

Fall 2011



NASPA

Excellence in Practice

A Knowledge Communities Publication

contents

NASPA Knowledge Communities:

Excellence in Practice

- 3 | Welcome from the National Director of Knowledge Communities
- 4 | Administrators in Graduate and Professional Student Services Knowledge Community
- 7 | African American Concerns Knowledge Community
- 11 | Alcohol and Other Drug Knowledge Community
- 13 | Asian Pacific Islanders Concerns Knowledge Community
- 16 | Assessment, Evaluation, and Research Knowledge Community
- 20 | Campus Safety Knowledge Community
- 23 | Disability Knowledge Community
- 26 | Fraternity and Sorority Knowledge Community
- 28 | Gay, Lesbian, Bisexual and Transgender Issues Knowledge Community
- 31 | Health in Higher Education Knowledge Community
- 34 | Indigenous Peoples Knowledge Community
- 37 | International Education Knowledge Community
- 41 | Latino/a Knowledge Community
- 43 | Men and Masculinities Knowledge Community
- 46 | MultiRacial Knowledge Community
- 49 | New Professionals and Graduate Students Knowledge Community
- 51 | Parent and Family Relations Knowledge Community
- 54 | Spirituality and Religion in Higher Education Knowledge Community
- 56 | Student Affairs Development and External Relations Knowledge Community
- 58 | Student Affairs Partnering with Academic Affairs Knowledge Community
- 61 | Student Leadership Programs Knowledge Community
- 64 | Sustainability Knowledge Community
- 67 | Technology Knowledge Community
- 70 | Veterans Knowledge Community
- 72 | Women in Student Affairs Knowledge Community

Welcome from the National Director for Knowledge Communities

Dear NASPA Colleagues,

I am thrilled to present the NASPA Knowledge Communities (KCs) Fall online publication series for our association's members. Excellence in Practice, is a compilation of articles written by authors involved with our 25 KCs and in the spirit of what KC's do best - create and share knowledge to enhance professional development. Inside these pages, you will find articles that address topics such as building community for the advancement of Indigenous student affairs, campus threat assessment teams, gender and leadership, to dissertation boot camps, and much more.

The KC's are proud to offer two publications each year – a Fall online publication that highlights best practices and critical topics and a Spring conference publication with topics that partner with the annual conference theme. Through these documents, the KC's work successfully together to align with NASPA's current Strategic Plan, Advancing Leadership Shaping Change. By building our capacity to create knowledge, it is our hope that our publications will support your day to day work with students, staff, faculty, and your campus community.

I am so appreciative of all the people that have been involved in this professional development product. Many thanks is offered to University Parent Media for their design, the NASPA staff for editing, the National KC Chairs for their time and leadership, and to the authors for taking time to write on specific subjects and deliver knowledge to our profession.

Please share this online publication widely with your members. If you have not yet joined a KC, please take a moment to visit the KC page on the NASPA website and contact the leaders or simply join as many as you wish.

Sincerely,

Evette Castillo Clark, Ed.D.

*National Director for Knowledge Communities 2011-2013
NASPA Board of Directors
Assistant Dean of Students, Tulane University ■*



ADMINISTRATORS IN GRADUATE AND PROFESSIONAL STUDENT SERVICES KNOWLEDGE COMMUNITY

The Few, the Proud, the Finished: Dissertation Boot Camp as a Model for Doctoral Student Support

Anita Mastroieni

Director, Graduate Student Center,
University of Pennsylvania

DeAnna Cheung

Associate Director, Graduate Student
Center, University of Pennsylvania

Acknowledgments

Thanks to Pam Felder, of the
Graduate School of Education at the
University of Pennsylvania, for her
encouragement and help on this article.

In 2005, our staff at the University of Pennsylvania's Graduate Student Center was appalled by an article in the Chronicle of Higher Education focused on desperate doctoral students spending thousands of dollars for private dissertation coaches. We felt that such services should be supplied by universities, which prompted us to explore whether the Grad Center could provide this kind of specialized assistance for students without the exorbitant price tag.

Our resulting "Dissertation Boot Camp" was designed based on student feedback. We asked students what roadblocks they faced and why were they so desperate. Most cited lack of motivation and self-discipline, and discomfort with the solitary nature of writing, as their biggest issues. With this in mind, we turned to partners at Penn's Graduate School of Education and Weingarten Learning Resources Center (LRC) to develop a framework for a program that motivates students using intense, structured writing time.



Relatively simple and inexpensive, the two-week Dissertation Boot Camp combines components of structure, accountability, advising, comfort, and community. Over the years, several universities have contacted us wanting to replicate the boot camp. We recently circled back to these institutions and found many different variations that are working successfully. In this article, we describe our boot camp in detail and highlight variations from our peer institutions in order to demonstrate how varied yet successful shared writing programs can be.

As the Dissertation Boot Camp terminology suggests, we use structure and accountability as a motivational tool. Students register in advance and pay a supply fee, which has ranged from \$10 to \$25 over the years and covers mainly food and printing. We used to charge a \$50 deposit that was returned upon completion of Boot Camp, but we now find the threat of charging the

student's bursar account just as effective. Participants collectively develop the rules for each boot camp around issues such as using cell phones, taking breaks, checking personal e-mail, and other possible distractions. Our last and most effective accountability measure is our "drill sergeant," a student worker who monitors attendance, restocks food, and ensures adherence to the rules.

The time is highly structured. We mandate that students arrive at 9 a.m. and write until 1 p.m. each weekday. Many participants elect to work during the unmonitored optional writing time from 1 p.m. to 5 p.m. We allow absences for extenuating circumstances, but ask that students make up the time during the afternoon sessions.

Advising is delivered by LRC staff who lead a workshop on the first day, addressing best practices, time management skills, and methods to stay on track during and after the camp. A

mandatory individual advising session with an LRC learning advisor gives students the opportunity to discuss goals, share drafts, and map out timelines. We encourage students to continue advising sessions after the boot camp concludes.

We allow 20 to 25 students to participate in each Dissertation Boot Camp, dictated by what our space can hold. During the two weeks, we dedicate the third floor of the Grad Center to the boot camp. This allows students to bring their laptops and materials on the first day and leave everything. Students appreciate this comfort, as they usually arrive with rolling suitcases full of data and books. We provide breakfast items, coffee, tea, soft drinks, and healthy snacks. The cost of food ranges from \$500 to \$600 per camp. This year, we also implemented an optional meditation workshop to provide stress relief.

Simply bringing students together to write provides community and dispels the solitary nature of dissertation work. We allow students at all stages of writing, including dissertation proposal and master's thesis students, to participate, and peer mentoring often occurs between these disparate students.

In our interviews with institutions conducting Dissertation Boot Camps, we found that these camps come in many different shapes and sizes. Some are run by a graduate center, writing center, or learning center; others by the graduate school or graduate departments; others by graduate students; and still others by a combination of campus partners.

Most boot camps have an "accountability" component: staff presence ensures that students stay committed. Some versions, like the one at Columbia, link the accountability and advising ►

components, requiring participants to meet twice daily as a group with the associate dean for PhD programs, each stating their daily goals and reporting back at day's end. A few boot camps are "self-directed," allowing students to work without any oversight or interventions. Campuses with limited resources find the self-directed model to be more within their means, and students still benefit from being in a community of writers. Many boot camps also have an advising component, one-on-one sessions, workshops, or presentations. Often these workshops have comfort components as well. For example, Lehigh offers massages and has an athletic coach give a motivational talk, and Yale has daily lunchtime workshops and stretch breaks. However, food is by far the biggest comfort component in boot camps.

Although most Dissertation Boot Camps employ a one- or two-week model, we learned that several institutions are using a weekend model, allowing students with other commitments to write over a series of weekends. Other well-resourced institutions use a retreat model, immersing students in an intense, off-site writing experience, providing housing and meals. Some utilize a course model, where students meet once a week over several weeks with a facilitator to discuss progress.

Regardless of the model employed, all institutions report that their students flock to Dissertation Boot Camp, and most important, make progress on their dissertations as a result. We surveyed Penn Boot Camp alumni in 2008: 70% of respondents reported that the boot camp was effective in helping them complete their goals, and the majority defended their dissertations within three semesters of boot camp. Our clever colleagues at Stanford asked their participants to estimate by how many semesters the boot camp sped up their progress, and were able to demonstrate how much Dissertation Boot Camp saves the university in stipend and fees.

Dissertation writing does not have to be a solitary struggle for our brightest students. Our experiences in conducting Dissertation Boot Camp and in consulting with other institutions indicate that all doctoral-serving institutions can implement a version of Dissertation Boot Camp that fits within their resources and helps students complete this final critical phase of their doctoral study. ■

1 We surveyed Columbia University, Cornell University, Harvard University, Lehigh University, Massachusetts Institute of Technology, New Mexico Institute of Mining and Technology, Princeton University, Stanford University, University of California at Los Angeles, University of Chicago, University of Delaware, University of Kentucky, University of Missouri, University of North Carolina – Charlotte, University of Utah, and Yale University between December 2010 and July 2011. 2 African Americans, Native Americans, and Whites represent 8%, 12%, and 16% of graduate students, respectively, in engineering, physical science, and biological science programs.

AFRICAN AMERICAN CONCERNS KNOWLEDGE COMMUNITY

*The Company We Keep:
Peer Influence in the Undergraduate
Experiences of African American Males*

Kimberly Holmes
*PhD Student, University of
Maryland College Park
Department of Education
Leadership, Higher Education,
& International Education*

Khadish O. Franklin
CommuncationWorks, LLC

Context
Although enrollment rates for young African Americans rose from 22% to 32% in the past decade, only 30% of all African American males who enter college earn a bachelor's degree within 5 years (Ryu, 2008). African American males have the lowest college completion rate among both sexes and all racial/ethnic groups in higher education (Harper, 2006; National Center for Education Statistics, 2006). This disproportionately low number of Black men earning college degrees has significant implications in terms of employment (Ryu, 2008), earnings (Carter, 2001), and other societal benefits associated with higher education (Baum & Ma, 2007). Recently, researchers have more clearly identified the alarming trend that exists for Black male undergraduates and sought to elucidate the determinants of their success.

In the predominantly White college environment, African American men face challenges in social and academic settings, including hypervisibility, negative stereotypes, and isolation (D'Augelli & Hershberger, 1993; Majors & Billson, 1992; Solorzano, Ceja, & Yosso, 2000). Steele (1997, 2000) posits that

some Black men internalize negative stereotypes, which in turn become self-fulfilling, self-defeating, and self-threatening (Cuyjet, 2006). Conversely, Bonner and Bailey (2006) propose peer group influence, family influence and support, faculty relationships, identity development, and self-perception as critical factors to promote a climate of success for African American males. Peer groups of African American men can provide support and encouragement that will foster their retention and persistence in higher education.

Objectives of the Study
This study investigates the influence of peers on the academic aspirations, goals, and retention of African American men at predominantly White institutions (PWIs). It examines the peer relationships of participants and the ways in which African American males' peer groups can mitigate the challenges they face in the PWI environment, thereby improving their likelihood of being retained. Furthermore, it provides insight into African American males' personal definitions of success that shape their self-perceptions, which are



also critical to their persistence (Tracey & Sedlacek, 1985, 1987).

Theoretical/Conceptual Frameworks

This study is informed by a broad range of theories and bodies of research to build a framework to explicate the experiences of African American men at PWIs. Several culturally relevant college retention models provided insight into key factors in African American men's persistence in higher education (Padilla, Trevino, Trevino, & Gonzalez, 1997; Swail et al., 2003; Tracey & Sedlacek, 1987; Weidman, 1985). These models suggest that minority students' persistence is determined by a combination of academic skills, noncognitive elements such as self-perception, and support from significant others such as peers and family. The Geometric Model of Student Achievement and Persistence developed by Swail et al. (2003) proved to be particularly relevant to our study, as it accounts for peer influences as one of several social factors that affect the retention and academic achievement of minority students. Based on this framework and the aforementioned studies, peer influence emerged as particularly relevant in the experiences of African American males in higher education.

Peer Influences

Peer interactions play a major role in the persistence of African American males in college, as they enable these students to “meet the need for belonging, feedback, and new learning experiences” (White & Cones, 1999, p. 214). A growing body of literature highlights the impact of positive peer interactions among African American men in college (Fries-Britt, 1997, 1998; Harper, 2008; Hood, 1992; Strayhorn, 2008). Fries-Britt (1998, 2002) found that the presence of high-achieving African American peers is particularly beneficial for African American males, as it lessens feelings of “Black Achiever

Isolation.” Supportive peer relationships create a culture and community wherein African American males can feel validated in their experiences at PWIs and find encouragement to excel academically (Fries-Britt, 1997, 1998).

Methodology and Data Analysis

We utilized a qualitative case study approach, interviewing self-identified African American male undergraduates at a PWI. Interviews lasted from 60 to 90 minutes, and were recorded and transcribed verbatim. We coded for themes highlighting the roles of family influences, peer influences, extracurricular activities, and other factors related to students' academic performance. For this article, we focused on participants' interactions with peers, their academic success, and their perceptions of academic achievement.

Discussion

Our findings suggest that African American men seek opportunities to engage with peers in meaningful ways and that these interactions influence their perceptions of the academic environment at PWIs as well as their persistence toward degree completion. Participants' responses also suggest that participation in campus organizations with academic standards, as well as those that provide exposure to other high-achieving African American men, is a determinant of academic success. Based on their membership in the aforementioned groups, the men in this study felt a sense of collective responsibility to strive for high grades and a deeper understanding of the material in their respective courses. These groups also provided mentors, knowledge about navigating the college environment, and strong examples of leadership in other male students from similar backgrounds. Similar benefits of membership in historically Black fraternities and athletic teams with

academic support mechanisms have been documented in other studies (Harper & Harris, 2006; Messer, 2006). Findings from this study also illustrate the importance of developing peer relationships during the first year of college. Participants developed relationships that would have a positive influence on their academic achievement early in their college experience, but sustained relationships with friends from their hometowns. Both peer groups played unique but equally important roles in participants' persistence in college. Although the study indicates that peers have a significant influence on the academic achievement and persistence of participants, significant others and self-efficacy also play a role in their collegiate experience. This study highlights factors, including the influence of peers, unique to Black male undergraduates' experiences and needs that should be addressed to ensure their retention.

Among the research that focuses on the retention and success of African American males, little renders the lived experiences of retained men. In contrast, this study provides insight into the experiences of Black male undergraduates who became involved in campus life and remained enrolled in college beyond the first year. Findings from this study remind readers that Black male undergraduates, though precariously situated, are not the endangered species that they have been portrayed. They present to PWIs as complex, talented, and capable, much like their peers. However, factors unique to their experiences and needs must be addressed to ensure their retention. Specifically, the development of environments that allow for supportive peer groups for African American males is key to their retention and academic success. ■

References

Baum, S., & Ma, J. (2007). *Benefits of higher education for individuals and society*. New York, NY: The College Board.

Bonner, F. A. & Bailey, K. W. (2006). Enhancing the academic climate for African American college men. In Cuyjet, M. *African American Men in College*. San Francisco: Jossey-Bass. Chapter 2, 24-46.

Carter, D. F. (2001). *A dream deferred? Examining the degree aspirations of African American and white college students*. New York: Routledge.

Cuyjet, M. J. (1997). African American men on college campuses: Their needs and their perceptions. *New Directions for Student Services*, 80, 5-16.

Cuyjet, M. J. (2006). *African American men in college*. San Francisco, CA: Jossey-Bass.

D'Augelli, A. R., & Hershberger, S. L. (1993). African American undergraduates on a predominantly white campus: Academic factors, social networks, and campus climate. *The Journal of Negro Education*, 62(1), 67-81.

Fries-Britt, S. (1997). Identifying and supporting gifted African American men. *New Directions for Student Services*, 80, 65-78.

References continued on next page ►

References continued from previous page

- Fries-Britt, S. (1998). Moving beyond Black achiever isolation: Experiences of gifted Black collegians. *Journal of Higher Education*, 69, 556–576.
- Fries-Britt, S. L. (2002). High-achieving Black collegians. *About Campus*, 7(3), 2–8.
- Harper, S. R. (2008). Realizing the intended outcomes of *Brown*: High-achieving African American male undergraduates and social capital. *American Behavioral Scientist*, 51(7), 1030–1053.
- Harper, S. R. (2006). Peer support for African American male college achievement: Beyond internalized racism and the burden of “acting white.” *The Journal of Men’s Studies*, 14(3), 337–258.
- Harper, S. R., & Harris, F. H. (2006). The role of black fraternities in the African American male undergraduate experience. In M. J. Cuyjet (Ed.), *African American men in college* (pp. 128–153). San Francisco, CA: Jossey-Bass.
- Hood, D. W. (1992). Academic and noncognitive factors affecting the retention of black men at a predominantly white university. *The Journal of Negro Education*, 61(1), 12–23.
- Majors, R., & Billson, J. M. (1992). *Cool pose: The dilemmas of African American manhood in America*. New York, NY: Lexington Books.
- Messer, K. L. (2006). African American male college athletes. In M. J. Cuyjet (Ed.), *African American men in college* (pp. 154–173). San Francisco, CA: Jossey-Bass.
- National Center for Education Statistics. (2006). Digest of education statistics. Retrieved July 5, 2008, from <http://nces.ed.gov/programs/digest>
- Padilla, R., Trevino, J., Trevino, J., & Gonzalez, K. (1997). Developing local models of minority student success in college. *Journal of College Student Development*, 38(2), 125–135.
- Ryu, M. (2008). *Minorities in higher education 2008: Twenty-third status report*. Washington, DC: American Council on Education.
- Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. *The Journal of Negro Education*, 69(1/2), 60–73.
- Strayhorn, T. L. (2008). The role of supportive relationships in facilitating African American males’ success in college. *NASPA Journal*, 45, 26–48.
- Steele, C. M. (2000). Stereotype threat and Black college students. *AAHE Bulletin*, 52(6), 3–6.
- Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52(6), 613–629.
- Swail, W. S., Redd, K. E., & Perna, L. W. (2003). Retaining minority students in higher education: A framework for success. ASHE-ERIC Higher Education Report No. 2. Washington, DC: The George Washington University, School of Education and Human Development.
- Tracey, T. J., & Sedlacek, W. E. (1985). The relationship of noncognitive variables to academic success: A longitudinal comparison by race. *Journal of College Student Personnel*, 26, 405–410.
- Tracey, T. J., & Sedlacek, W. E. (1987). Prediction of college graduation using noncognitive variables by race. *Measurement and Evaluation in Guidance*, 19, 177–184.
- Weidman, J. C. (1985). *Retention of nontraditional students in postsecondary education*. Paper presented at the Annual Meeting of the American Educational Research Association. Retrieved from http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/2e/e4/a8.pdf
- White, J. L., & J. H. Cones III. (1999). *Black man emerging: Facing the past and seizing a future in America*. New York: Routledge.

ALCOHOL AND OTHER DRUG KNOWLEDGE COMMUNITY

K-2, Spice, Bath Salts: Future or Fringe?

Michael P. McNeil
Director, Alice! Health Promotion
Columbia University

You do not need to be an alcohol and other drugs (AOD) professional to have heard about K-2, Spice, and Bath Salts, though you may not have heard much about them. Let’s start with the basics.

Spice (a.k.a. “K-2”)

Street names for synthetic cannabinoids. Although these drugs are not new, they have gained some increased attention lately. In terms of effect, these substances are reported to allow users to have experiences very similar to those of using marijuana. Usually, they are delivered in the form of a synthetic cannabinoid added to other herbs, spices, or smokable substances; users who have developed a tolerance for the drugs have also been known to migrate to direct use of the synthetics without mixing. Because these drugs are most often ingested in combinations, there is little accurate information on the exact ingredients of any particular blend, making it more difficult to educate the public about them. In March 2011, the Drug Enforcement Administration (DEA) took emergency action to ban a group of synthetic cannabinoids and have placed them as equivalent to Schedule I drugs.

Bath Salts (a.k.a. “research chemicals,” “plant food”)

Synthetic cathinones belonging to the “designer drug” category. In terms of effects, these substances are most frequently considered similar to Ecstasy, but they have also been described as producing results comparable to cocaine, amphetamines, and methcathinone.

Usually labeled as “not for human consumption,” these substances are fairly easy to obtain. The DEA has tried to raise awareness of Bath Salts by referring to their “sudden appearance,” while also acknowledging that they have been discussed in some areas for the past several years. Political leaders, including senators from Minnesota, Connecticut, and Pennsylvania, have proposed legislation to outlaw these substances.

What does this really mean?

The increased attention to Bath Salts and Spice may be attributable to the lack of research on these substances (outside of the prescriptive synthetics) and newly documented concerns regarding toxicity and emergency room visits. But the bigger question is, are we addressing an emerging substance abuse issue or simply chasing a trend? What is the right balance between ignoring the issue altogether and engaging in overly alarmist “hot topic” reactions?

In higher education, we have an unfortunate habit of seizing on media-driven issues around substances and acting as if these are the biggest concerns facing our campuses. In my more than 20 years on college campuses (including my time as a student), only two substances have been documented as being used by a true majority of students: alcohol and caffeine. We tend not to address caffeine use in our work. Other recent examples of trends that the higher education community chased include caffeinated alcoholic beverages, “eyeballing,” vodka tampons, and hookah use. If you are unfamiliar, eyeballing and vodka tampons are two rare methods used to introduce alcohol to the body via application to the eye (usually vodka) and tampons ►

soaked in vodka and then inserted vaginally or anally. While rare, there have been some media reports of these two behaviors.

Are these substances really deserving of high levels of attention? I suggest a firm no. A more reasonable approach is to have campus professionals be aware of these fringe “hot topics,” be ready to provide a logical reason why campuses should not have a knee-jerk reaction to what are likely short-lived issues, and be prepared to apply critical thinking and planning (backed by evidence and theory) to comprehensive AOD-related efforts on campus. We are the experts on what is happening, and we can lead a campus response without taking actions that suggest that these are crisis issues for our institutions. A balanced and measured approach, based firmly on the data and a sense of perspective, can go far.

Focus on the future

Based on the available data, these substances may be harmful to the individual, but they are unlikely to truly impact the practice of higher education. The use of drugs like Spice and Bath Salts tends to occur on the fringes of campus life. As a profession, we need to use extreme caution to not overemphasize the issue and inadvertently introduce

our students to these drugs. Although well meaning, widespread “education” and “awareness” efforts raise the profile of these fringe behaviors, creating (or at least supporting) a false norm regarding their prevalence and use. We need to put our energy behind the majority—a majority that does not use these substances and never will.

I believe that history does not predict the future. We have reached a point in addressing alcohol and other drug issues on campus at which we can take a critical look at our past efforts, learn from successes and failures, and let go of ineffective reactions. We need to move away from the idea that doing “something” is better than doing nothing. We need to abandon this trend of reactive thinking and focus on the real question: Why are our students using drugs? And let us not forget the mission of our institutions. How are we focusing our AOD-related work on supporting measurable learning that is mission-driven and both evidence- and theory-informed? Let’s not worry so much about what the media raise as concerns; let’s do what we know is right and supportive of our students. As Thaddues Golas, author of *The Lazy Man’s Guide to Enlightenment*, said, “What happens is not as important as how you respond to what happens.” ■

Suggested Reading

Drug Enforcement Administration. (2011). Request for information on synthetic cathinones. *Microgram Bulletin*, 44, 31–32.

Golas, T. (1972). *The Lazyman’s Guide to Enlightenment*. Palo Alto, CA, Seed Center.

LaDow, T., & Seltzer, J. (2011). “Spice” it up—a new way to get high. What pharmacists need to know. *Drug Information Alert*. Retrieved from <http://nmshp.org/wp-content/uploads/Drug-News-021411-Spice.pdf>

McNeil, M. P. (2011, April). *New directions in substance abuse prevention*. Presented at Meeting of the Minds, Kansas City, MO.

Wells, D. L., & Ott, C. A. (2011). The “new” marijuana. *The Annals of Pharmacotherapy*, 45, 414–417.

Winstock, A. R., Mitcheson, L. R., Deluca, P., Davey, Z., Corazzo, O., & Schifano, F. (2010). Mephedrone, new kid for the chop? *Addiction*, 106, 154–161.

ASIAN PACIFIC ISLANDERS CONCERNS KNOWLEDGE COMMUNITY

Critical Issues in AAPI College Student Research and Practice

Daniel K. Choi
*Director of Student Activities
and Operations
Polytechnic Institute of
New York University*

Asian American and Pacific Islander (AAPI) students make up the largest proportion of minority students on many campuses, but they are often overlooked in support services, resources, and academic research in relation to their minority counterparts (Inkelas, 1998). As reported by various scholars across disciplines, AAPIs are invisible in literature, policy discussions, and campus programs (National Commission on Asian American and Pacific Islander Research in Education, 2008). As race continues to be a critical area of discussion and reality for our society, what do we know about AAPI college students and their experience in postsecondary institutions? This question has yet to be fully explored in higher education inquiry. Moreover, for practitioners, actionable ways to engage and support AAPI students have been ignored. This brief article will review the realities and challenges that the higher education community must confront when addressing AAPI student issues. Additionally, it will discuss recommendations for how we can overcome barriers to understanding the AAPI student community.



The growth of the AAPI population.

The 2010 Census data demonstrate significant changes in the U.S. population and race. For example, the total U.S. population more than doubled between 1950 and 2010, from 151 million to 309 million. The AAPI population has been doubling in size nearly every decade since 1960, and AAPI college enrollment grew fivefold between 1979 and 2009, from 235,000 to 1.3 million. Although college enrollment is projected to increase for all racial groups, AAPIs will experience a particularly high proportional increase of 30% between 2009 and 2019 (NCES,

2011). Given these trends, it is clear that the needs of AAPI students will require further awareness and consideration.

The invisibility of AAPI student literature.

Although the numbers of AAPI students have continued to increase, research related to their experiences is limited. Studies focusing on AAPI students fall flat when attempting to provide information specific to this community (To, 2008). The absence of AAPIs in higher education research, policy, and student services can be traced to two major problems. First, there is a lack of agreement on ►

where AAPI students are positioned in relation to other racial groups. A primary reason for this is the fact that studies focusing on race, alongside societal misperceptions, primarily use AAPI students as comparison groups. Harper and Hurtado's (2007) audit of studies on student experience with race post-1992 revealed that none of the 35 articles studied specifically focused on AAPI students. The examination of the research revealed that AAPI students were used as comparison groups rather than illuminating the group's specific needs and challenges. When information is used to measure against other groups, the value of understanding AAPI student experiences diminishes and becomes invisible. Further, Poon (2008) concluded after examining the representation of AAPIs in seven higher education journals across a 10-year period from 1996 to 2006 that only 13 of 2,660 articles addressed AAPIs. These two examples reveal the ways AAPI students are unseen in the dialogue of education.

The second issue is the binary conceptualization of race. Research on AAPIs lacks a substantive interrogation because of how race has been shaped to be studied along a Black-White continuum of experience. Many studies subscribe to normative ways of thinking about race, with race conceptualized as a Black-White issue. This binary model holds that one group, Blacks, constitutes the prototypical minority group (Delgado & Stefancic, 2001). Many scholars of race reproduce this paradigm as though only the Black and White races matter for purposes of discussing race and social policy (Perea, 2000). The experiences of other groups, such as AAPIs, Native Americans, and Latino/as, become undifferentiated. This paradigm poses an issue because it ignores the complexities of the racial experience in education for all groups.

The way researchers in higher education have framed the dynamic of race and college students does not allow policymakers, administrators, and academics to jettison the binary conceptualization of race. To further our understanding of the college student experience, higher education administrators and scholars must problematize the theoretical underpinnings of race-related studies and the way we initiate student services in collegiate environments. For AAPI students, the first step is to acknowledge and integrate the unique characteristics of this racial group.

Implications for AAPI college student research and practice. Higher education literature and practice can overcome these obstacles by making cases for why AAPI students may not fit traditional theoretical models of college student development (Kodama, McEwen, Liang, & Lee, 2002). Understanding the developmental processes is only one step in gaining insight into the experience of AAPI students. From research to practice, the following are a few recommendations for developing a better understanding of AAPI students and their needs:

- **Disaggregate and cross-tabulate data.** The recommendation for data disaggregation is not new. All stakeholders in education must understand the uniqueness and heterogeneity within the AAPI umbrella. Research should be based on more accurate data that reflect the demography of the AAPI student population. Issues such as immigration, varied socioeconomic backgrounds, and identity-related factors need to be further explored for each ethnic group. This approach will reveal how we can better serve and practice within our own institutions. There needs to be a concerted effort to create data by race, ethnicity, gender, and generational status.

- **Investigate new methods of research.** Research needs to address the lack of information about the experiences, support systems, policy needs, and priorities of the AAPI population. The responsibilities of creating new knowledge should go beyond the scope of researchers. Inquiry should be a collaborative process that involves the AAPI community, practitioners, and faculty, so the research can work toward practical and actionable solutions. More often than not, we embrace research as a source of information disseminated by academics. Research and knowledge about AAPIs, or any racial group for that matter, is better understood when information is developed collaboratively and creatively.

Seeking richer data and integrating key players within higher education are among a myriad of strategies to further understand AAPI students. Concepts such as applying Critical Race Theory (Teranishi, Behringer, Grey, & Parker, 2009) and examining how other disciplines study AAPIs is also another theoretical avenue. As the population and demography of AAPIs continue to develop in the United States, understanding how these changes can shape student affairs work and the services provided is imperative. Further research, new ways of engaging with diverse students, and continual awareness about AAPI issues will benefit all stakeholders in higher education, as they will inform our practice and scholarly pursuits in further understanding the complexities of our students and campuses. ■

References

Delgado, R., & Stefancic, J. (2001). *Critical race theory: An introduction*. New York, NY: New York University Press.

Harper, S., & Hurtado, S. (2007). Nine themes in campus racial climates and implications for institutional transformation. *New Directions for Student Services*, 120, 7–25.

Kodama, C. M., McEwen, M. K., Liang, C. T. H., & Lee, S. (2002). An Asian Pacific American perspective on psychosocial student development theory. In M. K. McEwen, C. M. Kodama, A. N. Alvarez, S. Lee, & C. T. H. Liang (Eds.), *Working with Asian American college students* (New Directions for Student Services Series No. 97, pp. 45–59). San Francisco, CA: Jossey-Bass.

National Commission on Asian American and Pacific Islander Research in Education. (2008). *Asian Americans and Pacific Islanders: Facts, not fiction—setting the record straight*. New York, NY: The College Board.

National Center for Educational Statistics (2011). *IPEDS Fall Enrollment Survey*. (IPEDS-EF: 94-99). Washington, DC: Author.

Perea, J. (2000). The Black/White binary paradigm of race. In R. Delgado & J. Stefancic (Eds.), *Critical race theory: The cutting edge* (pp. 344–353). Philadelphia, PA: Temple University Press.

Peterson, M. W., & Spencer, M. G. (1990). Understanding academic culture and climate. *New Directions for Institutional Research*, 17(4), 3–18.

Poon, O. A. (2008). Asian American students in higher education research: A review of seven journals. Paper presented at the 33rd annual conference of the Association for the Study of Higher Education, Jacksonville, FL.

Teranishi, R. T., Behringer, L. B., Grey, E. A., & Parker, T. L. (2009). Critical race theory and research on Asian Americans and Pacific Islanders in higher education. *New Directions for Institutional Research*, 142, 57–68.

To, D. (2008). Methodological issues in model minority research: Where do we go from here? In G. Li & L. Wang (Eds.), *Model minority myth revisited* (pp. 299–314). Charlotte, NC: Information Age Publishing, Inc.

ASSESSMENT, EVALUATION, AND RESEARCH
KNOWLEDGE COMMUNITY

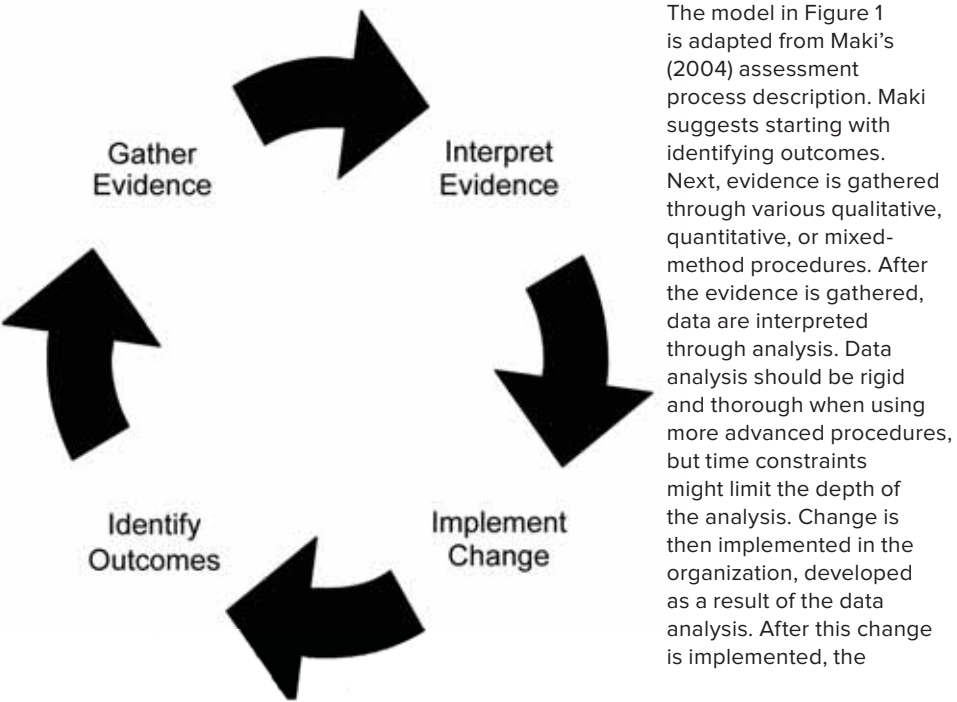
*Practicing the Scholar-Practitioner Role: Connecting
the Dots Between Research and
Assessment in Student Affairs Practice*

Daniel W. Newhart
*Senior Researcher and Associate Director
of the Center for the Study of Student Life
The Ohio State University*

How can the idea of a “scholar-practitioner” be useful in student affairs practice? This question is the main focus of this piece, which makes the important connection between research and assessment. Though in the “real world” research and assessment are not normally interconnected processes, I argue here that when combined, they can form an

incredibly powerful way in which an organization can reflect and improve. Erwin (1991) distinguishes between research and assessment in two ways: (1) “assessment guides good practice, while research guides theory development and test concepts” and (2) “assessment typically has implications for a single institution, while research typically has broader implications for student affairs and higher education” (cited by Schuh and Upcraft, 2001, p. 5). Though research is defined as exploring theories and testing concepts, research could also test the concept of “good practice” that

Figure 1. Assessment Loop



loop suggests that an organization identifies outcomes of the change and starts the process over.

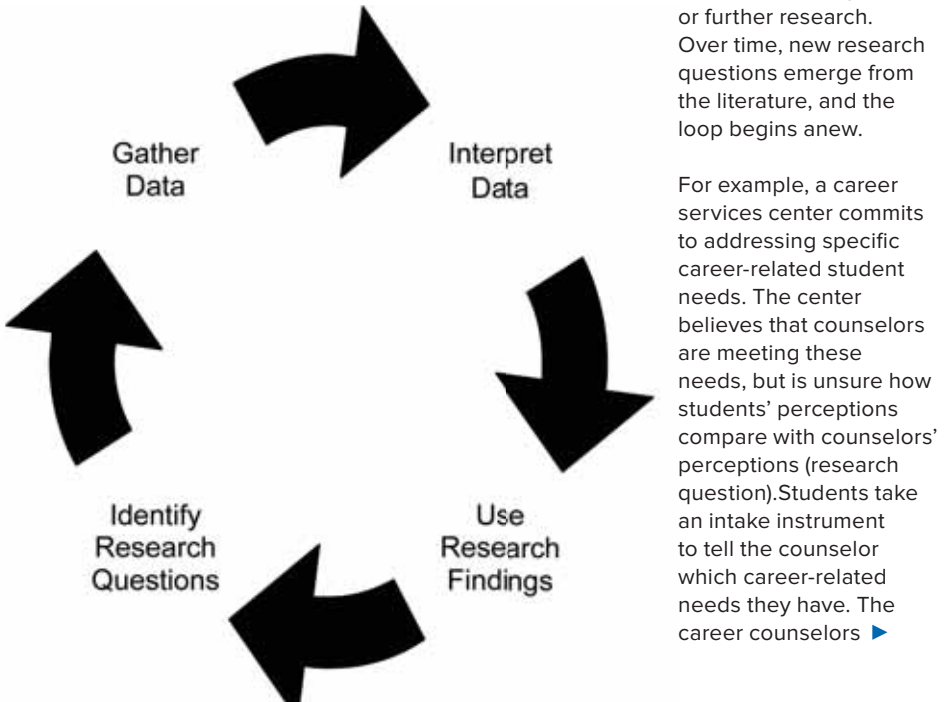
For example, a college is interested in reaching out to parents of students who use the student health center (identify outcomes). The college creates an instrument based on parent feedback received through e-mail, and then pilots a survey (gather evidence). After the finalized version is administered and the data are collected, the health center revises its

website appropriately (interpret evidence) regarding the design and content on the parent section of the website (implement change). The health center then collects data from the website regarding the new layout and solicits feedback through a weekly newsletter to parents. The data are used to determine whether the website meets parents' needs (identify outcomes), and the loop continues as feedback is solicited regarding the functionality of the website for the parent population.

Figure 2. Research Loop

A similar process is represented in Figure 2 and depicts the way research (highly simplified) could work in student affairs. The research question is the central focus of the study. Various methods are used to try to answer the research question. Next, various data analysis methods are employed to help answer this question.

Data analysis should be a function of the research question; there is no reason to use advanced analyses if doing so will not help answer the question. Finally, the research loop “ends” by using the research findings, either in one's own research practice or by using previously completed studies with the current study to forward recommendations for practice

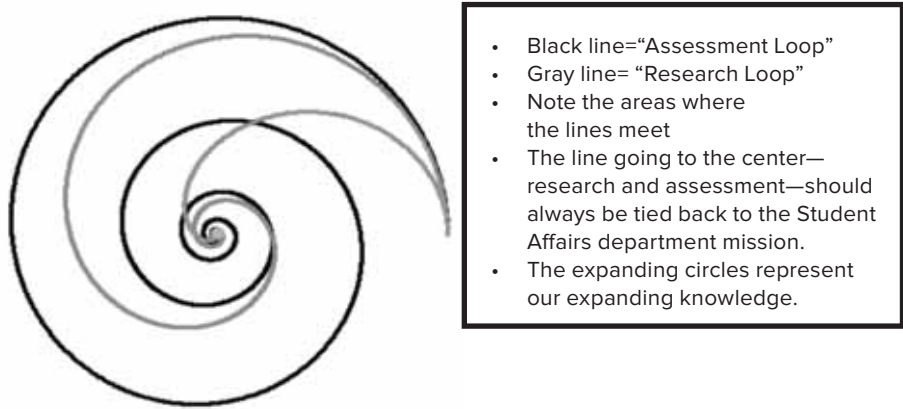


create or use a survey based on career-related needs (linked to constructs in the research literature), and solicit students to take the survey immediately following appointments (gather data). The counselors fill out a checklist of the career-related needs they felt were covered in the appointment, and then this checklist is compared with the career-related needs survey and the intake instrument. Significant differences are highlighted and covered in the next appointment with the student (interpret data/use research findings). Over time, counselors can identify whether specific career-related needs are being addressed

or whether new career-related needs emerge (new research questions).

Historically, research and assessment appear as two different “silos,” or two distinct and sometimes opposing initiatives. Palomba & Banta (1999) argue that research should be a part of comprehensive assessment endeavors. Figure 3 posits a new way of thinking about this relationship. Because both the assessment loop (Maki, 2004) and the research loop seem to follow similar logic, Figure 3 combines these two. The key point, as explained below, is where the loops meet.

Figure 3. The Research and Assessment Spiral



Assessment, over time, should lead to research questions. For instance, if one finds repeatedly that students are not achieving the purported outcomes from a particular student service or program, research should investigate why these students are not achieving said outcome. Once this question is researched and the findings are forwarded to the point of implementing change in practice, the new assessment inquiry (or outcome) focuses on assessing how well the implemented

change is working. The relationship between research and assessment is made clear by applying theory to practice.

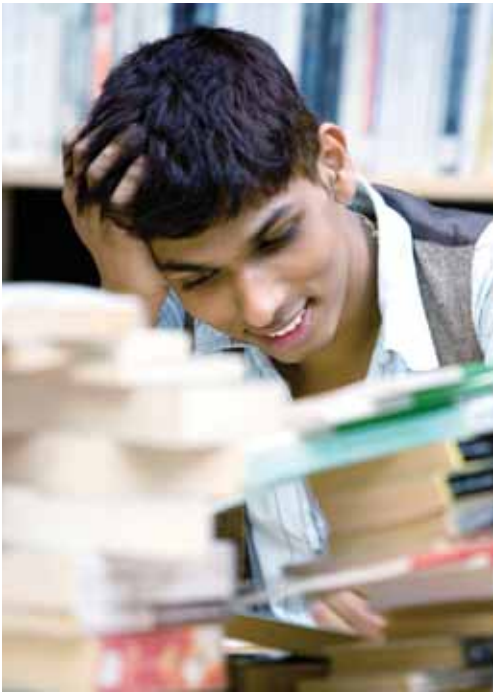
Similarly, a research study could guide the assessment of a student affairs office. In the career center example above, the career-related needs that are measured come from the research literature, and are applied to measure whether students’ needs are being met. Over time, if a particular career need is not being met, a

research question might be raised about how counselors are teaching said career need, which could be a further area of research. This new way of teaching could then be implemented and assessed, and the loops could then connect.

In Figure 3, the line going to the center of the model represents the mission of the student affairs office or student affairs division. The model shows that research and assessment should be tied back to the mission; each assessment topic or outcome and each research question should be informed by the mission of the organization. In the career center example, the research and assessment inquiries about career needs are tied to their mission, defined as providing career-related needs services to students.

In sum, research and assessment are not separate and disparate endeavors, but are related and complementary. Assessment and research, when combined, can inform services by connecting to years of research and informing practice directly. Theory can be translated into practice, but the reverse relationship of practice translated into theory could also be an initiative. Findings in assessment could lead to new research directions, allowing

student affairs services and programs to be more agile with emerging student populations. The idea of “scholar-practitioner” could be used in productive ways to advance student affairs as a field and create new knowledge for both practitioners *and* researchers. ■



References

Erwin, T.D. (1991). *Assessing student learning and development: A guide to principles, goals, and methods of determining college outcomes*. San Francisco, CA: Jossey-Bass.

Maki, P.L. (2004). *Assessing for learning: Building a sustainable commitment across the institution*. Spokane, WA: Stylus.

Palomba, C.A. & Banta, T.W., (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco, CA: Jossey-Bass.

Schuh, J.H., & Upcraft, M.L., et al. (2001). *Assessment practice in student affairs*. San Francisco, CA: Jossey-Bass.

CAMPUS SAFETY KNOWLEDGE COMMUNITY

Campus Threat Assessment Teams

Jen Day Shaw

Assistant Vice President and Dean of Students, University of Florida

Threat assessment or behavioral intervention teams have been commonly used in K–12 education since the Columbine shootings. The U.S. Secret Service and the U.S. Department of Education did extensive national research into school shootings and released *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates* (available at http://www.secretservice.gov/ntac/ssi_guide.pdf). Since that time, the majority of higher education institutions have created processes designed to recognize those who may pose a danger to the campus community and procedures to mitigate that threat.

In a recent NASPA Region III presentation, Michael Mardis of the University of Louisville described a national survey done with collaborators Christian Gamm of Louisville and Dana Sullivan of Western Kentucky University. The survey was sent to 993 institutions and had an 18% response rate. Chief student affairs officers were asked the status of behavioral intervention teams on their campuses. Ninety-six percent of institutions reported having a behavioral intervention or threat assessment team. The vice president of student affairs or dean of students chaired 66.7% of teams. The representatives most typically found on teams are the counseling center director, director of public safety, housing director, and student conduct officer. Internal and external training was provided for teams. Thirty-four percent of teams met twice a month; 31% met weekly. Seventy-nine percent of teams

kept records of the meetings, while 94% kept records of the specific students discussed. The most frequently occurring responsibilities included the following:

- Making referrals for students in crisis (164)
- Assessing at-risk students (163)
- Sharing information among appropriate offices (167)
- Ensuring appropriate follow-through with students (154)
- Responding to a crisis that threatens the well-being of a student or students (153)
- Responding to student behavior that is disruptive to the university community (151)
- Keeping records on students considered “at risk” or who are in crisis (132)

The situations most frequently addressed included the following:

- Threats of violence to others (165)
- Emotional distress (158)
- Suicidal threats (156)
- Inappropriate communications (150)
- Classroom disruption (149)
- Stalking behaviors (146)

(Gamm, Mardis, & Sullivan, 2011)

Campuses noted for their crisis management start with the premise that crisis management is proactive as well as reactive. Many campuses now have campaigns that urge community members to recognize signs of distress in an individual and proactively get that individual or information about that individual to helping resources. In addition, publicity campaigns and outreach presentations are commonplace. One of the resources that has been used extensively on many campuses is the manila folder of emergency tips

originally developed by the University of Central Florida (see <http://osc.sdes.ucf.edu/docs/Faculty%20911%20Guide/BinderFaculty911Combined.pdf> or <http://www.ufsa.ufl.edu/publications/docs/HelpingStudentsinDistress2010Guide.pdf>).

Information is gathered from a variety of sources, including police reports; social media; regular media; and e-mails, phone calls, and visits from faculty, staff, families, and other students. Team members immediately begin to gather information about the person of concern. The first question is always, Is danger imminent? If so, the university or local police take the lead in addressing the situation. If danger is not imminent but possible, the team focuses on gathering information that will be of help in determining ways to mitigate the possibility of danger. Based on the Secret Service model, questions to be asked include—

1. Facts that drew attention to the situation.
2. Information about the person making the threat(s).
3. Target(s).
4. What are the motive(s) and goal?
5. Has communicated ideas or intent?
6. Has inappropriate interest?
7. Has engaged in attack-type behavior?
8. Has a capacity to carry out an attack?
9. Is experiencing hopelessness/despair?
10. Has a trusting relationship with at least one adult?
11. Sees violence as an acceptable resolution?
12. Story consistent with actions?
13. Are other people concerned?
14. What circumstances might affect the likelihood of an attack?
15. Previous contact with police?
16. Criminal history?
17. Mental health history?
18. Alcohol/drug use?
19. Familiar with weapons?

This information is gathered in a variety of ways, such as interviews, social media, and police reports. Depending on the potential seriousness of the threat, the

team may be making decisions as further information is gathered. For example, campuses may choose to interim suspend a student based on his or her behavior pending conduct charges. In many cases, the individual of concern is contacted and a success plan is derived. Compliance with the success plan (which might include counseling, a reduced course load, assessment, registration with the disability services office, or scheduled contact with a campus support person) might cause the institution to allow continued enrollment and attendance while continuing to gather facts.

During the team meeting, the various offices represented often bring different perspectives on how to handle issues. There is a continuum from individual focused (where the well-being of the individual of concern and his or her continued enrollment is paramount) to community focused (where the safety of the community is paramount and restrictions on attendance/continuance as a student are more likely). The multidisciplinary team is ideal in that members bring different areas of expertise and resources to bear, and their consensus tends to be a ►



well-thought-out plan that protects both the individual and the community.

Talk about this scenario with your staff. Brett is a student, 1 semester from graduation. He has attended the institution for 1 year. He has previously been transported to the hospital for psychiatric evaluation. To your knowledge, he has been under care since that time. A professor complains that he is “creeping other students out” by banging his head on his desk and softly moaning. A quick look at Facebook reveals a recent post that says “if this doesn’t work out soon I’ll have no choice but to end it and I’m taking the others with me.” How might your campus react to this information? Every campus must take into account its own culture, policies, and practices, so our answers would likely differ markedly. The team would need to quickly gather information like that described above. Recent keynote speaker at the NASPA Florida Threat Assessment Conference, Vice President Bob Miller of Gavin de Becker and Associates, reminded participants of the importance of establishing and keeping relationships with persons of concern. Even if Brett is allowed to continue in school, someone should be seeing him periodically to see if his behavior changes and to keep communication open. In this scenario, a member of your team would likely speak with Brett, the faculty member, and others who know Brett. They might include family, friends, roommates, employers, academic advisors/other staff who know him, apartment managers, or caregivers.

As that information is gathered, the team is assessing the potential for violence and possible plans. Does Brett stay or go? Who needs to be notified in either case? What resources can we bring to bear? There

is a constant pull between the privacy of the student and the need to ensure that affected community members are aware of the situation for their own safety.

In Brett’s case, the headbanging and moaning were a result of the migraines caused by his new medication, and the Facebook post was talking about quitting a difficult job and taking his friends with him to a new place of employment. But the scenario could easily have been something decidedly more dangerous.

The following are hot topics in recent NASPA and other association presentations and discussions with regard to behavioral intervention or threat assessment teams:

1. Training: Many for-profit groups are widely advertising training. What is needed? Who is qualified to provide training? What are the different models? What can be done in-house and inexpensively?
2. Starting a team: How do you establish protocols and procedures? Membership? Buy-in?
3. Record keeping/communication among members
4. Do you market the team? The service?
5. Are case managers necessary? What is an appropriate background?
6. How do you handle delusional students?
7. Are cases ever really closed?

The Campus Safety Knowledge Community will continue to post information about campus safety related situations and resources to assist you on our website at <http://www.naspa.org/kc/cskc/default.cfm>. Please contact any member of the leadership team with suggestions or additions to the site. ■

References

Gamm, C., Mardis, J., & Sullivan, D. (2011, March). *Behavioral intervention and threat assessment teams: Exploring reasonable professional responses*. Program presented at the annual conference of the American College Personnel Association, Baltimore, MD. Retrieved from <http://louisville.edu/student/about/professional-activities/handouts/ACPAconferenceMarch2011.pptx>

DISABILITY KNOWLEDGE COMMUNITY
*Disability Support, Disability Knowledge, and Multicultural Education:
Why Accessibility Is Best Achieved at the Point of Purchase or Production*

Kaela Parks
*Director Disability Support Services,
University of Alaska Anchorage*

Introduction
Most postsecondary educational institutions have departments tasked with coordinating reasonable accommodation for otherwise qualified individuals who have a disability, as required by Section 504 of the Rehabilitation Act (1973) and the Americans With Disabilities Act (ADA) (2011). The accommodation process is important and valuable; however, in some cases and on some campuses, there can be a sense that the disability support departments are solely responsible for ensuring equal access, with the rest of the institution going about business as usual. This is unfortunate. As long as disability is viewed as something “special” to be

treated by “specialists,” our institutions will fall short of honoring our obligations.

Disability culture should be more than a topic within a course, and disability support should be more than a department on campus. Rather, disability awareness should be evident in campus programming, facilities design, information technology infrastructure, and day-to-day interactions among students, staff, and faculty.

Many colleges and universities are moving beyond a strict compliance model to embrace a more comprehensive understanding of disability as one characteristic of many that can define our student, staff, and faculty populations. When disability is recognized as part of the normal experience, a variety of ►



approaches, techniques, and initiatives can demonstrate that an institution stands behind a commitment to accessible multicultural education. This is important, because even with highly competent disability support staff developing functional relationships across campus, there are some situations in which accommodation simply falls short. In some situations, such as the use of inaccessible textbook companion sites, even the very best accommodation process will be unable to meet the needs of the individual and will therefore be unable to meet the needs of the institution.

The idea that an institution is not meeting its own needs when it fails to meet the needs of its end users is critical. Many institutions talk about diversity as a priority, and make promises to meet the needs of diverse populations, but the truth is that all institutions receiving federal funds already have an obligation to do so, at least when it comes to the population of individuals who experience documented disability.

The Benefits of Good Design

The kinds of simple design considerations that help to ensure equal access to individuals with disabilities also afford greater usability for all, improving the situation for a wider range of people. This concept is often referred to as Universal Design, and it can be applied to the design of physical or online spaces, as well as to the construction of objects and experiences. It is the idea that in order to meet a wide range of user needs, we must anticipate a wide range of user experiences (Burgstahler, 2002; Center for Applied Special Technology, 2011).

The classic example is the curb cut. It allows those using wheelchairs and scooters to navigate paths of travel, but is also incredibly helpful for those on bikes or with strollers, wheeled bags, or delivery

dollies. The curb cut example tends to make sense to people, because everyone sees the curb cuts and most of us notice when we benefit from them. When it comes to the design of online spaces, however, the situation is a little different. We benefit from good design choices that afford greater flexibility; most of the time, though, we never see the code and we never appreciate the feature, except when it is missing and we encounter a barrier.

When websites, course companion sites, online documents, movies, and forms are created well, we all benefit. We enjoy the flexibility of being able to use different browsers, mobile devices, and a variety of input and output methods. We access the information or service for which we came and go about our business. It is only when a site will not function properly that we become aware of its design flaws.

The Barriers

Unfortunately, as noted in a recent study by WebAIM, the vast majority of higher education sites do not comply with established standards, and thus will not function properly when accessed with the technology many people rely on (Whiting, 2008). It is a shame that we offer web products that are difficult to navigate and fragile, and only behave well in ideal conditions.

Normally, when a person encounters a barrier on the basis of disability, we use the accommodation process; however, in the case of online materials that are available at any time and from anywhere, we are extremely hard pressed to ensure effective accommodation in a timely manner. The accommodation process was built to address barriers in brick-and-mortar environments. When we have virtual classrooms with content that is shared from multiple sources in asynchronous delivery, we simply cannot use traditional methods. Instead, we

must develop the institutional capacity to ensure accessibility (National Center on Disability and Access to Education, 2011).

If all other students in a course are able to access materials instantly whenever they have spare moments (as is often the case for students enrolled in hybrid or distance education), then we have to make sure that individuals who access content through mobile devices, Braille displays, screen readers, older technology, newer technology, and assistive technology all have reasonable options. This is relatively straightforward if the content is designed to meet standards (Web Content Accessibility Guidelines, 2011). If, however, the content is rigid and inaccessible, our options are few and poor. We cannot “fix” someone else’s online information with the accommodation process. Our leverage is at the point of purchase or the point of production.

Understanding Our Obligation and Working Proactively

It is important to realize that even though we have had accommodation obligations in place for decades, recent court cases and guiding documents from the Department of Justice have helped to highlight the importance of accessible technologies (Department of Education, 2011; Rowland, 2010). Online accessibility is simply not a situation that can be addressed through disability support alone. Working strategically to understand the needs as well as the gaps is vital. Increasing awareness, developing policies, and implementing best practices is the only way we will meet the needs of our students, and thus the only way we will meet our own needs. ■

References

Americans With Disabilities Act. (2011). Americans With Disabilities Act. Retrieved from www.ada.gov

Burgstahler, S. (2002). Universal design of distance learning. *Information Technology and Disabilities E-Journal*. Retrieved from <http://people.rit.edu/easi/itd/itdv08n1/burgstah.htm>

Center for Applied Special Technology. (2002). *Universal design for learning*. Retrieved from <http://www.cast.org>

Department of Education. (2011). Departments of Education and Justice announce continuing commitment to accessible technology for all students. Retrieved from <http://www.ed.gov/news/press-releases/departments-education-and-justice-announce-continuing-commitment-accessible-tech>

National Center on Disability and Access to Education. (2011). *Gaining online accessible learning through self-study*. Retrieved from <http://ncdae.org/goals>

Rehabilitation Act of 1973 (Section 504), Pub. L. No. 93-112, 87 Stat 355.

Rowland, C. (2010, July 26). Department of Justice considers Web for ADA. Retrieved from <http://webaim.org/blog/dept-of-justice-considers-web-for-ada>

Web Content Accessibility Guidelines. (2011). *Web content accessibility guidelines*. Retrieved from <http://www.w3.org/WAI/intro/wcag>

Waddell, C. D. (2007). Accessible electronic and information technology: Legal obligations of higher education and section 508. *ATHEN E-Journal*, 2. Retrieved from <http://athenpro.org/node/54>

Whiting, J. (2008). 508 and higher ed. Retrieved from <http://webaim.org/blog/508-and-higher-ed>

FRATERNITY AND SORORITY KNOWLEDGE COMMUNITY

Affecting Fraternity/Sorority Culture Change on Campus

Scott H. Reikofski
*Director of Student Affairs/Fraternity
Sorority Life, University of Pennsylvania*

Affecting fraternity/sorority culture change on campus is almost always on the minds of university administrations. Although many fraternity/sorority chapters at least strive to live their espoused values of scholarship, service, and fraternalism, a sizeable number of chapters do not, and as a consequence they draw a great deal of negative attention to themselves, the fraternity/sorority community, and the host institution. Bringing about culture change within these groups is not easy. Administrators, from the front-line Greek Life advisor up through the senior student affairs officer, must understand the concepts of culture as well as organizational/cultural change in order to develop and drive a suitable change plan. The optimal way to manage a fraternity/sorority system is through a four-way partnership among (1) the Greek Life Office (representing and coordinating all areas of the host institution); (2) the headquarters staff and officers for all campus chapters affiliated with a national or international organization; (3) alumni/ae volunteers and advisors who work with the chapters directly; and (4) the students who lead the system and the individual chapters.

Kuh and Whitt (1988) defined culture(s) in higher education as “the collective, mutually shaping patterns of norms, values, practices, beliefs, and assumptions that guide the behavior of individuals and groups in an institute of higher education and provide a frame of reference within which to interpret the meaning of events and actions on and off campus” (p. 12). Keeping in mind that organizational/cultural change must be rooted within the values and norms of the culture



itself, and using Kotter’s (1996) model for organizational change, eight linear steps are necessary to effect culture change. Kotter’s work, while originally developed for a business environment, has become one of the more universally used models for organizational change.

The first step is to *establish a sense of urgency*. This urgency may come from an institutional requirement, from a sense of competition and survival, or from students openly discussing factors in their fraternity experience, but stakeholders within the culture must realize that a need for significant change is paramount.

Building a guiding coalition involves enrolling individuals of influence within the culture to support the urgency and plan for change, so that those who step forward with the proposal for change have at least some grassroots support from the beginning. Whenever possible, it is also advisable to include representatives of the four-way partnership discussed earlier.

Next is to *develop a change vision and strategy* to bring that vision to reality. The vision must be clear, compelling, specific, and understandable enough that it can be mutual and supported by a growing percentage of those within

the culture. People support what they create, so it often helps to include those within the guiding coalition and the influential representatives of the various stakeholders of the fraternity/sorority community. A higher level of collaborative support for the vision and change strategy will make broad-based support for the initiative more likely. It also helps if those composing the plan can employ the SMART goals concept (Specific, Measureable, Attainable, Relevant, and Time-Oriented), giving the action plan all of the elements necessary for constituents to understand and support it.

Kotter’s (1996) next step is to *communicate the vision, strategy, and action plan to all constituents*. The more compelling the vision and the more convincing the action plan, the more likely that students, alumni, faculty, staff, and national and international headquarters members will appreciate and support the initiative. Organizational/cultural change is difficult enough without having to fight an uphill battle with stakeholders.

Empowering broad-based action and involvement not only distributes the workload but also provides for expanded numbers, intensity of investment, and overall involvement as the action plan begins to take shape. As the initiative moves forward, it will be important to *generate short-term wins*. Building momentum toward the tipping point is much like pushing a car uphill. Recognizing these small initial wins not only provides support and energy to the various factions bringing the plan to reality but also fuels the fires of momentum for the overall initiative.

Consolidating wins and producing more change and momentum is the next step in the logical progression of the model. Those actively involved in driving the change gain more excitement and confidence, and the cynics who have lagged behind, and those may have lost steam earlier, begin to buy in.

The final step is the most important; if left unattended, it results in backsliding and an unsuccessful change effort. It is imperative that all of the change efforts and the “new” culture be grounded within the existing culture. That may take shape through amending policies and procedures, changing recruitment and indoctrination education, shifting systems for punishment and rewards, altering awards programs, and changing the training for student leaders and alumni/ae advisors. Without these efforts to help cement the changes for the future, regression is almost always certain.

When applying Kotter’s (1996) model, a few other tips need to be considered. Culture change is a slow, tedious process, which is why supporting the short-term wins and advocating for continued change is important. Those who are driving the change need to understand and be prepared for a lengthy but worthwhile process. Institutional provision for consistent drive within this process is key to success. Moreover, students need consistent messages from multiple directions to realize that the change is inevitable, that ambiguity is an inevitable but temporary state, that positive change is attainable, and the benefits will outweigh the efforts required to change. ■

References

Kotter, J. (1996). *Leading change*. Boston, MA: Harvard Business School Press.

Kuh, G., & Whitt, E. (1988). *The invisible tapestry: Culture in American colleges and universities*. ASHE-Eric Higher Education Reports, 17(1). Washington, DC: The George Washington University, Graduate School of Education and Human Development.

GAY, LESBIAN, BISEXUAL AND TRANSGENDER
ISSUES KNOWLEDGE COMMUNITY

*When Black + Gay + Male + Collegians
≠ Black Gay Male Collegians:
Implications for Educators*

Terrell L. Strayhorn
Associate Professor
The Ohio State University

Taris G. Mullins
Community Director, University
of North Carolina, Chapel Hill
The Ohio State University

Recently, we presented a session at the 2011 NASPA/ACPA Conference on College Men: Masculinities in Higher Education, held at Indiana University Purdue University, Indianapolis (IUPUI). The session was designed to present findings from our recent studies of Black gay male undergraduates (BGMUs), thereby identifying implications for college student educators. In this brief article, we highlight several key findings from our session and selected recommendations for improving educational practice.

Summary of the Study

This multiyear, multicampus qualitative study is part of a larger research program focusing on the experiences of lesbian, gay, and bisexual (LGB) students of color in collegiate settings. Generally speaking, the study adopts a phenomenological approach to understanding the essence of LGB students' college experiences. Using one-on-one and group interviews, along with data collected through observation, demographic data forms, and field notes, the research team employed a constant comparison method to identify themes that reflect the essence of BGMUs' academic and social experiences. For more information about the larger study, Strayhorn, Blakewood, and DeVita (2010),

and Strayhorn and Mullins (2011).

Major Findings

Several major findings were identified in the larger study, although not all could be shared in our 60-minute presentation at the Conference on College Men; thus, three are discussed here.

First, all participants expressed an expectation to "come out" during their undergraduate years in college; many viewed college as an opportunity to "express themselves freely" and to make connections with others who identify as GLBT (gay, lesbian, bisexual, or transgender), particularly other gay men. Despite their initial expectations, more than half of our participants expressed frustration with college—they were not making as many new "Black gay male" friends as they had hoped, and the college environment was not always welcoming for those who identified as gay, which leads our second major finding.

Many participants reported fairly frequent encounters with harassment and discrimination on campus; incidents ranged from verbal insults to threats of physical violence (often from same-race and/or male roommates), from "being followed" to personal property damage. Enduring such insults and negative experiences can take its toll on an individual; thus, it may be unsurprising, yet certainly alarming, that 100% of our participants reported having contemplated suicide or making at least one serious attempt since entering college.

Third, participants reported having

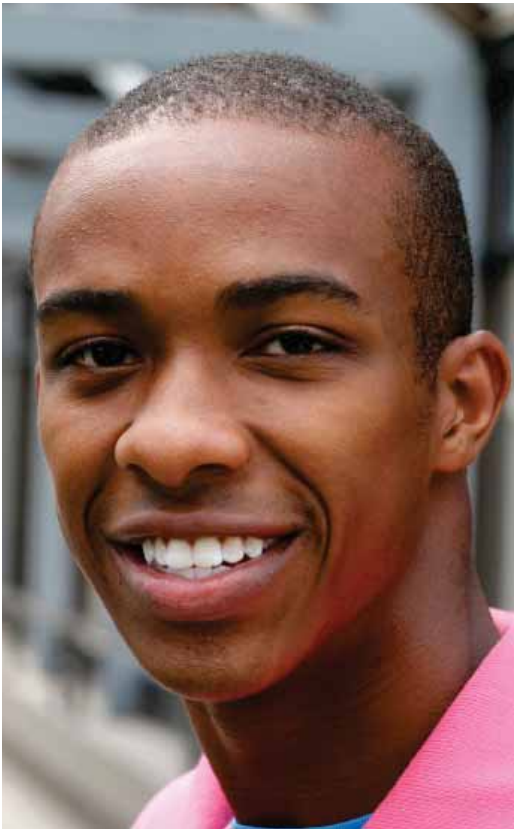
difficulty establishing meaningful friendships with Black men and satisfying romantic relationships in college; lacking substantive connections with men to whom they could relate had an effect on their perceived sense of belonging on campus. Several of our participants talked about "not fitting in," feeling isolated or lonely at times, or "thought seriously about leaving college" as a result. As we shared during our presentation, these findings have significant implications for educational practice.

Implications for Practice

From this study, a number of implications for practice should be noted. Recall that BGMUs expressed an expectation to "come out" during their undergraduate years—college seemed to offer them an opportunity to be themselves freely. Yet, many of our participants' experiences in college did not live up to their initial expectations; college was fairly unwelcoming and at times unsafe for them. Given the importance of "coming out" to healthy gay identity development, according to prevailing models (Cass, 1984), and that safety is a basic human need (Maslow, 1962), we urge student affairs practitioners to consider these results when working with GLBT students or BGMUs. Crafting experiences that allow students to explore their racial and sexual identities, or the intersection of both, is important for student development. Beyond this, validating the complex issues these students face and providing moments for reflection and contextualizing their sense of self will likely aid students in defining their core self. Campus policies and practices, however, must engender safe, welcoming, and supportive environment for GLBT students as they work to understand themselves and their various identities in a society where racism and homophobia are near-permanent fixtures.

Student affairs professionals play a critical role in constructing effective mechanisms for students to explore their

intersecting identities. Specifically, a few participants highlighted affirming housing professionals and resident advisors as sources for support (Strayhorn & Mullins, 2011). However, supporting BGMUs extends far beyond the residence halls and may require a division-wide effort to enact policies and practices that will acknowledge the challenges BGMUs and other GLBT students face and propose lasting approaches to meet their needs. For instance, deans of students or those responsible for resident assistant (RA) training might invite counseling center staff to participate in RA training by offering a workshop on helping GLBT residents deal with harassment and depression. Directors of campus counseling centers might actively recruit staff members who have demonstrated prior experience in working successfully with GLBT students or BGMUs. Such ►



staff could be encouraged to offer workshops or group sessions for students wrestling with identity issues, coming out, or establishing relationships with significant others. Last, student organization advisors may consider the relevance of incorporating dialogues into their officer orientation trainings that address issues of difference, and specifically the challenges marginalized populations face.

This study raises a number of implicit considerations for future research and inquiry. Presently, researchers are exploring the tip of the intersectional iceberg, and additional research is sorely

needed. Investigating different campus environments beyond predominantly White institutions will provide a wealth of insight into how BGMUs construct their identities in other campus contexts, such as historically Black colleges. In addition, more research is needed to identify the increased psychological pressures that BGMUs shoulder and how educators can best support their needs. Interrogating the needs of this population from multiple theoretical perspectives and methodological approaches will add to our knowledge, thereby improving student affairs professionals' ability to support students' success. ■

References

Cass, V. C. (1984). Homosexuality identity formation: Testing a theoretical model. *Journal of Sex Research*, 9(1–2), 105–126.

Maslow, A. H. (1962). *Toward a psychology of being*. New York, NY: Van Nostrand Reinhold.

Strayhorn, T. L., Blakewood, A. M., & DeVita, J. M. (2010). Triple threat: Challenges and supports of Black gay men at predominantly White campuses. In T. L. Strayhorn & M. C. Terrell (Eds.), *The evolving challenges of Black college students: New insights for policy, practice and research* (pp. 85–104). Sterling, VA: Stylus.

Strayhorn, T. L., & Mullins, T. G. (2011, May). *When Black + Gay + Male + Collegian ≠ Black Gay Male Collegian: Implications for Educators*. Paper presented at the Conference on College Men: Masculinities in Higher Education, Indianapolis, IN.



HEALTH IN HIGHER EDUCATION KNOWLEDGE COMMUNITY
The National Prevention Strategy: Implications for Priorities in Higher Education

Jim Grizzell
Staff Emeritus, California State Polytechnic University, Pomona

Susan Longerbeam
Associate Professor, Coordinator, Student Affairs MA Program Northern Arizona University

Lynn Nelson Russom
Director, Student Health Services, Widener University

Paula Swinford
Director, Office for Wellness and Health Promotion, Student Health Services University of Southern California

Health is a complete state of well-being. Wellness is an optimal state of health. Debating the difference between “complete” or “optimal” (health or wellness) seems like a distraction when our task is primary prevention and enhancing population well-being. There is work to be done and two new documents point the way. (Swinford, 2011)

Twenty-five years have passed since the First International Conference convened by the World Health Organization (WHO) in Ottawa, Canada, first described health promotion (World Health Organization, 1986). Now, two U.S. health initiatives, the National Prevention Strategy (NPS) (National Prevention, Health Promotion and Public Health Council, 2011) and Healthy People 2020 (U.S. Department of Health and Human Services, 2010) are invigorating national health promotion and therefore setting a context for college campuses. Both use an ecological

approach to health promotion and disease prevention, similar to NASPA’s Leadership for a Healthy Campus (NASPA, 2004).

Prevention: Approaches and activities aimed at reducing the likelihood that a disease or disorder will affect an individual, interrupting or slowing the progress of the disorder or reducing disability. (World Health Organization, 2004)

The NPS redirects the health care delivery system from a solely sick care system to one based on promoting health, enhancing wellness, and encouraging prevention. It outlines partnerships among federal, state, and local governments; business, industry, universities, and other private sector partners; philanthropic organizations; community and faith-based organizations; and everyday Americans to improve health through primary, secondary, and tertiary prevention. Although health promotion actions were originally in the WHO Ottawa Charter (World Health Organization, 1986), for the first time, the United States has developed them into a cross-sector, integrated national strategy that identifies priorities for improving the health of Americans. Through these partnerships, the NPS will encourage creating healthy and safe communities, developing personal skills, eliminating health disparities, and expanding community-based health care-related preventive services.

Many of the strongest predictors of health and well-being fall outside of the services delivered in a health care setting. Social, economic, and environmental factors all influence health. NPS Council members regularly use the phrase “Health begins where we live, learn, work and play” ►

(Robert Wood Johnson Foundation, 2010, p. 7). When universities succeed in meeting basic needs through a systemic approach, students are more likely to exercise, eat well, and seek preventive health services. Meeting basic needs and creating a healthy campus climate through policy and a built environment can move student populations toward health-enhancing and risk-reducing behaviors and lay a foundation for lifelong wellness.

Wellness is the optimal state of health of individuals and groups. There are two focal concerns: the realization of the fullest potential of an individual physically, psychologically, socially, spiritually and economically, and the fulfillment of one's role expectations in the family, community, place of worship, workplace and other settings. (Smith, Tang, & Nutbeam, 2006, p. 344).

The NPS views wellness as individuals' realization and fulfillment of their potential and role in care of self. The strategy states that students who are healthy and fit are ready to learn. Faculty, staff, and students with optimal wellness take fewer sick days, are more successful, and ultimately strengthen the economy.

Campus Actions to Improve Health

Preventing disease and enhancing wellness requires a systemic approach. Healthy communities occur when housing is safe, quiet, and affordable; when transportation and community infrastructure provide opportunities to be active; when air and water are clean; when universities provide opportunities to move and play; and when campuses plan spaces for rest and reflection. When all societal (e.g., housing, transportation, labor, education) and campus (e.g., housing, planning, recreation, transportation) settings promote

prevention-oriented environments and policies, they all contribute to health.

It is generally accepted among student affairs and health professionals that there is a correlation among students' health, academic achievement, and completion of a degree (NASPA, 2004). Learning is highly correlated with health. Yet, beyond exercise, nutrition, and sleep, less is known about the specifics of health that influence student success. The American College Health Association's National College Health Assessment surveyed more than 95,700 students in 2010 (American College Health Association, 2010). Students reported academic impediments as stress (27.4%), sleep difficulties (20%), anxiety (18.3%), and colds (18%). These are complex conditions that are not explained by a traditional disease model. These top health impediments to academic success may be understood within the following four Strategic Directions of the NPS:

1. Healthy and Safe Community Environments: Create, sustain, and recognize communities that promote health and wellness through prevention.
2. Empowered People: Support people in making healthy choices.
3. Elimination of Health Disparities: Eliminate disparities, improving the quality of life for all Americans.
4. Clinical and Community Preventive Health Care Services: Ensure that prevention-focused health care and community prevention efforts are available, integrated, and mutually reinforcing.

Within this framework, the NPS priorities provide evidence-based recommendations that are most likely to reduce the burden of the leading causes of preventable death and major illness. The seven priorities are:

1. Tobacco-free living
2. Preventing drug abuse and excessive alcohol use

3. Healthy eating
4. Active living
5. Injury and violence-free living
6. Reproductive and sexual health
7. Mental and emotional well-being

The NPS focuses on the most effective means for improving health. The questions using the four Strategic Directions are What is happening on your campus to (1) strengthen community; (2) create environments to empower people; (3) create policy for equity; and (4) reorient health services toward prevention in these seven priority areas? Does your campus have evidence-based data? Assuming that your campus has worked diligently for decades to educate students about health, are current strategies

more systemic and action oriented than simply providing information?

Moving Forward on the College Campus

The NPS and Healthy People 2020 provide a strategies for campus wellness, health promotion, and prevention strategies. Intentional and collaborative partnerships with all sectors in the campus community are required for a health and wellness strategy to thrive. We can work together to implement an ecological approach. We recommend collaboration in prevention for the enhanced well-being of student populations. ■

References

American College Health Association. (2010). *National college health assessment: Reference group executive summary*. Baltimore, MD: Author.

NASPA. (2004). *Leadership for a healthy campus: The ecological approach for student success*. Retrieved from <http://www.naspa.org/membership/mem/pubs/ebooks/HealthyCampus.pdf>

Robert Wood Johnson Foundation. (2010, June 28). *A new way to talk about the social determinants of health*. Retrieved from <http://www.rwjf.org/files/research/vpmessageguide20101029.pdf>

Smith, B., Tang, K., & Nutbeam, D. (2006). WHO health promotion glossary: new terms. *Health Promotion International*, 21, 340–345. Retrieved from <http://heapro.oxfordjournals.org/content/21/4/340.full.pdf+html>

Swinford, P. (2011). Student orientation to health promotion and prevention services. University of Southern California, Los Angeles, CA.

U.S. Department of Health and Human Services. (2008, December 11). *Executive summary – Phase I report: Recommendations for the framework and format of Healthy People 2020*. Retrieved from <http://www.healthypeople.gov/2010/hp2020/advisory/phasei/default.htm>

U.S. Department of Health and Human Services. (2011, June 16). *National prevention strategy announcement*. Retrieved from http://www.hhs.gov/news/imagelibrary/video/2011-06-16_webcast.html

U.S. National Prevention, Health Promotion and Public Health Council. (2011, June 16). *The national prevention strategy: America's plan for better health and wellness*. Retrieved from <http://www.healthcare.gov/center/councils/nphpphc/strategy/index.html>

World Health Organization. (1986). *Ottawa charter for health promotion*. Copenhagen, Denmark: World Health Organization.

World Health Organization. (2004). *WHO global forum on chronic disease prevention and control*. Geneva, Switzerland: World Health Organization Press.

INDIGENOUS PEOPLES KNOWLEDGE COMMUNITY

Building Community for the Advancement of Indigenous Student Affairs

Robin Williams
Coordinator of Native American Affairs, Oklahoma State University

Over the past decade, the growth of the student affairs profession has continued as its visibility has increased since the establishment of organizations such as in 1918, when Robert Rienow and Thomas Arkle Clark began the conversation and its formal meeting in January 1919. What has emerged is an international organization of up to 14,000 members representing diverse countries, backgrounds, and interests. It is important to acknowledge the starting point in the growth of student affairs as a profession and organizations like NASPA that have become the foundational support of professionals in their own growth and development. The growth and development of Indigenous student affairs as a profession has been emerging since the 1970s, when Native American student centers and offices were created at colleges and universities that had a high Native American student population. Although the Native American student population is a small percentage of the total higher education student population, the growth in representation has been continual. This growth is demonstrated in graduation rates, as 8,423 Native American students received a bachelor's degree in 1998 and 12,222 Native American students received a bachelor's degree in 2008 (U.S. Department of Education, 2010). The growing numbers of Native American students call for the creation of services and support unique to the tribal culture and values of these students (Guillory & Wolverton, 2008). It is necessary to increase the

number of Indigenous students in higher education and retain the current Indigenous students to have a positive impact on the communities these students represent. This is where the profession of Indigenous student affairs was born.

The Indigenous student affairs profession is diverse as the student affairs profession itself. The duties, communities, and students that are served vary by surrounding tribal nations, region, state, and institution. One commonality is that Indigenous student affairs professionals are responsible not only for serving the Indigenous students at their respective institutions, but also for maintaining good

relationships with the families and tribal communities that the students represent. For Indigenous students to be successful, it is important that they have close ties to their family and tribal communities and that there is a strong Indigenous community for them on campus, whether through Native American student organizations, student affairs offices, or culture centers (Austin, 2005; Guillory & Wolverton, 2008; Lowe, 2005; Shotton, Yellowfish, & Cintrón, 2010). Indigenous student affairs professionals must balance serving current Indigenous students, their families, and communities; recruiting and fostering relationships with future Indigenous students and tribal colleges; and advocating for Indigenous students, faculty, and staff on the campus. The Indigenous student affairs profession can be overwhelming, but at the same time it is rewarding to see students succeed, graduate, and work within their communities or move on to graduate/professional school.

Acknowledging these responsibilities and duties of the Indigenous student affairs professional, support networks have emerged, such as the Indigenous Knowledge People's Knowledge Community (IPKC) in NASPA and the Native American Network (NAN) in the American College Personnel Association. Each community of Indigenous student affairs professionals works to be advocates for colleagues and current Indigenous students in higher education and as a voice within the larger student affairs organization. The visibility that IPKC has gained in NASPA has grown since its inception 6 years ago. Currently, IPKC has been visible by ensuring that the opening of the NASPA Annual Conference acknowledges the Indigenous peoples of that community, hosting preconference institutes, and recommending and sponsoring Indigenous keynotes at the NASPA Multicultural Institute. There has also been a partnership between IPKC and NAN to host an annual joint meeting ►



of Indigenous student affairs professionals alongside this annual meeting, hosting a 1-day conference highlighting the expertise and knowledge of the Indigenous student affairs professionals in attendance. In this partnership, some IPKC and NAN members have developed an edited book titled *Beyond the Asterisk: Understanding Native Students in Higher Education* (Lowe, Shotton, & Waterman, in press) which promotes the diverse perspectives and voices of those who serve Indigenous students in higher education. The book is expected to be published in spring 2012.

In addition to these two important support networks, other national organizations promote the advancement of Indigenous students in higher education. The idea of unifying Native or Indigenous higher education through a joint meeting was realized this past January, when several organizations and groups converged, including the IPKC, NAN, the National Indian Education Association, the National Institute for Native Leadership in Higher Education, the National Academic Advising Association, Native American and Tribal College Interest Group, the American Indian Graduate Center, the Native Delegation at the National Conference on Race and Ethnicity, and the Tribal Education Departments National Assembly. This meeting discussed the

pressing needs of Indigenous students in higher education and how these organizations can promote the visibility and advocacy of the students they serve, in addition to discussing the Indigenous student affairs profession itself. Common issues that were identified for Indigenous students were financial support, college preparation, tribal/university relationships, identity development, support, and acknowledgment of Indigenous heritage. To promote visibility and growth of Indigenous student affairs and advocacy for Indigenous students in higher education, subsequent meetings have been planned to continue the discussion and to work on action items.

There is a movement in Indigenous student affairs and in higher education, and IPKC acknowledges the need to build a strong community nationally that will enable general student affairs professionals and higher education institutions to understand the cultural values and strengths that our Indigenous students bring to campus, including their families and tribal communities. We are at a pivotal time in the Indigenous student affairs profession when we must advance, mentor, and foster growth of future Indigenous student affairs professionals while serving the changing face of Indigenous students in higher education. ■

References

Austin, R.(2005).Perspectives of American Indian Nation parents and leaders. In M. J. Tippeconnic-Fox, S. Lowe, &G. McClellan (Eds.), *Serving Native American students*(pp. 41–48).San Francisco, CA: Jossey-Bass.

Guillory, R.M., & Wolverton, M. (2008). It's about family: Native American student persistence in higher education. *The Journal of Higher Education*, 79(1), 58–87.

Lowe, S. (2005).This is who I am: Experiences of Native American students. In M. J. Tippeconnic-Fox, S. Lowe, &G. McClellan (Eds.), *Serving Native American students*(pp. 33–40).San Francisco, CA: Jossey-Bass.

Lowe, S., Shotton, H., and Waterman, S. (Eds.). (in press). *Beyond the asterisk: Understanding Native students in higher education*. Sterling, VA: Stylus.

Shotton, H., Yellowfish, S., & Cintrón, R.(2010). Island of sanctuary: The role of an American Indian culture center. In L.Patton(Ed.), *Culture centers in higher education: Perspectives on identity, theory, and practice*(pp. 49–62).Sterling, VA: Stylus.

U.S. Department of Education, National Center for Education Statistics. (2011). *The condition of education 2011*(NCES 2011-033), Indicator 26. Washington, DC: Author.

INTERNATIONAL EDUCATION KNOWLEDGE COMMUNITY
*Student Affairs and International Education:
Are We Doing Enough to Support Those from Abroad?*

Joshua D. Wilson
Assistant Director, Materials & Manufacturing Research Laboratories, University of Arkansas

Hung Viet Le
Graduate Student, Higher Education Master's Degree Program, University of Arkansas

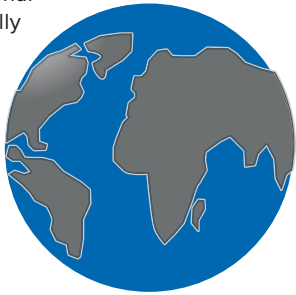
Introduction
Trends are showing tremendous growth in state institutions' enrollment of international students in undergraduate and graduate programs in recent years (Hu, 2011; Martin &Choudaha, 2010). Especially in this time of fiscal uncertainty, state institutions are welcoming a new wave of not only out-of-state, but specifically international admits (Hu, 2011). With these numbers on the rise, it is critical that we begin to delve further into the study of our institutional support structures for international students. This paper introduces some of the issues around the influx and their implications for higher education institutions and then offers suggestions to administrators to accommodate the boost in enrollment and address potential implications.

Despite the ongoing debate on the status of American education and the concerns over its decline, thousands of international students are flocking to the United States each year in search of higher learning. As the U.S. dollar has weakened in recent years, the attractiveness of seeking educational and economic opportunities in the United States is on the rise. In India and China, the number of undergraduate students has increased

so rapidly that it has surpassed their own countries' capacity to provide them with opportunities for employment, thus pushing them to look to the United States to pursue higher education and job opportunities (Martin &Choudaha, 2010).

Moreover, recent studies show that in light of the current economic downturn, institutions in California and Washington have even openly "declared intention to boost their bottom lines with more out-of-state students" (Hu, 2011, p. 1).Similarly, the University of Colorado, Boulder—a historically welcoming institution for out-of-state students—has taken advantage of a recent law that allows it to enroll more of them, thus bringing in more international students (Hu, 2011).

Trend Implications
In past decades, the overall enrollment of U.S. colleges and universities has been on the rise, resulting from such factors as increased wealth and broadened access (Thelin, 2004).As the number of individuals seeking education increases, so does the workload for those in student support roles. Undoubtedly, any influx in enrollment will make further demands of existing personnel. To exacerbate this situation, international students traditionally require more accommodations, services, and support than domestic students, as they bring with them more complex issues when they enroll in a U.S. institution. With the growing ▶



influx of international students, there will be a growing need for student support staff to accommodate them.

Another implication of the rise in international enrollments is the tendency toward cultural exclusivity on campus among internationals rather than full immersion into the mainstream student population and local culture. Pandit and Alderman (2004) argue that while these students play a substantial role in contributing to the multiculturalism and diversity of campuses, there is often “too little intermingling and socialization between international students and American born students” (p. 127). Rather, international students often tend to gravitate to a familiar nationality/culture and language (Badke, 2003). Especially while outside of the classroom, these students are reducing their exposure to the culture and language of their surroundings. While this tendency is understandable, Badke (2003) also argues that these students are likely

speaking their native languages rather than English. Even if international students have a decent grasp of written and formal spoken English, finding continued comfort in cultural exclusivity and speaking a familiar language hinders their proficiency in speaking the everyday English used among domestic students and in the classroom.

Suggestions

To address these issues, the authors would like to pose the following suggestions. First, to relieve the strain on staff caused by this influx of international students, institutions should plan to hire more international student support personnel. Particularly, institutions will need to increase support in admissions and enrollment; offices for international student services; housing; student involvement offices; and academic advising offices. Another possible solution is to recruit student volunteers. This solution addresses two of the issues facing institutions. Not only does

volunteerism ease budget constraints, it also creates immediate opportunities for cultural interaction among U.S.-born and international students. The incorporation of student volunteers into the support structure may help put incoming internationals at ease by giving them an institutional contact closer to their age.

Second, to better integrate international students into the student body and afford them the much-needed opportunity to fully immerse themselves into the local culture, institutions should require first-year internationals to live in residence halls occupied by a diverse student population, rather than giving them an option to reside exclusively with other internationals. This solution is not designed to completely sever ties nor discourage interactions with familiar cultures. Rather, it will compel international students to step out of their comfort zones to live amicably among the general student population, to strive to communicate better in English, and to gain experience with interacting among diverse cultures. This suggestion not only provides a mechanism to foster cultural enrichment, but also, and perhaps most important, it prepares students for their future in the diverse workplace of the 21st century.

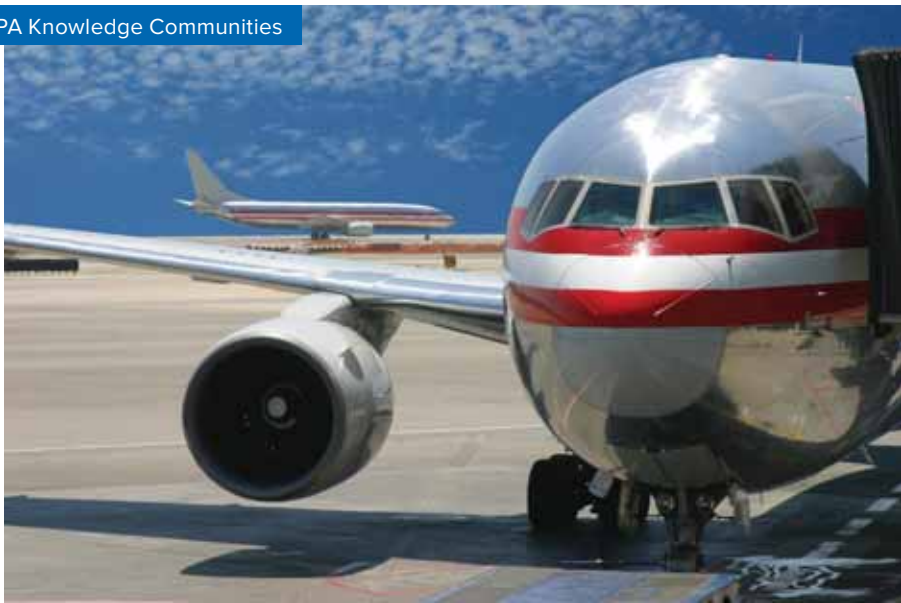
To further assist with cultural immersion, student support services may implement a student ambassadorship or mentorship program whereby international students are immediately assigned a domestic volunteer to assist with transitions to their new institution. Ambassadors would be able to guide internationals through class scheduling, campus tours, and introductions with other students and key campus representatives. This will not only ease the frustrations of transition to any college or university, but also require the new student to immediately converse with a predominantly English-speaking individual.

To supplement the suggested living arrangements and the assignment of an ambassador, the authors suggest that administrators enlist support for these initiatives in academic affairs. International students will benefit from interacting with domestic students both inside and outside the classroom. To reinforce this interaction, instructors can engage these students, who may otherwise shy away due to discomfort, and ensure that all required out-of-class group projects and in-class discussion groups have a diverse population. Professors can easily manipulate the makeup of groups without offense by assigning groups for large projects and by counting off group numbers for in-class discussion groups.

Discussion and Conclusion

Although these are only suggestions based on the issues presented in the literature, more research into the issues and lasting implications for students as well as institutions will prove helpful for practitioners. First, it would be beneficial to develop a study that explores precisely what issues internationals are facing at U.S. institutions to determine where student affairs services and practice can be improved or made more accommodating. Second, a deeper look at U.S. institutions will prove helpful in seeing what support structure mechanisms are already in place to respond to the issues presented in this paper, as well as other issues that are surfacing as a result of increased international enrollment. Third, if specific examples are found that address the concerns of personnel capacity as well as cultural immersion, assessment of their effectiveness will be greatly beneficial for senior-level decision making. Last, it would be very helpful to senior-level leadership to know the reactions of subsequent employers (workforce) or academic advisors (graduate school) to international students’ overall preparation for the interactive skills required in a diverse environment. ►





With the number of international students on the rise, there will undoubtedly be issues to address. Classroom and residential capacities will not be the only concerns in ensuring an adequate student support structure. It will be imperative to have enough personnel to support this new and welcome growth as well as to have policies in place to encourage, if not require, meaningful cultural integration of international students as they pursue higher education in the United States.

Further, it will be critical that the mission to immerse international students in U.S. culture not be housed solely within the student affairs model. Rather, it should be a priority for senior student affairs personnel to collaborate with academic affairs leadership on efforts to fully prepare international students for their next endeavors by promoting cultural immersion, language proficiency, and group interaction skills. ■

References

Badke, W. (2003). *Beyond the answer sheet: Academic success for international students*. Lincoln, NE: iUniverse, Inc.

Hu, H. (2011). State colleges seeking more out-of-state, international students amid fiscal crunch. *Diverse: Issues in Higher Education*, 28(11), 21–22.

Martin, M. (interviewer) & Choudaha, R. (interviewee). (2010). Colleges see booming growth [Interview transcript]. Retrieved from National Public Radio website: <http://www.npr.org/templates/story/story.php?storyId=130188621>

Pandit, K., & Alderman, D. (2004). Border crossing in the classroom: The international students interview as a strategy for promoting intercultural understanding. *Journal of Geography*, 103(3), 127–136.

Thelin, J. R. (2004). *A history of American higher education*. Baltimore, MD: The Johns Hopkins University Press.

LATINO/A KNOWLEDGE COMMUNITY
The Value of Mentorship

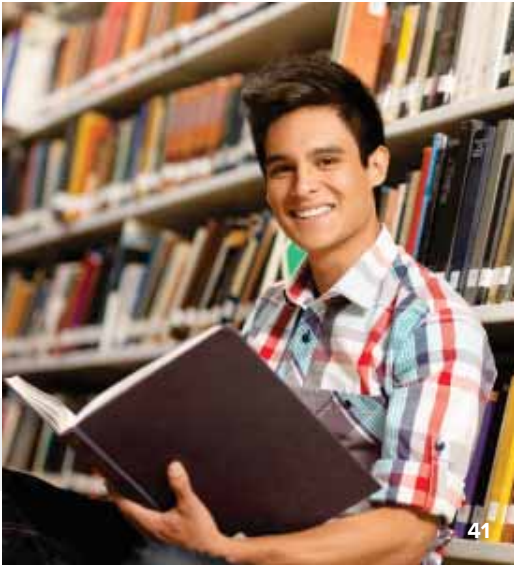
Juan Guardia
*Director, Multicultural Affairs,
Florida State University*

Michelle Espino,
Assistant Professor, University of Georgia

Between 2000 and 2006, the Latina/o population increased by 25.8% (Pew Hispanic Center, 2008). During that same period, however, the percentage of Latinas/os over the age of 25 with at least a college degree increased by only 6.1%. The non-Hispanic White population grew only by 1.9%, but the percentage of those with at least a college degree increased by 6.1% (U.S. Census Bureau, 2007). Although the Hispanic population enjoyed a large percentage of growth during the 1990s, the paltry increase of Hispanics over the age of 25 with at least a college degree indicates that although Hispanics enter colleges and universities at rates comparable to Whites, their rates of completion are significantly lower (Fry, 2002, 2004). In addition, Latinas/os generally attend less selective or open-door institutions, enroll in community colleges and as part-time students, and enroll in graduate school at the lowest rates of any racial/ethnic group (Fry, 2002, 2004; Solórzano, Rivas, & Velez, 2005). In the fall of 2006, Latinas/os who entered graduate school represented only 12% of the students enrolled in engineering, physical science, and biological science programs, yet represented 47% of the graduate student population in education and business¹ (Council of Graduate Schools, 2008). Unless solutions are created that assess and repair educational pathways at individual, institutional, and

societal levels, countless Latinas/os will continue to drop out of high school, leave college before completion, and depart from graduate and doctoral programs. It is essential to develop mentoring programs focused on Latina/o undergraduates and graduate students. The NASPA Latina/o Knowledge Community is dedicated to creating mentoring environments with undergraduate and graduate students, among professional administrators, and with faculty.

Two NASPA Latina/o Knowledge Community members shared their experiences as members of the NASPA Undergraduate Fellows Program at the University of New Mexico in a recent edition of the LKC e-magazine *La Voz* (Ramirez & Mendiaz Rivera, 2011). Their example provides a perspective to mentoring that illustrates intentionality and care. Several mentoring theories have informed their mentorship, which has inspired many of the students they mentor to consider graduate school. Their mentoring relationships are ►



¹ African Americans, Native Americans, and Whites represent 8%, 12%, and 16% of graduate students, respectively, in engineering, physical science, and biological science programs.

based on the work of Moran, Cooper, López, and Goza (2009), who recommend developing mentoring programs between individuals who may be one step ahead of their peers because students learn more from their interactions with slightly more experienced peers than from significantly older individuals. In addition, when mentoring is focused on completing culturally relevant tasks, the students who are mentored gradually become more skilled within family, school, and community settings. Because Ramirez and Mendiaz Rivera focused much of their mentorship on building aspirations for graduate school, they also utilized the work of Luna and Prieto (2009), who contend that mentors can help students develop student and faculty networks, lessen anxiety by familiarizing students with the ins and outs of graduate school, encourage students to believe in themselves, and transform their identities as academics.

Ramirez and Mendiaz Rivera offer several recommendations for mentoring Latina/o undergraduates:

1. Provide more mentoring programs for Latina/o students that allow them

to connect with Latina/o peers in undergraduate and graduate school.

2. Provide more opportunities for Latina/o students to develop mentoring relationships with Latina/o faculty and staff.
3. Encourage and support informal peer mentoring among Latina/o students and with other students of color. This can be done in student clubs, academic departments, and student support programs.
4. Start early with mentoring programs for Latina/o students, such as the NASPA Undergraduate Fellows Program, that explore graduate and professional school as a possible path.
5. Support culturally relevant programming that includes Latina/o parents and families and especially that creates a welcoming atmosphere for them on campus.

Developing culturally responsive mentoring programs for students, administrators, and faculty is a key aspect of retention at all levels, and can certainly make a difference for Latina/o communities. ■

References

- Council of Graduate Schools. (2008). *Data sources: Graduate enrollment by race/ethnicity, 1996 to 2006. Special analysis from the Graduate Enrollment and Degrees Survey Report*. Retrieved from http://www.cgsnet.org/portals/0/pdf/DataSources_2008_01.pdf
- Fry, R. (2002). *Latinos in higher education: Many enroll, too few graduate*. Washington, DC: Pew Hispanic Center.
- Fry, R. (2004). *Latino youth finishing college: The role of selective pathways*. Washington, DC: Pew Hispanic Center.
- Luna, V., & Prieto, L. (2009). Mentoring affirmations and interventions: A bridge to graduate school for Latina/o students. *Journal of Hispanic Higher Education*, 8(2), 213–224.
- Moran, C., Cooper, C. R., López, A., & Goza, B. (2009). Developing effective P-20 partnerships to benefit Chicano/Latino students and families. *Journal of Hispanic Higher Education*, 8(4), 340–356.
- Pew Hispanic Center. (2008). *Table 2. Population change by race and ethnicity: 2000 and 2006*. Retrieved from <http://pewhispanic.org/factsheets/factsheet.php?FactsheetID=35>
- Ramirez, C., & Mendiaz Rivera, A. (2011, July). Mentoring Latina/o students. *La Voz: The NASPA Latina/o Knowledge Community Quarterly E-Zine*, 3(3), 4–5. Retrieved from <http://www.naspa.org/kc/lkc/files/LKC-July2011.pdf>
- Solórzano, D. G., Rivas, M. A., & Vélez, V. N. (2005, June). Community college as a pathway to Chicana/o doctoral production. *Latino Policy & Issues Brief* (11). Los Angeles, CA: UCLA Chicana/o Studies Research Center.
- U.S. Census Bureau. (2007). *Percent of people 25 years and over who have completed high school or college, by race, Hispanic origin and sex: Selected years 1940 to 2007*. Washington, DC: U.S. Government Printing Office.

MEN AND MASCULINITIES KNOWLEDGE COMMUNITY

Getting to the Intersections of Men's Issues on Campus

Oswaldo Del Valle

*Learning Community Coordinator,
California Polytechnic State
University, San Luis Obispo*

Patrick Tanner

*Director of Student and Enrollment
Services, Penn State York*

We have been conducting an unscientific survey of student affairs colleagues this past year, asking them one simple question: *What types of men's programming have been initiated on your campus? Mind you, we did not divulge our positions (at that time) as members of the Men and Masculinities Knowledge Community. We wanted to hear what people had to say without clouding their perception or their eventual answers. Overwhelmingly and not surprisingly, the answer—if any—was some derivative of Men Can Stop Rape programming. Coupled with this response were responses from “That’s not what my department does” to “Our Women’s Center does...” to “We’re not sure if there is an issue with men on our campus.”*

Men's participation in ending sexual violence against women on our campuses is certainly an important issue that many institutions are or should be facing (Katz, 2006). However, violence prevention cannot be the sole form of college men's programming. Men need to be educated about gender identity development *as men* (O'Neil & Crapser, 2011). They need to ponder what it means to be a man; they need safe spaces to discuss these topics (and the cognitive dissonance that will undoubtedly follow) with other men whom they trust. They

need to take a step back to look at the development of the culture of gender, even if only over the past 10 years.

College men need to see their education and their lives through a gendered lens. It is interesting to note that many men are not regularly aware of themselves as gendered beings. This level of pondering and introspection needs to contain the many different facets of men and masculinities issues. The old adages of “men are just men” or the more damaging “boys will be boys” do not fit the modern and complex gendered lives that our students live on a daily basis. As complex as women's lives are, men's lives are just as complex. Men need to embrace the fact that the word *masculinities* exists, which is to say that there are alternatives to the hegemonic norm. College men are constantly dealing with and negotiating the various identity components that make up who they are: gender, class,





sexual orientation, socioeconomic status, race, and ethnicity, to name a few. So why is it that at many institutions across this country, sexual violence prevention is the only programming being offered to our young men?

Part of the answer is one's point of view on the state of men in the United States. Men can appear to be powerful or powerless—in control of or not in control of their own lives (Capraro, 2004). Male power (privilege) is palpable in our society and an issue that must be addressed. It is easy to dismiss men's need for gender-specific services when we live in a society that for the most part is dominated and run by men. Because of this, student affairs administrators may dismiss the need for "specialized" programming dealing with any type of men's issues. However, recent studies have shown that at many universities women volunteer, go abroad, complete internships, and take advantage of key student services more than their male counterparts.

Compounded by the gender imbalance that exists on most campuses, gender disparity in engagement is especially troublesome. Even on campuses where men outnumber women or there is gender parity, women are still more likely to take on student leadership roles. Given how critical involvement and engagement are for academic success and persistence, it is essential that campuses find ways to involve men in more experiential learning and cocurricular activities.

Additionally, when looking at gender issues, student affairs educators have the unique opportunity to engage in the broader conversation of social justice. Men do not exist in a vacuum of identity; it is imperative when tackling gender issues that we take the time to explore the impact of the intersections of identities on ourselves and on the world in which we live.

The other concern regarding men's lack of engagement or seeking of student

services is due to men being raised to not clearly state or negotiate dependency needs. In effect, society teaches men to be independent and subscribe to a "go it alone" attitude. This societal dilemma then becomes a challenge for student affairs professionals in getting male students to seek out services or engage in cocurricular activities. Thus, the question must be asked: **How do we engage men on our campuses to see their lives through a gendered lens beyond sexual violence prevention programming?** Answers are not easy or simple. In fact, they can be convoluted and multifaceted. They can be laced with political traps and bureaucratic pitfalls. The task does not solely fall on the staff of women's or gender studies centers, either. It is a task that all departments in all divisions can and should be addressing. We offer a few examples of how different student affairs departments can provide workshops and programming for men, in order to resolve some of the issues facing men's gendered lives.

Residence Life: Train your professional and paraprofessional staff on issues of gender, especially issues with which college men struggle. This would be a great place to begin working with gender identity development theory.

Multicultural/Diversity Centers:

Sponsor a speaker who will motivate your student body to consider the intricacies of navigating gender as men and men of color.

Women's Centers: Begin a discussion group for men to explore what it means to identify as a man. This group may or may not be hosted by men, and it may or may not be open exclusively to men.

Counseling Centers: Host a documentary/workshop series based on gender issues and engage participants in a conversation after each screening/presentation to explore the issues as they relate to men and masculinities.

Health Centers: Sponsor a marketing campaign about the positive outcomes of men engaging in help-seeking behaviors, proper exercise, and male body image.

LGBT Centers: Host a workshop or presenter that explores the intersections of sexual orientation and masculinities, like the discrimination of gay men regarding their gender performance.

It is our hope and desire that this article inspires you to begin the dialogue on your campus about the issues that collegiate men are struggling with. ■

References

- Capraro, Rocco L. (2004). Men's studies as a foundation for student development work with college men. In G. E. Kellom (Ed.), *New directions for student services: Developing effective programs and services for college men* (23–34). San Francisco, CA: Jossey-Bass.
- Katz, J. (2006). *The macho paradox: Why some men hurt women and how all men can help*. Naperville, IL: Sourcebooks, Inc.
- O'Neil, J.M. & Crapser, B. (2011). Using the psychology of men and gender role conflict theory to promote comprehensive service delivery for college men: A call to action. In J. A. Laker & T. Davis (Eds.), *Masculinities in higher education: Theoretical and practical considerations* (pp. 16–49). New York, NY: Routledge.

MULTIRACIAL KNOWLEDGE COMMUNITY

Incorporating Multiple Identities into Campus Planning

Kim McAloney

Graduate Teaching Assistant
Office of the Dean of Student
Life, Oregon State University

DJ Zissen

International Admissions Assistant
INTO Oregon State University
Oregon State University

On the modern campus, learning opportunities abound for students both in and outside the classroom. But such opportunities are of little use if students do not take advantage of them. With the increasing numbers of college students who identify as biracial or multiracial, it is imperative that we ensure that the opportunities we offer are inclusive and welcoming to this growing demographic. Multiracial students often speak of having a foot in two or more worlds, of having to “choose” how they identify. According to Chapman (2004, p. 3), “although individuals may perceive their identity as being whole, society and even family perceive their identity as being dual, in many situations forcing biracial individuals to choose.” This intersection of multiple races or cultural identities can be challenging for students, and may be compounded if we are not using language or appropriate frameworks to let students know their “whole selves” are welcome.

From Renn’s (2004) Ecological Theory of Mixed-Race Identity Development model, we come to understand that there are many influences on mixed-race individuals. Space and peer culture are two large influences. According to Renn, students are “influenced by the extent



to which they found places where they saw themselves fitting in” (Evans, Forney, Guido, Patton, & Renn, 2010, p. 296). Keeping these premises in mind when evaluating our programming, how do we ensure that students will feel comfortable and feel they will fit in? What can we do as student affairs professionals to ensure that our campuses and programs are as open as they can be to multiracial individuals?

By trying to think, plan, and become more inclusive of multiracial students, we are reminded of two things. First, Jones and McEwen (2000) created a Model of Multiple Dimensions of Identity to help us understand the relationship between a student’s “personal and socially constructed identities” (Evans, 2010, p. 245). Second, “the intersection of multiple identities is a socially constructed, contextual phenomenon enacted in everyday life that motivates action to create a more equitable society” (Evans, 2010, p. 244). To best

serve our students, we must keep such theoretical frameworks and goals in mind to help shape our current work.

As co-chairs for the 2012 Power of One Conference, a NASPA Region V annual student leadership conference designed to empower student leaders/advisors who identify on the LGBTQQIAAP (Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual, Allies and Pansexual) spectrum or work with related organizations and resources, we realized that the issue of “intersection” or “conflux” not only encompasses racial identity for multiracial students, but may be an issue for any facet of their identity. By applying the ideas of Jones & McEwen (2010), we began to realize that the issues we were addressing to make programs and resources more accessible and inclusive to multiracial students could also be used for other intersections of identity.

Keeping in mind our desire to be intentional around the issues of intersecting identities, we made specific decisions regarding the committee and conference. To be most inclusive of multiple voices and points of view, we chose to be deliberate with regard to those involved in the planning committee, as well as those speaking or presenting at the conference. However, no matter how mindful we try to be, there is always a chance that we may not support an individual’s identity on the basis of our own perspectives and experiences. To counter this possibility, we want to include representatives from other social identity-based Knowledge Communities within our region. Our desire is to have members from social identity-based Knowledge Communities who attend the conference lead roundtable discussions that focus on the “layering” or “intersection” of race, gender, socioeconomic status, age, and the like. Additionally, the programming chair is ►

performing targeted outreach with our call for programs by soliciting workshops and sessions from individuals within the region who we know identify with or feel able to discuss multiple identities.

Finally, as the pinnacle of visibility for the conference, it is important for us to have speakers who will bring a unique perspective and view on the issues of multiple facets of identity. This year's keynote speaker is Andrew Jolivet, a self-identified gay Creole man, and our main entertainment for the conference is D'Lo, a Sri Lankan transgender man. D'Lo will be sharing his personal stories through music, comedy, and poetry. Our speakers cross multiple intersections of identity and will be able to discuss and share their experiences with the conference attendees. We hope that both speakers can help participants connect with one another and spark conversations to allow us to "play in the intersections of identity" (Accapadi, personal communication, 2009).

When we began to plan this conference, we wondered if including the intersection of multiple identities would make the process longer and more difficult. Instead, we were surprised by the ease of adding intersecting identities. This experience has given us, as conference co-chairs and student affairs practitioners, a new

perspective on programming and the opportunity to be more inclusive for our participants. Through successful programs like the Power of One, we hope to show that being mindful of biracial and multiracial students, and the intersection of identities, does not have to be a burden. In fact, this form of programming continues to assist student development and the development of the profession as a whole. ■



References

Accapadi, M. (2009). Personal communication.

Chapman, N. H. (2004, November). *Hello, my race is _____: Supporting the identity of biracial college students*. Paper presented at the Ninth Annual Conference of People of Color in Predominantly White Institutions, University of Nebraska-Lincoln.

Evans, N., Forney, D., Guido, F., Patton, L., & Renn, K. (2010). *Student development in college*. San Francisco, CA: Jossey-Bass.

NEW PROFESSIONALS AND GRADUATE STUDENTS KNOWLEDGE COMMUNITY
Work-Life Balance in a 24/7 World

Katie Horowitz
*Assistant Director for Residential Life
University of Washington-Bothell*

Michelle Primley Benton
*Conduct & Compliance Specialist
Housing & Food Services
University of Washington*

In 2006, *60 Minutes* aired a report about the end of the 40-hour work week (Schorn, 2006). With computers and smart phones making it faster and easier to access e-mail and take phone calls, people can quickly rack up 60 to 70 hours of work time. Checking e-mail while out to dinner with a friend is second nature to many professionals. Most people don't even think twice about taking a work phone call in the evening while they are cooking dinner. For live-in professionals, the lines are even more blurred. In a world where you are easily accessible to colleagues, students, and business partners, what does work-life balance look like?

Work-life balance is critical to long-term health and happiness. *The Journal of Family and Economic Issues* reported that regardless of the type of job or number of hours spent at work, job satisfaction is highly correlated with work-life balance (Tausig & Fenwick, 2001). The authors have both lived on campus for a number of years as resident directors. In the past year, we have both transitioned to living off-campus. Gone are the days of the 15-second commute to work. However, many of the ways we maintain work-life balance have remained the same. We easily lose track of the number of hours we work, but as we have grown as professionals, we have come to understand that a sense of balance has less to do with the number of hours you

work than with the intentional steps you take to create balance in your life.

Make plans and stick to them. If you don't have it on the calendar, it won't happen. Set a date to attend trivia night or see a movie with friends and colleagues, and put it on the calendar. Need time to yourself to recharge? Schedule it. In *First Things First*, Covey, Merrill, and Merrill (1995) point out that it is not enough to simply say "I need some time to myself"; to make that time a reality, you need to determine the where and when. Once you set a date and time, it is much easier to stick with it. If your role is live-on, make plans to get off campus on a regular basis. There is no reason that your plans can't involve colleagues, which leads us to our next point.

Consolidate your activities. Priorities such as fitness versus time with friends and colleagues don't always have to compete. To get more exercise and build team camaraderie during the busy month of August when we begin training, our resident director group organized an RD Fitness Boot Camp. We met at 6 a.m. (some were more awake than others) and completed a circuit training course that we created around the quad. Not only was it great exercise, but we were able to build team camaraderie. This is an excellent example of consolidating activities.

Model balance. In many organizations, sending out work e-mails to colleagues at 3 a.m. is a badge of honor. Each year, Katie Horowitz, assistant director for residential life at University of Washington-Bothell, would warn her resident adviser staff that the job will take as much time as you want to give it; because of that, staff members need to set boundaries and be mindful of their time. This is true for ►



professional staff as well. Working at a university there are countless demands on your time, not only daytime meetings and student interactions, but also all the evening programming that students want you to attend. The bottom line is that if you want your students and colleagues to maintain a healthy work-life balance, you need to model that behavior (and not fall into the trap of “do as I say, not as I do”). This means that you need to be intentional and strategic about where you put your time in order to maximize the impact for students, and allow them to see you indulge your interests outside of work.

Eliminate activities that sap time or energy. We have both had experiences when a casual conversation with a coworker turns into a two-hour gripe

session. The student affairs professional in us always wants to be a good listener and try to be supportive, but sometimes it is too much. To maintain a healthy balance, think about the things that sap your time or energy and work to eliminate them from your calendar, whether it involves too much time on Facebook, unnecessary committee work, or too much time with a negative individual.

The bottom line for us is that you have to be intentional and take responsibility for your own work-life balance. While your supervisor might tell you that you are working too much and should take a day off, it is up to you to make it happen. Look out for yourself, and your satisfaction in and out of work will thrive. ■

References

Covey, S. A., Merrill, R., & Merrill, R. R. (1995). *First things first*. New York, NY: Simon & Schuster.

Schorn, D. (2006). *CBS 60 minutes: Working 24/7*. Retrieved July 29, 2011, from <http://www.cbsnews.com/stories/2006/03/31/60minutes/main1460246.shtml>

Tausig, M., & Fenwick, R. (2001). Unbinding time: Alternate work schedules and work-life balance. *Journal of Family and Economic Issues*, 22(2)101-119.

PARENT AND FAMILY RELATIONS KNOWLEDGE COMMUNITY
Campuses Help Support Parents and Families with Rising Costs of Higher Education

Justin M. Alger
Doctoral Candidate, University at Buffalo

As costs of attending college continue to rise and government support declines, how are institutions adjusting to the needs of students and parents (Carney-Hall, 2008)? This article provides a brief look at the importance of parent socioeconomic status and parents as funding sources for higher education, followed by highlights of how two institutions are supporting students and their families.

Socioeconomic status is an important driving force behind whether a student attends college, because students and their families are financially responsible for funding higher education costs (Carney-Hall, 2008). Also, parents and students generally expect that parents will pay for their children to attend college (Bozick, 2007). Parents have become a major source of funding for their students’ higher education expenses. A recent study by Sallie Mae (2010) looking at how families pay for college shows that parents pay for 47% of college costs. Thirty-seven percent of the payments come from parent income and savings, and the other 10% from loans (Sallie Mae, 2010). This contribution is an effort to bridge the gap between college costs and student financial aid packages, usually in the form of grants, scholarships, and loans (Johnstone, 2004). In general, parents with income levels less than \$35,000 per year report assuming less debt and using less current income and savings to contribute to their student’s college ►



costs than parents making \$100,000 or more (Sallie Mae, 2010, p. 25). Parents in the middle income level (\$35,000–< \$100,000) assume a similar amount of borrowing and use almost as much current income as parents making \$100,000 or more (Sallie Mae, 2010). To help bridge the socioeconomic status gap and rising costs of higher education, some higher education institutions are creating policies and programs to provide increased access to students. Harvard College offers significantly discounted costs of attendance to some students, and Berry College offers a student work program.

Former Harvard College President Lawrence H. Summers stated that socioeconomic status was the “most severe domestic problem in the United States” (Basinger & Smallwood, 2004, p. A35). To assist those not able to afford college, he called other college presidents to action and offered a cost-free Harvard education to accepted students whose families make less than \$40,000 per year (Basinger & Smallwood, 2004). Harvard continues to provide cost-free education to students whose families make less than \$60,000 per year: “parents of families with incomes below \$60,000 are not expected to contribute at all to college costs” (Harvard College, 2011 para. 2). Harvard also has made strides to reduce costs to families at a variety of income levels by reviewing and specifically defining family contribution resources. Since Harvard announced this program, several other institutions have followed suit and begun offering free tuition to students from lower-income families.

In addition to lowering the costs of attendance, some institutions are attempting to offset day-to-day expenses by providing on-campus jobs to students. Berry College offers on-campus jobs to students through its Student Work Experience Program, which has deep-seated roots in the institution’s history. At Berry, all students are offered positions on

campus in order to gain skills and explore potential career avenues. This program touts having 95% of students working at some point in their academic career and 85% of students working during an academic year (Berry College, 2011). This opportunity allows students to apply academic work and gain relevant job skills and experience while networking, and helps them pay college expenses

In summary, a family’s socioeconomic status is paramount in determining whether a student attends college. Parents are expected to support nearly half of their students’ higher education costs. In times when higher education costs are rising and government support is declining, some higher education institutions are stepping up to bridge the gap in costs. Harvard College has committed to increasing accessibility to families of many income ranges, specifically providing cost-free access to families with incomes less than \$60,000. Berry College provides students access to campus jobs, allowing them to gain job experience while helping to pay for day-to-day expenses. These programs offer hope that access to higher education can always be within reach for our future students. Our Knowledge Community applauds these approaches and encourages other institutions to seek additional innovative ways to ease the financial burdens on today’s college students and their families. ■

References

- Basinger, J., & Smallwood, S. (2004). Harvard gives a break to parents who earn less than \$40,000 a year. *The Chronicle of Higher Education*, 50(27), A35.
- Berry College. (2011). Student Work Experience Program. Retrieved July 29, 2011, from <http://www.berry.edu/stuwork/page.aspx?id=5053>
- Bozick, R. (2007). Making it through the first year of college: The role of students’ economic resources, employment, and living arrangements. *Sociology of Education*, 80(3), 261–285. doi: 10.1177/003804070708000304
- Carney-Hall, K. C. (2008). Understanding current trends in family involvement. *New Directions for Student Services*, 122, 3–14.
- Harvard College. (2011). Financial Aid Office homepage. Retrieved July 31, 2011, from <http://www.fao.fas.harvard.edu/icb/icb.do>
- Johnstone, D. B. (2004). The economics and politics of cost sharing in higher education: Comparative perspectives. *Economics of Education Review*, 23(4), 403–410. doi: 10.1016/j.econedurev.2003.09.004
- Sallie Mae. (2010). *How America Pays for College 2010*. Reston, VA: Author.



SPIRITUALITY AND RELIGION IN HIGHER EDUCATION
KNOWLEDGE COMMUNITY

Being Faithful to the Bottom Line: How Faith-Based
Student Groups Support Your Work and Your Budget

Matt S. Calfin
*NASPA Region VI Spirituality and
Religion in Higher Education
Knowledge Community Representative*

In a climate of dwindling economic resources, student affairs leaders are challenged to assist their institutions in attracting, retaining, and supporting students. To assist practitioners, one idea to consider is developing partnerships with faith-based student groups (FBSGs). FBSGs are registered student organizations that support the faith needs of the campus student body. They usually have an organization leader who may or may not be a student.

Working with FBSGs is invaluable yet uncharted territory for many. Walters (2001) challenged student affairs professionals to “engage student religious organizations and campus ministers in dialogue about their needs and perceptions of the university” (p. 53). Such dialogues can produce beneficial collaborations.

After researching a FBSG and its impact on first-year college students over a two-year period, I can offer some practical takeaways that may enhance your work without affecting your institution’s bottom line. Three such strategies are described below.

Develop Partnerships to Enhance Student Recruitment

Longitudinal research by Astin, Astin, and Lindholm (2011) demonstrated that students want to practice their faith when they enter college. Prospective students

often contact FBSGs independent of the admissions process and inquire about opportunities to express and support their faith while attending the institution. Creating effective working relationships with these groups would enhance recruitment efforts. For instance, FBSG leaders could share prospective student information with institutional leaders. Also, by developing this partnership, institutional leaders will develop an understanding of the programs and services offered by FBSGs. In return, student affairs professionals can describe the admissions process to the FBSGs. Information sharing is crucial for the success of this partnership. One FBSG leader informed me that a number of students of faith contacted him in the summer about becoming admitted students at the institution. However, the FBSG leader did not know the university admissions process and felt frustrated in trying to help these students get connected to the institution. Establishing relationships with FBSGs is a low-cost strategy that would enhance student recruitment.

Collaborate on Cocurricular Programming

First-year students have common struggles. Student affairs professionals create programs to address these issues (e.g., time management, help with choosing a major, managing money). FBSGs also create similar programs. Often, the university and FBSGs have the same goal: to create thoughtful, well-prepared, and engaged citizens. Instead of duplicating efforts, colleges should collaborate with FBSGs to develop first-year student programming. Lindholm,

Millora, Schwartz, and Spinosa (2011) noted one relevant example at Rivier College, where the Campus Ministry collaborated with college departments to provide wellness programs.

Further, as Schlossberg’s (1989) work emphasized, the need to matter is critical. My longitudinal research suggests that students involved in FBSGs found a sense of mattering (Calfin, 2005). In addition, by providing programming and other resources, FBSGs were helpful in alleviating worry and providing peer support (Calfin, 2005). Some FBSGs build this concept of mattering into the activities they create. These groups provide yet another support mechanism for students and student affairs leaders without taxing institutional resources.

Establish Alumni Connections

Once students feel connected to their respective FBSGs, many stay involved throughout their time at the university

and after graduation. Once again, it would behoove institutional leaders to partner with FBSGs to enhance alumni opportunities. Alumni of these groups may even stay involved with the groups in a mentoring capacity. In other words, the relationship with the institution continues through the FBSGs.

The above list of strategies is far from exhaustive. To support future collaborations, I recommend reviewing the book by Lindholm, Millora, Schwartz, and Spinosa (2011), which examines ways to support college students’ spiritual development. Nevertheless, it is clear that FBSGs make a difference to students. Student affairs practitioners who understand this notion will be able to support their students and their institutions more effectively. ■

References

Astin, A. W., Astin, H. S., & Lindholm, J. A. (2011). *Cultivating the spirit: How college can enhance students’ inner lives*. San Francisco, CA: Jossey-Bass.

Calfin, M. S. (2005). *The influence of a Christian student organization on first-year college students* (Published doctoral dissertation). Eastern Michigan University.

Lindholm, J., Millora, M., Schwartz, L., & Spinosa, H. (2011). *A guidebook of promising practices: Facilitating college students’ spiritual development*. Los Angeles, CA: Regents of the University of California.

Schlossberg, N. K. (1989). Marginality and mattering: Key issues in building community. *New Directions for Student Services*, 48, 5–15.

Walters, J. (2001). Student religious organizations and the public university. In V. W. Miller & M. M. Ryan (Eds.), *Transforming campus life: Reflections on spirituality and religious pluralism* (pp. 33–55). New York, NY: P. Lang.

STUDENT AFFAIRS DEVELOPMENT AND EXTERNAL RELATIONS KNOWLEDGE COMMUNITY
The Student Affairs Development Conference

Kim Nehls
*Executive Director for ASHE
University of Nevada at Las Vegas*

Shane Carlin
*Assistant Vice Chancellor for
Student Affairs Advancement
University of Illinois Champaign-Urbana*

Nestled in the Salt Lake mountainside is the expansive, picturesque University of Utah campus. Nearly 50 fundraising and development professionals from across the United States visited the “U” for NASPA’s annual Student Affairs Development Conference. It proved

to be an excellent backdrop for 3 days of learning, sharing, and networking.

Student affairs professionals are known to be collaborative, and development work is no exception. In fact, student affairs development officers frequently have to link with a variety of constituents both on and off campus. A common theme of the conference was linkages. Development officers find themselves meeting with their own colleagues on campus, both in student affairs and advancement, as well as off-campus alumni, corporations, and foundations. All of these groups could become donors to the institution, and it is the development officer’s job

to bridge the connections. Many of the speakers at the conference focused on this idea of building relationships. Patricia Justice, former associate vice chancellor for institutional advancement at University of Illinois, led the first day’s session, which included group work to create ways for student affairs development efforts to become more visible on campuses. Additional concurrent sessions focused on a variety of topics, including working with external audiences, being donor-centered, utilizing volunteers, stewardship, and asking for major gifts.

Prodigious ideas were shared among the conference attendees. Several are listed below. We hope that you will use these ideas as you build your student affairs development program:

1. Create a handbook (online or in print) that showcases the impact of donor gifts. Focus on the gift’s influence within student affairs. Did it create a new leadership program, for example, or a new scholarship? Did a gift from one generous donor provide the opportunity for a dozen students to participate in Alternative Spring Break? If so, highlight these examples in a handbook.
2. Create an online video series of student leaders who have benefited from donor dollars.
3. Call alumni to thank them for gifts. If you cannot reach them by phone, be sure to write personal thank-you notes. Encourage students

to write thank-you notes as well, especially if their program or area was helped by a donor’s gift.

4. Start a “road show” to visit student organizations, introducing them to fundraising and giving and explain why giving back to one’s institution is so important.

5. Link a senior-class gift to a 50-year alumni gift. Link the people in addition to the dollars, so senior donors see the benefits of being involved long after graduation.
6. Go through past yearbooks to discover which individuals were very involved on campus. Target former student leaders as potential donors.
7. Borrow quotes and data from student affairs’ program assessments to include in thank-you letters to donors and other constituents.
8. Evaluate your student affairs website. Is there anything on the site for alumni and friends of the institution or is it geared only toward current students? Try to make it appealing to both groups.
9. Engage prospective donors as guest speakers in leadership courses or at student government events. Encourage them to visit student organizations and speak about their experiences on campus.

If you are interested in continuing the conversation about development in student affairs, write your ideas in 140 characters or fewer on Twitter, using the hashtag #SAdev. ■

Recommended Reading

Drezner, N. (2011). *Philanthropy and fundraising in American higher education*. ASHE Higher Education Report Series, 37(2). San Francisco, CA: Jossey Bass.

Tempel, E. R., Seiler, T. L., & Aldrich, E. E. (Eds.). (2011). *Achieving excellence in fundraising* (3rd ed.). San Francisco, CA: Jossey Bass.

Miller, T. (Ed.). (2010). Advancement work in student affairs: The challenges and strategies. *New Directions for Student Services*, 130. doi:10.1002/ss.357



STUDENT AFFAIRS PARTNERING WITH ACADEMIC AFFAIRS KNOWLEDGE COMMUNITY

Shared Knowledge in Academic and Student Affairs

Marguerite Bonous-Hammarth
*Researcher in Residence, Center
 for Educational Partnerships
 University of California, Irvine*

Members of the Student Affairs Partnering with Academic Affairs Knowledge Community (KC) share common interests with other NASPA colleagues to apply best practices in ways that improve student experiences and learning environments. This goal to broaden understanding about academic and student affairs collaborations has led to several activities, including the KC's first research grant to promote scholarship about connections across academic and student affairs for effective student outcomes.

While a focus on results typically ensures common purpose within and productive outcomes from collaborations (Lawson, Caliborne, Hardiman, Austin, & Surko, 2007), it also should prompt assessments of key group interactions that drive success: the knowledge “that is available to be worked on and used by other people” (Scardamalia & Bereiter, 2003, p. 1371). Such a consideration of shared knowledge—the ideas and insights generated through collaborative work—immediately focuses attention on deep, transformative change and provides feedback on the health and wealth of the partnerships formed. This brief review examines selected evidence from organizational studies and education to discuss themes related to partnership structures, cultures, and evolution that may foster shared knowledge to improve our collaborations and results.

Structures, Cultures, and Shared Knowledge in Partnerships

The multiple approaches used by student affairs administrators in their partnerships demonstrate a unique tension between structure and culture in collaborative work. For example, a majority of administrators in one national study perceived cultural approaches (e.g., cross-institutional dialogues, generating enthusiasm, common visioning) as more important to successful partnerships than structural strategies (e.g., leadership, expectation setting, combining fiscal resources, using incentives or rewards), but in reality demonstrated frequent use of the latter to achieve success (Kezar, 2003, p. 16). Presenting this finding as a tension may oversimplify explanations about rather complex phenomena. However, a focus on tensions between structures and cultures may increase awareness about potentially unaddressed stages of partnership development and the strategies needed for progress. For example, before partners share a common vision that reflects co-created knowledge and trust within their groups, formal structures may be needed to foster cross-unit planning or other work toward change.

Group and organizational learning frameworks further demonstrate how ideas and knowledge generated within groups may reflect back on structures, cultures, and processes before reflecting forward for change and organizational (or the group's) renewal. Learner-oriented activities often associated with professional learning communities, such as reflection and feedback, have been found to improve the quality of future peer and self-reflections on practice, as well as to increase overall

professional competencies (Fund, 2010). In addition, movement through individual “intuiting” to recognize patterns in personal experiences, “interpreting” to explain individual and group insights and ideas, “integrating” to develop shared group understandings, and “institutionalizing” to embed shared learning in structures and strategies illustrates a level of organizational processing to affect change beyond an individual team or group (Crossan & Berdrow, 2003, p. 1090). Viewing shared knowledge from this organizational stance suggests opportunities for academic and student affairs colleagues to reflect, connect, and enact new structures and shared cultural approaches to attain desired changes for student learning and outcomes and for innovative partner work in the future.

Partnership Knowledge Is Dynamic

Fullan (2006) notes that true professional learning communities develop “lasting new collaborative cultures” focused on “continuous improvement” (p. 10). Therefore, we can imagine that new knowledge generated from effective academic and student affairs collaborations would evolve in tandem as these partnerships deepen over time. However, defining success and measuring the tangible and intangible knowledge created within evolving partnerships will present major challenges.

Although theorists use different ways to describe learning, research about knowledge creation appears to reflect the ideal types of knowledge outcomes that academic and student affairs partnerships aim to develop. The dynamic nature of collaborations would suggest a “knowledge-creation approach,” where the goal would be ►





not to simply change or add to one's mental state ("learning") but to "solve problems, originate new thoughts, and advance communal knowledge" (Paavola, Lipponen, & Hakkarainen, 2004, p. 561). This view suggests partnership knowledge that continually expands to transform ideas and practices, and this conceptual frame ultimately may be the ideal aim of our academic and student affairs alliances.

The shared knowledge from partnerships may not always redefine the individual partners themselves. Student affairs professionals cannot be effective in their work without addressing their own multiple community orientations toward student administration, student services, student development, and student learning (Blimling, 2001) and the specific disciplinary, departmental, and institutional knowledge that they bring to the table (Stebbleton & Schmidt, 2010). In this respect, shared learning may enable student affairs professionals to contribute to partnership success and much broader impacts of transformative changes in disciplines and the profession. ■

References

- Blimling, G. S. (2001). Uniting scholarship and communities of practice in student affairs. *Journal of College Student Development*, 42(4), 381–396. Retrieved from <http://www.jcsdonline.org/>
- Crossan, M. M., & Berdrow, I. (2003). Organizational learning and strategic renewal. *Strategic Management Journal*, 24(11), 1087–1105. doi: 10.1002/smj.342.
- Fullan, M. (2006). Leading professional learning. *The School Administrator*, 63(10), 10–14. Retrieved from <http://www.aasa.org/SchoolAdministrator.aspx>
- Fund, Z. (2010). Effects of communities of reflecting peers on student-teacher development—including in-depth case studies. *Teachers and Teaching*, 16(6), 679–701. doi: 10.1080/13540602.2010.517686.
- Kezar, A. (2003). Achieving student success: Strategies for creating partnerships between academic and student affairs. *NASPA Journal*, 41(1), 1–22. wn: 0328808264001.
- Lawson, H.A., Claiborne, N., Hardiman, E., Austin, S., & Surko, M. (2007). Deriving theories of change from successful community development partnerships for youths: Implications for school improvement. *American Journal of Education*, 114(1), 1–40. doi: 10.1086/520690.
- Paavola, S., Lipponen, L., & Hakkarainen, K. (2004). Models of innovative knowledge communities and three metaphors of learning. *Review of Educational Research*, 74(4), 557–576. doi: 10.3102/00346543074004557.
- Scardamalia, M., & Bereiter, C. (2003). Knowledge building. *Encyclopedia of education*, 1371–1373. Farmington Hills, MI: Gale Cengage Learning.
- Stebbleton, M. J., & Schmidt, L. (2010). Building bridges: Community college practitioners as retention leaders. *Journal of Student Affairs Research and Practice*, 47(1), 78–98. doi:10.2202/1949-6605.6018.

STUDENT LEADERSHIP PROGRAMS KNOWLEDGE COMMUNITY *Developing a Leadership Consortium*

Jan Lloyd

Acting Assistant Vice President
for Student Affairs, University of
South Florida Polytechnic

Sherry Early

Graduate Assistant, Bowling
Green State University

Introduction

Although the term “leadership” did not appear until approximately the 1850s, leadership can be viewed as an ancient art (Bass, 1990). However, it was not until 1976 that the American College Personnel Association (ACPA) Commission IV developed a leadership task force to investigate leadership programs in higher education and clearly defined the differences between leadership development, leadership training, and leadership education (Roberts & Ullom, 1990). The field of leadership progressed over the years by examining various components such as trait theory, behavioral theories, situational theories, and, most recently, leadership identity development theories. Since then, information regarding definitions of leadership, descriptions of leadership theories and models, the impact of leadership development on students, and how leadership styles vary based on ethnicity and sex have become prevalent in the literature.

Even though leadership has been broadly recognized as an academic discipline, it lacks common standards and definitions, making it difficult for leadership educators and practitioners to further develop it as a

field. As a result, a variety of professional leadership associations, including the Student Leadership Programs Knowledge Community (SLPKC), have been created to provide support and resources to those who work within the field of leadership to help develop a framework. The question then becomes, “What is the overlap between these professional associations, and how can they work together to help develop the field?”

First, we will describe the various leadership associations, including the ACPA Commission for Student Involvement, the Association of Leadership Educators (ALE), the International Leadership Association (ILA), the National Clearinghouse for Leadership Programs (NCLP), and the SLPKC. Then, we will describe the collaborative efforts underway to create a leadership consortium among these organizations to strengthen the leadership field.

Professional Leadership Organizations

NASPA's SLPKC is designed for student affairs professionals working with student leaders. The SLPKC mission states that it will “share best practices, provide critical evaluation of the field, examine standards for leadership programs, support national and regional efforts to develop student leadership programs, make contributions to literature, recognize exemplary programs, and cultivate a forum for the presentation of new ideas” (SLPKC, n.d.). The knowledge community utilizes webinars, electronic mailing lists, and web resources to share information, trends, and research in student leadership programs. ►



The ACPA Commission for Student Involvement offers an opportunity for those in 10 functional areas of the field to engage professional and socially. There is an emphasis on technology, discussions, electronic mailing lists, interactive dialogue, professional development, and publishing opportunities. The commission is celebrating its 50th anniversary this year. It offers resources including electronic mailing list subscriptions, best/powerful practices, comprehensive leadership programs and general assessment, and leadership book reviews.

The ALE has existed for 20 years with a mission to “strengthen and sustain the expertise of professional leadership educators” (ALE, n.d.). The association provides a broader focus, including not only higher education professionals but also youth development organizations, military trainers, community development educators, and private consultants.

The association coordinates the peer-reviewed *Journal of Leadership Educators* and hosts a conference each year.

The ILA states that it is “the global network for all those who practice, study and teach leadership. The ILA promotes a deeper understanding of leadership knowledge and practices for the greater good of individuals and communities worldwide” (ILA, n.d.). The ILA coordinates several leadership publications, including the *Journal of Leadership Studies*; hosts an annual conference; and offers a variety of online resources. Members can participate in four different types of communities. The association is housed at the University of Maryland in the School of Public Policy.

The NCLP has served leadership scholars and practitioners since 1990. Its mission is to serve as a centralized source for

resources and professional development, along with promoting collaboration, networking, and information sharing among leadership educators. “NCLP believes that leadership educators should contribute to the scholarship of leadership, help to advance the field of leadership studies, enhance effective pedagogies to develop leadership, and improve standards of practice” (NCLP, n.d.). The NCLP is overseen by leadership professionals from the University of Maryland.

Leadership Consortium

We hope to continue this mutually beneficial collaboration to support collegiality and encourage networking among those interested in and invested in leadership. This collaboration is of particular salience during the financial crises that many campuses currently face. As professional development funds are dwindling and positions are being eliminated or merged, it is critical that we continue to provide resources and avenues for leadership educators to learn from one another’s best practices.

To achieve that mission, it is necessary to build a coalition of those interested in leadership through collaboration. The leadership consortium of the organizations described above established the following goals to help coordinate efforts for all professionals involved in leadership development, training, and education:

- 1. Coordinate program calendars to minimize duplication and maximize professional participation.
- 2. Track trends and voids in professional programs, services, and recourses.
- 3. Promote each other’s programs through electronic mailing lists, publications, and other means.
- 4. Partner on pre-conferences sessions, general conference sessions, and other professional development activities as appropriate.
- 5. Collaborate on local, national, and international research projects.
- 6. Facilitate resource sharing and general communication through regularly scheduled conference calls and in-person meetings at partnering organizations’ conferences and meetings. ■

References

Association for Leadership Educators (ALE)(n.d.).About ALE. Retrieved from <http://www.leadershipeducators.org/>

Bass, B. M. (1990). *Bass and Stogdill's handbook of leadership* (3rd ed.). New York, NY: The Free Press.

College Student Educators International (ACPA)(n.d.).Commission for Student Involvement. Retrieved from <http://www2.myacpa.org/student-home>

International Leadership Association (ILA)(n.d.).About ILA. Retrieved from <http://www.ila-net.org/>

National Clearinghouse for Leadership Programs (NCLP)(n.d.).About NCLP. Retrieved from http://www.nclp.umd.edu/about_nclp/Default.aspx

Roberts, D., & Ullom, C. (1990). *Student leadership program model*. College Park, MD: National Clearinghouse for Leadership Programs.

Student Leadership Programs Knowledge Community (SLPKC)(n.d.).Mission statement. Retrieved from <http://naspa.org/kc/kcslp/default.cfm>

SUSTAINABILITY KNOWLEDGE COMMUNITY

Green Department Certification Programs: An Opportunity for Student Affairs

Justin Koppelman
*Program Coordinator, Student
Civic Engagement
Department of Student & Campus Life
Chapman University*

As one of the hot topics identified by NASPA's Sustainability Knowledge Community, the institutionalization of sustainability into the fabric of the campus community is an important effort to consider and one that is particularly suited for student affairs involvement. While a significant amount of campus sustainability performance lies within the operational realms of campus planning and facilities management, the practice of sustainability is also rooted in and significantly influenced by the daily behaviors, choices, and habits of building occupants (Scherbaum, Popovich, & Finlinson, 2008; U.S. Green Building Council, 2011). Without knowledge about sustainability as a practice and a social issue on local, national, and global scales, or the resources and recognition necessary for empowering sustainability-minded decision making, building occupants are likely to move forward with day-to-day business with little to no intentional consideration of the economic, environmental, or social impacts of their actions (Marans, 2010; Rappaport, 2008). Connecting the value and importance of sustainability directly to building occupants provides a rich opportunity not only to foster awareness and encourage personal action, but also to build a culture of sustainability throughout the institution. One way to approach this issue successfully is through the implementation of a Green Department/Office Certification program.

Various iterations of Green Department Certification programs have been launched over the past few years on many campuses. These programs range from self-reported checklists that identify conditions and actions reflective of a commitment to sustainability within departmental policies and procedures to semester-long programs that require multiple consultations and the development of detailed action plans. Although such programs also tend to be housed within institutions' Office of Sustainability, their intent and outcome can only be strengthened by student affairs professionals passionate about advancing campus sustainability.



Generally, Green Department Certification programs focus on four key efforts, all of which are well suited to student affairs professionals.

Building Relationships

Green Department Certification programs provide an opportunity to build positive, purposeful relationships among administration, faculty, staff, and students. Many programs involve students as interns, liaisons, or staff to help implement departmental certifications. Inviting students to serve in any of these capacities on a leadership team of student affairs and facilities management staff can foster a collaborative effort that develops institutional relationships while utilizing the unique strengths and experiences of each constituent. With proper training and support provided by professional staff, students can then work alongside representatives of participating departments to identify and

build upon current strengths and areas for future improvement, thereby creating connections and relationships that can develop over time and have influence beyond the certification time frame.

Disseminating Knowledge

A key function of Green Department Certification programs is to disseminate knowledge about sustainability as a practice and social issue on micro, meso, and macro levels. Successful programs inform building occupants not only of the tangible action steps that can be taken within departmental office space to operate more sustainably (e.g., replacing a standard power strip with a "smart strip" or setting default printer settings to duplex), but also of the various economic, environmental, and social impacts associated with the consumption of natural resources and the "business as usual" approach. Such knowledge is most often disseminated through a presentation to participating departments upon their completion of the process, which provides certification programs with a unique opportunity to expand the understanding of sustainability as an environmental, economic, and social justice issue. Green Department Certification programs also provide opportunities to utilize faculty and students' academic expertise as a source for current information about sustainability issues.

Empowering Positive Change

Green Department Certification programs play a large role in empowering building occupants to advance sustainability by both providing them with specific, implementable action steps and recognizing existing departmental efforts as well as the positive change made as departments progress through the process. Whether in the form of a checklist or an in-person consultation, certification programs are well equipped with a variety of action steps that range from giving preference to organic, fair-trade coffee to purchasing EnergyStar ▶

or Electronic Product Environmental Assessment Tool (EPEAT) certified electronics. These items are provided directly to participating departments, offering a much-needed but otherwise inaccessible resource for institutionalizing sustainability. The availability of this resource, combined with an approach that creates a positive and encouraging experience for participating departments, makes the certification process both achievable and enjoyable. The combination of tools and support provided can leave departments with a sense of empowerment to continue advancing sustainability after the end of the program.

Creating Useful Standards

Inherent to the process of creating a Green Department Certification programs is the identification of assessable metrics (i.e., energy use, paper consumption, purchasing habits) and action steps, which translates into the development of standards for departmental sustainability on a particular campus. These standards can be used to better understand what is and is not feasible within

institutional policies and procedures and to track the most and least frequent sustainability efforts. As more and more departments participate in the certification process, these standards can be adjusted to ensure that the program remains challenging and advances new sustainability practices after others become normalized across the institution.

By creating a structure to build relationships, disseminate knowledge, empower positive change, and create standards, Green Department Certification programs help institutionalize sustainability into the fabric of campus life. Such programs support the advancement and institutionalization of sustainability at a pace that is appropriate to each campus and can be used to create a visible, credible, and empowering culture of sustainability. Student affairs staff working at campuses with or without certification programs can consider using these programs to strengthen student affairs' involvement in and relevance to campus sustainability by engaging in or leading such programs. ■

References

- Marans, R. W., & Edelstein, J. Y. (2010). The human dimension of energy conservation and sustainability: A case study of the University of Michigan's energy conservation program. *International Journal of Sustainability in Higher Education*, 11(1), 6–18.
- Rappaport, A. (2008). Campus greening: Behind the headlines. *Environment*, 50(1), 7–16.
- Scherbaum, C. A., Popovich, P. M., & Finlinson, S. (2008). Exploring individual-level factors related to employee energy-conservation behavior at work. *Journal of Applied Social Psychology*, 38(3), 818–835.
- U.S. Green Building Council. (2011). *LEED 2009 for existing buildings: Operations and maintenance*. Washington, DC: Author.

TECHNOLOGY KNOWLEDGE COMMUNITY

What the Student Affairs Professional Should Know About Apple iOS 5

Jediah Cummins

*Residence Life Coordinator,
Texas Tech University*

Apple, Inc., has long been a partner with the public sector. Focusing on improving the use of technology in education and commitment to “delivering tools to help educators teach and students learn” is cited in its 2009 10-K (Apple, 2009). Although the use of Apple products has become almost de facto in many classrooms (McIntyre, 2007), student affairs professionals may be wondering how they can use Apple devices and software to improve communication with students. As a part of NASPA's Technology Knowledge Community's efforts to review and showcase software that can positively influence the work of student affairs professionals, this article will address the recently announced iPhone, iPod, and iPad Operating System upgrade iOS 5.

Apple announced iOS 5 beta in early June 2011 at the Worldwide Developers Conference, and Apple developers have been using and beta testing the software, which is expected to be released in fall of 2011 (MacRumors, 2011)(Live Coverage - Worldwide Developers Conference 2011 Archive, 2011). Some features for student affairs professionals to take note

of include PC-free setup and use, Volume App Purchase, and accessibility features.

One major change, which will help student affairs departments with multiple iOS devices, is the new PC-free paradigm for iOS devices. In the past, to keep devices current with the latest version of the operating system and apps, users ►



needed to sync each device with a computer and install operating system updates, which were upwards of 0.5 gigabytes. Now, iOS devices can be activated, upgraded, and updated without a PC, allowing users to keep their devices current and more secure with only a few taps. Additionally, with the new wireless iTunes syncing feature, users can simply plug their iOS devices into an outlet within Wi-Fi range of their computer and have them update any app or content updates overnight, removing the need for information technology support staff or a tech-savvy professional to spend their time doing updates (Live Coverage - Worldwide Developers Conference 2011 Archive, 2011). This feature will help to support mobile learning and real-time distribution and accessibility of education-related materials.

Although not technically a part of iOS 5, the App Store Volume Purchase Program will be a great complement to the new features of the operating system (Apple, 2011). An "App" is another name for an application. It's a generic term for all the extra bits of software you can add to your phone to help you do new things with the device. Apps are great but have always been a bit of a pain to implement in Higher Education settings where you may need to install the same app of many devices. In the past, educational users of iOS products would have to create an Apple account and individuals would either need to purchase individual apps with personal funds or go through a lengthy process to get the tax removed from a procurement card purchase in the App Store. Now, educational institutions can buy apps in bulk using a Volume Voucher, credit card, or Procurement Card. Tax-exempt institutions will not be charged sales tax at the time of purchase.

Additionally, app developers have the opportunity to offer special pricing for purchases of 20 apps or more, increasing the affordability and efficiency of using multiple iOS apps (Apple, Inc., 2011).

Of course, all of the new features in this operating system would be much less useful if they were not accessible by all users. Fortunately, Apple is known for its strategy of supporting accessibility and education, and iOS 5 will be no exception. Hearing impaired users can now set custom vibration patterns for contacts just as hearing users might create custom ringtones. In addition to the auditory and vibration alert for incoming messages, the LED flash on the iPhone 4 is now configurable to briefly strobe light up when receiving calls, SMS messages, or other alerts. Students who do not have full use of their hands will also be able to interact with iOS devices through the existing Voiceover capabilities, released with the iPhone 3GS, and the recently announced speech-to-text system will provide much-needed opportunities for

users with a variety of ability levels to use iOS devices (Bagh, 2011). Student affairs professionals often lead the way in their institutions by promoting accessibility, and this array of new features will help to promote accessible communication and student engagement.

What Is Next?

This article showcases only a few of the more than 200 updates, improvements, and changes coming in iOS 5. At this time, there is no news about updates to hardware for the various iOS devices, so an iPhone 5, iPad 3, or fifth-generation iPod Touch could still be forthcoming. These devices could also generate various efficiencies for student affairs professionals. Stay connected with the Technology Knowledge Community for more reviews of software that can positively affect your work. Find out more at <http://www.naspa.org/kc/tech>, join our Facebook group at http://on.fb.me/NASPA_TKC, and follow us on Twitter at http://twitter.com/NASPA_TKC. ■



References

- Apple, Inc. (2009). *iOS 5*. Cupertino, CA: Author.
- Apple, Inc. (2011). App Store Volume Purchase Program. Retrieved August 7, 2011, from <http://www.apple.com/itunes/education>
- Bagh, C. (2011, August 8). Apple iOS 5 will sport voice recognition feature. Retrieved August 8, 2011, from <http://www.ibtimes.com/articles/194098/20110808/apple-iphone-5-ios-5-nuance-technologies-siri-speech-to-text-ipod-touch-samsung-galaxy-s2-ios-5-beta.htm>
- MacRumors. *Live Coverage – Worldwide Developers Conference 2011 Archive*. (2011, June 6). Retrieved August 7, 2011, from <http://www.macrumorslive.com/archive/wwdc11>
- McIntyre, T. (2007, October 2). Universities moving to endorse Apple exclusively? Retrieved August 7, 2011, from <http://mac.blorge.com/2007/10/02/universities-moving-to-endorse-apple-exclusively>

VETERANS KNOWLEDGE COMMUNITY

Remembrance Day National Roll Call

LTC (Ret.) Brett Morris
*Associate Director for Veterans Affairs
National Roll Call Project Coordinator
Eastern Kentucky University*

Ten years is a long time. Traditional-aged freshmen entering college this fall were second-graders back then, and the events of September 11, 2001, now seem very distant to them. Yet in the intervening 10 years, more than 2.1 million Americans have placed themselves in harm's way to prevent a reoccurrence of that awful day. Here are some facts about these heroes as researched by Swords to Plowshares, a San Francisco-based nonprofit organization (Blecker, 2009):

- More than 810,000 service members have served more than one tour of duty in the war zones.
- Roughly 46% of all those deployed are citizen-soldiers belonging to the Reserves or National Guard.
- More than 235,000 women, of whom 12–16% are single mothers, have served in the war zones.
- Some 300,000 service members have been diagnosed with post-traumatic stress disorder, representing fewer than half of those who will likely develop symptoms.
- Nearly 320,000 of those serving in the war zones have suffered traumatic brain injuries as a result of concussions from improvised explosive devices.
- The Veterans Administration Suicide Hotline receives more than 10,000 calls per month. A survey of college student veterans last fall indicated that more than 40% had contemplated suicide at some point.
- The homelessness rate is approximately 20% among veterans, versus 8% for the general population.
- In 2009, male veteran unemployment was 21.6%.
- As of August 8, 2011, 4,852 service members have died in combat, 1,312 were noncombat casualties, and 45,170 have been seriously wounded since September 11, 2001.

This special Veterans' Day (November 11, 2011) will mark the 10th anniversary of the post 9/11 wars in Iraq and Afghanistan. To honor the many sacrifices that this generation of young Americans has made, the NASPA Veterans Knowledge Community (VKC) is helping to organize the Remembrance Day National Roll Call. On Friday, November 11, thousands of students, faculty, and staff at America's colleges and universities, together with local veterans' groups and community leaders, will remember those who made the ultimate sacrifice by conducting a synchronized reading of the casualty list recognizing the more than 6,000 service members who have died in Operation Enduring Freedom, Operation Iraqi Freedom, and Operation New Dawn. Each participating school will organize its own

reading of the names and will observe a minute of silence at 11:00a.m. (Pacifictime) so that schools across the country will observe the moment simultaneously.

The sole objective of the Remembrance Day National Roll Call is to send a message to those serving that their peers who enjoy the freedom to study, learn, grow, and prosper understand and honor their sacrifices and those of the fallen. A list of participating schools is available at <http://va.eku.edu/rollcall>. Schools wishing to participate may e-mail RemembranceRollCall@gmail.com to obtain an updated casualty list. For more information, contact LTC (Ret.) Brett Morris, Remembrance Day National Roll Call coordinator, at (859) 582-5774. ■

Further Reading

Blecker, M. (2009). Citing Websites. *Combat to Community*. Retrieved September 12, 2011, from <http://www.painfoundation.org/learn/programs/military-veterans/resources/swords-combat-to-community.pdf>

Department of Defense (2008). *Demographics 2008: Profile of the military community*. Office of the Deputy Under Secretary of Defense (Military Community and Family Policy). Washington, DC: Author.

Department of Defense (2009). Deployment file for Operation Enduring Freedom (OEF) & Operation Iraqi Freedom (OIF) (as of December 31, 2009). Defense Manpower Data Center, Contingency Tracking System Deployment File. Washington, DC: Author.

Department of Defense (2010, January 25). Ever-deployed personnel by service and gender: As of December 21, 2009. Defense Manpower Data Center, Contingency Tracking System Deployment File. Washington, DC: Author.

Department of Defense (2010, March 1). Legal residence/home address for service members ever deployed: As of January 31, 2010. Defense Manpower Data Center, Contingency Tracking System Deployment File. Washington, DC: Author.

Department of Defense (2011, August 8). Total deaths KIA non-hostile WIA. Retrieved from www.defense.gov/news/casualty.pdf

Kuhn, J. H., & Nakashima, J. (2009, March 11). *Community Homeless Assessment, Local Education and Networking Group (CHALENG) for veterans: The 15th annual progress report on Public Law 105-114, Services for Homeless Veterans Assessment and Coordination*. Washington, DC: U.S. Department of Veterans Affairs.

Rudd, D. (2011). *Student veterans: A national survey exploring psychological symptoms and suicide risk*. Salt Lake City, UT: National Center for Veterans Studies, University of Utah.

Tanielian, T., Jaycox, L. H., Schell, T. L., et al. (2008). *Invisible wounds: Summary and recommendations for addressing psychological and cognitive injuries*. Santa Monica, CA: RAND Corporation.

U.S. Department of Labor, Bureau of Labor Statistics (2010, March 12). *Employment situation of veterans—2009*. Washington, DC: Author.

U.S. Department of Veterans Affairs (2010, March 25). E-mail to Veterans for Common Sense.

WOMEN IN STUDENT AFFAIRS KNOWLEDGE COMMUNITY

Gender and Leadership in 2011: We've Come a Long Way Baby, or Have We?

Suzanne M. Onorato

Associate Dean of Students,
Agnes Scott College

Leadership is a socially constructed paradigm shaped by the context, values, and experiences of a society. The historical context of gender, race, ethnicity, abilities, and sexual orientation within society affects our views about leadership and who merits a leadership role. Therefore, it is important to educate ourselves and our students regarding the impact of gender on leadership development and provide programs and services that educate and prepare women to be leaders in our field who influence change.

The concept of leadership and what it means to be a leader has changed dramatically since the early twentieth century when the “great man” theory, which postulated leadership as a set of properties inherent in all great leaders, dominated the landscape. These inherent

properties included being male and European American (Hoyt, 2007; Klenke, 1996). A review of the literature on gender and leadership confirms that traditional leadership development practices, which focus on hierarchical systems and authority, put women and ethnic

groups at a disadvantage (Cantor & Bernay, 1992; Eagly & Carli, 2004; Ruderman, 2004). The more recent paradigm views leadership from a relational perspective, as an ability to influence and inspire others to achieve common goals that often exceed original expectations (Northouse, 2007). Not surprisingly, researchers postulate that women should benefit most from the relational paradigm of leadership with its proclivity for such stereotypically “feminine” skills and behaviors as relationship building, process orientation, connectedness, empowerment, ethic of care and concern, and empowerment (Eagly & Carli, 2004;



Helgesen, 1990; Komives, 1994).

Statistics indicate that women exhibit more characteristics from the relational leadership paradigm than men (Eagly, 2007). However, women remain underrepresented in leadership roles, especially those that provide substantial authority over people. Even in female-dominated organizations and professions such as nursing and teaching, men ascend to leadership faster than women (Eagly & Carli, 2004). Catalyst, a leading nonprofit research and advisory organization working globally with businesses and the professions to build inclusive environments and expand opportunities for women, reported that women constitute 14.7% of Fortune 500 board seats, and only 3.4% of these seats are held by women of color (Catalyst, 2007). Currently, the 112th Congress has 93 women among its 535 members; of the 76 women in the House and 17 women in the Senate, 22 are women of color.

Statistics demonstrate that the ascension of women into elite leadership roles is gaining momentum (Chao & Rones, 2007). These data prompt an investigation of the changes that have enabled women to rise into leadership roles they have not traditionally held. Eagly and Carli (2004) postulate three possible reasons for these changes: (1) a redefinition of what constitutes “appropriate behavior” for women in the past few decades, (2) a changing leadership paradigm that reflects more “relational” styles of leadership, and (3) changing organizational environments. Studies examining differences in leadership style between men and women posit some interesting findings. For example, Eagly and Johnson (1990) conducted a meta-analysis of 162 studies to determine differences between men and women on measures of leadership style. Their findings indicate that women exhibit more transformational leadership behaviors and employ a more democratic

leadership style, one that is grounded in a strong interpersonal approach, incorporating more collaboration and shared decision making. Many of the difficulties and challenges for women outlined in this study relate to the incongruity of the traditional female role and society’s traditional view of leaders. Although women who exhibited a more relational leadership style were viewed positively as leaders, they also experienced more negative evaluations of their competence as leaders when rated on behavior traditionally related to expectations of a leader (i.e., decision making). This finding was especially true in masculine-dominated organizational contexts, where a “masculine” leadership style is preferred. These findings are interesting as they point to incongruence between the female gender roles and leadership roles. Women were expected to engage in activities and actions congruent with their culturally defined gender roles, which did not include leadership. Possible consequences of this incongruence are less positive attitudes toward female leaders and an increased difficulty for women to become leaders and to achieve success in leadership roles.

Eagly and Johnson (1990) also found that women are not as likely to be involved in leadership promotion opportunities, such as mentoring and social events, which contribute to success and progress in leadership roles. This finding should be further unpacked to investigate why particular activities are deemed “promotional opportunities,” why women are not included in the pipeline when leadership opportunities arise, and why leadership positions are designed to favor men. The lack of women’s ascension to leadership roles was corroborated by further research on women college students (Boatwright & Egidio, 2000; Ruderman, 2004; Whitt, 1994).

In an effort to compare the leadership experiences of women in the first ►

two decades of the modern women's movement in the United States and develop a conceptual model of leadership, Astin and Leland (1991) conducted a cross-generational study composed of a purposeful sample of 77 women leaders in government and education. Their findings indicate that women's leadership differs from the traditional models of leadership in the following ways: utilization of power and influence, conceptualization of leadership as a collective, empowering others to take action in the organization by de-emphasizing hierarchical relationships, emphasizing reciprocity, and emphasizing responsibility toward others. Implicit in this study is the importance of mentoring the next generation of leaders to help them understand the historical perspectives of leadership and the role of women in this context. Astin and Leland also point out the importance of implementing what we have learned about any uniqueness in women's leadership styles into current practice, and examining current reward structures that may not be inclusive of women.

Taken together, this literature provides evidence that people expect and prefer that women be relational in their leadership approach and that men be agentic. Because leaders are thought to be more agentic than relational, it is not surprising that stereotypes about leaders resemble stereotypes of men more than women. These cultural stereotypes place women in a double bind, as they are expected to follow gender role norms while also displaying expected leadership roles that are still stereotyped as masculine. As a result, men sometimes appear more "natural" in a leadership role, placing women at a disadvantage. Given these cross-pressures, finding an appropriate and effective leadership style could be challenging for women. In addition, finding mentors and role models to whom the next generation of women leaders can relate may be difficult if women are changing their style to meet society's expectations of what it means to be a leader. ■



References

- Astin, H., & Leland, C. (1991). *Women of influence, women of vision: A cross-generational study of leaders and social change*. San Francisco, CA: Jossey-Bass.
- Boatwright, K. J., & Egidio, R. K. (2003). Psychological predictors of college women's leadership aspirations. *Journal of College Student Development*, 44, 653–669. Retrieved May 16, 2007, from http://muse.jhu.edu.ezproxy.fiu.edu/journals/journal_of_college_student_development/toc/csd44.6.html
- Cantor, D., & Bernay, T. (1992). *Women in power*. New York, NY: Houghton Mifflin.
- Catalyst (2007). *2007 Catalyst census finds women gained ground as board committee chairs*. Retrieved June 9, 2008, from http://www.catalystwomen.org/pressroom/press_2007_census.shtml
- Chao, E. L., & Rones, P. L. (2007). *Women in the labor force: A databook*. Department of Labor Services Report Number 1002. Retrieved June 9, 2008, from <http://www.bls.gov/cps/wlf-databook-2007.pdf>
- Eagly, A. H. (2007). Female leadership advantage and disadvantage: Resolving the contradictions. *Psychology of Women Quarterly*, 31, 1–12.
- Eagly, A. H., & Carli, L. L. (2004). Women and men as leaders. In J. Antonakis, R. J. Sternberg, & A. T. Cianciolo (Eds.), *The nature of leadership* (pp. 279–301). Thousand Oaks, CA: Sage.
- Eagly, A. H., & Johnson, J. (1990). Gender and leadership style: A meta-analysis. *Psychological Bulletin*, 108, 233–256.
- Helgesen, S. (1990). *The female advantage: Women's ways of leadership*. New York, NY: Doubleday.
- Hoyt, C. (2007). Women and leadership. In P. G. Northouse (Ed.), *Leadership: Theory and practice* (4th ed., pp. 265–299). Thousand Oaks, CA: Sage.
- Jones, S. R., & McEwen, M. K. (2000). A conceptual model of multiple dimensions of identity. *Journal of College Student Development*, 41(4), 405–414. Retrieved June 2, 2007, from http://muse.jhu.edu.ezproxy.fiu.edu/journals/journal_of_college_student_development/toc/csd45.3.html
- Komives, S. R. (1994). Women student leaders: Self-perceptions of empowering leadership and achieving style. *NASPA Journal*, 31, 102–112.
- Klenke, K. (1996). *Women and leadership: A contextual perspective*. New York, NY: Springer Publishing Co.
- McCauley, C. D., & Van Velsor, E. (2004). *The Center for Creative Leadership handbook of leadership development*. San Francisco, CA: Jossey-Bass.
- Northouse, P. G. (2007). *Leadership: Theory and practice* (4th ed.). Thousand Oaks, CA: Sage.
- Romano, C. R. (1996). A qualitative study of women student leaders. *Journal of College Student Development*, 37(6), 676–683.
- Ruderman, M. N. (2004). Leader development across gender. In C. D. McCauley & E. Van Velsor (Eds.), *The Center for Creative Leadership handbook of leadership development* (pp. 383–414). San Francisco, CA: Jossey-Bass.
- Whitt, E. J. (1994). "I can be anything!": Student leadership in three women's colleges. *Journal of College Student Development*, 35, 120–124.
- Van Velsor, E., & Drath, W. H. (2004). A lifelong developmental perspective on leader development. In C. D. McCauley & E. Van Velsor (Eds.), *The Center for Creative Leadership handbook of leadership development* (pp. 383–414). San Francisco, CA: Jossey-Bass.

African American
Asian American
Black
Campus Safety
Disability
Gay
Lesbian
Bisexual
Transgender
International
Latin
Native American
Professional
Student
Women