NASPA

Ignite Leadership Influence Change:
The Annual Knowledge Community Conference Publication

contents

NASPA Knowledge Communities:

Ignite Leadership Influence Change

Welcome from the National Director of Knowledge Communities

Dear NASPA Colleagues,

Now in our second year of producing NASPA Knowledge Communities (KC) publications, it is exciting to bring to our NASPA members this conference publication with articles that support our conference theme, *Ignite Leadership Influence Change*.

I am always enlightened when I read the work that comes directly from our KC members. I learn a great deal about important higher education and student affairs topics from these articles; my professional development is enriched because of it – I hope you discover the same. Inside these pages, you will read articles that address fascinating and important topics such as Title IX: 40 years of influencing positive educational changes for women, the fear of faith, integrating counseling and residence life for effective recovery housing, to conformity and archetypes in "guyland," and much more.

For over ten years, the KCs have continued to serve as a resource for many colleagues in our profession on expert topics, create and share knowledge with our members, and offer an array of professional development experiences and opportunities for individuals working at any level. By participating in a KC, there is leadership potential and growth, opportunities to be a change agent, and to work together in more meaningful and intimate communities within our profession. I can't think of a more fitting conference theme that really fits the purpose of what the KCs do best – ignite leadership and influence change.

Please share this publication with your fellow colleagues and staff 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.

Many thanks 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.

Sincerely,

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ADMINISTRATORS IN GRADUATE AND PROFESSIONAL STUDENT SERVICES KNOWLEDGE COMMUNITY
Graduate Students…They Need An Orientation Too!?

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The answer is, "Yes!" Graduate students need to understand how your university operates, the services available, and what it means to be a graduate student. There are currently three million graduate and professional (G&P) students earning their master's or doctoral degrees in the United States. Graduate students are also coming to campus from all walks of life. Some arrive with previous academic and work experience; others are directly post-undergraduates. At many universities, G&Ps outnumber undergraduates, although orientation programs may not reflect this reality.

Orientation helps build a foundation and helps increase persistence and retention for undergraduate students (Poock, 2004). This relationship is also true for graduate students, as they face similar issues transitioning to the graduate environment (Tokuno, 2008). Therefore, orientation for graduate students, "not only provides a welcoming environment to incoming students . . . but it plays a critical role in the socialization of graduate students" (Poock, 2004, p. 481). Let's explore how practitioners support this unique and expanding population's transition while guiding them onto a path of retention and success. Consider the following when creating or updating your graduate orientation programs.

Undergraduate vs. Graduate Focus
A common model for undergraduates relies on orienting students before classes begin, having them spend several days on campus during summer. This model is rarely feasible for graduate students, as most arrive just before classes begin. For graduate students, orientation is about socialization into an academic discipline and learning the nuances of an institution and of a new city. University offices dedicated to orientation are encouraged to create sessions for graduate students that fundamentally meet the needs of this population.

Undergraduate-focused orientations are typically housed in the Division of Student Affairs (SA). SA professionals understand student development and the support students need to be successful. Yet most graduate student orientations are planned by departments, which understand academics, but may not have SA experience. Collaborative relationships between academic and student affairs departments create meaningful orientation experiences.

Private vs. Public Institutions
It is important to ensure that resources are equitably shared between undergraduate and graduate orientations. However, public institutions may face more challenges and restrictions. For example, as state budgets tighten, public institutions may find it no longer feasible to plan orientation with social amenities. However, for public and private institutions alike, corporate or community sponsors may underwrite expenses in exchange for marketing opportunities. Another way to share the expenses of orientation is through cosponsorship with graduate student organizations/governments and campus divisions. Student fees may also help fund orientation events. Further, campus partners often open existing orientation events to include G&P students at little or no cost.

Daylong- vs. Conference-Style
G&P orientation can take many forms, from weeklong to single-day programs (Poock, 2004). At Drexel University, graduate students participate in a 6-hour program that begins at midday. Throughout the program, students move from larger general sessions to interest-based conference-style workshops. At Drexel, which has multiple campuses, the downtown campus hosts a campus-specific orientation in the morning, followed by the campuswide orientation at midday.

At the University of Pennsylvania (UPenn), the Graduate Student Center welcomes graduate students throughout the summer, given the staggered start of academic programs. The Center hosts various general-topic workshops online and on campus.

Similar to UPenn, the Yale Graduate Student Life Office provides sessions on campus services such as housing, health, security, and transit; general school policy; events for diverse populations; and campuswide social activities. Practical and Academic Concerns Graduate student socialization is taking place on campus and within academic programs. Departments want extended time with new students to educate them about what it means to be a graduate student. It is also important for students to be oriented to campus and community resources.

Navigating departmental politics is no small task, whether you report to the provost, graduate dean, or dean of students. Meeting with those responsible for orientation in each college is a way to move forward. Relating orientation to retention, shared responsibility, and efficient use of university resources can help convince academic critics to partner.

Final Thoughts
Retention, socialization, efficiency, and partnership are all key concepts in developing or updating orientation programs for graduate students. Providing seamless transitions from general to departmental orientation sessions is also essential in creating a sense of campus culture, connecting students with other students outside of their own cohort, and setting departmental/professional expectations. ■

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AFRICAN AMERICAN KNOWLEDGE COMMUNITY
Engaged Leadership: A Paradigm Shift of Empowerment

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Leaders often wonder, "How do I ignite my co-workers to make our department the best?" In our profession the common belief is that the knowledge a supervisor has gained through title, degrees, and professional development dictates that they know the most; and therefore, their understanding of pertinent issues must lead the department. Although supervisors must exude confidence in their leadership style, a novel approach to leadership will truly ignite and influence change.

This philosophy of leadership is founded upon the pedagogical principles of the Brazilian educator Paulo Freire (1970), who demands that the teachers embrace the ideas of their students in a democratic exchange. Freire's ideology utilized a method of working with and learning with oppressed Brazilian peasants, a method resulting in empowered citizens and the dawning of a critical consciousness, with the peasants becoming active citizens promoting change for economically disenfranchised Brazilians (Freire, 1970).

Building on Freire's ideas is bell hooks, a Black feminist scholar who moved the Freireian philosophy from a strictly mental consciousness to an embodied experience that links the mental with the emotional (hooks, 1994). hooks (1994) calls this philosophy "engaged pedagogy," and within the leadership arena we think of this as engaged leadership. Use of hooks' framework allows a department to be managed through the ideas and emotions of all members of the unit, and this helps create a workplace driven by intrinsic motivation to see the entire department succeed. Embracing the ideology of Black feminist thought, it is imperative for departments to undertake a critical analysis of student affairs in an effort to place the student at the forefront of our practice and to take a deeper look into the impact that race, gender, and class play in our day-to-day interactions with students and colleagues. This focus is an attempt to promote the betterment of all people within the department and university.

As leaders it is essential that we place the students at the center of all decisions, while we also adhere to the university mission and vision. By combining engaged leadership with the aforementioned elements, your department will ensure all perspectives are listened to, critically analyzed, and used to influence all office decisions. Engaged leadership will empower your co-workers to use their individual skills to develop innovative programs and initiatives, allowing them to act in a way that makes your office the model of success on campus. This leadership philosophy acknowledges that a supervisor's title, degrees, and professional development are one component of leadership; but it simultaneously asks the supervisor to embrace each colleague's ideas and experiences. Often the coworkers' positionality/background experience is something the supervisor knows little about, and such knowledge is the key to engaged leadership. It is essential for the leader to engage with the collective ideas of all coworkers. Without this engagement, the department falls into an authoritarian regime that often provides lip service to the idea of inclusivity but in reality makes all decisions from the top down.

Outlining the ideology of engaged leadership is a much deeper undertaking than this short essay can demonstrate. In order for student affairs to ignite leadership and influence change, it is imperative for all student affairs professionals to re-examine their departments. This is a call to everyone, from the bottom to the top, to work for a more democratic exchange in this profession. Supervisors need to evaluate their leadership strategies in reference to the ideals that universities were founded upon, including the intellectual exchange of ideas. Their colleagues need to examine techniques for implementing change from the bottom up. This is a call to action for all student affairs professionals.

Now is the time for all of us to do a reality check or become critically self-reflective (Freire, 1970). Many of us will read this short piece and quickly believe that we are practicing engaged leadership, but the two most important aspects of this leadership ethos are critical self-reflection and taking action. We must all begin to reflect on our practice by removing our ego, listening to coworkers and to student input, critically analyzing their ideas, and building strategies that promote the success of all. Through this leadership framework the department will experience a paradigm shift resulting in innovative practices that promote student success. ■

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ALCOHOL AND OTHER DRUG KNOWLEDGE COMMUNITY
Integrating Counseling and Residence Life
for Effective Recovery Housing

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Collaboration
Creating healthy working relationships between departments on campus is fundamental to a successful recovery community. Each member of this multidisciplinary team (e.g., counseling services, residence life) provides unique resources to support recovery students, and they should all be involved in planning and implementing services. For example, many programs use an initial comprehensive screening or assessment to determine the student's readiness for successful engagement in the program (e.g., that the student is far enough along in recovery to be likely to sustain it within the new pressure of an academic environment) and to personalize services. Then, through their particular service, staff from the departments must then support this plan through programming and fostering a sense of belonging within the campus culture.

Recovery Model
Self-help groups have existed for many years. One of the best-known self-help groups in the recovery community is based on the 12-step model. This model uses guiding principles and mutual peer support to help sustain recovery. Some campuses require students to sign a contract stating that they will live by these guiding principles. While relapse is not uncommon in recovery and there is great leeway in managing these situations, there are also penalties for

breaking this contract, with the extreme being removal from the program if the student is not succeeding in it or poses a risk to the sobriety of others. Staff and more established recovery students play a critical role in connecting newer recovery students to the university community at large. Events at many campuses include 12-step and AlAnon meetings and alcohol-free social events (e.g., movie nights, dances, recreation) as well as academic support and educational programming. Community involvement is stressed in 12-step models and can be achieved by providing students with transportation to local AA/NA meetings and encouraging participation in community events (e.g., suicide prevention walks, peer mentoring, volunteerism).

Residence Life
In a successful recovery housing community, it is essential to provide students with an environment that is not only substance free but also fosters academic growth and social relationships. However, creating this environment is not trivial. Programs must determine the appropriate housing option for their

campus. Options include housing the recovery community in a stand-alone, unmarked residence hall or other inconspicuous residential building; or housing recovery students in a substance-free residence hall, integrated with students who have contracted to live substance-free but who are not in recovery. In the case of a substance-free building the recovery student is free to choose if they disclose to other students in the building and on campus that they are members of the recovery community while a stand-alone residence hall only allows them to choose whether they disclose their recovery on campus beyond the residence hall. In both instances, the recovery students retain some degree of autonomy in their social interactions. However, each campus has a unique culture that must be considered when choosing how to provide recovery services, such as whether students are traditional/nontraditional and whether they commute or live on campus.

For example, campuses comprised predominantly of commuter students may consider offering recovery students services without the housing option.

In order to meet the needs of the growing population of young adults desiring to pursue higher education, colleges and universities would be remiss to not consider the benefits of a recovery community on their campus. Part of the mission of the Association of Recovery Schools is to expand the programs designed for students committed to achieving success in both academics and recovery. For those institutions thinking about creating a recovery program or starting a recovery housing community, it is best to focus on a comprehensive model that incorporates collaborative working relationships among relevant offices, peer and academic support, broad campus and community involvement, and provision of multidisciplinary services throughout the recovery student's university career. ■

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ASIAN PACIFIC ISLANDERS KNOWLEDGE COMMUNITY
Going Beyond Boundaries: Experiences of LGBTQ APIDA Men in Student Affairs

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Leadership and change are influenced by personal identities, experiences, and perspectives (Kezar, 2000). Moreover, traditional views of leadership limit opportunities for marginalized populations, as these communities often face more complications than others. Recently, research has focused on students' intersecting identities (Abes, Jones, & McEwen 2007). Multiple marginalized communities, especially staff from those communities, are typically not represented in research, so there is minimal knowledge available on how intersections affect career choices, visibility, and advancement (Goldberger, 1996). Unique intersections require educators to examine their understanding of leadership development.

Traditional views of leadership limit marginalized populations from achieving leadership positions, directly affecting queer Asian Pacific Islander and Desi American (APIDA) men, among others. Educational leadership has been critiqued for its gender and hierarchical division of labor (Blackmore, 2005). Conventional views of leadership characterize leaders as individualistic, unemotional, competitive, and heroic (Rogers, 2003). These views align with traditional views of gender and masculinity, furthering societal assumptions that queer and APIDA men are not masculine.

Queer APIDA Men as Leaders
Stereotypes depict APIDA men as effeminate and often in traditional "women's" roles (Takaki, 1998). This perception of femininity and sexuality inhibits their rise to leadership roles. Intersection of race/ethnicity, sexuality, and gender can often stunt professional growth and leadership opportunities, especially for queer APIDA men. One dean stated, "I feel that I have to work extra hard to demonstrate my skills and gain credibility. Colleagues have a natural tendency to undervalue my comments during meetings, and primarily White audiences are slower to warm up to me as a speaker." (K. Parth, personal communication, February 12, 2010)

Providing Opportunities to Multiple Marginalized Populations
Formal measures must be implemented to support queer APIDA men and other marginalized populations. Although educational practices are influenced by research, few studies are conducted on multiple marginalized populations. Further research is needed on staff members' identity intersections. Most research on APIDA people assumes they are heterosexual, and most research on queer people assumes they are White-American (Lee & Kumashiro, 2005). Institutions should foster more complex views of identity.

Moreover, mentoring relationships play vital roles in supporting marginalized staff members, and queer APIDA staff can and should be mentored by allies. Mentoring relationships often develop between people who have similar identities, so marginalized groups are at a disadvantage. Professionals interviewed reported that a lack of role models with similar identities was a primary reason for entering this profession (Bhattar, 2012). "Not feeling like I fully fit in with the Desi [South Asian] or LGBT groups, my experiences have driven me to wanting to make campuses more welcoming and inclusive." (K. Parth, personal communication, February 12, 2010)

Conclusion
Though this article focused on queer APIDA men, the critique of traditional leadership also empowers other marginalized communities. Student affairs must challenge its views of leadership and gender roles. Changes must be made in order to create new leaders who can lead organizations to serve today's diverse campus communities. ◾

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ASSESSMENT, EVALUATION, AND RESEARCH KNOWLEDGE COMMUNITY
Data: Are You Aware Of What Is Out There?

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This article focuses on sharing suggestions about where professionals can begin to look for reliable existing data to support decision making and future assessment and research. The recently published NASPA and ACPA professional competencies (2010) highlight the importance of student affairs professionals' being able to interpret and use results of assessment and research reports and studies. Interpreting and using pre-existing data can contribute to informed decision making and strengthen future assessment and research projects. However, before professionals can interpret and use existing results, they must know where to look for data that speak to particular decisions or projects. There are many places to find data; we focus on three key areas: institutional data, local and national surveys, and the Integrated Postsecondary Education Data System.

Institutional Data
Whether or not your institution has a formal institutional research office, there is someone responsible for collecting and reporting institutional data. It is important to develop a relationship with this individual. It is helpful to know what types of data are readily available and who the gatekeeper is for other data that may be needed. Once you know who is responsible for what data on campus and where the data lives, then locating and accessing the data will be much easier. Types of institutional data that are often available include institutional indicators, fact books or fact files, enrollment data, and institutional research reports such as graduation and retention rates.

Surveys
Surveys are commonly used data sources. Whether you are using a locally developed or a nationally administered survey, we suggest a few things for you to consider to inform your decision-making process.

First, understand the psychometrics behind the survey. Any survey data, even those not collected for research purposes, should follow basic survey methodology. You should understand the validity and reliability of the instrument, how the instrument was administered, and whether the instrument was submitted to a local institutional review board.

As you consider using data from a nationally administered project, ask yourself and your colleagues whether the data are necessary to inform decision making or just good to know. Finally, if you are using a nationally administered or multi-institutional survey and there are benchmark data available from other institutions, make sure the benchmark group is at least remotely similar to your campus or offers services and programs similar to those of your institution.

Integrated Postsecondary Education Data System
A robust set of exiting institutional and multi-institutional data can be found in the Integrated Postsecondary Education Data System (IPEDS) database, a federally run data repository developed and maintained by the National Center for Education Statistics, an arm of the Department of Education.

IPEDS consists of aggregate data collected from a series of surveys sent to institutions across the country. More than 6,000 institutions complete the IPEDS survey each year. According to its website, "The Higher Education Act of 1965, as amended, requires that institutions that participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid" (National Center for Education Statistics, 2011). Surveys are administered in the fall and spring of each academic year. IPEDS data are available to the public.

IPEDS is a great tool if you want to view data about your institution or compare your institution to one or more similar institutions, based on criteria that you select. A limitation to be aware of, though, is that IPEDS is subject to human error, particularly, human error related to manual data entry. It is always good practice to pull multiple years to make sure the data are consistent over time.

Conclusion
In this age of assessment and accountability, data exist in many places. In order to inform thoughtful decision making and strengthen assessment and research projects, student affairs professionals should seek and use existing data. Professionals should know where data exist on their campuses and develop relationships with those who are gatekeepers of less accessible data. Student affairs professionals should be aware of national data sets to which their institution contributes. Using reliable existing data can increase the credibility of decisions or projects, reduce the time needed to collect new data, and, most importantly, eliminate unnecessary projects. ■

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CAMPUS SAFETY KNOWLEDGE COMMUNITY
Students Seeking to Ignite Change: Working with Protesters Successfully

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Protests are becoming more common occurrences on our campuses. News headlines alarm with examples of property destruction, injuries, and reactions that are characterized in the press as extreme. See, for example, Blumenstyk's (2011) article in *The Chronicle of Higher Education*, on the chancellor of the University of California-Davis apologizing for use of pepper-spray on peaceful protesters.

Student Affairs (SA) professionals can take an active role in preparing for and effectively managing student protests on campus. Consider the following actions:

1. Establish a Protest Team. Designate a group of SA professionals as the protest team. Conduct collaborative training with the police/campus security, which includes campus policies, the First Amendment, protest protocol, diffusing of difficult situations, and scenarios. Meet with the police/campus security regarding a tiered response system. A tiered response is a graduated response to any disruptive situation. The philosophy is that nonuniformed, nonsworn employees may be able to diffuse a situation before law enforcement becomes engaged. The first tier is the protest team. These individuals seek to educate the group about campus policies, ask for compliance with those policies, defuse disruptive situations as they can, and also seek to facilitate a campus response, such as arranging an appointment to speak with a senior administrator. If the disruption becomes violent or risks the safety of those involved, then police step in.

2. Examine your policies regarding protests, camping, distribution of printed material, amplified sound, reservation of outdoor areas, banners, etc. Are the policies consistent with how your campus operates? Do you have a policy to cover the eventualities that are being played out at campuses across the country?

3. It is important to determine the individuals who remain in contact regarding the protest and the means that communication will take. Interested parties often include the president's office, public relations, police, SA, the target of the protest, the building supervisor, and others. In addition, it is helpful to know who will be responsible for making decisions during a protest.

Regular communication from the protest team to others describing numbers of protesters, mood of the crowd, intent, and issues can help other campus decision makers gain a sense of what is happening and how to prepare a response.

4. Collaboration is essential. It is very important to meet ahead of time and talk through campus philosophy. May students protest in a building? What happens if the protesters violate a campus policy such as noise amplification? The collaborative group should work through various contingencies, agree on plans, and also determine who will be involved in decision making if something occurs that was not discussed ahead of time, since decisions will often have to be made quickly while something critical is happening.

5. It is important to practice a variety of scenarios. Have new members of the team shadow other members during protests or at other large events to get a feel for managing a large crowd and for the philosophy and actions of the team. Ensure that new officers/security staff are a part of this training so that everyone who will potentially respond to such a situation knows each other and is acting from the same frame of reference.

6. The protest team should attempt to build relationships with protesters. At the protest, approach leaders, introduce yourselves, and explain you are there for their safety and the safety of other campus community members. Ask what their intentions are and if they are asking to present a document or speak with a campus administrator. Do what you can to have the protest proceed in a safe way, such as ensuring the safe crossing of streets and having an individual accept documents/speak to the group.

7. Be proactive and join Facebook or other social media groups in order to be aware of upcoming protests. Speak with students at their meetings, if invited, to help them understand policies and opportunities to express their viewpoints. Consider creating a handout with a summary of campus policies that pertain to protests.

8. SA professionals have the skills and training to effectively manage large events, including protests. Planning and collaboration are essential. It is advisable that all campuses determine their readiness for and response to campus protests.

SA professionals have the skills and training to effectively manage large events, including protests. Planning and collaboration are essential. It is advisable that all campuses determine their readiness for and response to campus protests. ■

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DISABILITY KNOWLEDGE COMMUNITY
Understanding Universal Design for Learning Principles: Faculty Partnerships that Influence Improved Teaching and Learning

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The Science Behind Universal Design
The term "Universal Design" is often tossed around on college and university campuses to mean any number of different things from architectural design and physical accessibility to information technology usability and best practices for effective teaching. When focused directly on educational environments, Universal Design offers a paradigm in which boundless opportunities become available for improving teaching practices and the learning experiences of students.

Universal Design for Learning (UDL) offers a framework for improving educational opportunities for students. The National Center on UDL (2011) highlights how the principles of UDL are rooted in neuroscience research and include the following networks:
- Recognition networks, which outline how we gather facts and categorize information
- Strategic networks, which help to explain how we plan and perform tasks
- Affective networks, which highlight factors of engagement and motivation.

Study of these networks resulted in the formulation of three UDL principles. In recognition networks, multiple means of representation improve teaching by presenting information in different ways that reach the most students. In strategic networks, multiple means of action and expression allow students to express their mastery of content knowledge in varied ways. Finally, affective networks allow for multiple means of engagement by stimulating and motivating students to learn. When students are prompted, through good teaching practices, to more fully utilize these neural networks, the end result is an improved teaching and learning experience.

These neural networks affect how students learn, and UDL offers educators an opportunity to meet the varied abilities of diverse learners. Not only has UDL been highly beneficial in improving access for students with disabilities, it has also been extremely helpful in improving learning outcomes for students from different cultural backgrounds, primary languages, socioeconomic statuses, levels of ability, and learning styles (Burgstahler, 2008). One common example to illustrate how UDL meets a wide range of learners is providing a set of lecture notes. While a set of notes benefits students with disabilities who would otherwise need note-takers, these lecture notes also allow students who have primary languages other than English the opportunity to confirm accuracy of personal notes and have correct spellings of content terminology. By using UDL principles, faculty enhance learning environments by simultaneously challenging and stimulating diverse students to learn.

UDL Faculty Fellows In-Practice
William Rainey Harper College is an urban community college near Chicago, Illinois. Harper serves approximately 41,000 students annually and has a Center for Access and Disability Services that served more than 1,250 students with disabilities last year. To encourage increased use of UDL principles across campus, Access and Disability Services worked to secure funding for the Universal Design for Education Faculty Fellows Program (UDE). Now in the second cycle of Fellows, the program has worked to engage faculty in the departments of psychology, humanities, developmental reading, first year experience, and computer sciences.

UDE Faculty Fellows engage in short-term and long-term commitments to infuse principles of UDL into their work. Fellows begin by learning about UDL concepts and practices through a collaborative relationship between staff from Access and Disability Services and the college's instructional technology department, the Center for Innovative Instruction. Each Faculty Fellow must then use UDL principles to redesign one of his/her courses.

UDE Fellows develop innovative projects to meet the needs of diverse learners. In her course, Life-Span Development, Fellow Linda Campbell offered a project option to students for whom English was not their first language. Students who selected this option translated lecture notes into their native language and included relevant cultural insights. These notes were posted to the course website so that all students could benefit. Professor Campbell says of the UDE experience, "Students who transcribed notes, as well as those who utilized them, experienced significantly increased examination scores." In another project, Fellow Linda Frank noted, "...I can share my recent knowledge with my fellow instructors and, hopefully, make First Year Experience more accessible for all students." Professor Frank used campus software to convert course documents into accessible formats, integrated Clicker activities into lectures, and created accessible course information to train all First Year Experience faculty. By better understanding the science behind the principles of UDL, Harper College faculty have greatly improved the teaching and learning environments for a very diverse range of students. ∎

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FRATERNITY AND SORORITY KNOWLEDGE COMMUNITY
Prepared to Serve? Understanding the Realities of Graduate Preparatory Programs and Fraternity/Sorority Advising

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In higher education, administrators and professionals discuss the successes and concerns of fraternity and sorority communities. In these planning discussions, the observations of assessment, learning outcomes, and measurable benchmarks are evaluated and framed for the future of these organizations. Administrators continue to challenge and support the organizational and community framework to ensure the integrity and relevance of extra- and co-curricular activities throughout our institutions, including the longstanding tradition and legacy of the social fraternity and sorority experience. Higher education continues to define and evaluate those developmental elements that influence the undergraduate fraternal experience.

As higher education continues to dissect and determine the effectiveness and structure of educational development programs, it is also evaluating the value of those professionals serving the programs. Questions arise concerning preparedness and qualifications to adequately advise and support fraternities and sororities. Administrators seek to understand the professional background and proficiencies of entry-level staff and how their skill set and intent support the mission of academia while functioning in student affairs. As a part of this review, higher education must analyze the student affairs graduate preparatory programs as well.

In graduate preparatory programs, students begin their professional development of core competencies and begin to achieve expertise. Students engage in conversations regarding functional areas, striving to find opportunities in multiple areas in order to gain the maximum professional developmental experience. Many young professionals and graduate students ponder whether fraternity and sorority advising should be a component of their learning and educational experiences. In many graduate preparatory programs, fraternity and sorority advising is never discussed as a possibility for a career in higher education. By not presenting or discussing such opportunities, young professionals have "limited professional experience in student and/or organizational development, and little or no training" (Hogan et al., 2011, p. 13). Therefore, young professionals are limited in their possibilities or not prepared for advising such values-based organizations. However, campus dynamics, pressures or prejudices of administration, and changes amongst community cultures (Dalton & Gardner, 2002) make it difficult

for graduate students and young professionals to find a foundation to serve such fraternity/sorority students.

Also, the young professionals who are entering this area of higher education strive earnestly to achieve the goals of values-based organizations. However, campus dynamics, pressures or prejudices of administration, and fluctuating community cultures make it difficult for graduate students and young professionals to find a solid posture from which they may advocate for and advise fraternity/sorority students. Young professionals struggle with this instability and consider professional changes within the first 5 years of their career. Thus, the number of stable, prepared staff dwindles. With increased burnout among young professionals, administrators are less likely to see the benefits of a designated, separate professional to serve fraternities and sororities. Therefore, colleges and universities are rolling the fraternity/sorority-advising element into student life, leadership, and service learning areas, where resources are already limited and staff cannot dedicate time to the needs, concerns, and opportunities for development of these students and their organizations. Such grouping of responsibilities makes the future for fraternity and sorority advising appear grim.

However, the Association of Fraternity Sorority Advisors and the NASPA Fraternity Sorority Knowledge Community think differently and see these concerns as an opportunity to strengthen their educational programs and resources to ensure the proper outreach, focused

enrichment, and support for all graduate students and entry-level professionals to meet and exceed expectations on their respective campuses. Through a number of focused programs from these professional associations, more graduate students and entry-level professionals are finding their voice and igniting their passion to serve and support the undergraduate population and the tremendous potential that exists within the college fraternities and sororities today. Also, the Center for the Study of the College Fraternity and the Fraternity Sorority Knowledge Community are enhancing their efforts to support research and assessment regarding campus fraternity and sorority communities. As a means to enhance such research endeavors, graduate preparatory programs are encouraging graduate students in their quest to discover the underlying questions, programmatic development, and ongoing issues that exist on a variety of campuses.

With these initiatives designed to enhance professional learning, research, and student engagement, it is hoped that administrators will see that here is a prime opportunity for change. The impetus, fuel, and drive for change lie with us—the graduate students and young professionals. Within each of us burns the ability and the responsibility to change the course of the undergraduate experience in fraternities and sororities, to heed the call to challenge and support our students so that they might exemplify the values and relevance of their organizations to our institutions and the campus communities which we serve. ■

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GAY, LESBIAN, BISEXUAL AND TRANSGENDER ISSUES KNOWLEDGE COMMUNITY
Assuming Responsibility: Informal Duties of Lesbian and Gay Student Affairs Professionals at Small Colleges and Universities

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Student affairs work at small colleges and universities tends to be highly relational (Westfall, 2006) with professionals often having "more than one hat to wear" (Heida, 2006, p. 22). Because of a variety of constraints (e.g., budget, need, mission), few small colleges and universities have LGBTQ centers or dedicated staff members responsible for LGBTQ services and programs. Of the approximately 180 institutions with LGBTQ resource centers, fewer than 20 are at small colleges and universities (Consortium of Higher Education LGBT Resource Professionals, 2011). At schools that do have dedicated services and programs, these are often linked to women's centers or diversity services programs (Heida, 2006).

Summary of Study
The purpose of this qualitative study was to explore how a personal identity (i.e., being gay or lesbian) influences professional practice for lesbian and gay student affairs administrators at small colleges and universities. Each of the 19 participants (8 women; 11 men) participated in semistructured phone interviews. It is important to note that this study does not specifically attend to the experiences of transgender or bisexual student affairs professionals.

Additionally, all of the participants were open about their sexuality, at least to their immediate coworkers.

Major Findings
1. **Gay and lesbian student affairs professionals often assumed many informal responsibilities regarding the support, education, and advocacy of LGBTQ students and organizations**
My students know I am a resource for LGBT issues. That means that my door has a safe space ally card and various, plenty of references; there is a gay flag in my office. I often post things, news bits outside my door, I was known for selling the "Gay, fine by me" t-shirts on campus, and I am known for trying to move certain policies forward when it comes to LGBT issues. —Ryan, Area Director, Residence Life

2. **These responsibilities are not part of formal job descriptions but rather informal or voluntary positions professionals assume out of personal interest or commitment to LGBTQ issues and/or in**

response to a vacuum of support for LGBTQ students and issues.
I would say that…I feel like my role here is greater than just my job position. I also consider myself an educator, especially when it comes to raising awareness and opening people's minds about the lesbian, gay and bisexual community. —Wayne, Associate Director of Student Life

3. **Supervisors affect whether or not LGBTQ professional activities are encouraged and supported.**

Certainly there has been gratitude from the vice president of student affairs…my superiors have been very encouraging and grateful. Indeed our current vice-president has said to the division that this is an area of importance to the division and that I shouldn't be the only one engaged in this work. —Charles, Assistant Director, Counseling Services

I asked, "Since I have been here and…how do you feel the office of multicultural affairs has done in terms of progressing GLBT issues on this campus or bringing awareness?"… And the VP's response to me was, "Jason since I know you well enough, I am just going to be upfront with you. I don't believe it has a place on our campus or in our community." —Jason, Hall Director

4. **GLBTQ professional involvements were rarely formally recognized or rewarded.**
I have not…and it's something I'm not seeking formal recognition for it. It's something that, especially with my student work, when I see them [LGBT students] making it through a

struggle that they're having because of something that I was able to share about myself, that's enough reward for me. But no, I haven't received any official recognition, but I think informal recognition has been what mostly what's keeping me going.*
—Nikki, Director of Student Activities

Conclusions and Implications for Practice
Findings from this study indicated that services provided for LGBTQ students and educational efforts are often individually driven and not institutionally enacted. Therefore, there could be a lack of continuity of services, educational efforts, or support for LGBTQ students or issues when that individual leaves the institution.

Additionally, LGBTQ students and organizations receive support on campus from individuals whose functional area of responsibilities is not LGBTQ resources, but rather an area such as housing or student activities. Given the nature of student affairs work at small colleges, this is not surprising. However, this additional work may contribute to professionals being overworked and lead to burn out.

Lastly, these informal job responsibilities of offering LGBTQ support and programming provide a significant service to the university and to students. However, professionals are often not formally rewarded or recognized for providing these services. LGBTQ support and programming responsibilities should not be contained within one department or person but rather incorporated into the larger institutional commitment to LGBTQ students and community. ◼

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HEALTH IN HIGHER EDUCATION KNOWLEDGE COMMUNITY
Understanding Health Promotion, Prevention, and Wellness: A Reading List

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Two contemporary issues are the possible effects of the Affordable Care Act on access to healthcare services at community colleges or residential campuses, and the emergence of internationally accepted models for building health enhancing environments for student or employee wellness.

However, to understand the complexity of these issues it is essential that a student development professional be fluent in foundational pieces of research, established knowledge, current theories, and trends or ways of thinking about health, health promotion, wellness, prevention, risk reduction, and public health. At best, graduate-level curricula in student development and leadership

in higher education include only brief lessons on health. These lessons primarily focus on alcohol, violence, or mental health crisis management. In their courses, few faculty members include readings that create a level of capacity that would allow for meaningful application of prevention theory or public health environmental assessment.

Understanding how health promotion, prevention, and wellness overlap with the purposeful creation of a learning environment is critical to the development of the professionals who serve college students and institutions of higher education. A list of foundational readings follows:

Gordon, R. S. (1983). An operational classification of disease prevention. *Public Health Reports, 98*, 107–109.
The author classifies prevention into three levels based upon the population for whom the measure is advisable in a cost-benefit analysis.

Green, L. W., & Fielding, J. (2011). *The U.S. Healthy People Initiative: Its genesis and its sustainability.* Annual Reviews.
Changes in the quantified objectives of government health initiatives include a movement from the balancing act among changing scientific, political, and social concerns and priorities as well as national and state special population needs as the major contributor.

Haddon, W. (1980). Advances in the epidemiology of injures as a basis for public policy. *Public Health Reports, 95*, 411–421.
The topic of this landmark session features a selection of injuries that clearly demonstrate that accidents are the leading cause of death in our nation in the age group 1-44 years.

Institute of Medicine. (1988). *The future of public health.* Washington, DC: National Academy Press.
This book contains proposals for ensuring that public health service programs function both efficiently and effectively enough to deal not only with the topics of today, but also with those of tomorrow.

Jackson, R. J. (2003). The impact of the built environment on health: An emerging field. *American Journal of Public Health, 93*, 1382–1384.
Built environmental design may hold tremendous potential for addressing many of the nation's greatest current public health concerns, including but not limited to obesity, CVD, diabetes, depression, violence, and social inequities.

National Association of Student Personnel Administrators. (2004). *Leadership for a healthy campus. Washington, DC: Author.*
Using an ecological approach can help campus leaders address health-related issues to achieve a healthy campus that is not just individually focused but also community based.

McLeroy, K. R., Bibeau, D., Steckler, A., & Glanz, K. (1988). An ecological perspective on health promotion programs. *Health Education Quarterly, 15*. 351–377.
This article proposes an ecological model for health promotion that focuses attention on both individual and social environmental factors as targets for health promotion interventions.

Nutbeam, D. (Ed.). (1998). Health promotion glossary. Geneva, Switzerland: World Health Organization.
The basic aim of the glossary is to facilitate communication between countries and within countries, as well as among the various agencies and individuals working in the field.

Nutbeam, D. (2008). What would the Ottawa Charter look like if it were written today? *Critical Public Health, 18*, 1469–3682.
This paper considers the origins of the Ottawa Charger, describes changes, and suggests adaptations to the five strategies of the Charter: build healthy public policy, create supportive environments for health, strengthen community actions, develop personal skills, and reorient health services. ▶

O'Donnell, M. P. (2011). Editor's notes: Reflections on the 25th anniversary of publishing the American Journal of Health Promotion: People, scientific progress, and missteps. *American Journal of Health Promotion, 25*, iv–xi.
For the 25th anniversary of the *Journal of Health Promotion*, Michael O'Donnell reflects on the past quarter century.

Ottawa Charter for Health Promotion. (1986, November 21). Retrieved from: http://www.who.int/healthpromotion/conferences/previous/ottawa/en/index.html
This conference was primarily a response to growing expectations for a new public health movement around the world. It built on the progress made through the Declaration on Primary Health Care at Alma-Ata, the World Health Organization's Targets for Health for All document, and the recent debate at the World Health Assembly on intersectoral action for health.

Smith, B. J., Tang, K. C., & Nutbeam, D. (2006). WHO health promotion glossary: New terms. *Health Promotion International Advance Access, 21*, 1–6.
The terms added to the WHO Health Promotion Glossary include capacity building and wellness.

Springer, F., & Phillips, J. L. (2006). The IOM model: A tool for prevention planning and implementation. *Prevention Tactics, 8*, 1–7.
The Institute of Medicine (IOM) continuum of care model is an important and currently underutilized tool for strengthening capacity.

U.S. Department of Health and Human Services. (2005). *Theory at a glance: A guide for health promotion practice*. Washington, DC: National Institutes of Health.
This report describes influential theories of health-related behaviors, processes of shaping behavior, and effects of community and environmental facts on behavior. ■

INDIGENOUS PEOPLES KNOWLEDGE COMMUNITY
Igniting Leadership Through Collaborative Efforts of NANIPKC, Going Beyond the Asterisk*

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In 2006, through the efforts of Molly Springer, members of NASPA's Indigenous Peoples Knowledge Community (IPKC) and ACPA's Native American Network (NAN) gathered to discuss the future of these organizations. As a result, an alliance developed and NANIPKC (pronounced Nan-eh-pek) was formed.

NANIPKC recognizes the small representation of Native American students on college campuses (Pavel, Skinner, Calahan, Tippeconnic, & Stein, 1998), but that does not lessen the passion to serve. All NANIPKC members advocate for change, and because formal leadership positions held by Native Americans are limited (Lynch & Charleston, 1990), NANIPKC identified key leaders within the Native American community of higher education to coauthor *Beyond the Asterisk: Understanding Native American College Students*. This book gives voice to these leaders as they strive to increase visibility, portray accurate knowledge about Native American students, and provide valuable resources for higher education professionals who work with or want to learn more about Native American college students. This book, which will be available in 2012, is edited by Shelly Lowe (Navajo), executive director of Harvard University's Native American Program; Dr. Heather Shotton (Wichita/Kiowa/Cheyenne), assistant professor of Native American Studies at the University of Oklahoma; and Dr. Stephanie Waterman (Onondaga), assistant professor of higher education at the University of Rochester. A sampling of the chapters follows.

The first chapter, written by Karen Francis-Begay (Navajo), from the University of Arizona, highlights her position as the special advisor to the president on Native American affairs. Francis-Begay provides the history and purpose of this important position to convey one successful model for higher education institutions working with Native communities.

Dr. Justin Guillory (Nez Perce descendent), dean of academics and distance learning at Northwest Indian College, contributes a chapter on collaborating with a tribal college. Guillory discusses best practices between non-Native institutions and tribal colleges that benefit both colleges and the Native community. Molly Springer (Cherokee), director of Dartmouth's Native American Program, Charlotte Davidson (Navajo), and Stephanie Waterman produce a compelling chapter about Native American Student Affairs and explain the unique and often complicated responsibilities of these departments as they relates to the larger institution and Indigenous population.

In a very personal manner, Steve Martin (Muscogee Creek), director of the Native American Student Center at the University of Idaho and Adrienne Thunder (Ho-Chunk), executive director of the Ho-Chunk Nation Department of Education, enrich the book by providing a chapter on incorporating culture ▶

into student programming. Martin and Thunder share their personal experiences in higher education as Indigenous practitioners in non-Native institutions. Derek Oxendine (Lumbee), director of the Office of Native American Student Affairs at North Carolina State University; Symphony Oxendine (Western Cherokee/Mississippi Choctaw); and Robin Williams, (Kiowa/Apache/ Nez Perce/Umatilla/Assiniboine), IPKC Chair, begin an important conversation about historically Native American fraternities and sororities by outlining their short history and purpose. A focus on developing leadership skills through multicultural Greek organizations is evident (Wells & Dolan, 2009), and this chapter extends that conversation to Native American student populations.

Dr. CHiXapkaid D. Michael Pavel, (Skokomish) professor of education studies at the University of Oregon, contributes a chapter about ways higher education institutions can support new professionals and graduate students. Dr. George McClellan, vice chancellor for student affairs at Indiana University-Purdue University Fort Wayne, and Dr. John Garland (Choctaw), assistant professor in the rehabilitation counseling program at the University of Alabama, submit a chapter on best practices for supporting Native Americans in

national organizations, such as NASPA and ACPA. Because the membership in these organizations is small, it is very important that these institutions support such organizations to expand upon best practices for Native American students.

The last chapter, written by Amanda Tachine (Navajo) and Karen Francis-Begay, is about the first year scholars program at the University of Arizona. This program is a learning community model with an intentional connection to culture and academics.

Born from the very first NANIPKC meeting, *Beyond the Asterisk* is our first major project. It is a collaborative venture and evidence that, through dedication and innovation, leaders can ignite change. ■

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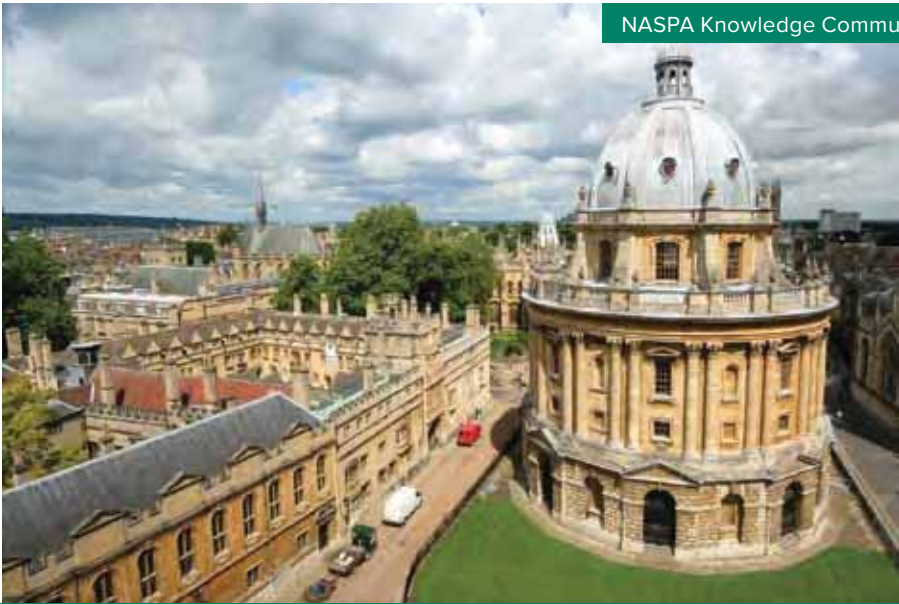
INTERNATIONAL EDUCATION KNOWLEDGE COMMUNITY
English Higher Education Funding: From Students to Consumers

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As funding sources become ever scarcer for higher education institutions in the United States and the call for internationalization continues across all levels of academia, it is useful to explore the situation in the United Kingdom. British higher education faces massive changes in funding and government oversight. Access to higher education is under threat as the system struggles to increase capacity to meet increased student demand. There has been a distinct shift in philosophy from higher education as a benefit to society to higher education as a benefit to the students. This shift comes at a critical time demographically and economically—more students than ever seek a place at university to improve their prospects for a job in a recession.

While commonly used in North America for all education beyond high school, "higher education" in Britain generally refers to universities. Community colleges and vocational schools are "further education colleges" in the United Kingdom. Financially, the concepts of tuition and fees are separate in the United States (representing funding for instruction and services, respectively) but are often combined in the UK. This leads to the common phrase "tuition fees" meaning the overall cost associated with attending university. Furthermore, "Britain" and "British" refers to the whole of the United Kingdom. In this article, I focus on England's funding of higher education institutions and therefore follow local usage of the abovementioned terms.

It is noteworthy that governmental responsibility for education is now a matter given to the constituent parliaments of the UK. Prior to 1998 ▶

and the beginning of the devolution of authority (e.g., Scotland Act 1998), education policy was decided by the UK Parliament. Thus the higher education landscape has changed drastically from the 1960s, when the cost of education, including universities, was paid through taxes, to the current scenario of tuition fees throughout the UK depending on residency and course (Robbins Report, 1963, p. 2). As established under the Further and Higher Education Act 1992, the Higher Education Funding Council for England (HEFCE) provides block grants for universities based on the number of students they enroll (Part II, Section 62). As tuition fees increased in the late twentieth and early twenty-first century, the call for government regulation increased. The Office for Fair Access was established to "promote and safeguard fair access" to universities by mandating access agreements by which the institutions explain their strategy for ensuring students from low-income backgrounds will not be disadvantaged (Higher Education Act 2004, p. 16).

The transition of government policy recognizing higher education as a private benefit rather than a public benefit has accelerated following the release of the Browne Report in October 2010. The report's recommendations, to be implemented in fall 2012, call for raising the tuition fee cap from £3,290 to £9,000 ($5,000 to $14,000), abolishing upfront costs, establishing a minimum salary of £21,000 for repayment to begin, and ending block grants to universities (Browne Report, 2010, p. 37). Ostensibly supporting increased investment by

England in higher education, Browne places ultimate responsibility for such investment with students.

Immediately, issues of fairness come to the forefront: Why are fees being raised so quickly, and how can students afford to pay these fees? These changes are ostensibly made "in the interest of student choice and success" and to make institutions "more responsive to students and employers" (Department of Business, Innovation and Skills, 2011, p. 27), but questions remain over what defines student success. Browne envisions the "student experience" rather narrowly as time in the classroom, with increased module offerings and improved teaching. Startlingly absent is a mention of the role of student services in student success.

The British government includes "widening participation" as a strategic initiative to address issues of social justice and economic competitiveness (HEFCE, 2011). However, it remains to be seen if the barriers of increased cost and reduced choice can be overcome. Widespread protests wracked the United Kingdom after the release of Browne, and the number of applicants for 2011 entry dramatically increased as students sought places under the existing fee structure. As British universities seemingly move toward a consumer-oriented model, the implications for practice are significant: Access will remain a fundamental issue of higher education, students will likely take an increasingly critical view of higher education, and the need for universities to deliver on their promises will grow ever greater. ◼

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LATINO/A KNOWLEDGE COMMUNITY
The Role of Language and its Importance in our Comunidad

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Language is an important part of bonding for many ethnic and racial groups and for individuals who produce identity through their talk (Howard, 2000). The Spanish language is spoken by 35 million U.S. residents (U.S. Census Bureau, 2011). However, the U.S. Census Bureau did not take into account Hispanic residents who speak "Spanglish." Spanglish is a combination of English and Spanish and is spoken by most second- and third-generation Hispanics living in the United States. It emerges when one switches from Spanish to English (and vice versa) within the same sentence. Although Spanglish may be construed as improper English, it can be used as

a form of cultural resistance (Padilla, 1997). As Padilla eloquently stated:

> To take English words and incorporate them into Spanglish vernacular speech, to combine the two languages into the same idiom, is a direct defiance of the rules of standard English, a defiance of the dominant culture, a moment of liberation. (p. 26)

Moreover, Padilla added, "We, as Latino/a people have created an everyday language by transforming the language of the dominant culture—almost ridiculing standard English—into a vernacular speech intelligible only to us" (p. 27). ▶

For many Latinos/as, both Spanish and Spanglish keep them connected to their culture and ethnic identities.

In terms of the role of language in framing Latina/o educational pathways, linguistic capital is considered an asset for Latina/o children, who gather intellectual and social skills through communication experiences in more than one language and/or style (Yosso, 2005). Yosso described some assets of linguistic capital, such as cross-cultural awareness, teaching, literacy skills, and social maturity, which can contribute to leadership abilities. Student development theories associated with Latino/a college students (Torres, 1999; Ferdman & Gallegos, 2001) also take language into account with regard to students' identity development, specifically how language is an additional lens through which to view and examine their identity.

During annual NASPA meetings, Latino/a Knowledge Community (LKC) members can be found engaging in Spanish, Spanglish, and English. As we arrive in Phoenix for the annual meeting, LKC members will no doubt engage in their linguistic capital with friends and colleagues alike. Unfortunately, we do not always support the use of Spanish or Spanglish when educating future student affairs practitioners. Within the LKC, we often hear of practitioners and graduate students who are chastised for using Spanish or accused of being "unprofessional" when speaking in a dialect that does not reflect standard English. If we are to support Latina/o students, practitioners, and faculty, we must find value in the variances of language in our work and seek opportunities to understand how the use of language frames a person's development and self-perception.

As this year's theme states, *Ignite Leadership, Influence Change*, LKC members will make their voice heard on the contentious SB 1070 issue, whether in English, Spanish, or Spanglish. Their actions (and those of colleagues and allies) will assist in creating change within the local community, both in and out of the conference. Our goal within the LKC is for all to understand that language is an important communication tool, regardless of the culture and country of origin. Without it, we lose an integral part of our identities. ■

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MEN AND MASCULINITIES KNOWLEDGE COMMUNITY
Conformity and Archetypes in Guyland

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Michael Kimmel (2008) describes Guyland as that "perilous world where boys become men." With one fifth of all 25-year-old young men in the United States returning to live with their parents, he suggests that "the passage between adolescence to adulthood has morphed from a transitional moment to a separate life stage" (p. 25). In student affairs, we are acutely aware of some of the intricacies of Guyland—the unwritten codes and social expectations of young men in college to take risks, to always win, and to avoid expressing their more complex self but rather to use angry or disengaged posturing.

How do young men learn the rules of Guyland? They look beyond themselves for behavioral archetypes. They look to older family members, peer groups, teachers, media channels, and a range of contextual cues to identify real, imaginary, or composite archetypes upon which they model how to be men (Wilcox Elliott, 2011). The masculine archetypes that college men identify as having some influence over their choices and personal commitments are either endorsed publicly by their communities or personally ascribed to as valuable or motivating. Granted, these archetypes do not always lead young men to pro-social outcomes, as you might imagine. The point here is that we can help to establish favorable archetypes in the communities in which we live and work.

Even the slightest shifts in our most challenging or seemingly entrenched residential or campus communities start with a few thought leaders. In *The Tipping Point* (2000), Malcolm Gladwell discusses the way new ideas are transmitted by social influence. He suggests that new ideas are always introduced by creative and nonconforming *innovators*. These are the adventurers. For college men, this might be one peer who calls out his friends with a quick and casual "dude, not cool" when they use jokes that are disparaging to women—if that has been a previous norm among his group of friends. Once a new idea is introduced and the status quo challenged, Gladwell suggests that *early adopters* follow close behind. They are the opinion leaders in the community—the thoughtful and respected few who witnessed the innovators and elected to join them. These might be the student leaders who respond to violence in their community by developing a campaign around their friend's casual "dude, not cool" response. The next two waves of behavioral adopters are the *early majority* who saw the movement and decided to rally, and the *late majority*, who often resist change until they are among the only ones doing so. And finally, the *laggards* may or may not ever change, but they cannot avoid watching and learning from the movement of their peers.

The key to these shifts in social ideas and behaviors is that they are almost entirely interpersonal. Only the innovators relied solely on either internal commitments (which we might argue were learned previously from other people or contexts) or external knowledge to introduce a new idea into the community. All others follow because they trust the innovators ▶

or they see evidence of some type of value in their new idea or they find meaning in the new trend. So a community shifts its priorities in part because of its pioneering people, products (new ideas), or personal commitments.

If our intention is to Ignite Leadership regarding college men and masculinities, we should first carefully choose those students who have the wherewithal and resilience to truly innovate. These are a creative and nonconforming minority who are not always the most involved and obvious leaders. They are nonconforming students who interrupt language that is marginalizing to women

and nonheterosexual men. They may also be emotionally expressive and empathic or willing to speak out against violence or to pursue nontraditional careers. The point is that our choice of leaders matters in our efforts to complicate thinking and Influence Change on our campuses regarding contemporary masculinities.

If we know that college men are motivated by archetypes, then it is incumbent upon us as professionals to help them find favorable ones—to construct them, showcase them, exemplify them, and reiterate them. Guyland can indeed be a perilous place, but it is never one that has to be navigated alone. ■

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MULTIRACIAL KNOWLEDGE COMMUNITY
The Puzzle of Praxis: Igniting a Discourse Concerning Student Leadership Theory and Multiracial College Students

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In the United States, the number of multiracial people is increasing faster than almost any other population (Wehrly, 2003). This growth brings an increased presence of multiracial individuals onto college campuses, prompting a rise in discussion about multiracial students. Similarly, the upsurge of research concerning student leadership development and the "enormous increase in the growth of student leadership programs on college and university campuses across the country" (Freeman & Goldin, 2008, p. 2) have pushed student leadership to the forefront of many conversations in higher education. It is fitting, therefore, to evoke the question: How does the "shifting and fluid nature" of multiraciality affect the development of leadership capacities in multiracial college students? (Mohan and Chambers, 2010, p. 266)

The theme of self-awareness emerges as a fundamental element of postmodern leadership development theories. Construction of the Leadership Identity Development (LID) model (Komives et al., 2005) frames leadership as a process beginning with the exploration of personal attitudes, beliefs, and values. The notion of *knowing-being-doing* of the Relational Leadership Model (Komives et al., 1998) supports self-awareness and value of others and encourages action.
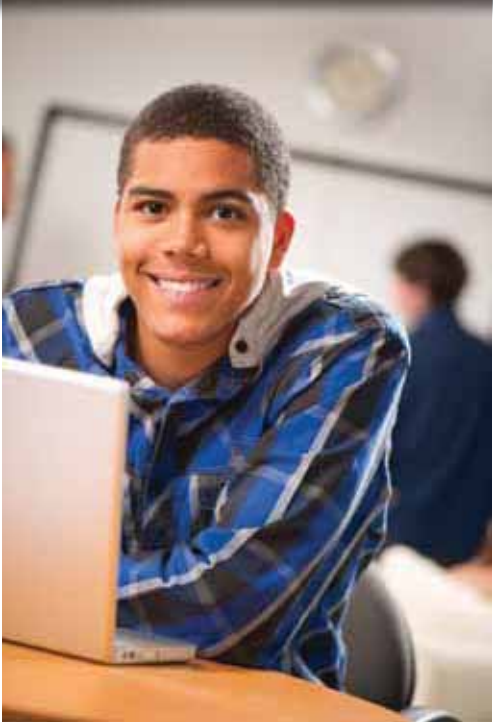
Finally, the Social Change Model (Higher Education Research Institute, 1996) compartmentalizes its seven critical values by using three distinct categories: individual, group, and society/community values. The values within the "Individual" category speak directly to personal growth as related to success practicing leadership. The first value, *consciousness of self*, emphasizes personal awareness as central to understanding how individual traits inform a person's ability to effectively lead others. Further, the *congruence* value asserts the necessity for the leader's actions to align with individual attitudes and beliefs. In discussing the categories, Wagner (2006) calls on readers to "notice that each level is inextricably tied to the others" (p. 9). Therefore, appropriate attention should ▶

be given to the unique challenges multiracial students may experience pertaining to this category, as it is connected to leadership development as a whole.

When considering the notion of self-consciousness as central to leadership, the unique identity of multiracial students creates a paradox. Arguably, the intersections of race and leadership theory are deeply complicated for multiracial students. Given that "particular elements of identity fluctuate back and forth according to context and audience" (Hodkinson, 2005), the high value that current leadership theories place on self-understanding can be particularly challenging. Kezar, Carducci, and Contreras-McGavin (2006) posit, "The way people define leadership differs based on their experience and background" (p. 19). When considering multiracial identity, we find the experiences and backgrounds of multiracial students to be convoluted. There are many more challenges for multiracial students as they undertake

the task of navigating the complexities of identity development while simultaneously pursuing their quest to develop as leaders.

As educators of future leaders, it becomes our duty to assist multiracial students in conceptualizing ways to use the multiplicity of their identity archetypes. Ideally, we can assist these students to recognize and develop the unique qualities that make them efficient and effective leaders while also honoring the presence of the social sphere. Specifically, progress in leadership development research will require moving the discourse of multiracial students beyond identity and toward the implications of identity in the context of leadership qualities. The increased availability of research about multiracial students provides the opportunity to implore leadership educators and theorists alike to consider the complexities of multiracial identity development as they design programmatic curricula, conduct research, and consider the advancement of theory. ◼

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NEW PROFESSIONALS AND GRADUATE STUDENTS KNOWLEDGE COMMUNITY
Being the Change: New Professional and Graduate Student Involvement in NASPA

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Graduate students and new professionals constitute a large and active part of student affairs and represent the future of the profession. NASPA Executive Director Gwendolyn Jordan Dungy recently wrote, "Student affairs educators and administrators behaving as innovators is the change we need in higher education" (Dungy, 2011, p. 274). It is especially important for new professionals and graduate students to constantly be reminded of the ample

involvement opportunities within NASPA and the field of student affairs in order to be innovators on any level.

By using NASPA as a source for continuing professional development, new professionals and graduate students have the potential to ignite leadership and influence change within student affairs. As expressed in Job One: Experiences of New Professionals in Student Affairs, a new professional can address professional growth by developing new interests, seeking mentoring relationships, and being true to oneself (Magolda & Carnaghi, 2004). As the future leaders of NASPA and the field of student affairs, new professionals and graduate students will influence change by providing unique perspectives and creative energy.

When developing interests within the field, new professionals and graduate students are encouraged to explore the 25 NASPA Knowledge Communities. Joining a Knowledge Community that appeals to a particular interest or identity of a new professional or graduate student can help him or her stay informed about trends and current events related to that particular community. Knowledge Communities are a great way to maintain a connection to an association and can be a gateway to involvement in the profession on a regional or national level. Participation on a Knowledge Community leadership team can spark early ▶

leadership and engagement within the larger association through opportunities to implement new initiatives. Writing articles for the newsletters published by Knowledge Communities not only provides means to stay informed of a particular community's happenings, but also gives authors experience writing for professional publications. New professionals and graduate students have the potential to influence change within the Knowledge Communities by providing their insightful perspectives and inserting their fresh points of view.

For young professionals who are new to the field, establishing mentoring relationships is an important way to become acclimated with student affairs. According to Kram and Isabella (1985), through "role modeling, counseling, confirmation, and friendship," mentors can help mentees "develop a sense of professional identity and competence" (p. 111). Recently, the New Professional and Graduate Student Knowledge Community launched the Mentor Match Program, where members sign up to have a seasoned student affairs professional enhance their career development. Mentors provide access to resources, help with networking, share personal experiences, and guide new professionals and graduate students through the student affairs world. Not only are there opportunities to be mentored in various Knowledge Communities, but there are also ways for new professionals to be mentors to graduate students

or those wanting to explore student affairs as a career choice. Through these programs, as well as through the NASPA Undergraduate Fellows Program (NUFP), "paying it forward" is a mantra that applies throughout the association. New professionals and graduate students thus influence the ways in which the next generation of student affairs professionals are recruited, prepared, and developed.

Lastly, leadership and involvement in NASPA are activated through educational opportunities sponsored by various sectors of the association. Some of opportunities are developed specifically for new professionals while others are open to all levels of students and professionals. Many regions host New Professionals Institutes, which offer a great professional development opportunity to meet other new professionals, gain exposure to best practices, and develop knowledge on current trends in the field. Several smaller regional conferences, drive-ins, and workshops are great ways to stay in touch with the profession in a more local setting.

Mahatma Gandhi said, "Be the change you want to see in the world." Although the world of student affairs is a small portion of the global world, new professionals and graduate students must take advantage of the opportunities to be involved in NASPA and in the field of student affairs early on to make the most of their blossoming careers. ■

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PARENT AND FAMILY RELATIONS KNOWLEDGE COMMUNITY
Parental Notification As a Tool

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Ignite Leadership, Influence Change: Those words probably are not included in the popular parenting books that new parents read or in any how-to guide aimed at parents of college students; yet, *ignite leadership, influence change* is exactly what most parents want for their children and our students. Today's students have been programmed since birth to excel (Tugend, 2011). Their parents taught them sign language as infants and enrolled them in organized sports and/or academic enrichment activities with a view to making them well-rounded individuals—

individuals who, as adults, would ignite leadership and influence change.

Today's parents are different from even their Baby Boomer counterparts. In the Datatel 2006 College Parent Survey conducted by Howe and Strauss (2007), parents of millennials reported that they worked harder to protect their children from harm than their parents did; that they push their children harder to succeed than their parents did; and they believe that colleges should allow parents to see grades, attendance, health records, ▶

and so on. Couple this concern for their child's safety and success with the near epidemic incidence of high-risk alcohol abuse (Phoenix House, 2006) and it's clear that parental concern is reasonable.

One way that student affairs professionals can ignite leadership in today's students and help parents influence change is with strategic use of the parental notification exception for alcohol and other drug use made in 1998 to the Family Education Rights and Privacy Act (Lowery, Palmer, & Gehring, 2004). Parental notification is not a panacea for curbing irresponsible alcohol use among college students; however, it can be an effective tool in the parenting toolkit.

When made aware of a policy violation, parents are given an opportunity to talk with their student about expectations and about consequences of alcohol abuse (Wheeler & Kennedy, 2009). Irresponsible alcohol use and/or drug use is a risk factor for retention. By sharing data from the most recent Core Institute (2010) study that 159,000 first-year college students will drop out of school the next year for alcohol or other drug-related reasons, administrators are giving parents information to help them talk with their student. Also, parents are being alerted to the possible economic consequences of alcohol/drug abuse.

Shortly after the University of Kansas (KU) implemented parental notification, a parental satisfaction survey was sent to parents who had received the notification, inquiring what they had done with the information. Most parents indicated they had discussed the incident with their student, would have preferred to see the actual incident report rather than having to call for more information, and were supportive of the notification policy. Results also indicated that parents wanted more resources to share with their students.

As a result, KU now shares information about the GPA of students whose parents had received a parental notification letter. Almost one fourth were on academic probation, and students who violated the drug policy had a lower GPA than students who violated the alcohol policy. By gathering information about the students and their residence, KU has been able to pilot early interventions in the buildings with the most incidents.

On campuses that have a parental notification policy, administration may rest in the Dean of Students office. Regardless of the office that communicates the notice, the information that it generates can inform our practices across campus. Just as Prohibition did not stop alcohol consumption in the 1920s, parental notification cannot stop all alcohol misuse. It is a proactive tool in educating students and their parents. ■

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SPIRITUALITY AND RELIGION IN HIGHER EDUCATION KNOWLEDGE COMMUNITY
The Fear of Faith

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Spirituality is popular again. We tout our wellness wheels, talk about holistic development, and cite articles about student spirituality. Public higher education institutions are implementing spiritual literacy into curricular and cocurricular components of the college experience. Yet, many practitioners still feel uncomfortable initiating spiritual conversations with students. Why?

Speck (2005) suggested this comes from a lack of our own preparation, a misunderstanding about the separation of church and state, and higher education's recent preoccupation with rationality. If we say we promote diversity but avoid faith and religion, we are hypocrites. The phenomenon of spiritual and religious interest among university students has caught the attention of higher education experts in recent years. Astin and Astin (2004) reported that "today's college students have very high levels of spiritual interest and involvement . . . and that many are actively engaged in a spiritual quest and are exploring the meaning and purpose of life" (p. 3).

What if our hesitancy to engage in spiritual development and interfaith dialogue isn't primarily due to institutional policies? What if we avoid spiritual conversations because of personal uneasiness and fear? If we want to influence change and be leaders in the initiation of true interfaith collaboration on campus, we must identify why we still have a fear of faith. We propose three reasons faculty and staff might have a fear of interfaith dialogue and hesitate to engage in spiritual dialogue with college students.

Personally Content
We don't want to be challenged by another's belief system. It's much easier to avoid discussions about faith, especially when we are personally satisfied with what we believe. Or perhaps we are so convinced of our own theological superiority that we don't desire to connect with people who are different from us. Whether conservative or liberal, fundamentalist or agnostic, contentment can lead to a passive complacency in listening to other perspectives.

Pleasantly Comfortable
In his book Religious Literacy, Prothero (2007) calls the United States a "nation of illiterates" (p. 21). For the most part, we are clueless about others' spiritual and religious beliefs and are comfortable only with our own perspectives. It can be an uncomfortable experience to interact with someone whose belief conflicts with yours—so we often avoid faith altogether.

Publicly Criticized
Despite spirituality's growing popularity among college students, many in our profession still believe that discussions about faith have no place on campus. Moreover, to extend a hand of friendship to religious groups with suspect reputations might reflect negatively on us. Though we're willing to talk about other complex cultural, gender, and race-related issues, religion remains a conversational taboo. Finally, it must be noted that spiritual development is happening on the college campus, with or without our influence and input. As a result, we challenge passive practitioners to reengage in this important dimension of student development. Interfaith dialogue promises at least three benefits:

Produces Challenge
We do our work with the understanding that growth is a product of challenge and support. Practitioners can benefit from engaging in challenging, growth-producing spiritual conversations. Spiritual conversations will strengthen our relationships with students and help us to better advocate for students' holistic development.

Piques Curiosity
We want our students to be curious and inquisitive thinkers who approach complex problems with creative solutions. As we engage with people who believe differently from us, our curiosity is piqued. Our minds open to new possibilities. Don't seek to memorize a creed. Instead, get to know someone else's story. Listen intently to how they make sense of the world.

Promotes Community
We shouldn't see students as projects or pawns, but as fellow learners. Our formal and informal educational environments should be places where a rich diversity of student-centered ideas, creeds, questions, and beliefs are welcome. As a result, these spaces will push us beyond tolerance towards authentic community.

Let's be honest with ourselves. Our timidity in engaging in spiritual conversations may be less to do with legal issues and policies and more to do with our own prejudices, insecurities, and fears. Let's tackle them head-on and model to our students the very same traditions that we are encouraging them to adopt. With pun intended, let's practice what we preach. ■

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STUDENT AFFAIRS DEVELOPMENT AND EXTERNAL RELATIONS KNOWLEDGE COMMUNITY
The "Who" and "What" of Student Affairs Advisory Boards

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Members of the Student Affairs Development and External Relations Knowledge Community (KC) often receive questions about who we are and what we do. The group represents a variety of interests, but most frequently our members are individuals who fundraise for student affairs units at colleges and universities. Some individuals are employees within student affairs who have been assigned a fundraising duty, others are development employees who have been assigned student affairs as one of their areas to serve, and still others come from parent programs that have decided to add a fundraising component to their outreach tasks. Many KC members also work on external affairs, that is, the link that connects student affairs with alumni, friends, foundations, parents, corporations, the community, and other constituencies off campus. We all work to establish relationships with these groups in order to develop philanthropic support for divisionwide activities.

One of the best ways to engage notable alumni, former student leaders, and influential community leaders is through an external advisory board. Typically, the vice president or dean of students will serve on the board, and the director of development for student affairs will oversee it. Advisory boards do not possess any authority over student affairs; they simply advise the leaders on topics of campus affairs. They are unlike boards of directors or trustees that establish rules and policies and make fiduciary decisions. A typical advisory board includes 15 to 25

members who meet regularly to engage in fundraising, offer advice on current issues, and set goals for the good of the student body. If you are working to establish or revitalize an external advisory board, the following points offer some suggestions.

▶ Assemble a board of no more than 30 members, bearing in mind that they probably will not all be able to attend a meeting at the same time. Personally invite individuals to serve on the board, prioritizing their responsibilities upfront, such as a minimum annual donation they need to make to the division of student affairs to participate, the number of meetings required to attend, and a vision for the board.

▶ Include former campus leaders from several different decades: 60s, 70s, 80s, and 90s. Consider including a few younger alumni as well to build this constituent group. Look through past yearbooks to determine who was really involved on campus, and reach out to these individuals.

▶ Set meeting days and times long in advance of the dates. The busy individuals that you invite to participate will need to block out these times right away. Meet at unique places on campus and treat the board with the same deference that you might offer a governing board.

▶ Offer optional activities for board participants while on campus for board meetings. For example, set up a speaking engagement at a campus organization's meeting or offer an opportunity for the leader to participate

in a service project with a Circle K group or other club on campus.

▶ Encourage the board to advocate for the division of student affairs and have them put you in touch with friends and colleagues who might also be able to offer financial support or even internships or mentoring opportunities for student leaders.

▶ If several of the board members are living and working in an area away from campus, consider bringing the meeting to them once a year.

▶ Establish agendas with the vice president of student affairs to guide the group toward meeting objectives.

▶ Support the board with a dedicated website that includes meeting minutes, bios and photos of members, and other relevant materials. The site serves a utilitarian function but also showcases support your division has from important individuals in the community and beyond.

▶ Stay in touch with the board members between meetings. Call them or invite them to lunch on campus. You want to include them in news of the division as well.

If you want to learn more about external relations for student affairs, please read the resources below or come to the Student Affairs Development Conference in July 2012. Dates and information will soon be posted on the NASPA website. ◼

Further Reading

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STUDENT AFFAIRS PARTNERING WITH ACADEMIC AFFAIRS KNOWLEDGE COMMUNITY
Developing Partnerships to Influence Change

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With the changing face of higher education, it is imperative that all leadership in both student affairs and academic affairs work together to influence transformative change on college campuses. Invoking cultural change can be a necessary and difficult part of leadership; however, in order for leaders to promote this effort, they must possess a solid understanding of all cultures within their organization (Schein, 2004). Schein (2004) defines culture as "a pattern of shared basic assumptions that was learned by a group as it solved its problems . . . that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems" (p. 17). In short, culture is a set of shared values that govern organizational behavior. Change agents, or those who catalyze progress, must not only understand the cultures within their organization, but also have the ability to empower constituents to work synergistically toward a shared vision.

In order to assist change agents, Rowley and Sherman (2001) outline 11 approaches to implementing successful short- and long-term change. Several of these approaches underscore the importance of developing partnerships between student affairs and academic affairs. Cook, Eaker, Ghering, and Sells (2007) define collaborative partnerships as "a culture in which all participants are viewed as equal partners who play equally important roles and have significant contributions to make" (p. 19). For example, it is crucial to nurture a collegial and participative environment where both student affairs and academic affairs are involved in making decisions (Cook, Eaker, Ghering, & Sells, 2007; Rowley & Sherman, 2001). Essentially, leaders must seek participation from all constituents in both the planning and the implementation of the change process. However, constituents like faculty and staff may have different assumptions or even fears. This critical point emphasizes the need for faculty and staff development to focus on nurturing effective communication since "most fear of change comes from a lack of information" (Rowley & Sherman, 2001, p. 185; Schroeder, 2003). Finally, campus leaders need to identify and empower agents who champion change. These individuals from academic affairs and student affairs serve as support throughout the change process. The goal is to foster relationships and focus on holistic leadership that integrates multiple viewpoints and frameworks to influence change (Bolman & Deal, 2003). Institutional leadership must recognize forces for change and pursue collaboration, identify common goals, commit resources to attain these goals, and cultivate the capacity to accomplish work at all levels (Clayton-Pedersen & Dungy, 2007).

Developing partnerships to influence change is an endeavor that is not without its share of difficulty. The various cultures that exist in an institution of higher education can have differing and sometimes opposing views on efforts that impact student learning. Regardless of differing views—and even how different cultures may define student learning—a shared vision can draw cultures together. Moreover, Schroeder (2003) states that "collaborative partnerships are usually most successful when they are developed from a common reference point or common purpose—a shared vision of undergraduate education" (p. 626). An understanding of the various cultures within an organization, coupled with a shared vision, lays the foundation for effective partnerships between student affairs and academic affairs that will influence change and benefit the greatest asset of any institution of higher education—its students. ■

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STUDENT LEADERSHIP PROGRAMS KNOWLEDGE COMMUNITY
Empowering Advisors to Facilitate Change in Student-Led Organizations

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Advancing group dynamics is difficult. In order for students to learn, develop, and grow within an organization, they need to be empowered by their advisor to feel that their ideas and contributions are both important and valuable. This concept of empowerment means providing freedom for people to do successfully what they want to do, rather than getting them to do what you want them to do (Whetten & Cameron, 2011). As an advisor to a student-led organization, it is important to empower students to identify specific actions and strategies that facilitate change and achieve the outcomes of the organization.

In order for advisors to successfully empower their students, they need to exhibit five core components of empowerment. These core components include self-efficacy, self-determination, personal consequence, meaning, and trust (Whetten & Cameron, 2011). By exhibiting these core components of empowerment, an advisor is able to facilitate change by allowing students to perform confidently, feel autonomous, and move toward a positive result. In addition, these core components will allow the student to value the purpose of the organization as well as trust that the advisor is there to support and advocate for them. This philosophical foundation and these core components of empowerment can be incorporated into the advising style to facilitate change in a student-led organization.

Theory and Application

According to Tuckman and Jensen's (1977) five-stage model of group development, organizations mature through key points. As an advisor, one must be cognizant of these transition points in order to guide students in promoting meaningful change. Furthermore, when working through change, it is essential to know who your change champions or supporters are and to understand adopter categories that coincide with each stage of group development (Rogers, 2003). For example, one must seek out early adopters in order to get the buy-in of other members of the organization. These student leaders have the greatest degree of transformational leadership ability and can often trigger a critical mass of students to subscribe to the organizational change (Northouse, 2007; Rogers, 2003). This notion is further supported by Rowley and Sherman (2001), who list developing change champions as a key component of their 11 steps to implementing successful change.

Upon identifying change champions, an advisor must be aware that a successful positional leader's power and ability to be effective comes from the members within the organization. Thus, applying *The Leadership Challenge* model in promoting change within the organization can reap many benefits (Komives, Lucas, & McMahon, 2007). Ultimately, by encouraging organizational leadership to set the example, inspire a shared vision, and foster collaboration within the group, advisors can inspire leaders who influence organizational change (Kouzes & Posner, 2007). After all, "leadership is the key to effective change management" (Rowley & Sherman, 2001, p. 161), but systemic change is best achieved through the understanding of culture and gradual measures.

Conclusion

It is important for advisors to serve as educators and empower advisees. This includes delegation of tasks, which is mutually beneficial: Delegation establishes trust, fosters respect, cultivates skill acquisition, and promotes leadership for all organizational members. Although not all advisors of student-led organizations view themselves as cocurricular educators, it takes a dynamic educational approach and invested energy as an advisor for empowerment and delegation to occur. Successful advisors employ a balanced theoretical and practical approach. Through understanding the theory and application of empowerment, advisors will successfully facilitate learning, development, growth, and change in student-led organizations. ■

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SUSTAINABILITY KNOWLEDGE COMMUNITY
Defining Sustainability

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Sustainability can be difficult to define due to its extraordinary flexibility As student affairs professionals, it is essential that we embark on a journey toward defining sustainability through the lenses of our individual and collective roles This article is dedicated to further examining individual facets of the conversation.

Sustainability is commonly examined through the "triple bottom line" of people, planet, and profit. Despite its inherently complex definition, most of us are quick to connect to the environmental (planet) components of sustainability. As institutions of higher education are recognizing their responsibility to natural and built environments, we find ourselves pushing a great deal of undefined expectations onto tomorrow's leaders. We are asking them to preserve a world without offering the tools and contexts necessary to truly understand such an undertaking. Additionally, many students arrive on our campuses with little to no personal connection to the word "environment."

Scientists, educators, and parents have recently engaged in a great deal of research on the topic of nature as a mental stimulant and emotional soother. In fact, in his book, *Last Child in the Woods: Saving Our Children from Nature Deficit Disorder* (2005), author Richard Louv suggests that today's youth are experiencing higher levels of diagnosed health and mental diseases and disorders due to their lack of connection to the natural environment. Therefore, we can see that educators play a vital role in the lives of students. After all, they are the ones who expose youth to the influential connections they will make as they navigate toward adulthood.

The connections that student affairs professionals foster between the natural environment and their students or colleagues can make positive, near-term impacts on an individual's personal well-being and, thus, what those individuals contribute back to the community and environment. Today's students could potentially suffer from less anxiety, fewer health issues, and fewer attention disorders if they were encouraged to develop and maintain a relationship with the natural environment. As video games, iPhones, and the Internet have become today's sources for discovery, I would argue that we risk losing the sensory experiences of nature.

A second, less commonly discussed connection is also being overlooked in this sustainability conversation is the manner in which each of us interacts with our built environment. While the professionals in our institutional facilities and construction departments may spend a great deal of time poring over blueprints and memorizing the trim on the windows, few of us take the time to truly understand the buildings we frequent. Tracing the source of the woods used, understanding the process involved in the flick of a simple light switch, intelligently selecting specific temperatures, opting to open the blinds and use natural lighting—the way we interact with a building should most certainly be strategic. In fact, in their book, *Mission and Place* (2005), authors Kenney, Dumont, and Kenny suggest that an institution's built environment has a significant responsibility in advancing institutional and individual success. What we frequently overlook, however, is that each of us can advance the built environment's purpose by mindfully interacting with it.

It is the responsibility of today's educators (in all senses of the word) to make the decisions that can have an impact: Will you invest in teaching another person about the importance of generating connections with our natural and built environments? How will you get there? With whom will you collaborate? What information do you need in order to be successful? Never doubt the power you have as an educator. ■

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TECHNOLOGY KNOWLEDGE COMMUNITY
Supporting the Student Affairs Profession with Digital Communities of Practice and Personal Learning Networks/Environments

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With endless amounts of information and emerging media, how is it possible to keep up with the evolution of technology? Fortunately there are many student affairs professionals who can curate, manage, and share. The collaborative nature of social media environments and emerging technologies affords students, faculty, and staff in higher education an opportunity to learn and engage on campus, across the country, or around the globe.

Both individual and community identity is being shaped through our increasing use of the web. Informal learning is often reflected in attitudes, values, skills, and knowledge from daily experiences and educational influences in one's environment. Many social technologies provide a space for information dissemination, interaction, and community building. Wenger (2006) coined the term "community of practice"—that is, a community that provides useful perspectives on knowing and learning to improve performance. Communities of practice encourage individuals and organizations from a variety of fields to focus on problem solving, information retrieval, sharing of expertise, participating in discussions, project documentation, mapping and connecting knowledge, and coordination of shared activities (Wenger, 2006).

Social networks, cloud documents, mobile applications,

blogs/microblogs, and IT virtualization make it easier for the student affairs community of practice to thrive. These online tools help to connect peers, aggregate trends and news, share suggested practices, communicate ideas, and both sustain and grow the profession.

The development of emerging technologies and the accessibility of online networks have cultivated personal learning environments (PLEs) and personal learning networks (PLNs) to improve learning and professional development (Warlick, 2009). Many student affairs professionals continue to explore and lurk online; however, a greater number are finding value in establishing their own PLNs and PLEs (see the example in Figure 1) by contributing to the conversation and engaging in digital collaboration.

Figure 1. PLE as subset of PLN (Seitzinger, 2008).
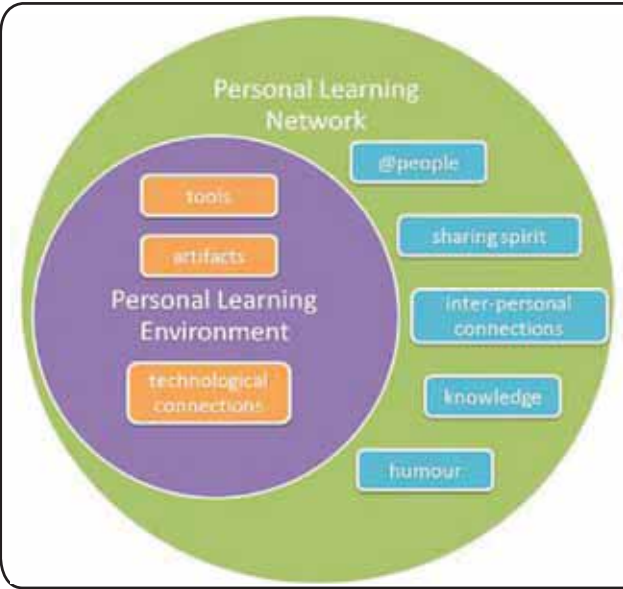
Student affairs practitioners and scholars have begun to integrate these social web tools to support interconnectedness of content knowledge and professional growth and to enhance student development programs. There are a wide variety of powerful technologies, platforms, and mediums to connect your online community. In considering this digital space, it is important to focus on community purpose and development, not always on the technology. Both

PLEs and PLNs encourage participants to think critically, solve problems, innovate, lead, develop cross-cultural understanding, establish information/computing fluency, and establish self-reliant behavior (Trilling, 2008). Figure 2 provides an example of how a personal learning environment allows network participants to process their experiences through both self-directed learning and innovative technologies.

Figure 2. Personal learning environment (Allen, Bracey, & Pasquini, 2011).
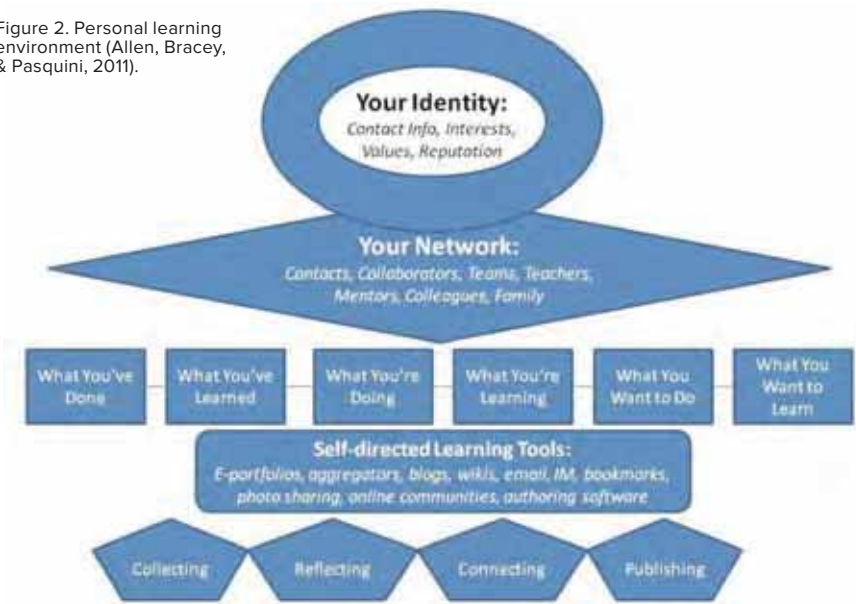
A number of online communities of practice, such as #SAchat and #SAtech, have begun to leverage connections and cross-collaborations. The communities of practice are present; however, it is up to the community members to participate and contribute in these learning environments. From reading a blog post and listening to a podcast to participating in a Twitter chat and uploading a video, it is critical that more student affairs practitioners and scholars continue to contribute in these digital spaces. Learning networks have the ability to develop shared values, create effective social practices, establish a powerful identity, provide a myriad of perspectives, and evolve and change over time. ■

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VETERANS KNOWLEDGE COMMUNITY
Supporting Student Veterans: Looking to the Future

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Enrollment of student veterans at institutions of higher education is expected to grow in the foreseeable future (Cook & Kim, 2009). This student population has attracted increased attention and support in the higher education community, as indicated by the development of and increased resources for programs designed to ease their transitions within colleges and universities (American Council on Education [ACE], 2011). Additionally, research investigating the experiences of college student veterans gives student affairs administrators and others the information they need to help them plan initiatives and create policies to support veterans on their campuses. A solid foundation is being put in place, but now we must look to the future and ignite leadership to keep moving forward with regard to student veterans on campus.

Current Research
Using Schlossberg's theory of transition as the guiding theoretical framework, a number of studies have investigated the transition experiences of college student veterans (Bauman, 2009; DiRamio, Ackerman, & Mitchell, 2008; Livingston, 2009; Rumann, 2010; Rumann & Hamrick, 2010). Findings suggest that student veterans come to college or return to college with a heightened sense of maturity and a more focused commitment to their academic pursuits. However, they also may have difficulty adjusting to the flexibility of college compared to the structured military environment and feel disconnected from their nonmilitary peers. Consequently, student veterans tend to seek out other veterans and look for opportunities to connect with them on campus. Findings from the National Survey of Student Engagement (NSSE) (2010) also indicated student veterans may feel less engaged or supported in the campus community than their nonveteran peers. For example, first-year noncombat veterans were less engaged with faculty, and senior veterans were generally less engaged and perceived less campus support than their nonveteran peers (NSSE, 2010).

Current Programs and Resources
These research findings call for programs and services designed to address the needs of student veterans in college. A number of institutions have implemented programs that have been identified as promising practices in the areas of admissions and financial aid, student services, academic services, and campus life (ACE, 2011). For example, California State Polytechnic University offers an online orientation geared more toward student veterans' needs, and Park University has a series of five courses for veterans designed to help ease their academic transition (ACE, 2011). Campus leaders can look to these best practices to assist them as they plan veterans' support services at their own institutions. Additionally, a number of resources like those listed at the end of this article can provide useful information to help administrators and others who make decisions regarding the student veteran population.

Looking Forward
As we move into 2012, the higher education community must keep up the momentum for supporting student veterans. Higher education administrators, faculty, and staff must all be involved in taking proactive steps to advocate for student veterans while involving them in the decision-making process. Campus leaders have the responsibility to influence change and identify ways to improve existing programs and services for all students, including student veterans.

Resources

- American Council on Education (ACE) Military Programs:
  www.acenet.edu/AM/Template.cfm?Section=Military_Programs
- NASPA's Veteran Knowledge Community:
  www.naspa.org/kc/veterans/
- Servicemembers Opportunity Colleges:
  www.soc.aascu.org/
- Student Veterans of America (SVA):
  www.studentveterans.org/
- Toolkit for Veteran- Friendly Institutions:
  www.vetfriendlytoolkit.org/
- Veterans in Higher Education National Clearinghouse at the University of Arizona:
  http://vets.arizona.edu/clearinghouse/ ■

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WOMEN IN STUDENT AFFAIRS KNOWLEDGE COMMUNITY
Title IX: 40 Years of Influencing Positive Educational Changes for Women

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This year, Title IX turns 40 years old. Although most of us think of Title IX in terms of greatly expanded opportunities for girls and women to participate in organized sports, it has also led to important gains in many other areas, including increasing access to higher education, providing protections for women who are pregnant and/or parenting, and prohibiting exclusions from programs or activities based on gender (U.S. Department of Education, 1979). This year's conference theme, "Ignite Leadership, Influence Change," is a call for all of us as NASPA members not simply to be present in our classrooms, offices, or residence halls—but to be leaders, to create meaningful changes in the schools and communities in which we work and live.

Title IX of the 1972 Educational Amendments covered almost all aspects and activities of educational institutions (Kaestner & Xu, 2010). It has provided us with polices that continue to be an important aspect of our efforts to increase gender equality through everything from providing opportunities to participate in high school sports and to coach high-profile college athletic programs through enrolling in STEM (science, technology, engineering, and math) courses and programs of study, mandating admissions policies that do not discriminate on the basis of gender, and creating access to flexible leave policies that allow us to remain employed or in school while pregnant or after the birth of a child.

Of course, this does not mean that we live in some sort of post-gender society or that girls and women no longer experience gender-based discrimination. But, we have made substantial progress. In 1971, the rate of participation for girls in high school sports was 4.5%; by 1978, the rate of participation had increased to almost 29% (Kaestner & Xu, 2010); and by 1998 one in three girls participated in varsity sports (Lopiano, 2000). By 2005, almost half of the medical students in the United States were women (Carnes, Morrissey, & Geller, 2008), and almost half of the doctoral degrees awarded in that year were awarded to women (Easterly & Ricard, 2011).

There's also much that needs to be done. Disparities continue across gender and by race/ethnicity. Although half of the labor force with college degrees are women, less than 25% of the people working in STEM fields are women and, worse, only 4% are women of color. Clearly, more could be done to apply Title IX to the STEM fields of study and employment (Fassinger 2008). Research by Goulden, Fransch, & Mason (2009) found that women who are married and have children are 35% less likely to obtain a tenure-track position after completing their doctoral work than men who are married and have children. Of the 62 institutions in the Association of American Universities (AAU), 43% provided limited/no leave policies for graduate students who have children, indicating some of the legal requirements of Title IX may not be met at those schools (Goulden et al., 2009). Clearly, we have much more work to do. At this 40th anniversary of Title IX, we can all reflect on our progress and work together to it, as well as serve as active agents working to create meaningful and sustainable changes.

For more Information:

National Women's Law Center Title IX website: www.titleix.info/

American Association of University Women: www.aauw.org

National Association of Collegiate Women Athletics Administrators: www.nacwaa.org/ ■

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