributing to the scholarship of our field. For some of us, this will be our first published article, for others, it will be one of many throughout their professional careers. But for the greater TVC community, this journal provides a forum to come together and engage in an ongoing dialogue about better ways to support our students and our communities.

We have been developing our understanding of what it means to be practitioners and administrators throughout our time in the Higher Education and Student Affairs Administration (HESA) graduate program. The initial idea for this year's theme began in our Cultural Pluralism class, as our weekly sharing of community standards reminded us with great consistency, “there is hope.” For all the “rules” we make around authentic dialogue, we often lose sight of the privilege of sharing that very space. We have been sharpening our skills, preparing to enter the field as change agents and service leaders, and each of us brings personal stories that contribute to a complex understanding that influences the way in which we navigate both this field and the world in which we live. As we notice behavior and discover patterns of power and privilege in our lives, part of our responsibility is to change how we react and develop how we will respond. A very special person once taught me that it takes a “RARE” person to Respond with Awareness to the Realities of the Environment. The reality is that there is a lot of work to do... but there is hope.

We are so fortunate – so privileged – to share in this opportunity of advanced scholarship, and the following articles allow us to express our thoughts about the current cycles of higher education. However, the most important qualities of this dialogue do not begin and end with the author. The lessons learned and interpreted by the reader have the capacity to foster hope and evoke change. We have the ability to let our mind sort through and link our personal experiences to each new piece of knowledge – further deepening and strengthening the messages.

It is in these observations, a contrasting and sometimes blending of personal and scholastic stories, that we better understand how we “show up” in the world. Similar to when we say, “the names stay here, but the lessons leave,” the words on these pages are incapable of making important progress on their own, but you, the reader, are part of the equation now. These following articles are intended to live beyond their existence on the page.

This year’s Final Word, written by previous HESA professor, Dorian McCoy, really connected with my personal thoughts about the theme, “*There is Hope: Breaking Cycles to Transform Higher Education.*” As an art major, I spend a lot of time thinking about the meaning behind images and the use of color; it is no coincidence that this year’s theme and cover color are selected to call to question our current understandings, challenge what we notice, and hopefully encourage greater dialogue. We selected the color this year to break the cycles of language – language that has used the color black as a symbol to represent evil, mystery, sadness, and anger. Just as the language in our articles challenge the cycles of education, our hope is that we encourage others to track their thoughts as they engage with this journal and these articles.

The “shoulders upon which we stand” are great, and it has been our honor to be a part of this historical publication. It could not be possible without the time, persistence and hearts of so many. The 2013 and 2014 cohorts came together in an incredible display of commitment to the process – reading abstracts, several rounds of drafts, and final production week edits. We observed an eager first-year cohort connect with the mentorship of second-years in an enthusiastic journey bringing this collection to fruition. We have a journal today because of their tireless commitment. Thank you! We also owe a debt of gratitude to our advisors, Kimberlee Monteaux, and Nick Negrete (’06), who acted as our sounding board, giving us “clear” expectations, delicious meals, reality-checks, and a sense of humor along the way. Many thanks to our faculty advisor, Deb Hunter, for her continued support, and the rest of the HESA faculty for providing resources and guidance as we developed our academic voices. Finally, we thank our alumni/ae and friends of HESA for their ongoing commitment to the future of *The Vermont Connection* via their generous donations, and engagement with us throughout the year. Whether sharing stories during Phone-a-Thon, forwarding job postings on our Listserv, Facebook page, and now even LinkedIn, they have remained a critical piece of the legacy of TVC. We thank you.

I am so honored to introduce the following collection of meaningful and important scholarship in this 34th volume of *The Vermont Connection*.

Julienne R. Oberts