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Welcome from the National Knowledge Community Director

Dear NASPA Colleagues,

We are delighted to share with you the 2020 NASPA Knowledge Community (KC) Publication. The articles gathered here highlight the wonderful work of our NASPA colleagues and the KCs they lead. One of the central goals for the KC program is the creation and dissemination of valuable and timely knowledge with our membership. This publication will likely expose you to a KC with which you are not affiliated. We encourage you to see what they have to offer – and then to join the KC, follow them on social media, or contact their leadership to find out more.

Our sincere gratitude goes to the 2020 NASPA KC Publication Committee for their efforts in making this publication come to life. We deeply appreciate the many authors who shared their labor, insights, and practices on behalf of their respective Knowledge Communities. Additionally, we would like to thank the National KC Chairs for partnering with us through this process. Their commitment to contributing to the body of knowledge in higher education is what makes this publication possible.

At the Annual Conference in Austin and the Connected Conference in San Jose, we will gather in fellowship and to reflect on and live our Association values: Integrity, Innovation, Inclusion, and Inquiry. KCs provide a wonderful

way for our members to find their place in NASPA. Please make time to engage with the KC program, by attending a sponsored session, visiting the Communities Fair, or joining an open KC business meeting. We encourage and welcome your involvement.

And in the spirit of creating and sharing knowledge, we hope you enjoy this publication.

Sincerely,

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Public Policy Feature

2020 PUTS HIGHER EDUCATION FRONT AND CENTER

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As we approach the 2020 presidential election in this era of increasingly partisan and extreme political leanings, higher education finds itself front and center as a topic of discussion for the general public and the various communication platforms of the political candidates. What we know for certain is that Americans of all political backgrounds are finding significant lines of debate regarding the future profile of higher education itself (Jaschik, 2018; Kasriel, 2018). Understanding these topics will be important for most student affairs professionals as we seek ways to support students of all demographics. Also, depending on roles and institutions, election season may open opportunities for higher education staff to be more engaged in the public policy debate on federal and state levels. This article will highlight several key higher education policy issues looming large presently and into the foreseeable future.

Law, Policy and Governance



Free College Tuition and College Financing for Students

Several candidates are touting variations on plans to reduce student financial burdens; examples include Pell Grant increases, more resources to Historically Black Colleges or Universities (HBCU), and increasing loan forgiveness considerations for specific field work postcollege (Berman, 2019). The plans largely depend on the perspective of the candidates—whether they support the “free tuition” approach or generating additional resources for students to use (i.e., increased grants or forgiveness opportunities). Generally, there is a consensus belief that student loan debt is a substantial drag on the national economy that should be addressed by attempting to help students reduce their debt. A study conducted by the Levy Institute has indicated that a one-time student debt cancellation policy would add almost a dollar-for-

dollar positive impact on the national economy (Fullwiler et al., 2018; Berman, 2018). It's hard to speculate what, if anything, will be done moving forward, as no plan to date has cited a serious resolution regarding debt forgiveness. The common belief, though, is that the federal government should take the lead; however, at this juncture little to no discussion has occurred on ramifications to the overall debt of the country.

Institutional Funding Structures

As many states struggle to adequately fund all agencies and operations, the state share of spending in higher education continues to decline (Brownstein, 2018). Despite state budget cuts, calls for increased accountability remain a focal point on a state-by-state basis, along with interest in workforce credentialing, skill preparation, and other functional needs to support state economies and labor markets. With public services growing at exponential rates, the odds of further decline in state-level postsecondary investment are high (Finney, 2014). Institutional assessment will become even more critical than before, as institutions of higher education will be expected to have firm justification for everything they do in most phases of operations. (While assessment connected to funding primarily affects public institutions, all institutions must increasingly focus on assessment efforts due to increasing accreditation expectations.) It is not a far stretch to believe that firm lines will be drawn in the budget book as states negotiate tuition charges, appropriations, and other means of state support. The summer 2019 budget reduction debate and negotiation, which saw a 40% overall budget cut become \$70 million over three years within the University of Alaska system (Anderson, 2019), is quite possibly a precursor to future funding discussions.

Student Health and Safety

The reauthorization of the Higher Education Act of 1965 has created significant debate on topics of student health and safety in conjunction with recently proposed revisions to Title IX guidance from the U.S. Department of Education. Ninety-five bills related to student health and safety concerns have been introduced in over half the states and Washington D.C. to date, and 16 have been

enacted. Weaving their way through the courts are several questions on topics ranging from due process to sexual misconduct. Hazing concerns are potential flash points in any dialogue regarding higher education and public policy. For example, the outcomes of the cases related to the death of Max Gruver in 2017, the Phi Delta Theta pledge at Louisiana State University (LSU), were some of the strongest hazing penalties in recent years.

Food Insecurities and DACA

The sheer increase in the number of food pantries at our institutions across the country suggests that college student food insecurity could be a prominent issue in upcoming policy discussions. Researchers have found that a perceived stigma has created discrepancies with reporting numbers. These sensitivities tend to skew numbers lower; as a result, it is challenging to get accurate numbers on such topics (Smith, 2019).

The debate surrounding support for Deferred Action for Childhood Arrivals (DACA) students continues on both state and federal levels since President Trump announced an Executive Order rescinding the protections afforded these students (Edelman, 2017). Since the announcement, either the courts have blocked the Presidential Memoranda directive to stop DACA directly via court order or institutions have offered more substantive services to these students to sustain their enrollment (Homeland Security, 2018). It is likely that DACA will remain on the public radar at least through the 2020 election cycle.

These policy topics represent just a few of the higher education concerns that have surfaced—and more will emerge as the election becomes more defined and imminent. Here are a few thoughts for you to consider, both as a voter and as a resource for your students.

Being informed helps your students. To the extent that your time or role allows, learn as much as you can about the individual issues and the candidates' stances on them. You can use the Public Policy Division resources; sign up for Google alerts on specific topics; and receive information from your specific state and federal representatives. Most, if not all, representatives have some form of electronic communication that you can register for

on their websites, or you can reach out to their constituent representative and ask to be added to a mailing list.

To the extent your role allows, let your opinion be heard. Guidelines on advocacy and how staff can appropriately engage on issues with representatives vary across institutions. To the extent possible, engage your representatives and those who speak on your behalf. Give them as much up-to-date information as you can and encourage them to reciprocate by sharing with you what they know and learn.

Exercise your right to vote and encourage your students to vote as well. Every 2 to 4 years, we can show our representatives our thoughts on public policy in the United States. Partner with student organizations on voter registration drives, encourage transportation to and from voting stations, and facilitate absentee voting for students who leave their residency in their home state/district. All such options are nonpartisan and advance the ideas of student civic engagement.

Our campuses are all different. Choosing approaches that fit your campus and your abilities are key. Good luck and know that you have resources through the Public Policy Division that are available to answer questions and help you along the way.

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Administrators in Graduate and Professional Student Services
**PREPARING THE NEXT GENERATION:
A CALL FOR MORE GRADUATE STUDENT
COMMUNITY ENGAGEMENT**

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Community engagement is defined as “the collaboration between institutions of higher education and their larger communities (local, regional/state, national, and global) for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity” (Carnegie Foundation, n.d.). Its benefits for undergraduate student populations are widely researched and published, but the research for graduate students is lacking. There is a need to foster more community engagement opportunities for graduate students, to research the effectiveness of these opportunities, and to provide more preparation for graduate students who study higher education to be future community engagement professionals.

**Student Learning
and Development**



Historical Context

Welch and Saltmarsh (2013) studied the evolution of operationalizing civic and community engagement in higher education. Programs in the 1980s primarily centered on cocurricular volunteering, while the 1990s brought a sharper curricular, academic focus to the service experience (Stanton, Giles, & Cruz, 1999). In the early 2000s, this mission saw new institutional infrastructures (offices, centers, new hires, etc.) to support these pan-institution efforts. The next decade (2010s), known as the second generation of community engagement development, has led to the recent work of Dostilio (2017),

which focuses on the development of the Community Engagement Professional (CEP): “a professional staff [member] whose primary job is to support and administer community-campus engagement” (Dostilio & Perry, 2017, p. 1).

Community Engagement and Associated Student Benefits

A wide array of community engagement programs for undergraduates exist, from first-year learning communities devoted to connecting community service to academic learning (Bringle & Hatcher, 1996; Perry, Lahm, Schauer, & Rumble, 2016), to assisting in the development of reciprocal partnerships between external campus stakeholders (Bringle & Hatcher, 2009). Kuh’s (2008) seminal work on service learning also outlined high-impact practices within higher education that promote increased retention and engagement rates among learners. As a whole, students who participate in community engagement practices not only contribute meaningfully to their communities but also gain such benefits as personal growth (Gallini & Moely, 2003), moral development (Bernacki & Jaeger, 2008; Boss, 1994; Strain, 2005), engagement (Perry, 2011), and enhancement of academic content (Markus, Howard, & King, 1993). Additionally, Ehrlich (2005) noted that learners who participate in community engagement initiatives practice skills needed for effective leadership, further develop their sense of civic responsibility, and continue the development of an inquiring and imaginative mind.

Almost all past studies investigating the impacts of service-learning have focused on undergraduate students. Fehr, Minty, Racey, Bettger, and Newton (2014) conducted one of the few studies that addressed the educational and practical benefits of graduate student community engagement. The researchers described an initiative related to the FoodUCation program, which educated children about healthy eating habits. This program was designed as a for-credit graduate course and was implemented within a local elementary school that was a community partner for the university. Graduate students who participated in this project were able to practice and further develop skills vital for their intended vocations.

Furthermore, the participants’ positive feedback led to the inclusion of similar practices within other graduate courses.

Graduate students may be participating in community engagement efforts, but research about them is not being conducted and then disseminated. So, there is both a gap in the research about existing community engagement opportunities for graduate students and a need to foster more of these effective opportunities in the first place.

Training Graduate Students as Community Engagement Professionals

The proliferation of institutional infrastructure and resources supporting the community engagement mission of institutions has brought with it the demand for qualified and competent individuals (CEPs) to operationalize this into practice. As such, competency development in CEPs has become a pertinent issue within the field of community engagement. Across the United States, only a few known institutions (Portland State University, Michigan State University, and University of Notre Dame) provide development opportunities for graduate students who are interested in cultivating skills that can help prepare and inform community engagement practice. For example, the University Outreach and Engagement Office at Michigan State University offers a graduate certification in community engagement. This certification serves as a preparatory resource for graduate students from any discipline to learn skills to “develop systemic, respectful, and scholarly approaches to their community engaged work” (Michigan State University, n.d.). Western Carolina University’s Higher Education Student Affairs master’s program piloted a one-credit-hour course focused specifically on the CEP in higher education. In January 2018, Campus Compact launched a credentialing program focused on the professional development of CEPs and the competencies identified in Dostilio’s (2017) research: Lead change within higher education, institutionalize community engagement on campus, facilitate students’ civic learning and development, administer community engagement programs, facilitate faculty development and support, cultivate high-quality partnerships, and commit to a critical and change-oriented approach. These competencies make up the preliminary competency model for CEPs. Further

investigation and critique are necessary to clarify, align, and understand these competencies and their relationship to graduate preparation.

Conclusion

This article is a call to action to address graduate student-focused learning initiatives with an evidence-based approach to their development. Dostilio (2017) created competencies for CEPs, but these competencies must be critically analyzed and should also complement the ACPA/NASPA competencies. We must, first, facilitate community engagement opportunities for all graduate students and, second, prepare graduate students, who are future practitioners, to lead these initiatives in higher education. Finally, the nature of the responsibilities and approaches associated with CEPs, as codified in the CEP preliminary competency model, is useful for all people working in higher education to consider. Like the ACPA/NASPA Professional Competency Areas, the CEP competencies are good practices and dispositions that can support our students, faculty, community, and institution.

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*Adult Learners and Students with Children***SUPPORTING PREGNANT AND PARENTING STUDENTS IN HIGHER EDUCATION**

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Social Justice and Inclusion



Pregnant and parenting students constitute a significant proportion of the total undergraduate student population. According to the Institute for Women’s Policy Research (IWPR; Noll, Reichlin, & Gault, 2017), more than a quarter of undergraduates are raising children, and most of these students are female, single mothers. As higher education institutions seek to attract and retain more students and produce more graduates, they will increasingly have to consider the support systems in place for this large population. Ensuring desired outcomes for pregnant and parenting students involves two imperative practices: (a) Institutions must identify flaws in current procedures and policies that discriminate against these students, and (b) institutions must acknowledge differences in social identity among pregnant and parenting students to understand and address individual student needs. Many institutions have implemented various successful programs and services that promote success for this population, and these programs and services can serve as models to guide other institutions in the creation or improvement of their own services.

Although pregnant and parenting students come from all walks of life, research shows that this group is disproportionately made up of Black and low-income students. Close to half of all undergraduate Black women

are parents and are more likely to be unmarried than their White counterparts (Brown & Nichols, 2012; Noll, et al., 2017). Carpenter, Kaka, Tygret, and Cathcart (2018) reported that half of all low-income undergraduates are single parents. Single mothers in particular recounted “feeling stigmatized by the larger campus population, which resulted in experiences of isolation” (Brown & Nichols, 2012, p. 501). Intersectionality theory compels institutional stakeholders to consider that belonging to this nontraditional subset of students combined with the struggles of oppressed identities—whether in terms of class, race, gender, marital status, and so on—can have implications for student success. In this vein, it is imperative to consider individual profiles when discussing campus policy and programming changes, and even when conducting educational research in general. Carpenter et al. (2018) asserted that as this population of students grows, more research will be required to best understand how to determine needs and provide adequate support.

Although research on the undergraduate pregnant and parenting population is limited, a few studies have described the many challenges these students face in higher education. Pregnant students can encounter inflexible professors and program requirements, unhelpful administrators, and policies that do not clearly guide

educators to protect students' rights (McNee, 2013). Microaggressions from campus leaders, and even peers, perceived by pregnant students can negatively affect students' self-esteem and persistence. McNee (2013) pointed out, for example, that 61% of female community college students who become mothers after enrolling in school do not graduate. Indeed, parenting students also have many struggles including limited or no access to child care, lack of adequate housing, inflexible professors, scheduling difficulties, lack of transportation or sufficient parking, and lack of knowledge about resources even when such resources are available (Brown & Nichols, 2012; Carpenter et al., 2018).

Child care is a particularly difficult challenge for undergraduate parenting students. Carpenter et al. (2018) indicated the need for child care that is available outside of traditional hours. In their study, Brown and Nichols (2012) found that students desired flexible types of child care rather than the rigid, full-time model offered on most campuses. Students also reported that even when they attempted to utilize traditional child-care services, the waiting lists were extensive—sometimes more than a year long (Brown & Nichols, 2012). Further, students reported that private day care is overbearingly expensive and that in-home care providers are not as reliable as child-care centers (Brown & Nichols, 2012). Students at times resort to taking their children to class or to mandated out-of-class activities because they lack other viable child care options.

Campus environments and institutional policies that support pregnant students and student parents are key to promoting persistence and graduation for this demographic. Institutionally promoted child-care resources play a role in this supportive environment. A recent report by the Institute for Women's Policy Research (Sykes, Reichlin, & Gault, 2016) found that participants in the Child Care Access Means Parents in School (CCAMPIS) program, which provides funding for child care to low-income students, achieved higher graduation rates than the overall student parent demographic. Another IWPR report (Boressoff, 2012) showcased various forms of campus child-care programs across the United States; the report highlighted the fact that these services enable the success of student parents, and it advised other institutions to

use the information provided as a tool to implement their own encouraging, supportive services for pregnant and parenting students. That said, it's important to emphasize that the IWPR report found that only 47.8% of public institutions offer on-campus care (Boressoff, 2012). It is also noteworthy that less than 10% of private institutions provide care, a figure that takes the total percentage of institutions with on-campus care down to 16.8% (Boressoff, 2012).

Still, there are institutions that serve as exemplars in the field, assisting pregnant and parenting students with financial and other support resources. Although providing students with financial funding is crucial, programs are most beneficial when they include a financial component along with additional supportive services specifically designed to support student parents (Carpenter et al., 2018). Parenting students desire such benefits as drop-in day care, on-campus housing, affordable transportation, flexible work study, and priority scheduling among others (Brown & Nichols, 2012). Carpenter et al. (2018) suggest that expanding current comprehensive programs may be especially beneficial to first-year parenting students, as "the freshman transition often proves particularly challenging" (p. 127).

Providing adequate on-campus services for student parents helps them to graduate and earn more money in their lives. An IWPR report (Boressoff, 2012) stressed that the positive implications linked with support for the pregnant and parenting student demographic "strengthen our nation through lasting economic and social benefits" (p. 17). Further, support for pregnant students and student parents, who are mostly women (Noll et al., 2017), becomes a measure of gender equity on campus—an important venture that aligns with many institutions' mission of diversity, equity and inclusion. Finally, it is important to proceed with an understanding that we cannot lump all pregnant and parenting students together. These students are unique in their experiences and thus need different tools for success. Offering supportive services, with continued consideration for these different experiences, is vital in enabling pregnant and parenting students to achieve their educational goals.

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African American

COALITIONS AS A POLITICAL TOOL FOR WORKING TOWARDS SOCIAL JUSTICE AND INCLUSION

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Introduction

The Social Justice and Inclusion competency area calls us to develop skills, dispositions, and knowledge “to create learning environments that foster equitable participation of all groups and seeks to address issues of oppression, privilege, and power” (ACPA & NASPA, 2015). It does so, however, without explicitly asking us to (learn to) build coalitions. We argue that we need the political tool of coalitions to engage in the political environments of higher education writ large and student affairs specifically. Social justice, whether process or goal, is political—we seek to enact change in a system that is fundamentally structured to exclude and marginalize communities. Drawing on

Social Justice and Inclusion



critical race feminism, critical race theory, and coalition theory, we assert that a framework for coalition building in student affairs practice can support our work toward building sustainable cross-cultural alliances and promoting social change rooted in equity and anti-oppression.

On Building Coalitions

A coalition can be understood simply as an alliance formed by a variety of constituencies who are working toward specific goals via joint resources (Feighery & Rogers, 1990; Gamson, 1961; Mizrahi & Rosenthal, 2001; Stevenson, Pearce, & Porter, 1985; Van Dyke & McCammon, 2010). Coalition theory has been employed in many settings and

contexts (e.g., community organizing, health professions, political science, organizational studies, gaming, and social psychology).

There are multiple types of coalitions; three we discuss here are the intraorganizational, interorganizational, and grassroots coalitions. Intraorganizational coalitions are groups from the same organization that exist outside of the institutional structure and without an internal structure of their own (Stevenson et al., 1985, p. 261). Interorganizational coalitions are groups from different independent organizations working to attain desired goals (Butterfoss, Goodman, & Wandersman, 1993). Grassroots coalitions are those created to influence policy in times of crisis (McKay & Hewlett, 2009). Regardless of which version individuals form, contexts (e.g., campus culture and politics) and resources (e.g., human, economic, political) must be considered.

Mizrahi and Rosenthal (2001) offered a framework for interorganizational coalition building, in which “coalitions, as forms of political behavior, can be categorized as social movement organizations” (p. 64). Coalition building requires four key components: conditions, commitment, contributions, and competence. Economic, community, and political conditions must be ideal to foster collaboration. Coalitions require commitment from groups to remain dedicated until the goal is achieved and recognition that the diversity of member organizations might cause the type and intensity of commitment to be displayed differently.

Coalitions allow different parties to provide different contributions to the joint goal, such as resources (i.e., expertise, financial support, political influence), ideologies (i.e., vision, frameworks, values), and power (i.e., authority, influence, control). Last, coalitions must have the competence to move productively toward accomplishing the goals while sustaining the group leadership and membership.

Coalitions recognize that “power is the currency of politics” (Gamson, 1961, p. 374) and that participating individuals or groups may have varying and sometimes incompatible or competing goals. As such, constructing coalitions without attending to the roles of power and difference would be insufficient and ineffective in addressing oppression.

Critical Race Feminism (CRF) and Critical Race Theory (CRT) in Coalition Building

Croom and Kortegast (2018) called for student affairs educators to engage more critical theories and frameworks to address differences that matter in our work, such as interlocking systems of privilege and oppression based on social identities and positionalities. We turn to tenets of CRF and CRT as critical theories that can support our practices toward engaging social justice as a process and goal. The ultimate goal of both CRF and CRT is to eliminate social oppression. We draw attention to three tenets from CRF and CRT to consider alongside coalition building:

Systems of oppression are endemic. The first tenet is that systems of oppression (e.g., racism, sexism, classism, ableism) are the norm because they are embedded in our social structures and practices (Delgado & Stefancic, 2017; Ladson-Billings & Tate, 1995).

Systems of oppression are interlocking. A second tenet is that systems of oppression and privilege, connected to social identities, are interlocking and that they create specific experiences for individuals and groups of people (Crenshaw, 1991; Wing, 2003). Namely, political intersectionality suggests that people and communities with multiple minoritized identities (i.e., Black womyn, d/Deaf Black people, first-gen Black students, LGB and Trans* Black people) are often situated in groups pursuing conflicting political agendas. Structural intersectionality illuminates how interlocking systems of privilege and oppression converge, creating different dimensions of disempowerment.

Horizontal hostilities maintain systems of oppression. The third tenet is that horizontal hostilities—biases, divisions, and prejudices within and across minority groups—are reinforced by dominant ideologies within and across interlocking systems of oppression (Alcoff, 2003). As professionals attempt to address power, privilege, and oppression, they must grapple with their own understandings of how, for example, racism shapes our racialized experiences and beliefs as well as those of other groups.

Working Toward a Coalition-Building Framework in Student Affairs Practice

To our knowledge, there are no “official” frameworks for coalition building in student affairs; here we offer practical considerations for constructing a student affairs coalition-building framework.

- Determine the types of coalitions needed to move toward your social justice process and goals, and consider the benefits and limitations of such groups in your own context.
- Identify, understand, and address the competing political agendas of Communities of Color and White allies in coalitions.
- Integrate liberatory and transformational theoretical frameworks into your coalition-building efforts.
- Anticipate and attend to the role of intersectionality and horizontal hostilities within and across a variety of communities engaged in justice-oriented coalitions.

Addressing issues of oppression, privilege, and power are not easy. If we all take seriously the process and outcomes of social justice in the field, then we all need to train ourselves and our students to build sustainable coalitions. We can't get there without them!

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*Alcohol and Other Drugs***VIOLENCE PREVENTION AND ALCOHOL PREVENTION:
A CONTINUING COLLABORATION PREVENTION**

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When I started as a victim advocate, I had the false idea that violence prevention staff or victim advocates should never assist with programming related to alcohol prevention.

I wanted to stay far from anything that could be read as victim blaming, including the rape myth that a victim of violence is responsible for their assault if they had too much to drink.

“She was so drunk; she was giving permission.”

“She was so wasted; she was asking for it.”

But the reality is that high-risk alcohol use and sexual violence are intertwined on our campuses. To consider them separately hinders our prevention efforts.

While under no circumstance should victims of violence ever be blamed for their assault because of what they’ve had to drink, coercive individuals who perpetrate violence

Leadership

take advantage when most people are intoxicated, and it is easier to facilitate sexual violence when bystanders are drunk.

This is the reason we’ve combined alcohol and other drug prevention with violence prevention at our institution; our team also hosts educational programming for students on other areas of holistic wellness, including mindfulness, meditation, nutrition, stress reduction, and healthy sleep habits.

While the Student Wellness Center, which houses alcohol and other drug prevention, and Violence Prevention and Victim Advocacy are separate offices with separate reporting lines, the two have a continuing collaborative partnership. We combined our peer educators, implemented acute intoxication and bystander intervention training to 4,000 undergraduate students, performed a study on a new intervention training program, and focused on holistic well-being.

This partnership didn't happen overnight—over several years, my supervisor and colleagues in wellness and alcohol and other drug prevention developed a relationship based on mutual support, common goals, and trust.

At first sign of this collaboration, my supervisor and colleague in wellness and prevention began offering each other's peer educators to support programs. Because data supports peer education for its effectiveness in changing student behavior, we worked to maintain the importance of the peer educator role in our collaboration. Violence prevention peer educators signed up to be trained on presenting Red Watch Band curriculum, and vice versa. Next, they held combined fall trainings to onboard the team. The year after that, the staffs were fully united into one Wellness and Prevention Peer Educator staff.

We are halfway into our second year and it's been a success. Our 15 students present evidence-based prevention programming to first- and second-year students; participate in professional development, including building cultural competency; provide wellness coaching; and hold wellness and prevention events for their peers.

We give more students evidence-based prevention programming than ever before, share resources, and present a case to administration about the importance of holistic well-being for iGen students (Twenge, 2018).

We make this partnership work by sticking to a few key rules and strategies. We meet quarterly to develop plans for next steps. We consider if what we're doing is working, assess what could change, and if any administrators need to know about our plans. Our staff meets weekly to give updates as well as to present a unified message to our student staff.

Our collaboration is key to many of our successes. However, our first year was not without stumbling blocks. Returning graduate students struggled with the new office culture, and questions about "who does what" remain a continual discussion. While these things are challenging, they do not outweigh the benefits.

If you are considering a strategic partnership across

reporting lines, it's important to first build relationships. It takes time to build trust and fully understand another professional's goals. I fully believe that when my colleagues developed a trusting friendship before a working partnership, they learned how to help each other succeed.

Once you have developed a relationship, you can work on bigger goals. I suggest starting with strategic planning.

In our collaboration, we met during summers to discuss goals for our office and how to meet them. Strategic planning was useful in our effort to join teams across reporting lines. We had to weigh benefits and challenges surrounding divisional politics—and we had to ensure that this move would be best for students.

In our strategic planning, we used the socioecological model from public health. This model helped us to be more effective implementing programs that lead to healthier behaviors of students. By focusing our programming on the individual, their relationships, and their communities, we are able to send students the messages of prevention and wellness in many ways.

For example, one of my favorite synergies to come out of our partnership is that our team of 15 peer educators leads bystander intervention training for both violence intervention and intervention in situations of acute intoxication. Bringing in the Bystander and Red Watch Band are two nationally recognized programs that give students the tools to intervene in situations that may lead to violence and instances of acute intoxication respectively.

If you are considering combining your offices or staff, it is also beneficial to have allies in your leadership or supervision. Strategic planning and open discussions with our leadership has helped our team leaders understand the benefits of the collaboration, instead of feeling like the collaboration was done without their permission.

Overall, this partnership has helped our campus realign student support and development with student wellness. We have been able to increase student engagement with and understanding of prevention and wellness topics; reach a larger audience of students within a socioecological

model; increase our collaboration opportunities; and help students understand and strive for holistic wellness.

On campuses, we often bemoan the fact that we get siloed despite our best intentions. In our case, I believe this collaboration serves students in a way that is best for their development.

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Asian Pacific Islanders

FAITH AND CHAI: HOW DESI AMERICAN STUDENTS NAVIGATE CULTURAL AND SPIRITUAL IDENTITIES

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There are currently 4.9 million South Asian Americans, and this population has grown rapidly in the past 50 years (South Asian Americans Leading Together [SAALT], 2012). Desi—meaning “from the land” in Sanskrit—is used as a term for South Asians to connect with one another in American public spheres. In collegiate settings, Desi Americans, or Desis, have bonded over this collective identity as they participate in cocurricular activities (Accapadi, 2005).

Desi Americans trace their ancestry to countries such as India, Pakistan, Bangladesh, Sri Lanka, and Nepal. Spiritually, Desis identify as Hindu, Muslim, Sikh, Christian,

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and other religions; they also identify as agnostic and atheist (Fenton, 1995). Recently, issues of invisibility and discrimination related to spiritual identities of Desi Americans have highlighted the need to enhance college support structures; understanding Desi Americans and their spiritual identities is critical in designing these initiatives.

Invisibility and Discrimination

My study explored how Desi Americans navigate their spiritual identities and cultivate a sense of belonging in college. Although Desi Americans are a growing population, they are understudied, underserved, and largely absent

from higher education policy recommendations (Accapadi, 2005; Ruzicka, 2011). Asian Americans as a whole are the most ethnically varied racial group in the United States; however, data describing the experiences and highlighting the challenges of Asian American college students tend not to be disaggregated (Wang & Teranishi, 2012).

Discrimination targeting Desis ramped up after September 11, 2001, and the racialization of religion continues to the present day. Desi are often not distinguished from each other; they are lumped together and labeled as “radical” and “threatening” in mainstream American society (Mishra, 2013). The intersections of race, religion, and violence took center stage in incidents post-9/11. Six Sikh Americans were murdered by a white supremacist at a Wisconsin temple in 2012 (Mishra, 2013); more recently, 302 hate-fueled violent incidents targeting Desis were documented from November 2016 to November 2017 (SAALT, 2018).

This national climate has had detrimental effects on Desi Americans’ mental and physical health (Iwamoto, Negi, Partiali, & Creswell, 2013). This racial oppression—manifesting as microaggressions, discrimination, violence, and bullying—creates psychological challenges for Desis, leading to negative associations with cultural identity and sense of self (Birman, 1994).

Methodology

To explore the lived experiences of Desi American collegians, I employed a qualitative, phenomenological research design. I used semistructured interviews to provide participants the opportunity to reflect on their collegiate experiences and propose new ideas. The sample consisted of 12 Desi American undergraduate students, all identifying with a spiritual tradition, from a large, public university. Open and in vivo coding, along with codes based on the research questions, were used to draw out themes from the data gathered.

Finding #1: Family for Primary Support

Family members were found to be emotionally and spiritually present for Desi students. For participants, family was consistently stated as their primary source of support. Participants revered their immigrant parents—for

the sacrifice they made in leaving their homeland and for creating a new life in a strange land—and named gratitude as an important factor in remaining connected. While some participants indicated a need to honor their parents, and a few others shared added expectations, most shared that remaining connected to family was more than just a community obligation; it was a cultural and spiritual value.

Finding #2: Student Organizations for Identity Navigation

Research shows that involvement in student organizations aligns with an increased sense of ethnic awareness and belonging, especially for Asian Americans (Inkelas, 2004). For the Desi American students in this study, spiritually based student organizations were found to be particularly impactful, serving ostensibly as places of worship. This was especially true for those who did not have access to a place of worship in the surrounding area. Participating with peers in these organizations, with weekly meetings that incorporated prayer and other forms of worship, was spiritually fulfilling. Joining organizations facilitated authentic friendships, which allowed students to build competencies and skills to step outside their comfort zone.

Finding #3: Desi Solidarity for Advocacy

Study participants acknowledged that while there were disparate groups within the Desi community, they face similar hurdles. For example, participants noted the rise in mental health concerns. Although colleges are seeing growing mental health concerns for students of all backgrounds, Desi Americans face two additional barriers: (a) stigma within the community about mental health help-seeking behaviors, and (b) the lack of Desi-identified or culturally competent counselors in counseling centers. After acknowledging Desi factions on campus and identifying common challenges, the participants in the study postulated that having a justice-centered Desi collective organization would be essential for amplified visibility as well as for community advocacy and activism.

Recommendations

Based on the findings, proposed recommendations address categorically (a) how institutions can better support Desi Americans, and (b) how Desi Americans can connect with

each other in solidarity. The following is a summary of these recommendations:

Institutional Support	Desi Connections
Disaggregate data in the Asian, Pacific Islander, and Desi American (APIDA) community	Design interfaith dialogues
Financially support spiritually based Desi student organizations	Promote a Desi collective organization
Build in affinity groups within parent and family programs	Collect a list of all Desi-affiliated student organizations and provide as a resource
Design and implement reflection spaces on campus	Connect Desi students with local Desi civic groups and interfaith groups
Decentralize counseling centers to provide visibility in academic spaces	Leverage affinity groups on social networking websites
Acknowledge religious holidays and host spiritually based events on campus	Build connections between Desi students and Desi faculty and staff

These recommendations point to administrators leveraging novel resources, such as parents and families, to support students. From using academic spaces as affinity spaces to celebrating religious functions on campus, Desi Americans have already acquired many resources on their own—and have plans to keep pushing forward. Desis will continue to attend American colleges in increasing numbers. Colleges can use the findings and recommendations highlighted here to partner with Desis in their advocacy and activism.

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Assessment, Evaluation, and Research

THE INTERSECTION OF ASSESSMENT AND EQUITY, INCLUSION, AND DECOLONIZATION: A MODEL (OF TRANSFORMATION AND LIBERATION)

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Traditionally, the fields of assessment and equity, inclusion, and decolonization have been worlds apart; the scholarship and institutional structures on campuses often reside in distinct silos.

NASPA – Student Affairs Professionals in Higher Education, ACPA – College Student Educators International, and the Canadian Association of College and University Student Services (CACUSS) have established professional competencies for assessment as well as for equity, inclusion, diversity, and decolonization. Although they are separated into distinct categories, we, as higher education professionals, must embed them into practice holistically if we are to be effective in our work.

Culture and Unexamined Paradigms

Defining culture and culturally responsive assessment is complex. Culture includes the values, assumptions, language, symbols, and behavior of an organization

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or a group; cultures influences actions and behaviors that form systems of power and oppression, including patriarchy, misogyny, white supremacy, transphobia, and cisgenderism. These systems, in turn, shape how colleges and universities implement assessment.

In student affairs, the term assessment is often used broadly to include the entire assessment cycle and includes evaluation of student learning, programs, operations, and services. When implementing assessment, institutional power holders often use “non-justice-based paradigms” that further marginalize underserved students (Zequera, Hernandez, & Berumen, 2018, p. 7).

The Intersection of Assessment and Equity, Inclusion, and Decolonization: A Model (of Transformation and Liberation)

Inspired by a paper on culturally responsive assessment by Erick Montenegro and Natasha Jankowski (2017),



Figure 1
Continuum of Socially Just Assessment

the authors proposed a five-step conceptual continuum that outlines the intersection of assessment and equity, inclusion, and decolonization, moving from less to more socially just as outlined in Figure 1 above.

The foremost goal is to not cause harm via assessment, the goal in bias-free assessment is to remove cultural and contextual biases from the process.

Montenegro and Jankowski (2017) outlined the characteristics of culturally responsive assessment, which takes students' cultural backgrounds into account. Mindful of the population our institutions serve, these authors urged us, as a field, to expand our view of what constitutes learning, employing language, assessment methods, and tools appropriate for a diverse body of students.

At the middle of the continuum is socially just assessment. Just as social justice is both a process and a goal (Bell, 2007), this approach aligns with critical theory and acknowledges power dynamics in higher education. Assessment should be implemented in a socially just manner so that assessment practice does not reinforce power dynamics.

Deconstructed assessment, consistent with a poststructuralist paradigm, acknowledges that systems of power and oppression are created and perpetuated by social structures (Henning, 2019). Through inquiry, we can both understand and influence a phenomenon. Reflection is key.

The final step in the model is assessment for social justice and decolonization. In this approach, assessment is a form of activism and should be viewed as transformational, not transactional. Assessment dismantles systems of power and oppression through deconstructing colonial ideologies of the superiority of Western and White archetypes.

Seven Tips

1. Start with yourself.

Assessment practitioners must think of new ways to uncover their own biases, expand their thinking about methodology, and include stakeholders (especially students) throughout the entire assessment cycle. We can consider how our own culture, positionality, privilege, and agency affect our assessment practice (Heiser, Prince, & Levy, 2017).

2. Examine language with an equity, inclusion, and decolonization lens.

We must be more vigilant about examining how the language we use in assessment can signal priority, "normalcy," and implicit or explicit bias.

3. Examine how—and why—demographic questions are asked.

We must use disaggregated data to inform better practice by putting inequities in context. Prefigured demographic choices on a survey instrument can be fraught with bias, including language or categories that ignore students' identities and what we know about intersectionality.

4. Include students in the assessment process.

Include students in the design of learning outcomes statements, in articulating what learning looks like for them, in results analysis to get their feedback and interpretation, and in sharing findings.

5. Use multiple methods of assessment.

Quantitative methods, framed in a positivist paradigm, can exclude individual student or

marginalized group experiences. Qualitative methods, such as interviews, focus groups, documents, student reflections, photos, or videos, provide a lens into the lived student experience (Heiser, Prince, & Levy, 2017).

6. Learn about indigenous models of learning and methods.

Shawn Wilson (2009) shared his model for an indigenous research paradigm, noting that rather than thinking of ontology, epistemology, methodology, and axiology as four separate entities, we should consider them an interconnected circle. Marcella LeFever (2016) outlined what it looks like to shift from a hierarchical learning outcomes taxonomy to a circular four-domain framework (physical, spiritual, emotional, intellectual) based on the Medicine Wheel. Familiarizing ourselves with an indigenous worldview that views things and people in relationship to one another and to the land can shift our perspective.

7. Partner across silos.

How can we partner with diversity, equity, inclusion, and identity centers to collaborate on assessment design, administration, analysis, and sharing of results? What opportunities do you have to be more transparent? What positional authority do you have that you can leverage to advance socially just assessment practice? What power do we hold that we may need to let go of? To get started, you can access the resources in this article as well as the webinars and podcast series on the Campus Labs Socially Just Assessment webpage: <https://www.campuslabs.com/socially-just-assessment>.

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Kent State students paint panels during the construction of The Welcome Project's community garden in Cincinnati, OH. Immigrants and refugees in the community run the garden, working with volunteers to grow and harvest food for all area residents.

Civic Learning and Democratic Engagement

REIMAGINING STUDENT AFFAIRS PRACTICE BY ENACTING THE CLDE THEORY OF CHANGE

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Values, Philosophy, and History



Developed by ACPA and NASPA, the Professional Competency Areas for Student Affairs Educators allude to the responsibilities of educators to contribute to the common good. Specifically mentioned in the Values, Philosophy, and History (VPH) student affairs competency (ACPA & NASPA, 2015) is the importance of student affairs educators to be able to explain to staff the public responsibilities of a student affairs professional and the resulting benefits to society. Further, the VPH competency area “includes knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one’s current professional practice” (p. 18). The Civic Learning and Democratic Engagement (CLDE) Theory of Change, a set of insights

about approaches to supporting students’ deep, lifelong community engagement, provides a useful way to think about and enact these competencies.

The CLDE Theory of Change posits that student life programs and functions focused on advancing civic learning and democratic engagement need to move from marginal, episodic, and celebratory (e.g., Constitution Day, MLK Day of Service, service-learning courses, National Voter Registration Day) to efforts that are integral, relational, organic, and generative. To do so, the CLDE Theory of Change builds from four questions related to vision, learning outcomes, pedagogy, and strategy (see Figure 2).

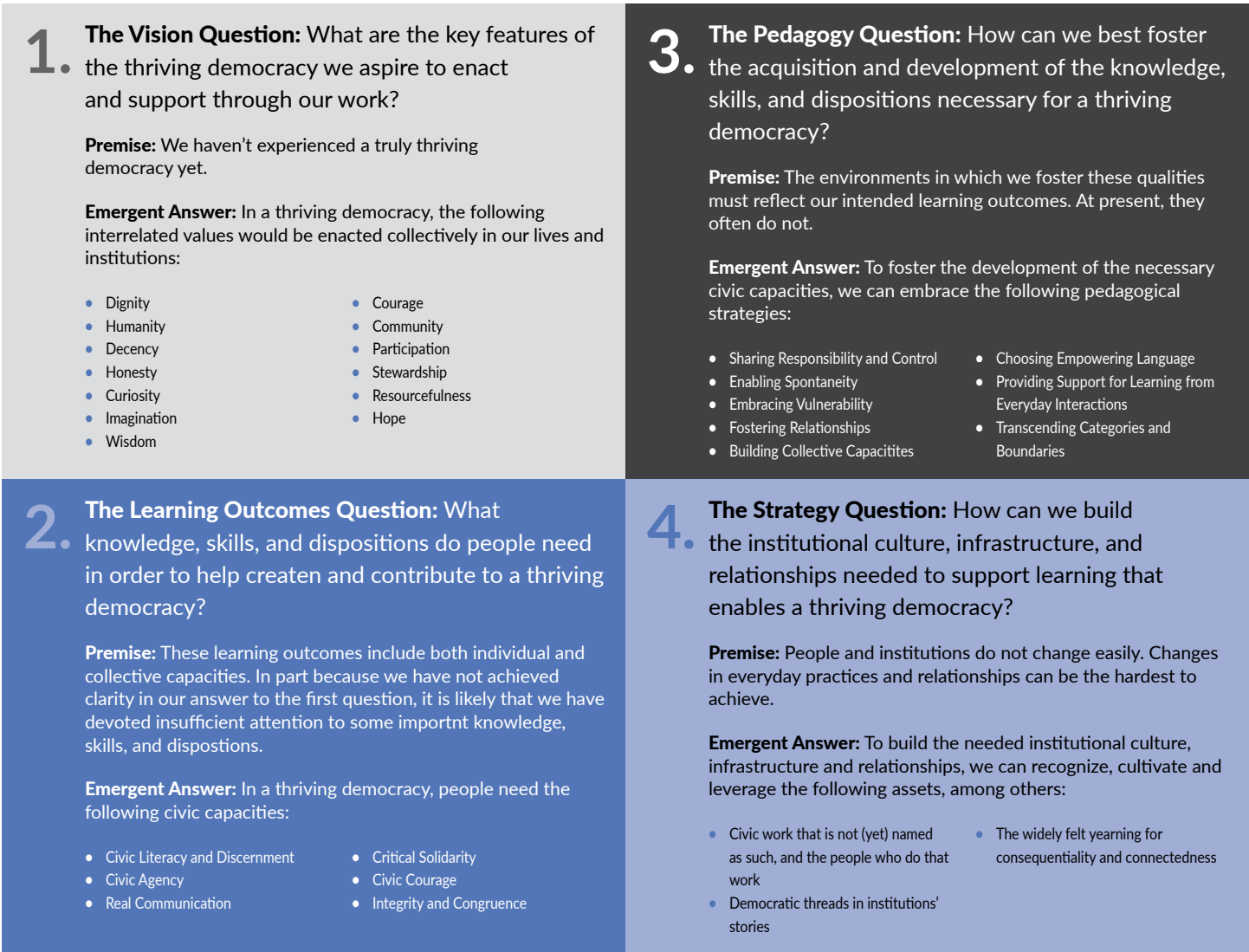


Figure 2
CLDE Theory of Change Framework (Hoffman, Domagal-Goldman, King, & Robinson, 2018)

In responding to these questions, the CLDE Theory of Change envisions a thriving democracy foregrounding interrelated values we have yet to fully enact collectively in our lives and at higher education institutions. The collection of essays, *Higher Education's Role in Enacting a Thriving Democracy*, describes these values as including the following:

- Dignity
- Humanity
- Decency
- Honesty
- Curiosity
- Imagination
- Wisdom
- Courage

- Community
- Participation
- Stewardship
- Resourcefulness
- Hope

(Hoffman et al., 2018, p. 9)



The learning outcomes identified in the CLDE Theory of Change stem from a national report, *A Crucible Moment*

(National Task Force on Civic Learning and Democratic Engagement, 2012), that spurred renewed commitment to civic learning and democratic engagement efforts in higher education. The report asked, "What would a civic-minded

campus look like?" (p. 15). In posing this question, the authors were appealing to long-standing commitments by student affairs professionals and higher education institutions to cultivate environments that foster informed student engagement on and off campus in accordance with ethical and community standards. The report identified important gaps in the ways that higher education had enacted those commitments, and recommended important reforms.

The authors of *A Crucible Moment* responded to the challenge to envision a civic-minded campus, by asserting that higher education has a responsibility to cultivate campus environments with the following attributes and values:

- CIVIC ETHOS governing campus life;
- CIVIC LITERACY as a goal for every student;
- CIVIC INQUIRY integrated within the majors and general education; and
- CIVIC ACTION as lifelong practice (p. 15).

The cocreators of the CLDE Theory of Change added CIVIC AGENCY as a disposition necessary to a thriving democracy, and provided definitions for all of these learning outcomes:

- **Civic Ethos** of campus: The infusion of democratic values into the customs and habits of everyday practices, structures, and interactions; the defining character of the institution and those in it that emphasizes open-mindedness, civility, the worth of each person, ethical behavior, and concern for the well-being of others; and a spirit of public-mindedness that influences the goals of the institution and its engagement with local and global communities.

- **Civic Literacy and Skill Building** as a goal for every student: The cultivation of foundational knowledge of fundamental principles and debates about democracy expressed over time, both within the United States and in other countries; familiarity with several key historical struggles, campaigns, and social movements undertaken to achieve the full promise of democracy; and the ability to think critically about complex issues and to seek and evaluate information about issues that have public consequences.
- **Civic Inquiry** integrated within the majors and general education: The practice of inquiring about the civic dimensions and public consequences of a subject of study; the exploration of the impact of choices on different constituencies and entities, including the planet; the deliberate consideration of differing points of view; and the ability to describe and analyze civic intellectual debates within one's major or areas of study.
- **Civic Action** as lifelong practice: The capacity and commitment both to participate constructively with diverse others and to work collectively to address common problems; the practice of working in a pluralistic society and world to improve the quality of people's lives and the sustainability of the planet; the ability to analyze systems in order to plan and engage in public action; and the moral and political courage to take risks to achieve a greater public good.
- **Civic Agency**: The capacities of citizens to work collaboratively across differences such as partisan ideology, faith traditions, income, geography, race, and ethnicity to address common challenges, solve problems, and establish common ground; requires a set of individual skills, knowledge, and predispositions; and involves questions of institutional design, particularly how to constitute groups and institutions for sustainable collective action. (Hoffman et al., 2018, p. 5)

For student affairs educators, these values and learning outcomes imply the following professional responsibilities in connection with the “benefit to society” provision of the VPH student affairs competency (ACPA & NASPA, 2015):

- Treat students as capable cocreators, as opposed to consumers or customers, by empowering them as agents and partners in the design and facilitation of activities.
- Create rich and organic learning environments, rather than constricted and scripted environments that constrain real interactions and opportunities to respond to experiences of students in the room, by creating opportunities for story sharing, genuine collaboration, and reflection on group dynamics.
- Walk their talk, rather than teaching content through approaches and practices that undermine the content being conveyed, by treating students as agents rather than objects in every context.
- Understand the campus as a civic community, rather than preparing students for the “real” world “out there,” by positioning students to make meaningful contributions to their institutions right now.

Taken together, these steps for renewed emphasis on creating civic-minded campus environments can provide opportunities to imagine and cocreate the thriving democracy we have yet to actualize. As stewards of the CLDE Theory of Change, we invite you to join us in thinking about how to do this important work within our institutions. The CLDE Theory of Change is an evolving body of work that has been proliferated through the annual CLDE meeting, co-organized by [American Association of State Colleges and Universities' \(AASCU\) American Democracy Project](#) and the [NASPA LEAD Initiative](#), and through publications, webinars, and workshops. Please plan to participate in the [2020 CLDE Meeting](#) in Minneapolis, Minnesota, June 3–6, 2020, and feel free to reach out to any of us to inquire about how to join this effort.

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Disability
HOW STUDENT AFFAIRS PROFESSIONALS ACROSS FUNCTIONAL AREAS CAN INCREASE ACCESS AND INCLUSION FOR DISABLED STUDENTS

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Colleges and universities across the United States have seen an increase in disabled students seeking access support from Disability Services offices. This rise in requests for access support indicates that disabled students continue to experience barriers to participation in university programs. Although Disability Services is the primary unit tasked with ensuring campus access, all student affairs areas can enhance disability access and inclusion by adopting universal design principles. Here we aim to educate student affairs professionals about barriers that limit the participation of disabled students and tools to address accessibility and inclusion.

Social Justice and Inclusion



(Re)Framing Disability

The disability experience is vast and varied; it is complex and shaped by the individual as well as their unique embodiment. Just as diverse as the disability experience are the disability theories that inform how practitioners approach their work. The word *disability* means different things to different people. Likewise, organizations that support people who self-identify or are identified in legal terms as people with disabilities subscribe to varying meanings of the term disability. Nine models of disability are detailed in *Models of Disability: A Brief Overview* (Retief & Letšosa, 2018), and they can be grouped into two main

categories: the person as a victim or the person as a . . . person. These models are not exclusionary nor are they exhaustive.

This article focuses on the social model of disability, which highlights society's role in creating inaccessible structures that limit disability communities' participation. Although other disability models that honor the physiological elements of the disability experience exist, the social model is most commonly leveraged to underscore society's responsibility to address physical access barriers (Gleeson, 2006, pp. 16–22). According to Adams, Reiss, and Serlin (2015, pp. 5–9), the interaction of an individual with environmental barriers constructs the disabling effects and thus the disability itself. This approach to disability is a stark departure from the traditional models, which fail to recognize society's role in creating and maintaining barriers that perpetually marginalize disability communities (Loewen & Pollard, 2010).

Universal Design: An Approach to Access and Inclusion

One way to work toward creating accessible opportunities for inclusion on college and university campuses is through incorporating universal design (UD). The Center for Universal Design created principles to guide the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or a specialized layout. Students who may not have otherwise been able to participate via one singular format can select the most accessible UD option that aligns with their strengths.

Leading theories in higher education highlight the importance of campus involvement as a key indicator of academic persistence and student wellness (Belch, 2004; DaDeppo, 2009; Paul, 2000). For disabled college students, participation in cocurricular activities and involvement opportunities remains particularly low. In a study of 1,910 disabled college students, 57.6% had never participated in any social activities, fine arts activities, or college sports (Mamiseishvili & Koch, 2011). This situation can be attributed to several factors, including attitudinal barriers, inaccessible programs and activities, or lack of reliable and accessible public transportation (Johnson, 2000).

UD can promote inclusion in student organizations and leadership positions, which have been shown to have a positive correlation with psychological well-being, student retention, and academic success (Bowman, 2010; Kuh & Pike, 2005). Despite a lack of research on rates of campus involvement for disabled students, participation in campus organizations was a factor in predicting social integration (Shepler & Woosley, 2012). By incorporating UD into practice, student affairs professionals can better facilitate the inclusion of disabled students on college and university campuses. Examples of UD in practice include:

- Adaptive Sports and Recreation
- Disability Inclusive Wellness Strategies
- Virtual Community Gatherings and Online Dialogue Opportunities
- Multiple Means for Connecting with a Department
- Providing Live Captioning

Student affairs professionals play an important role in ensuring that the organizations and activities they establish are universally accessible. One charge of Disability Services is to address access barriers on college campuses; however, as a larger profession, student affairs is called to be more intentional in how it proactively creates spaces that include disabled students. As student affairs professionals continue to make social justice a priority, we need to also center disability in our vision for equity and seek ways to ensure access and participation of disabled students. Our shared vision for inclusion must consider UD as an approach for enhancing the collegiate experience of all students and for providing access and inclusion of disabled students specifically. Access is no longer just the responsibility of those who work in the Disability Services office; access must be a priority for all.

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Enrollment

Enrollment Management

ENROLLMENT MANAGEMENT IN THE FUTURE: A REFLECTION 25 YEARS LATER

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Introduction

Published late in the fall of 1995, the 71st edition of *New Directions for Student Services* focused on the theme “Making Enrollment Management Work.” At that time, enrollment management was relatively new in higher education (Dixon, 1995a). Previous scholarship on enrollment management centered on student financial aid issues (Hosler, 2000).

The field has grown significantly since that 1995 publication, with a sprawling body of knowledge it can now call its own. The following is a reflection on that soon-to-be 25-year-old piece, specifically on the concluding chapter with its thought-provoking title “Enrollment Management in the Future.”

Advising and Supporting



Commentary on Existing Article

Dixon (1995b) astutely identified several challenges and opportunities that colleges and universities would face in the future. She gave specific attention to (a) education cost and financing; (b) government oversight of higher education; (c) demographic changes; (d) curricular and academic changes that affect enrollment; (e) measuring outcomes of higher education; (f) measuring outcomes of secondary education; (g) effects of technology; and (h) staffing.

Education Cost and Financing

Tuition and fees have increased steadily since 1995. The chart below provides an incremental look at the summed cost of tuition, fees, and room/board, adjusted for inflation in today's dollars (Sauter, 2019). Although Dixon expected that costs would continue to increase, it is unlikely that she imagined an increase of nearly 50%.

Figure 3

	1995	2000	2005	2010	2015	2018
Public Four-Year	\$11,140	\$12,310	\$15,630	\$18,700	\$20,660	\$21,370
Private Four-Year	\$28,720	\$32,430	\$37,070	\$42,160	\$46,330	\$48,510

Because tuition dollars provide the bulk of budget funding (Goldstein, 2005), it is a dangerous gambit to continually increase the sticker price. As budgets are discussed and price increases are internally debated, the elasticity of tuition (i.e., students' willingness to continue to enroll in the face of increasing costs) is a real concern for senior leadership. For private institutions, tuition discounting has increased to record levels in order to help mask these increases (NACUBO, 2019). The value proposition of attending college becomes less clear as students and their families struggle to pay for tuition and fees. Twenty-five years later, this fact remains. Moreover, as institutions become more transparent and comparative data are widely available, the college-bound population is increasingly savvy about how discounting works and is taking a closer look at net price as it relates to the overall cost of higher education.

Demographic Changes

Within *New Directions for Students Services*, the following sentence stands out: "Soaring birthrates in the 1980s and 1990s will result in dramatic increases of high school graduates through the turn of the century" (Quoted in, "Western Interstate Commission for Higher Education," 1993, p. 1). Today, birth rate projections estimate that in 2026, the number of high school graduates will begin a drop that will last for several years (Grawe, 2018). This change will put greater pressure on many institutions to diversify their academic portfolio by adding new majors, evaluating the effectiveness of current programs, and increasing services. Failure to adapt to these changes may put an institution at risk of losing enrollment.

Colleges today are also considerably more diverse than they were 25 years ago. Immigrant and domestic children of immigrants are the fastest growing segment of the U.S. population of children under age 18 (Portes & Rumbaut,

2005). A 2019 *U.S. News & World Report* article (Smith-Barrow & Moody) identified colleges where undergraduates are most likely to encounter students from a different racial or ethnic background by examining the proportion of minority students (excluding international students) at a school. As an example, the University of Hawai'i at Mānoa ranks as one of the nation's most diverse colleges and universities in the nation.

Effects of Technology

The original article was vague about the future of technology but recognized that changes were on the horizon for enrollment management. Mainframes that store student data are now an antiquated approach and miss leveraging the value their data can provide. Enterprise resource planning systems are the norm for higher education institutions, with multiple associated systems such as customer relationship management platforms.

How institutions now interact with prospective students was not imagined 25 years ago. Today's traditional-age, first-time, full-time college students have never known a world in which the internet, email, and cell phones did not exist. Social media engagement with schools is now expected, as are 3D virtual tours and applying to more than one school at the same time via a common application.

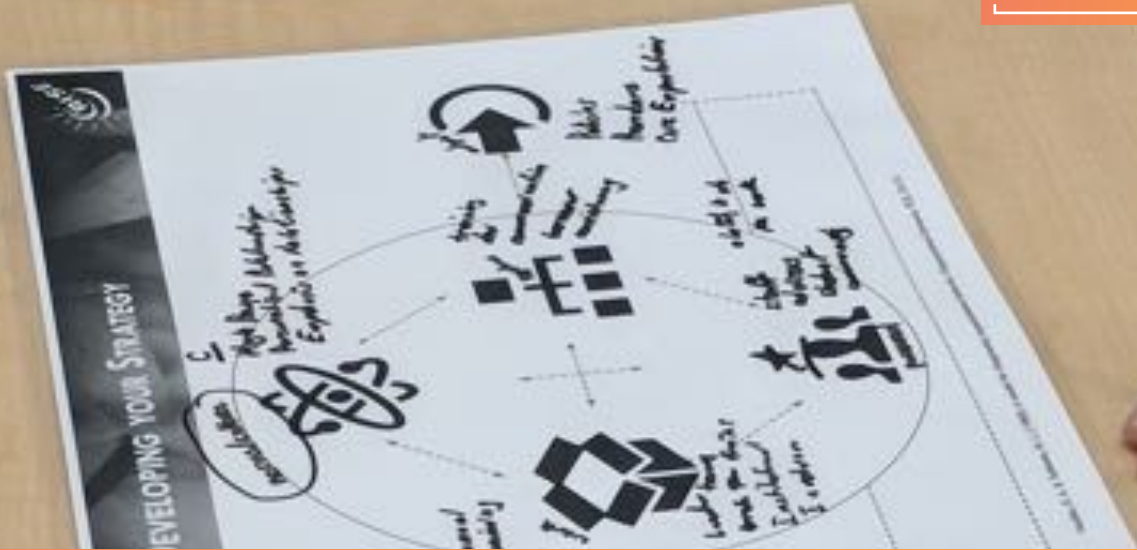
Final Thoughts

It is a fascinating exercise to review predictive thoughts that are nearly 25 years old, and the future has brought additional challenges that can only be solved with contemporary strategies. Enrollment management is an organizational function (Coomes, 2000). Accordingly, this new paradigm shifts the responsibility for enrollment management across the institution, requiring the offices of admissions, financial aid, advising, housing, and career placement to develop seamless admission and support programs for a positive student experience.

Student recruitment, primarily the responsibility of admissions, must now leverage colleagues in housing, financial aid, multicultural centers, career counseling, disability services, academic advising, retention programs, and numerous others to engage prospective students. Forming institutional partnerships beyond student affairs is, and will continue to be, crucial to enrollment and student success.

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Fraternity and Sorority LEADING A FRATERNITY AND SORORITY OFFICE IN AN ERA OF CHANGE: A FRAMEWORK FOR ORGANIZATIONAL ALIGNMENT

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Leadership



In recent years many fraternity/sorority life (FSL) units have expanded in size, responsibility, and complexity (Barnes Deeg, Wrona, & Deeg, 2019). Further, in a recent article Jenkins (2019) revealed concerns that FSL staff are overworked and underpaid. A variety of tragic hazing incidents have put student affairs and FSL units in the spotlight. Student affairs leaders have responded by taking steps to control problems in fraternities and sororities through a variety of reactive measures, including suspending fraternity/sorority activity, expanding the scope of the FSL unit, or restructuring the staffing model. These measures suggest administrators may be changing their perspective on what is expected

of an FSL office—which adds to the confusion and chaos experienced by FSL staff while compounding issues of staff morale and retention.

As student affairs leaders navigate these current and complex challenges, they will need to ask important questions about the focus of and intentions for the FSL unit. Leaders can evaluate their FSL offices using a model for organizational alignment adapted from Nadler and Tushman (1980), which examines four interconnected areas of an organization: outcomes, strategy, work, and staffing.

Outcomes

Each student affairs leader has their own ideas about the objectives of the FSL office, but these ideas are not always clear, shared, and agreed-upon. Without clear objectives, staff are less equipped to make good choices about where to spend their time (Cohen, March, & Olsen, 1972). To achieve clarity on the institution's outcomes for FSL, ask the following questions:

- How can the FSL office align its measures of success with the priorities of student affairs?
- What is the end product of the time, energy, and money invested in the FSL office?
- Should the priorities of the FSL office be chapter focused, institutionally focused, or both? For example, should the goals be to improve member retention, increase chapter size, reduce chapter misconduct, monitor social functions, or enhance member learning outcomes?

Strategy

A strategy is a set of guiding ideas that help leaders filter out unnecessary work, prioritize what is most important, and align efforts within and beyond the office (Walker, 2004). Lacking the focus that a strategy provides, an FSL office can become a catchall, absorbing roles and responsibilities that may not align with its resources, capabilities, or priorities and that could be assigned to other areas. To clarify the strategy for your institution's FSL office, ask the following questions:

- What guiding ideas should leaders use to filter, prioritize, and align their work?
- Given the resources, capabilities, and priorities of the FSL office, how should it be structured? For example, should the office develop a broad network of support among alumni and campus partners? Should it rely on policies, systems, and environments to achieve results? Or should it invest in direct, personal coaching and advising?

Work

Many FSL offices have accumulated a variety of roles over time, including advising, programming, compliance, conduct, and education. This expansion of responsibilities reflects a ratcheting of the administrative and staff lattice (Zemsky & Massy, 1990), the bureaucratic tendency to add more work rather than thinking about what responsibilities to remove. Without evaluating which tasks are most important, FSL staff members may duplicate the work of other offices, take on work that is not an efficient use of their time, or continue efforts that may not be achieving their intended outcomes. Student affairs leaders must examine and align the work of the FSL office, including ensuring the formal systems (decision-making, communication plans, incentives, and operating practices) and informal systems (relationships, norms, and mindsets) support the work of FSL (Nielson, Estupiñan, & Sethi, 2015). To evaluate the work expected of your institution's FSL office, ask the following questions:

- How are leaders making choices about what to do and how much time each effort deserves?
- When new responsibilities are added, is the FSL office best positioned to deliver on them, or should they be assigned to a different department?
- How do leaders eliminate or reallocate work that does not fit the capacity, strategies, outcomes, or staffing of the office?
- What work does not deliver a sufficient return on investment? For example, should leaders replace the time invested in advising with time spent aligning systems, policies, and environments?

Staffing

FSL offices have seen a rise in specialized positions (e.g., supervisor, risk management, compliance, instructional design) and the emergence of managerial-level positions (Barnes Deeg et al., 2019). Staff in these positions were

likely recruited through the traditional FSL pipeline, but some positions may require specialized training or certifications that are rare among FSL professionals. As a result, the staffing systems in an FSL office may be unable to support its strategy or intended objectives.

Student affairs leaders should create a staffing model with clear roles that lead to intended outcomes. The alignment that is created through this process will inform the responsibilities, requisite number of staff, and staff structure needed to accomplish the work. Student affairs leaders can then look at position competencies to recruit, train, and develop staff. To align the staffing model of your FSL office with its strategy, ask the following questions:

- Given the outcomes, strategy, and work of the FSL office, does it have the right structure? Does it have the right amount of people? And are those people assigned to the right work?
- Do staff with specialized positions have specialized training? To what extent can training and development equip FSL professionals to fill specialized positions?
- Does the FSL leader have the training to manage a complex department?
- Should the department add a new specialist position within the FSL office, or should the staff simply be fostering a stronger working relationship with another functional area that already does this work?
- At what point does the institution begin recruiting from outside the traditional FSL professional pipeline to fill specialized or managerial positions?

Creating Organizational Alignment

Crisis, chaos, and change in FSL present opportunities for student affairs leaders to reexamine and redefine the focus and intentions of the FSL office. Rather than simply changing course or adding more responsibilities, student affairs leaders should align the strategy, outcomes, staffing, and work of the FSL office according to the Nadler and Tushman (1980) framework. It is also important to remember that this is an ongoing process of alignment, and changes will not take effect immediately. The next crisis may not indicate that the office's strategy is insufficient, but it can be an opportunity to revisit this evaluation process to determine whether the strategy is still appropriate—and either adjust it or stay the course.

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*Gender and Sexuality***GENDER IDENTITY/EXPRESSION NONDISCRIMINATION:
FEDERAL LEGAL MINIMUMS AND FURTHERING
CAMPUS INCLUSION****Matthew L. P. Ricke***Assistant Director and Title IX Coordinator
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In 1972, Title IX of the Education Amendments mandated nondiscrimination on the basis of sex in federally funded educational programs. Public discourse on the legal construct of sex has evolved, and some federal circuits have held that sex includes gender identity and expression (Shults, 2005; Turner, 2007). However, to date, no federal civil rights laws include gender identity or gender expression in their definitions of protected groups.¹

The sex construct has been legally and socially contested under Title VII of the Civil Rights Act of 1964, a predecessor of Title IX that bars, among other things, sex-based discrimination in employment. The Equal

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Governance**

Employment Opportunity Commission (EEOC) has taken a stance that sexual orientation and gender identity discrimination are subsets of sex discrimination (EEOC, n.d.). In October 2019, the Supreme Court heard two cases—*Harris Funeral Homes v. EEOC* and *Bostock v. Clayton County*—testing Title VII's application to gender identity and sexual orientation (decisions anticipated Summer 2020).

Trans² students' rights were acknowledged in two Office of Civil Rights guidance documents under the Obama administration. The first acknowledged that the prohibition of sexual misconduct applied to all students regardless of

¹ The author acknowledges that there are many states and local jurisdictions that have implemented inclusive nondiscrimination statutes.

² Throughout this article, trans will be used to include transgender, gender nonconforming, and genderqueer identities; see Nicolazzo (2016).

their gender identity or sexual orientation. In December 2014's Q&A (Lhamon, 2014), the Department of Education declared:

All students, including transgender students and students who do not conform to sex stereotypes, are protected from sex-based discrimination under Title IX. Under Title IX, a recipient generally must treat transgender students consistent with their gender identity in all aspects of the planning, implementation, enrollment, operation, and evaluation of single-sex classes. (Lhamon, 2014, p. 25)

In February 2017 the Trump administration revoked this gender identity-inclusive reading of Title IX, citing administrative overreach, which left many confused about how trans students were or were not protected under Title IX (Mytelka, 2017). Simultaneously, Gavin Grimm, a high school student in Virginia, filed a lawsuit against his school board after it created a discriminatory bathroom segregation policy that adversely affected trans students. Grimm's case was eventually heard by the Supreme Court, which remanded the case to the lower court, citing the Trump administration's revocation of the Obama-era guidance document (ACLU, 2019). On August 9, 2019, the U.S. District Court for the Eastern District of Virginia ruled the district had violated Grimm's rights under both Title IX and the 14th Amendment's equal protection clause (ACLU, 2019).

Title IX's protections against sex discrimination should extend to transgender students because discrimination against these populations is, at its core, discrimination based on sex stereotypes (Buzuvis, 2013; Weiss, 2013). In the meantime, it is important to remember that all civil rights laws, Title IX included, set only the legal minimum for what institutions must do to remain compliant.

Establishment of Policies and Procedures

Institutions can and should determine if there are classes that are not protected by applicable state and/or federal laws that are nonetheless in need of protection from discrimination. Campus climates free from discrimination have a positive return on persistence, learning, and overall well-being (Tovar, Simon, & Lee, 2009); however, institutions continue to uphold cissexist norms and fail to dedicate resources to foster a sense of inclusion among trans students and employees (McKinney, 2005; Nicolazzo, 2016). Additionally, college administrators remain confused about ever-evolving requirements regarding Title IX (DeWulf, 2016). Colleges and universities should establish policies and institute practices that counter discrimination on the basis of gender identity/expression.

Any policy that prohibits discrimination must be posted online and in print in a format accessible to all members of the community. Clear grievance procedures should be implemented, as should protections from retaliation. Investigators who are charged with investigating claims of gender-identity discrimination should have robust training on gender-identity concerns, transgender issues, and forms of discrimination that affect relevant communities. Finally, as with all other complaints, reporting parties should be notified of the outcome of any investigation and advised of the action steps that the institution is taking to address the effects and prevent the recurrence of discriminatory misconduct.

Climate Assessment

Robust nondiscrimination policies alone serve little purpose if the quality of life is not improved for trans students on campus (Nicolazzo, 2016). The factors discussed above all contribute to a potentially inequitable, and potentially violent, environment on campus for those in the trans community. Thus, any nondiscrimination work on campus must be informed by meaningful, thoughtful assessment practices. A research team implementing any campus climate assessment must bring trans researchers and students to the table. A grassroots approach to developing an assessment will be more authentic to the campus culture if it includes measures of climate that take into account trans identities and perspectives. Results of

any such assessment should be transparent, and effective actions to address any issues should be presented and implemented.

Advocacy

Institutions must make trans access to higher education a policy priority. Universities' collective lobbying power can not only influence policy and regulations regarding Title IX but also engage the state and federal legislatures in developing new policies regarding gender identity/expression protections in education. If campuses already have an effective nondiscrimination policy that addresses gender identity/expression discrimination, they can use their own policy language as a starting point for legislative action. Similarly, student affairs practitioners can and should connect with their local government representatives to discuss issues they observe in their practice. Although practitioners may not be able to lobby on behalf of their institutions, they are free to comment as private citizens on the policy issues most concerning to them.

It takes time for legal issues such as the application of Title IX to trans discrimination to run the gauntlet of the courts. Instead of waiting for the courts to settle this issue, colleges and universities can and should take proactive steps to implement robust nondiscrimination policies that transcend the minimum bar of compliance; assess their climate efforts; and advocate for effective change.

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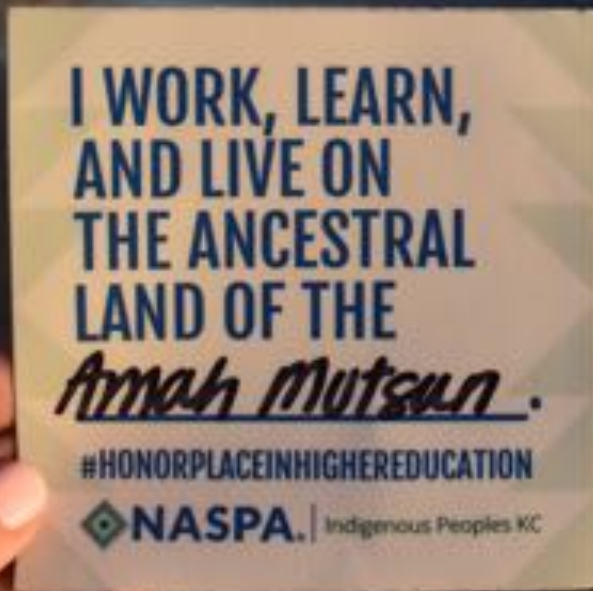


PHOTO CREDIT: Judith Estrada, Director, El Centro: Chicanx Latinx Resource Center, University of California Santa Cruz. The photo is from an area considered part of the traditional homelands of the Amah Mutsun, a location known today as Natural Bridges, Santa Cruz, California.

Indigenous Peoples

EMPLOYING LAND ACKNOWLEDGEMENTS TO EXPLORE THE EPISTEMOLOGY OF ABSENT KNOWLEDGES: REFLECTION OF AN INDIGENOUS PEOPLES KNOWLEDGE COMMUNITY LEADER

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The Ho-Chunk nation maintains linguistic, historical, and political continuity with Teejop, a location known today as Madison, Wisconsin. I, therefore, recognize these umbilical and sovereign links as an immutable part of this locale. As a person not ancestrally of these lands and waters, I carry deep regard for the enduring presence of these relationships. Further, as an Indigenous higher education scholar, I understand that this place serves as the original context of teaching and learning for the Ho-Chunk. I offer this recognition as a way to preface how I situate my positionality as the national cochair of the Indigenous Peoples Knowledge Community and my subjectivity as a Diné, Mandan, Hidatsa, and Arikara woman in the writing of this article.

Social Justice and Inclusion



Given that land acknowledgments are gaining a presence in the production of social landscapes, such as campus commencements and annual meetings of professional organizations, it seems timely to explore—albeit briefly—this phenomenon. These epistemological proclamations mark not only the presence of relationships that Indigenous peoples have with place but also how a lack of critical practices may unwittingly perpetuate what Giroux (2014) termed the *Violence of Organized Forgetting*—a book aptly titled for its critique of conditions that give rise to sites of violence. Phenomena viewed through this particular lens are wedded to the ways in which America's historical amnesia affect the everyday life of oppressed populations; this is to say that the lived histories and cultural realities of Indigenous peoples are often not given

a home within the colonizing matrices of meaning making or within the material structures of institutions (Tuck & McKenzie, 2015). Remembering in a public way, thus, can prompt a more substantive engagement with what Santos (2014) defined as an “epistemology of absent knowledges” (p. 157). This framing is a significant point of departure in understanding how the oppression of Indigenous peoples partly emanates from such voids.

A Radical Co-Presence: Land Acknowledgments and Opening Sessions

Using NASPA as a frame of reference, land acknowledgments and opening sessions epitomize a “radical co-presence” (Santos, 2014, p. 191) in that the epistemological union of these acts represents a shared attempt by an association and Indigenous peoples to enact a spatio temporal proclamation that re-maps the cartographies of conference spaces. Designed to critically promote a reflection of experience, recognitions of place should, then, stimulate an extended and decolonizing analysis of locales. For many Indigenous peoples, this is often achieved through an inward exploration, culturally mediated by a set of questions. Some include: What tribe(s) are you? Who are your relatives? What are your clans? Where is your umbilical cord buried? In response to this ontological logic, Indigenous peoples distinguish themselves as either being from or of a location. These relational understandings give conceptual and unequivocal meaning to land acknowledgments.

At this juncture, it is crucial to mention that a subdued inclusion outlook and approach can inadvertently undermine the “stay woke” potential of land acknowledgments. For example, well-intentioned colleagues who seek to cultivate place-based sensibilities—through the integration of land acknowledgments—in both institutional and professional development settings regularly request of NASPA’s Indigenous Peoples Knowledge Community, “Can you write this script for us?” Recognitions of place function as an act of “conscientization” (Freire, 2014), purposeful reflection and action that addresses, in this case, how colonizing epistemologies violently disrupt Indigenous ways of experiencing place. What most fundamentally

characterizes conscientization, in theory and practice, is the development of a critical and dialogical understanding of who people are in relation to the world (Darder, 2011). Alternatively, “Can you write this script for us?” unintentionally promotes a disarticulated sense of place, because such solicitations result in an untoward transformation of consciousness. This is to say that “Can you write this script for us?” keeps one’s consciousness anchored to a place of forgetting.

Constructing a Way Forward: Implications

An important implication of this work is that recognitions of place, when engaged systematically, challenge forthrightly the disempowering conditions and everyday practices that keep Indigenous peoples—and their knowledges—silent, suppressed, and marginalized. As such, Stephanie Waterman (Onondaga, Turtle Clan) (2019) poses the following critical questions to move us toward developing greater sensibilities about not only who we are, but who we are in relation to where we are: “Do you and your staff know whose land your institution occupies? Have you made connections with Native communities near and at your institution? Have you helped your institution to understand and confront how it has oppressed and marginalized communities?” (pp. 45-46). Central to answering these questions is the production of sustainable social practices that deepen our comprehension of our identities and the ways in which historical and contemporary conditions shape our social locations. Some of these practices can be briefly expressed in the following ways:

- Understanding place is a communal epistemological quest and, thus, requires collective social action between Indigenous and non-Indigenous groups. The vision here is to attend to the wounding that dialectical tensions produce and to connect its healing to decolonizing place-making practices.
- Recognitions of place are never neutral affairs; as such, they prompt the opportunity for student affairs professionals to become critical

accomplices who labor with Indigenous peoples to challenge the social exclusions that prevent them from restoring and re-storying their lived experiences in relation to land and water geographies.

- Stories—those we have been taught to recite to ourselves, narrate to others, and circulate and privilege in the profession—structure how communities, particularly those deemed as belonging to subordinate cultural groups, experience place. More concerted efforts in the profession need to be made so all peoples can become better at honing and unapologetically asserting their narratives.
- “Sharing circles” (Tachine, Yellow Bird, & Cabrera, 2016)—dialogical engagements comprised of Indigenous storytelling practices and protocols—serve as one example of creating space for critical narratives. What most fundamentally characterizes sharing circles are enactments of relationality, a decolonizing capacity that employs principles of recognition, responsibility, and relationships as a means to collectively cocreate knowledge.

Conclusion

With all this in mind, land acknowledgments must be profoundly understood as an effort to cultivate place-based conscientization. Such a process entails a shared vigilance among higher education and student affairs relations to contend, dialectically, with how an epistemology of absent knowledges is mediated by the depth of one’s lived, political, and historical coherence of the world. A deep recognition of our umbilical connections constitutes a significant dimension to place-based conscientization for it acts in opposition to the colonization of humanity. Whether stated to be so or not, these conclusions must provide the grounding for humanizing protocols; the absence of such will only reify the epistemology of absent knowledges within the landscapes in which we work, live, and learn.

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*International Education***INTERNATIONAL HIGHER EDUCATION AMID THE U.S.-CHINA TRADE WAR****Yuqian Zhang**

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A key challenge for internationalizing today's higher education is the shift away from an activity-based approach toward one that is more strategic and comprehensive (Olson, Green, & Hill, 2005). As Mestenhauser and Ellingboe (2005) pointed out, "the success of international education depends not on a few projects and programs, but on its institutionalization and mainstreaming throughout and across the entire institution" (p. 37). In fact, however, the focus of international education has been on student mobility and the lack of attention to basic tenets such as international knowledge, intercultural competence, and global citizenship (Fischer, 2019a). Compounding this situation is the trade war between the United States and China; because China is the largest source of foreign students in the United States, this trade war has contributed to two years of declines in new international enrollments (Fischer, 2019b). On a larger scale, the rise of nationalism and populism has produced considerable uncertainties about continued global integration of higher education (Altbach & Reisberg, 2018). Although American higher

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education is well known in China, Chinese higher education remains largely unknown within the mainstream of American higher education (Marginson, 2016), and ongoing relations between the West and China continue to "verge on the neocolonial" (p. 114). One factor is the small number of Americans studying abroad in China. Between 2016 and 2017, 350,755 Chinese were enrolled in American universities, while the number of Americans studying in China was only 11,910 (Institute of International Education, 2018). Another aspect is the considerable gap in language learning: Chinese students learn to read and write in English, and many are proficient with some conversational English. Of the 1,417,921 students studying a language other than English in the United States in 2016, only 53,069 (3.7%) were learning Mandarin a drop of 13.1% since 2013 (ICEF Monitor, 2018). A third factor is that contact with China remains largely peripheral to the core business of American universities; an exception is Yale University, which nurtures a centuries-old tradition of deep engagement.

Peter Salovey (2019), Yale's president, wrote in an open letter: "We pair our unequivocal commitment to careful research stewardship with another: International students and scholars are welcome and respected on our campus." His message, translated into Mandarin has been well received on Chinese social media. Yung Wing, the first Chinese graduate of a Western university, graduated from Yale with a bachelor of arts in 1854 (Bevis, 2013). He later initiated the Chinese Educational Mission (CEM) to the United States (1872–81), the first group of Chinese students to study abroad.

A significant trend in Chinese higher education is the advent of programs that are considered "excellence initiatives." This is demonstrated by successful programs where the (Altbach, Reisberg, Salmi, & Froumin, 2018), returnees and diaspora from Western universities are seen as a source of brain gain and innovation (Welch & Hao, 2013). On the contrary, the United States has engaged in what may be considered "un-excellence initiatives" by systematically cutting funding for public higher education (Altbach et al., 2018) and potentially restricting scholars and students of Chinese descent due to concerns after an email had circulated with inaccurate information about the academic integrity of Chinese scholars (Ellis & Gluckman, 2019).

Richard C. Levin (2013), former Yale University president, argued that the rise of Asia and competition in higher education is a positive-sum game. Consider the following examples: One of the most distinguished geneticists at Yale, Tian Xu, and his team split their time between laboratories in New Haven, Connecticut, and Fudan University in Shanghai. The Chinese support the efforts of Yale scientists by providing abundant space and research staff, while collaboration with Yale scholars enhances the skills of Chinese professors and graduate students. Leaders of China's top universities and Yale faculty and administrators meet annually in a weeklong workshop to share practices and experiences with the goal of reforming curriculum, faculty recruitment, and pedagogy.

To foster strategic, long-term, and sustainable institutionalization within American higher education, practitioners should consider a set of "essential enablers" in their work (Nolan & Hunter, 2012):

1. *Leadership*: The task of leadership is to create a collective vision and common values for internationalization, by convincing the university and external communities of the importance of international education.
2. *Faculty/Staff Engagement*: Leaders need to be more invested in welcoming change and identifying key change agents within their institutions. These change agents should be able to drive a new vision of internationalization forward.
3. *Policy Support*: This shared vision must be supported by clearly articulated institutional strategies that set out key objectives, supporting structures, and realistic implementation timelines.
4. *Financial Support*: Leaders create incentives and provide resources for change efforts that support the prioritization of international education within the institution. At the core of successful institutional change is organizational culture (Schein, 2010).

What makes a university international is "the presence of an obvious institution-wide positive attitude toward understanding better other cultures and societies . . . a genuine desire in interacting with representatives of these other cultures and societies, a genuine desire . . . to learn how to cooperate with others across national and cultural boundaries in seeking solutions to world problems" (Harari, 1989, p. 8). For educators in China and the United States, the internationalization strategy of higher education entails building "a broad highway for two-way exchange" (Marginson, 2016, p. 114). The key is "integration of knowledge about leadership, culture, and international education" (Mestenhauser & Ellingboe, 2005, p. 37).

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Latinx/a/o SHOULDERING THE WORK: LATINAS BALANCING EMOTIONAL LABOR WITHIN HIGHER EDUCATION

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Over the past two decades, the percentage of enrolled college students who identify as Latinx/a/o has grown from 10% to 19%, with women accounting for close to 60% of all Latinx/a/o college students (Musu-Gillette et al., 2017). Despite this increased representation of Latinx/a/o undergraduate students, especially Latina students, the numbers of Latina staff and faculty are extremely lacking. As of fall 2017, Latinas account for merely 6% of full-time student services staff (National Center for Education Statistics [NCES], 2017) and 2.2% of full-time faculty (NCES, 2016). In addition to the challenges they face being underrepresented within higher education, these women confront racial and gender expectations that place on them the emotional labor associated with teaching, mentoring, and supporting students on campus—on top of their assigned responsibilities (Pérez, 2019). This research brief will give an overview of the literature on emotional labor and how this affects the experiences of Latinas in higher education. I end by reflecting on conversations I have had

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with Latina student affairs professionals during annual conferences and with Latina faculty who participated in my dissertation study, which explored the experiences of tenure-track Latina faculty.

Literature on Emotional Labor

Hochschild (2012) described jobs requiring emotional labor as having three characteristics:

First, they require face-to-face or voice-to-voice contact with the public. Second, they require the worker to produce an emotional state in another person—gratitude or fear, for example. Third, they allow the employer, through training and supervision, to exercise a degree of control over the emotional activities of employees. (p. 102)

Because of the teaching and service load required of the position, the professoriate is an example of a job that entails a substantial amount of emotional labor, but that emotional labor is not equally distributed among all faculty members (Bellas, 1999). A study comparing the emotional labor of professors, by gender, found that women performed significantly more emotional labor (Mahoney, Bubolk Jr., Buckner V, & Doverspike, 2011). Increased loads of emotional labor are strikingly higher for women of color faculty (Peña, 2019). For many Latinas, this emotional labor comes from their work and commitment supporting marginalized students, which often goes unrecognized and is undervalued (Quijada Cerecer, Ek, Alanis, & Murakami-Ramalho, 2011).

Literature on Latinas in Higher Education

Scholarship that explores the experiences of Latinas in higher education details the challenges they encounter; the added expectations they face is one of them. Medina and Luna (2000) described how Latinas in higher education struggle balancing the requests that come from students and communities of color. Although many Latina faculty are committed to working with underrepresented students and students of color, serving as a main source of support for all students of color in a program/department can become overwhelming. Furthermore, these added expectations and the emotional labor that they create can become frustrating for Latinas as they realize that the same demands are not made of their male or White female colleagues (Gonzales, Murakami, & Núñez, 2013).

In her chapter on tenure-track Latina faculty, Peña (2019) reflected on her own experiences and feelings of burnout that resulted from extra loads of uncompensated work—work that she took on but that the men or White women in her department did not. She went on to speak about these extra pressures as a cultural taxation that she had to manage. Being emotionally taxed, overburdened, and undervalued make it challenging for Latinas to succeed within higher education (Pérez, 2019).

Reflection

As a former student affairs professional and aspiring student affairs faculty member, I have talked with Latina staff and faculty about the constant managing of emotional labor placed on us because we are expected to be caring and motherly toward students. These stereotypes are assigned to us because of the racist and patriarchal systems present within higher education. Many of these talks have occurred in hotel rooms during national conferences. Those rooms have become safe spaces where we share our experiences, vent about the challenges we face balancing it all, and brainstorm how to ask for support from our colleagues to help shoulder some of the emotional labor we carry.

In my dissertation study, a group of tenure-track Latina faculty detailed the difficulties of teaching courses to mostly White students and of being overwhelmed by requests from students of color and expectations to serve as the catchall person for anything diversity/inclusion related. Recognizing that added emotional labor is a regular occurrence for Latinas in higher education, I am encouraged that we have spaces like the Latinx/a/o Knowledge Community, where we can talk candidly about the issue, support Latinas with balancing expectations, and learn how to ask for help when we are on the verge of burnout (Peña, 2019; Pérez, 2019).

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*Men and Masculinities***RE (DEFINING) THE SUCCESS OF MEN AT A RESEARCH-INTENSIVE EMERGING HISPANIC-SERVING INSTITUTION****Jesse Enriquez***Doctoral Student*

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Historically, the bulk of the research on Latino/x³ men in college has focused on their underachievement during, underrepresentation in, or departure from higher education (Gloria, Castellanos, Scull, & Villegas, 2009; Sáenz & Ponjuán, 2009). In their seminal article, Sáenz and Ponjuán (2009) proclaimed that “Latino males are vanishing from the higher education pipeline” (p. 2). More recently, scholars have intentionally moved away from deficit-oriented perspectives and have documented the factors that lead to resilience, college persistence, and success for these students (e.g., Lopez, 2005; Pérez & Sáenz, 2017).

In this article we highlight one approach—summer bridge programs (SBPs)—that has the potential to support Latino/x men to academically thrive at a research-intensive institution as well as provide them with strong peer and social networks. SBPs introduce college students to the

³ Unless directly citing other research, we use the term Latino/x to be inclusive of these multiple identities. The term Latinx aims to be inclusive of people who do not identify with the gender binary of masculinity (Latino) and femininity (Latina; Salinas & Lozano, 2017).

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college environment and provide a seamless transition from high school to college (Sablan, 2014). Findings from our study support previous research that concluded that low-income students of color who participated in an SBP experienced statistically significant increases in academic self-efficacy and perceived academic skills (Sablan, 2014; Strayhorn, 2011).

Data for this study were captured from a larger research project that sought to better understand the college transition experiences of students of color who participated in an SBP in the Southwest. This article focuses on the experiences of 10 high-achieving Latino/x men who gained admission to a selective research-intensive institution, participated in the SBP, and persisted through their first year of college. Like Pérez and Taylor (2015), we challenge dominant narratives that portray Latino/x students as not

invested in their higher education aspirations, academically underprepared for the rigor of college, and more likely to drop out. We employ an asset-based perspective that focuses on the successful enrollment, transition, and persistence of Latino/x college students at an emerging Hispanic Serving Institution (HSI).

College Readiness and Transition of Latino/x Men

It is well documented that Latino/x men are more likely to forgo college to join the unskilled workforce (Sáenz & Ponjuan, 2009), enlist in the military (Huerta, 2015), and become tracked into the school-to-prison pipeline. Even when Latino/x students have high aspirations to attend college, school educators categorize them as “noncollege material,” and they often enroll in less selective institutions (Swail, Cabrera, & Lee, 2004). Contrary to these findings, our research found that Latino/x collegians were well informed about their college choices, strategically planned for college, and had high postsecondary educational goals. They also participated in rigorous academic programs in high school (e.g., honors, advanced placement) that prepared them to apply to highly selective colleges and universities.

Bolstering Academic Self-Efficacy in Summer Bridge

The Latino/x men in our study were academically prepared for the rigor of a research-intensive university, countering the deficit framing that non-diverse faculty use when describing students of color (Turner, 2015). Enrolling in credit-bearing courses during the summer exposed students to college-level coursework and the academic rigor of a selective institution. Providing academic supports further enhanced their confidence and sense of academic belonging.

Summer Bridge: Investing in Students to Thrive at a Research-Intensive University

Although the primary goal of SBPs is to increase the retention rates, persistence, and graduation rates of program participants, they should not be an academic endeavor alone. Transformative SBPs address both academic and nonacademic components of college preparation (Slade, Eatmon, Staley, & Dixon, 2015). According to our participants, the five-week intensive SBP created opportunities to support meaningful and authentic interaction, and Latino

“brotherhood ties.” They stated that experiencing “dorm life” with peers as well as participating in social bonding and network opportunities were critical building blocks to establishing a brotherhood, sense of familia.

Participants reinforced the importance of incorporating both academic and nonacademic activities that cultivate peer networks, which are sustained into the school year. Participants had an opportunity to build community, friendships, and social networks that enhanced their confidence and comfort level upon entering college. In addition, when Latino/x students were asked if the SBP improved their sense of belonging on campus, more than 75% of them responded with either “Always” or “Most of the Time.”

Recommendations for Practice

Student affairs practitioners may consider the following practices when developing comprehensive transition programs that serve Latino/x men and other historically underserved student populations at selective research-intensive HSIs or emerging HSIs:

1. Offer credit-bearing courses over the summer with appropriate academic supports and resources.
2. Develop cocurricular activities that give students an opportunity to develop strong friendships and support networks beyond the classroom.
3. Collaborate with campus-wide stakeholders (e.g., financial aid, tutoring services, community cultural centers) during summer programming to create a network of support for first-year students.
4. Infuse SBPs with culturally relevant curricula, programs, and faculty mentors, which will connect students to their cultures and identities early in their college careers.
5. Continue the support and structure of SBPs beyond the first two years, so students have academic and social support throughout the duration of their college experience.

Summer Bridge Programs Advance Asset-Based Frameworks

Summer Bridge Programs have the potential to advance asset-based frameworks and approaches, modeling promising practices that yield academic success and positive experiences for Latino/x men. In states such as California, public research institutions, particularly those designated as an HSI, must be responsive to the needs of their Latino/x student bodies (Contreras, 2018; 2019) as well as create infrastructures for them to thrive in college and beyond.

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MultiRacial

DIFFERENT LIKE ME: BUILDING EMPATHY WITHIN MULTIRACIAL AND TRANSRACIAL ADOPTEE COMMUNITIES THROUGH IDENTITY ANALOGIES

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Our Story

This piece explores similarities and differences between a transracial adoptee's and a multiracial person's racialized experiences through an identity analogies lens, which has the potential to create kinship across these identity groups. According to Tran and Johnston-Guerrero (2016), identity analogies involve "analogizing one's identity or one's group experience to help individuals understand each other" (p. 134). When we first met, Ariel was a doctoral student in the Student Affairs in Higher Education program at Miami University in Ohio, and Lisa was a first-year master's student. Early in the semester, we got together for coffee to get to know one another, and we quickly realized that we had many similar experiences; namely, that we often felt that our racialized experiences did not neatly fit within dominant, monoracial depictions of what it means to be Asian American.

Social Justice and Inclusion



As we began to explore our identities more deeply, we found a shared experience between being multiracial and being a transracial adoptee. It felt like pieces of our story were interwoven when we talked about what it was like to be raised by parents with racial identities different than our own. Lisa learned what it meant to be biracial Filipina and White from two parents who did not share that multiracial identity—let alone have the language to describe it. Whereas Ariel learned what it meant to be Asian American from two White parents neither of whom shared her racialized experience as a Person of Color.

This cup of coffee was one of the first times that Lisa had felt seen, heard, and validated. It was like she had gone her whole life with a blank piece of paper and Ariel had finally given her a pen that empowered her to write her story. For Ariel, this cup of coffee was healing and insightful. Talking with Lisa about struggling with feeling like racial imposters

given our families' racial makeups (Ariel with White adoptive parents and Lisa with a White father and Filipino mother) enabled Ariel to feel less like a racial anomaly and propelled her to explore the assets of racialized experiences that transgress monoracial norms. As we commiserated over stories about not meeting others' racial expectations (Ariel culturally and Lisa phenotypically), we also discussed the complexities of learning about our transracial adoptee and multiracial identities from our monoracial parents.

Our co-creation of knowledge and the connection forged through this story-sharing helped both of us to understand our racialized experience through a different lens and built empathy and mutual mentorship. We acknowledged that our identities as a multiracial person and a transracial adoptee were not exactly the same, and we found empowerment through our similarities, which served as a pedagogical tool for learning about our identities.

Exploring Our Similarities and Differences

In the exploration of our identity analogy we have discovered profound points of similarity as well as poignant points of difference, both of which have enabled us to more intimately understand and authentically empathize with each other. For example, as a transracial Asian American adoptee raised in and by a White adoptive family, Ariel has long battled with the rigidity of racial borders—never feeling like she fully belongs to either White or Asian racial communities. Although Lisa is not a transracial adoptee, her multiracial experience has also left her feeling racially isolated and misunderstood by both White and Asian communities. This shared experience does not imply that our racial identities are synonymous; rather, it has facilitated an emotional connectedness that serves as the foundation for our close friendship. Additionally, it contributed to our growth and commitment as allies to one another and to our respective adoptee and multiracial communities. By sharing experiences about our analogized identities (such as growing up in homes ruled by a culture of silence when it came to race), we realized that there is a lot in common between our racialized experiences. This common ground served as a springboard for us to thoughtfully and mutually examine our differences, such as

Lisa's access to Filipino/a cultural knowledge through her mom or Ariel's monoracial phenotypic privilege. By taking an expansive approach to our respective racial identities, exploring both similarities and differences, we have been able to forge a greater understanding of our respective experiences and of each other.

Implications for Practice

This act of exchanging stories—what we now refer to as an exploration of identity analogies—of comparing our different yet similar identity experiences, brought new insights about our own identities and enabled us to build empathy across our differences through our commonalities. When relating identity analogies to student affairs, it is important to remember that in our framing of this concept, analogizing identities does not signify sameness. It is particularly important to remember this when using identity analogies as a pedagogical tool with students. Identity analogies are a way into allyship and coalition building. Comparing experiences across identity groups can be an empowering exercise for students (and practitioners alike) to understand a piece of their own and others' social identities. Similarly, examining parallels between identity experiences can facilitate connection and foster solidarity between different identity groups. The stories that we shared demonstrate how, through identity analogies, both of us came to understand our racialized experiences in new ways.

Beyond our personal story, identity analogies have facilitated empathy and solidarity between multiracial and transracial adoptee communities in academic contexts (Ashlee, 2018; Jeffries & Dimmet, 2016) as well as in student affairs practice. For example, the NASPA MultiRacial Knowledge Community seeks to “stimulate education, develop knowledge, and promote resources and networking opportunities related to multiracial and transracial adoptee identity” (MultiRacial Knowledge Community, n.d.). Additionally, the Mixed Heritage Union at Loyola University in Chicago is a multiracial student organization that is purposefully inclusive of transracial adoptees seeking to forge organic kinship around the shared experience of not fitting within monoracial norms on campus. These conversations of connection can also

happen in authentic ways during one-on-one advising conversations with students or even in the classroom, such as assigning a joint identity exploration paper between two students.

When applying identity analogies to practice it is important to consider that these experiences are not the exact same, yet exploring similarities and differences provides profound opportunity for empathy and solidarity. Identity analogies are not shortcuts to connection; they are pathways to empathy.

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New Professionals and Graduate Students

TITLE IX COMPLIANCE: AFFORDABLE BEST PRACTICES

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Title IX has changed the landscape of American higher education, and institutions are spending millions annually on Title IX compliance (Hartocollis, 2016). The benefits of Title IX do not negate the fact that implementing it in full compliance is costly (Bolger, 2016). New professionals and graduate students must be educated about Title IX and affordable best practices, as these issues are at the forefront of student affairs' concerns.

In recent years, the federal government has expanded the definition of Title IX (Ali, 2011). The "Dear Colleague" letter that changed the Title IX landscape within higher education (Ali, 2011) as well as subsequent guidance (Lhamon, 2015) set forth requirements for institutions that were not previously considered within their annual budget. With the national media attention around campus sexual assault and institutional mishandling of Title IX cases snowballing, institutions continue to increase their Title IX expenditures to stay in compliance.

Law, Policy, and Governance



This current trajectory is going to become cost-prohibitive to many colleges, if it has not already. For example, Hartocollis (2016) reported in March 2016 that the University of California, Berkeley had increased Title IX spending by at least \$2 million since 2013. Colleges and universities have gone from spending thousands of dollars in Title IX annually to millions. For UC Berkeley, the biggest expenditures came from litigation, and hiring Title IX and counseling personnel (Hartocollis, 2016). Amidst the continued rise in media attention and lawsuits, institutions must begin to think of creative ways to make Title IX compliance financially feasible while utilizing best practices.

Analysis of Affordable Practices

To reduce Title IX-related spending while maintaining care for students, some institutions have implemented innovative ideas to cut compliance costs.

Staffing

Many institutions that lack the financial resources or the caseload to warrant a full-time Title IX coordinator create a position with a dual role—thus, an employee, such as the dean of students, also serves as the Title IX coordinator (Hartocollis, 2016). However, the Department of Education (Lhamon, 2015) advised against this practice. Other institutions are employing a Title IX expert, law firm, or equity consultant to advise them on processes and policies that need revision (Symplicity, n.d.); however, Symplicity (n.d.) noted that free online resources do exist for institutions to conduct self-evaluations of Title IX policies, practices, and processes.

Investigations

Investigations are not only time-consuming but also the primary component of Title IX practice that comes under legal scrutiny. For example, institutions that use a hearing-panel model for adjudication have been criticized for the possibility that a professor of either the complainant or the respondent will be on the panel. Therefore, some institutions have opted to outsource their investigations, particularly those that are more egregious, to legal professionals. In this case, due process is ensured and any barriers or conflicts of interest are reduced (Bauer-Wolf, 2017).

Collaboration

Some colleges and universities in close proximity have turned to collaborative cross-institutional approaches to save on expenses; however, due to the increasing scrutiny, some institutions found this approach unsustainable: “A few years ago, several member institutions shared a coordinator for Title IX, the gender-equity law, but the colleges recently moved to hire their own coordinators, considering increased enforcement of the law as it applies to campus sexual violence” (Gose, 2017b, para. 14). Rather than sharing staff, some opt to share resources.

The Association for Collaborative Leadership has attempted to provide such a space where individuals can collaborate to save on various types of professional development, resources, and so forth (Gose, 2017b). Other institutions have formed consortiums to save on campus support and

academic services. These organizations share the expense of services related to the library, counseling, health, human resources, information technology and software, and insurance (Gose, 2017a).

Discussion of Affordable Practices

Collaboration

The first area of financial margin that rises to the forefront is the idea of collaboration between institutions when it comes to resources, professional development, and staff. The institutions that are already integrating this idea of sharing resources are undoubtedly saving their institutions money. Institutions that have a small staff could partner with other small-staffed institutions to host a training event in order to reduce the cost for each institution to provide high-quality, best practice training for all staff (Gose, 2017a).

Prevention

Another area of margin is this idea of proactive versus reactive Title IX work. The literature and media highlight the expenses related to reactive Title IX work, such as investigations and litigation. Although best practice literature discusses prevention programming as an important part of Title IX expenditure, perhaps if more resources were devoted to prevention programming, less would be required of reactive Title IX work (CDCP, 2014). Moreover, there is a moral implication: Instead of institutions reacting to sexual assault, they could put forth more effort and resources to preventing it altogether.

Assessment

Finally, little has been discussed about assessment in the literature. Symplicity (n.d.) supported the notion that regular assessment should be conducted, yet little detail was offered about what should be included in that assessment. Data-driven decisions, as a result of strong assessment practices, can aid in reducing superfluous expenses and can help to focus on areas where the most is achieved for the money. Thus, the capabilities of the Title IX staff and financial resources available are maximized.

Recommendations

Thus, from these margins, three direct recommendations can be made to help institutions more efficiently use their time, staff, and financial resources to provide highly effective Title IX best practices:

1. Regularly assess and evaluate Title IX procedures and practices.
2. Collaborate with other institutions to offer high-quality professional development and training for Title IX staff.
3. Focus more on instituting prevention efforts and creating a campus culture of safety, respect, and healthy relationships.

These principles can be adapted to every institutional type and setting, regardless of financial resources.

The financial resources saved can be devoted to other programs, services, or facilities for students; however, an increase in Title IX expenditures most likely means a reduction in expenditures elsewhere within the institution, which can affect faculty, staff, and students. By implementing the aforementioned recommendations, colleges and universities can reduce excess Title IX spending, implement more effective prevention programming, and create a healthy campus climate for all stakeholders.

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Off-Campus and Commuter Student Services

EVALUATING INCONSISTENT DEFINITIONS OF THE COMMUTER AND OFF-CAMPUS STUDENT POPULATIONS

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Law, Policy, and Governance



Introduction

Commuter and off-campus students face challenges that deter them from developing a connection to their campus community. Although these student populations may seem similar, they are distinct and have separate needs. The purpose of this article is to articulate the confusion in defining *commuter* and *off-campus* students; it will build upon dissertation work by one of the coauthors (Weiss, 2014). To move the narrative forward for these student populations, the authors will also incorporate components of intersectionality (Crenshaw, 1989) to focus on students' identities.

Guiding Research

Weiss (2014), drawing on the theoretical frames of critical theory and campus ecology, utilizes phenomenologically based interviewing and participant-driven photo-elicitation to explore how commuter students make meaning of their college experience. A key implication of this research centers on identity. Beyond the dichotomy of living on campus or commuting, the participants explore other demarcations of identity; they discuss subgroups based on mode of transportation, length of commute, and living arrangement. The students' search for clarification of their identity mirrors the inconsistency in institutional definitions of commuter students.

Definitions of Commuter Students

Table 1

Sources	Definitions
Dugan, Garland, Jacoby, and Gasiorski (2008)	Not living in college-owned housing
Jacoby (2000)	Not living in college-owned housing
Newbold, Mehta, and Forbus (2011)	“Commuting students are considered to be living outside of the county where the school operates and have not relocated to attend the school” (p. 147).
Inman and Pascarella (1997)	Not living in university residence halls (excluding students who live in off-campus apartments and sorority and fraternity houses)

Off-Campus and Commuter Student Population Definitions

Jacoby (2015) indicated that institutions need to root their work on the basis of equity if they are to meet the needs of, and create an optimum educational environment for off-campus and commuter students. By having clear and succinct definitions of these student populations, institutions can create a more streamlined and centralized process to better serve them. Currently, there is disagreement over the definitions of commuter students and off-campus students. As illustrated in Table 1, not living in college-owned housing appears to be the main definition of commuter students used in the literature; however, there is no consensus about whether students who live in temporary off-campus residences for the purposes of attending college are considered commuter students.

This lack of agreement can create consistency issues in terms of policies, practices, services, and resources related to commuter students. The newly formed Off-Campus and Commuter Student Services Knowledge Community intentionally included the two distinct groups of off-campus students and commuter students, but these groups are often combined into the overarching category of commuter students within the literature (Dugan et al, 2008; Jacoby, 2000) and reflected in the names of student support offices (Commuter Resources, 2019; Commuter Services, 2020; Commuter Student Services, 2020).

A review of the amenities offered by commuter student services at various institutions demonstrates that the definitions of their target populations vary. For example, Commuter Student Services at the University of California, San Diego views commuter students predominantly as those who live in off-campus apartments. Their programs center on finding housing and working with landlords (Commuter Resources, 2019.). Bryan University’s Commuter Student Services (2020) does not mention any resources related to finding an apartment; the information focuses on getting involved on campus and finding comfortable places in which to spend time. The disagreement over which students are considered commuters has important implications for how these students are perceived and served. Clearer definitions can allow for the development of evolving practices, which can inform the work of professionals who support commuter students. To assist in establishing best practices, the Knowledge Community is undertaking a benchmarking study to gather information on populations served, staffing structure, programs, and other related features.

Including Student Identities

When referring to off-campus and commuter students, many definitions, programs, and services are solely informed by the students’ environment. It is necessary for scholar-practitioners to assess and evaluate other factors that may affect these students. In addition to no unified definition for off-campus and commuter students, there is also a lack of consideration for honoring the breadth of

identities these students may possess. Kimberlé Crenshaw (1989) coined the term *intersectionality* to address the systemic barriers that deter certain access from individuals who possess historically marginalized identities. Institutions need to incorporate an intersectional framework that considers identity to ensure equitable success for its students. Cookie-cutter programs and services are not going to solve all issues, and it is crucial to understand that identity can inform the praxis of our work (e.g., a trans*, first-generation commuter student of color or an off-campus student who is genderqueer and has a hidden disability).

Conclusion

Upon reviewing different definitions of off-campus and commuter students, we acknowledge the dearth of literature that exists to define this student population—and how it may inconsistently inform a scholar–practitioner’s work. We recommend creating a unified definition with an intersectional framework and approach that considers students’ multiple identities. By doing so, these principles can create a stable foundation toward informing growing practices in the field of student affairs and higher education.

To aid practitioners in attending to the needs of both commuter and off-campus students and their intersectional identities, consider the following reflective questions:

- How does your campus refer to students who reside off campus? What specific programs and services does your campus offer?
- Does your campus collect data on commuter and off-campus students in terms of living arrangements, distance from campus, mode of transportation, and other variables?
- How might your institution’s programs and departments attend to commuting students’ intersecting identities?

The answers to these questions can provide guidance on how to intentionally consider how the campus defines

commuters, and ensure that services fit the needs of the population. Furthermore, the responses can help to inform a national conversation on standardizing definitions and including commuter student data in national data sets and established frameworks (National Center on Educational Statistics, CAS Standards, etc.).

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Orientation, Transition, and Retention

NOT DONE RECRUITING: REFRAMING ORIENTATION WITHIN THE COLLEGE RECRUITMENT CYCLE

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Historically, orientation served as an event at the conclusion of the recruitment process, a moment when students' college decisions become reality by registering for courses and completing necessary matriculation tasks (Mack, 2010). However, a recent change to the Code of Ethics and Professional Practices, administered by the National Association for College Admission Counseling (NACAC), lifts certain guidelines for institutional recruitment and enrollment practices, creating uncertainty in the college enrollment landscape (Hoover, 2019; Jaschik, 2019). Even before this recent change, many institutions reorganized orientation programs underneath enrollment management, signaling that orientation programs are providing services as part of the recruitment cycle as opposed to providing a final, celebratory conclusion to the recruitment process (Hossler, 2004; Hossler, Kalsbeek, & Bontrager, 2015). This article describes emergent changes in higher education that require orientation, transition, and retention professionals to reframe their work.

Assessment, Evaluation, and Research



The Enrollment Landscape

Every year, American high school students submit a steadily increasing number of college applications (Clinedinst, Koranteng, & Nicola, 2015). NACAC suggested that applications from first-time first-year students increased 4% from fall 2016 to fall 2017 (Clinedinst & Patel, 2018). Notably, the increase represents applications, not applicants. In 1990, just 9% of high school seniors applied to seven or more colleges; by 2015, that figure had risen to 36% (Eagan et al., 2016). This increase in applications weakens enrollment predictability and may be providing a false sense of security for institutions as markets shift. In a detailed economic analysis, Grawe (2018) predicted that due to a recent decline in U.S. birth rates, the population of traditional-aged college students in the country could shrink by 15% in 2026, which could mean financial trouble for institutions unable to meet their enrollment goals. Higher education professionals managing

orientation, transition, and retention programs face mounting pressure to yield admitted students and retain matriculated students in order to meet critical institutional and student success goals (Barshay, 2018).

The College Choice Process

Research related to the college choice process has expanded over time as scholars attempt to document how students make decisions in the college recruitment cycle. Many early college choice models (e.g., Chapman, 1981; Hossler & Gallagher, 1987; Litten, 1982) have informed collegiate recruitment practices; however, critiques of these models reveal limitations in how such frameworks account for systemic equity and access issues that underlie college choice. For example, scholars have produced research showing that the influence of socioeconomic status and race, in particular, are not accurately captured in early college choice models (Cabrera & LaNasa, 2001; Freeman, 1999; Hurtado, Inkelas, Briggs, & Rhee, 1997; McDonough, 1997; Teranishi, Ceja, Antonio, Allen, & McDonough, 2004; Terenzini, Cabrera, & Bernal, 2001). Further, Hamilton, Roksa, and Nielsen (2018) and Rondini (2016) expanded college choice theories by comparing the different ways in which families are involved in the process based on social class.

To address persistent inequities based on race and class, college choice researchers now study state and federal policy implications in relation to equity and access “with a clear goal of increasing the college enrollment of students from populations traditionally underrepresented in higher education” (Bergerson, 2009, p. 106). Changes to NACAC’s *Code of Ethics and Professional Practices* raise significant questions about whether new dynamics will emerge in students’ developmental college choice process and whether new recruitment techniques will have any long-term effect on equity and access. Because some students may be courted by multiple institutions on an extended recruitment timeline, students may delay or moderate their college choice and institutional commitment during the orientation process, and higher education professionals may encounter more students “shopping” as consumers during the onboarding process, attending orientation at several institutions prior to making their ultimate selection.

Orientation programs, therefore, are no longer one of the last events in the recruitment cycle.

Implications

Professionals administering orientation and transition programs must take careful note of student enrollment decisions and behaviors in the next few years, identifying patterns to predict which students are more likely to be recruited away and providing interventions that effectively “seal the deal” if students are being actively recruited by another institution prior to attending their first class. Strategically leveraging analytics—including data from admission platforms, student information systems, financial aid databases, and information technology services—could provide a more comprehensive picture of interactions that positively influence college choice and of barriers that hinder enrollment and matriculation. Increasingly, orientation and transition professionals will need to implement more sophisticated data tracking and reporting processes to accurately capture student engagement with pre-arrival content and administrative student tasks, such as “pre-registration” or “pre-orientation” measures, that are often not tracked in ways that inform decision-making and drive action. The pressure will be on orientation staff to generate institutional competitive advantage in a more volatile enrollment market.

Additionally, orientation and transition programs may benefit from a critical reexamination of their programmatic calendars and engagement efforts. The timing of new yields may alter when and how institutions should ideally design and host their orientation initiatives. For example, if an institution finds that a higher percentage of applicants melt in a specific time frame, orientation professionals may be tasked with engaging these students immediately preceding and during this time frame. Strategic program calendaring and deployment may bolster an institution’s yield, helping colleges and universities retain the students they have invested in recruiting.

Last, higher education scholars and practitioners should design studies that critically explore the construct of “fit” and provide recommendations for how institutions can best foster a sense of belonging for students participating

in orientation and transition initiatives. Bergerson (2009) notably explained, “We know that individual and institutional characteristics play into students’ enrollment decisions, but we do not understand how they play against and with each other to create a sense of fit for individual students” (p. 116). Rendon’s (1994) theory of validation, Strayhorn’s (2012) studies on sense of belonging, and Museus’ (2014) research on culturally engaging campus environments are all relevant to this pressing matter. Research related to “fit” within the critical college decision timeline merits special consideration, provided the context of burgeoning uncertainty and looming financial concerns for many American postsecondary institutions. This research would fill a gap in the literature that could inform orientation and transition initiatives and affect budgetary allocations for such endeavors if studies demonstrate a favorable return on investment.

It is no surprise that orientation plays an important role in the new student experience, and its importance is heightened in light of forthcoming recruitment and enrollment challenges. Faculty, staff, and administrators with influence should closely consider the role that professionals in orientation and transition programs will play in the changing landscape of college enrollment.

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Parent and Family Relations

PARENTS AND FAMILIES AS PARTNERS IN CAREER SUCCESS

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“What do you want to be when you grow up?”

From an early age, children are asked this important question; in adulthood, the answer becomes a career. There are many factors to consider when choosing a career. Career choices can shape an identity and may provide insight into one’s personality, habits, values, and lifestyle. Parents and family members are some of the many people who play a role in guiding students through their career exploration.

Parents and families often support students as they consider career options, develop personal expectations, and begin their job search. Parents and families can play an important part in influencing positive gender typing

and job roles; urging students to explore cocurricular opportunities; and encouraging positive academic achievement (Hall, Dickerson, Batts, Kauffmann, & Bosse, 2011). These family support relationships continue when students attend college—students have reported that they sought vocational advice regarding potential jobs, careers, courses, and majors more frequently from their parents than from professors and friends (Milward, Houston, Brown, & Barrett, 2006). As students continue to rely on their parents and families for career advice, it is necessary for university administrators to equip parents and family members with tools to help their student.

Why should universities work closely with parents and families to discuss career outcomes? Understanding career choices and knowing what resources are available for students are ways that parents and families can be more knowledgeable about their student's career choices. Parents and families can prepare students to make sound career choices by staying informed about potential careers and sharing that information with their student. With these resources, parents and families can help students make sense of the implications of career and course decisions (Lukas, 2015). An example of the positive effects of familial influence can be found by looking at students entering the fields of science, technology, engineering, and math (STEM): A recent study found a 12% increase on the math and science sections of the ACT for students whose parents were given information on how to effectively speak to their children about the importance of STEM (Rozek, Svoboda, Harackiewicz, Hulleman, & Hyde, 2017). The same students were later also found to have a more favorable impression of the STEM field, enrolling in more STEM courses, exploring STEM majors, and seeking STEM careers after college (Rozek et al., 2017).

Parents and Families Are the Untapped Resource Universities Need

It takes a team to help a student reach his or her full potential. Career services professionals who work in partnership with parents and families are in a position to create a network of support and vocational influence that extends from the kitchen table at home to the dining hall on campus. Studies have shown that young adults who feel competent in their career decision-making skills tend to make more satisfying career choices throughout their life (Keller, 2004).

There are many ways in which universities can tailor communication strategies to empower parents and families as partners in their student's career development. The Career Services Department at the University of Pennsylvania is a great example of how to use campus services to connect with parents. In conjunction with Family Weekend, the department dedicated an episode of its weekly podcast to providing parents with the resources needed to successfully discuss career searches with their

student (DeAngelis & Kerschner, 2019). The podcast also connected parents and families to important websites with career development resources.

Providing parents and families with conversation prompts and reminders throughout the year could also prove to be a useful tactic for encouraging career development. These actions could happen at move-in, at the end of the first semester, or near graduation. Conversation prompts could include important topics, such as how to choose majors, find on- or off-campus employment, select courses, prepare résumés, find internships, and transition from campus life to the working world.

It is important to encourage parents and families to be part of the career development process, but it is equally vital to educate them on how to be encouraging without making decisions for their student. Finding a healthy balance between showing genuine interest and support for their student's career plans and allowing their student to find his or her own way is key.

Conclusion

Student affairs departments are perfectly situated to reframe how institutions work with parents and families. Higher education professionals, such as those working in career services or similar areas on campus, should shift their focus by empowering parents and families to help their students develop the career competencies they need to live a successful and fulfilling life after college. Staff who work directly with parents and families should identify areas of communication and collaboration with career development professionals. There are many opportunities throughout the academic year to share updates and provide conversation starting points to parents and families. As partners in their student's education, parents and families could be the key collaborators that universities need to ensure career success.

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Sexual and Relationship Violence Prevention, Education, and Response
**SURVIVORSHIP AS AN IDENTITY:
EXAMINING APPROACHES TO SURVIVOR SUPPORT**

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**Social Justice
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At the time of this writing, the newly revised amendments of Title IX are imminent, and everyone from administrators to advocates are poised to offer critique, think pieces, and strategies for maintaining equitable structures for survivors and alleged offenders. Some of these offerings, in an effort to promote neutrality, will lack trauma-informed approaches and may, in fact, be dangerous in their attempts to convey victimhood on both sides. Such attempts at neutrality may also be highly praised for the

same reason that the Brock Turners of the world escape accountability for their perpetration: The impact of sexual violence on survivors is, at best, negotiable and, at worst, ignored.

Other pieces will miss the mark entirely, in an attempt to praise administrative leadership for finally “fixing” a problem that has long plagued campus communities: clear guidance that creates more uniform meet-points between law and practice (New, 2016). As New pointed out, this

need for congruence places higher ed professionals on opposite ends of an argument that seems to minimize prioritizing the rights of those affected by violence.

Last, the authors hypothesize there may also be publications that attempt to present a strategy that reduces further harm to survivors while increasing the accountability of institutions and encouraging them to see Title IX legislation as simply the floor. These pieces will urge institutions to understand the difference between equity and equality and to provide adequate support streams that allow for a safer existence for survivors on campuses. This article attempts to find home in this latter category and offer a perspective that has already found success within higher education communities. This paper argues that commonly known tensions that exist between rights to survivor-centered spaces and administrative mandates happen because of a lack of understanding of survivorship as an identity. It serves to critique failures of systems that do not acknowledge the collective macro-identity of survivorship outside of surface-level programmatic initiatives, such as those that allow for communal speak-outs or recruitment for student-led peer advocate participation. We argue that limited provisions and opportunities for this identity group to collectively exist, demand resources, and be recognized in an official capacity result in a lack of accountability by university systems to validate this group's trauma and experiences with navigating support in a system that historically upholds rape culture and oppression. Last, this article will suggest ways for institutions to recognize survivorship as an identity, relying on best practices for marginalized groups existing in collegiate communities and feminist literature aimed at examining institutional betrayal of survivors.

Validating Survivorship

In examining the identity of survivorship, one can look to the social construction of identity as a foundational framework. In understanding this theory, the intersections of interpersonal, intrapersonal, and cognitive domains are interrogated with the belief that (e.g., Baxter Magolda, 2001; King & Baxter Magolda, 2005; Torres & Baxter Magolda, 2004 as cited in Abes, Jones, McEwen, 2007)

“the social construction of identity examines social, historical, political, and cultural constructs at both the institutional and individual level” (Omni & Winant, 1994; Weber, as cited in Abes et al., 2007). Survivorship is an identity that coexists alongside other identities and is not to be examined singularly, because it connects marginalized existences to the impact of oppression. “To fully embrace individual experiences, it is necessary to explore differences within each aspect of identity as each is influenced by the simultaneous experience of the other dimensions” (McCann & Kim, as cited in Abes et al., 2007). In applying this theory to understanding survivorship, the authors have hypothesized the definition as being a socially constructed identity in which one's existence is the result of one's intersectional interplay of lived experiences and how those concurrently running identities, influenced by oppression and violence, are marginalized by larger society.

Another way to fathom what the identity of survivorship encompasses is by gaining a deeper understanding of identity work on campus and examining the need for and result of identity-based centers on college campuses. These centers offer sanctuary for persons who belong to historically disenfranchised populations (Jennrich & Kowalski-Braun, 2014). These spaces are not just safe havens for students to be their authentic selves; they also allow for kinship to be found with others. With a focus on providing student-centered services, leadership development, learning opportunities, and an understanding of historical contexts through which student identity is situated, these spaces foster resilience and persistence for some of our most vulnerable students.

In this same vein, survivors of interpersonal violence are similarly navigating multiple identities in addition to reckoning with the impact that trauma has had on their life. Trauma is an underlying component that may influence how the survivor self-identifies, regardless of other identities that he or she may hold. Ironically, experiencing trauma may serve as way for individuals to establish kinship through a shared experience outside of just having a connection to others' outward identifying characteristics such as race, ethnicity, or gender. A growing body of work

on the intersections of survivorship and social identity examines the issue by interrogating cancer survivorship and how that identity affects an individual's social roles and overall survivor trajectory (Zebrack, 2000). This article hopes to aid in expanding this topic to include violence survivorship.

In addition to multiple identities being navigated in tandem to trauma, persons who have experienced trauma are most often caught in the flurry of nuisanced political schemes and gendered discourse that distract from examining survivors' lived experiences (Mascagni, 2017). Centers such as Vanderbilt University's Project Safe Center and Emory University's Office of Respect (through its peer-led initiatives) have found success in creating opportunities that validate those students who carry the social identity of survivor and seek safe space to authentically delve into the nuances of their lived experience.

Institutional Accountability to Survivors of Violence

Although sexual and interpersonal violence are not new phenomenological occurrences on college campuses, institutional strategic initiatives to address violence are mediocre, at best, because they have yet to embrace survivorship as an identity. Many institutions are failing to address the core roots of violence and are simply reacting to the symptoms from a clinically informed, crisis-specific viewpoint. In doing so, the authors fear that institutions are failing to take holistic approaches to support the community of survivors that has developed as a result of larger systemic issues that continue to perpetuate a culture of violence.

For colleges and universities to acknowledge survivorship as an identity also requires a transparent recognition that institutional efforts are inadequate. Obviously, no institution wants to come under scrutiny by admitting failure; however, such institutional failure results in the continued production of students who hold an identity of survivorship that is not solely in connection to not only the initial trauma experience, but ongoing re-traumatization associated with existing in a community that does not prioritize this identity. One can argue that this re-victimization that is consistent with similar narratives derived from oppression-based violence.

Recognizing Survivorship

Reflecting on the 2016 Stanford rape case, feminist scholar Brooke Mascagni provided a starting point for those institutions brave enough to find value in the humanity of survivors. In one concise sentence, Mascagni argued that survivorship validation includes the following points:

1. Recognize that sexual assault has been normalized on their campuses, particularly in college athletics and fraternities;
2. acknowledge the dignity of student survivors of sexual violence by offering an institutional apology; and
3. initiate substantive cultural reforms that extend beyond Title IX legal compliance. (Mascagni, 2017, p. 182)

While her first two points present with an air of specificity that is difficult to misinterpret, Mascagni's third point is one that invites clarification. When working to synthesize "substantive cultural reforms that extend beyond" compliance, institutions should elevate support systems already present, having them serve as complementary structures to compliance in order to maintain a checks-and-balances structure that minimizes compliance overreach. Though the authors found agreement with Mascagni's points, they also believe that these suggestions lack a connection to the responsibility of continued trauma-informed, survivor support after a crisis.

The conversation of survivorship should expand beyond crisis and connect individuals at the core of their survived experience. Institutions can adopt trauma-informed frameworks (Reeves, 2015) across their enterprise to demonstrate collective accountability in interfacing with those who have been touched by some form of violence either during or prior to attending college. This invites a new culture that seeks to show how institutions are involved in the posttraumatic growth process of those within their communities.

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Socioeconomic and Class Issues in Higher Education
USING ASSET-BASED FRAMEWORKS TO SUPPORT STUDENTS: CELEBRATING THE WORK IN WORKING CLASS

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Advising & Supporting 

Social class inequality in higher education results in stigma and stereotypes directed at working-class students at many postsecondary institutions (Hurst, 2010; Stuber, 2011). However, many working-class students view their social class and work ethic as strengths that they can draw upon to succeed in college (Stuber, 2011). Work can support student identity, promote belonging, and facilitate skill development (Nuñez & Sansone, 2016). Furthermore, research has shown that even part-time work is more beneficial for student persistence than not working at all (Levin, Montero-Hernandez, & Cerven, 2010; Pusser, 2010).

During the 2017–18 academic year, I interviewed 24 working-class students at two flagship public research institutions in order to learn more about the experiences of working-class students in higher education. Here, I

define the term working-class using parental education (i.e., neither parent has a four-year degree) and occupation (i.e., blue-collar jobs), which aligns with the definition used by other scholars (Hurst, 2010; Stuber, 2011). Although my research focused students’ social class meaning-making, perceptions of class-based allyship, and sense of belonging, the role of employment spanned all three studies as a central finding in terms of how students spoke about their working-class backgrounds. Regardless of how participants identified with a specific categorization of their social class (e.g., working-class, first-generation, low-income), they recognized the value of work as a key attribute they derived from their backgrounds.

Working-class families passed on a strong work ethic to their children. My participants remarked, “[my parents] work really hard for all the money that they get,” “all of my

life, my family has worked,” and “we work hard for what we have.” One sophomore student described the commitment of working-class individuals, noting “how much energy they put into their daily lives . . . to balance working, supporting [their] family, and still being part of the family.” For some participants, work ethic was tied to resilience and derived from perseverance. One senior participant shared that a working-class individual is “someone who just works through it—they’re struggling, but they’re persistent.” Several participants took jobs as soon as they could, often assuming responsibilities at home before being legally able to seek employment. Many students worked to lessen the financial obligations of their families or to establish their independence by paying for their own expenses. Work was central to participants’ identities, to the way they approached higher education, and to their connections with peers. For example, students described using employment to connect with others: They sought out friends who also worked or explored cocurricular involvement that also paid students.

My findings suggest that working-class students may benefit when institutions recognize and provide support to work. In the recommendations that follow, I draw upon my research and my background working in student affairs across residential life, precollege programs, and student leadership over the past decade. I propose the following recommendations for student affairs practitioners to support working-class students:

1. Recognize the contributions of working-class students to institutions. Such recognition may include highlighting numbers of student workers on campus broadly or recognizing work performed within specific departments (e.g., “employee of the month” types of programs). These efforts would recognize not only the contributions of working-class students but also the increasing numbers of middle- and upper-class students who juggle work responsibilities in college (Carnevale & Smith, 2018; Goldrick-Rab, 2016).

2. Reflect on transferrable skills acquired through all types of work. Although working-class students may be unable to afford the unpaid or low-paying internships or jobs of affluent peers (Jack, 2019; Stuber, 2011), diverse forms of employment still provide valuable experience, demonstrate work history, and foster skill development. Student employment can be a valuable learning opportunity for students to apply classroom concepts to real-world issues (Pusser, 2010). Simple exercises such as creating inventories of relevant skills and reflecting on individual skills and experiences may help working-class students connect their current work experience with career aspirations.
3. Engage a wide range of employers as partners in student learning. If working-class students spend many hours at work each week, they may have less time to connect with resources and staff on campus. Instead, places of employment may provide new opportunities to support students in their pursuit of higher education. For example, institutions can reach out to supervisors both on and off campus to make them aware of various resources (e.g., food pantries or supply closets, contact information for different offices on campus like the dean of students or mental health services), helping them to disseminate information or triage concerns related to student employees. Alternatively, recognizing the contributions of employers by spotlighting different positive work environments might help promote sharing of best practices and collaboration. Such changes can shift dynamics in which employment and academics are positioned at odds to a mutually beneficial collaboration (McCormick, Moore, & Kuh, 2010).
4. Promote conversations about work as a part of holistic advising. While a focus on work can celebrate working-class values, too much work can be detrimental to students’ academic

success. Although evidence is mixed, research shows that working more than 15 or 20 hours can result in a decline in grades and retention (Carnevale & Smith, 2018; Levin et al., 2010). Working-class students need to be aware of the costs and benefits of their work and understand other options available to them—financial aid, housing programs, and other forms of assistance— if they need to reduce hours.

These recommendations build upon other efforts within NASPA that focus on student employment as a way to support meaningful learning and engagement opportunities (Burnside, Wesley, Wesaw, & Parnell, 2019). By celebrating work, institutions can both support working-class students and acknowledge the work of diverse stakeholders across institutions in shaping higher education.

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Spirituality and Religion in Higher Education

EXPLORING TRANS/NONBINARY STUDENT SPIRITUALITY: A PROFILE OF DR. KATE CURLEY

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Social Justice and Inclusion



Introduction

Research on the religious, spiritual, and secular (RSS) identities and experiences of college students has grown steadily since Alexander Astin, Helen Astin, and Jennifer Lindholm's groundbreaking research at the University of California at Los Angeles in the 2000s (Astin, Astin, & Lindholm, 2010). However, research into the RSS experiences of minoritized groups has been slow coming and seldom receives attention in mainstream RSS research. This erasure leaves RSS scholars and practitioners with an incomplete understanding of how minoritized campus groups such as trans/nonbinary (trans/NB) students experience RSS spaces.

Professional Overview

Research conducted by Kate Curley, PhD (they/them/theirs), is shedding light on the RSS experiences of trans/NB students. With more than 10 years of experience in education administration–student affairs work, they currently work as a learning and development consultant at HealthPartners, a healthcare nonprofit, and teach student affairs courses at St. Cloud State University. They study critical methods and theories in applied educational contexts with a specific focus on RSS identities and the experiences of trans/NB people. As an interdisciplinary scholar, their research agenda aims to re-center marginalized stories in education through critical quantitative inquiry and to engage trans ways of knowing in the study of RSS study. Dr. Curley identifies as a queer, genderqueer, Unitarian Universalist, Pagan, White, neurodiverse scholar, educator, and practitioner whose positionality is incredibly important to their work.

An Interview with Dr. Curley

What are the current trends in trans/NB students and their RSS identities and experiences?

It does not take long to find examples of trans/NB bashing in the name of some RSS tradition or belief system; however, the integration of trans/NB and RSS identities and experiences is not new; I say this because although the integration may seem like a new trend, I am far from the first person who thought of this integration. I give a tremendous amount of credence and space to indigenous ways of knowing that embraced two-spirited trans/NB people as important components of their RSS identities and practices (e.g., Jacobs, Thomas, & Lang, 1997). The current trend, however, is making trans/NB experiences not only visible but voiced in higher education contexts and within the research tradition of RSS identities and experiences.

What have been your personal experiences navigating RSS research and practice?

In many ways, studying trans/NB students and their RSS identities and experiences has been fraught with both boundary crossing and unending justification for importance. In research, I find myself marginal in both the trans/NB scholar community and the RSS in higher education scholar community, and have found my chosen academic family much more with people who consider themselves self-proclaimed misfits in the field of higher education. The consequence of this is that my work is necessarily and gladly interdisciplinary. I draw from colleagues studying Palestinian women's movements in the early 1900s and food justice using archaeology in rural Mexico. Doing trans research, I believe, means that one must "trans," or move outside, the boundaries of previously designated or assigned boundaries.

In practice, I find myself continuously having to justify the validity of exploring trans/NB students' RSS experiences. Due to the monolithic portrayal of transness in mainstream media and society, trans/NB people are often thought to be singularly trans/NB and possess no other salient identities ever. Engaging RSS identities and experiences with my trans/NB kin and in my own life has included

moments of incredible joy and pain. In any case, I find the intersection transformative and in need of particular consideration.

What are some lingering research/practice questions that you still have, even after completing your dissertation?

I have so many questions to explore! I think often when we complete a study, the primary outcome is that we have better questions. I explore this more fully in my dissertation (Curley, 2019), but there are two big areas of research I hope to continue to explore at this intersection:

1. What would "trans-ing" the study of RSS identities and experiences in higher education look like? How can we challenge the way we quantify and measure RSS engagement to be more inclusive of trans/NB experiences?
2. How can healing spaces form and transform trans/NB engagement with RSS parts of themselves? What might these spaces look like at college and university campuses—and if it is virtual, how can we leverage these spaces?

What are some best practices that colleges/universities can do to ensure that trans/NB students feel supported and empowered in their spiritual quests?

College and university agents and influencers must acknowledge the disparate effects that a provocative RSS engagement experience—one that leads one to reflect on one's own RSS identity in a new way (e.g., a formal interfaith dialogue)—can have on trans/NB students and non-trans/NB students (Curley, 2019). Without intentional engagement and active recognition of these differences, we can—often inadvertently—fracture our communities even more. These experiences can positively affect cisgender students' attitudes toward trans/NB people while not improving and perhaps even negatively affecting trans/NB students' sense of feeling welcome and safe on campus (Curley, 2019). Another significant finding is that although it is important to foster safe spaces, we should not shy away from conflict. Perceptions of campus

divisiveness or campus conflict between RSS groups can actually positively impact one's attitudes toward trans/NB people (Curley, 2019). This finding suggests that cognitive dissonance and being made to feel uncomfortable around one's RSS identity can help foster a better psychological campus climate for trans/NB students. This may be because having a student reflect on their RSS identity when faced with difference forces one to challenge their own assumptions and their RSS group assumptions about others. Rather than shying away from RSS conflict in and outside the classroom, I encourage college and university staff, faculty, and administrators to intentionally lean in and recognize how people may experience RSS engagement experiences differently, by giving trans/NB students spaces to heal and build a sense of resilience (Curley, 2019).

Summary/Closing

Trans/NB students are at a greater risk of experiencing religiously motivated discrimination than their cisgender peers. The Campus Religious and Spiritual Climate Survey of 2011–2015 revealed that 53% of students identifying as trans/NB reported moderate/high levels of insensitivity on campus, compared with 28% of respondents who self-identified as female and 26% of respondents who self-identified as male. Moreover, 62% of those identifying with “another gender identity” reported someone using their religious worldview to justify treating them in a discriminatory manner because of their gender identity, compared with 10% of self-identified females and 10% of self-identified males (Bryant, Wickliffe, Mayhew, & Behringer, 2009; Rockenbach, Mayhew, Kinarsky, & Interfaith Youth Core, 2014). These figures reinforce the importance of Curley's research as well as the need for additional inquiry into how RSS spaces and experiences can contribute to the spiritual well-being—rather than harm—of trans/NB students. Student affairs professionals have an important role to play as well; as they design spaces for engagement across worldview differences, they should consider utilizing Dr. Curley's research to ensure that spaces are truly welcoming and constructive to students across diverse gender identities.

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Student Affairs Fundraising and External Relations

COMMUNICATING IMPACT THROUGH STORIES THAT CONNECT WITH NEXT-GENERATION DONORS

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Millennial donors, skeptical of the impact that donations have on the organizations receiving their hard-earned money, overwhelmingly prefer to support local organizations and smaller charities over larger ones, including their alma maters (Martin et al., 2017). Similarly, Generation Z adults—who are now traditional-aged college students—have grown up in an era of financial downturns, political unrest, and other institutional failures, causing this generation to become increasingly distrustful of large, powerful institutions (Morning Consult, 2019). Generation Z is also “on track to be the largest, most ethnically-diverse, best-educated, and most financially-powerful generation ever” (Morning Consult, 2019, p. 1).

As these younger generations mature and continue to thoughtfully select which organizations to support, how can student affairs fundraisers tasked with engaging these impact-driven donors garner their financial support? The

Leadership



answer: Tell stories about your programs and initiatives in a way that connects your institution’s programs and services with the causes these donors care about.

In doing so, you will build meaningful relationships with your donors, demonstrate the impact of financial support, and engage with your current students all at the same time. Whether sharing highlights with campuswide stakeholders, engaging current students, or connecting with prospective students and their families, storytelling is a powerful means by which to communicate information.

“There are two ways to share knowledge. You can push information out, or you can pull them in with a story.”

—Anonymous

What Makes a Good Story?

According to Simon Sinek, all good organizations have a clear purpose and direction, but excellent ones effectively share this purpose with their target audiences (Sinek, 2012). Sinek differentiated an organization's purpose (known as its "Why") with the many ways in which it enacts its purpose ("How") as well as the organization's products or services ("What"). To use this framework with student affairs, a unit's Why could be based on its mission and vision or derived from outcomes set forth in a strategic plan. A How involves the organizational structures in place that allow the unit to do its work. Some examples might include having highly trained staff, a set of core values that guide the unit's work, or a student advisory committee. Last, a What is made up of the many programs or services the unit offers to the campus community.

Sinek argued that many organizations fail to connect with their target audiences because they place too much emphasis on *What* they do but not on *Why* they do it. More specifically, a company that only promotes its products but fails to communicate a purpose or vision may fall flat with consumers. In Sinek's book, he compared the brand strategies of Apple and Dell. Dell promotes its computers and other products; Apple promotes a lifestyle. It is easy to see which brand is more effective at reaching today's consumer. Sinek's advice: "People don't buy *what* you do; they buy *why* you do it [emphasis added]." This maxim can easily be applied to the work of fundraisers by substituting the word buy with donate to.

Development staff members should work closely with student affairs professionals as well as communication specialists to ensure that fundraising-focused stories demonstrate the purpose of an initiative and not just on what the initiative does. Because next-generation donors want to know that their money is going toward a cause they support, be sure that your stories connect to these causes in a clear and authentic way. For example, Generation Z adults care deeply about social justice and inclusiveness, the environment, and education (Morning Consult, 2019). Demonstrating how your institution's programs, services, and facilities make a positive difference in these areas will build a stronger case for these donors' financial support (Martin et al., 2017).

Cutting Through the Noise

It is not enough to have a compelling story that connects your prospective donors to causes they care about. With the rise of social media, email marketing, and other direct-to-donor communication methods, it is becoming harder and harder to get donors' attention through all the noise in the marketplace (Martin et al., 2017). Thus, stories and other materials sent to donors must stand out from the rest. In a similar vein, 160over90's book *Three and a Tree* encouraged marketing teams in college and university admissions to set themselves apart from the many other institutions that high school seniors may encounter. The agency implored marketing departments to break the mold of using a photo with three students sitting under a tree on a college quad (termed "three and a tree") as the cover of their admissions brochures (160over90, 2012). Instead, colleges and universities should communicate to prospective students using plain language and imagery that captures the authentic vibe on campus.

Student affairs fundraisers should follow suit. Share with your donors those stories that are unique to your institution, program, or service. Work with communication professionals as well as your institution's student affairs leadership to uncover authentic stories that not only detail the unit's purpose (its *Why*) but also set it apart from the many other causes vying for your audience's attention. While you may be the only college or university asking a potential donor for philanthropic support (apart from a prospect's graduate school), rest assured that you are not the only organization asking for their attention or money. Find ways to illustrate to your potential supporters how your initiative is uniquely aligned with their interests and how a donation would make a significant and lasting impact on not only students and the institution but, more importantly, the world.

Where to Find Story Ideas

Once you have determined your initiative's purpose and how to differentiate it from other efforts worthy of donor support, it is time to write the stories themselves. Again, development staff and communication professionals should work together to tell stories that demonstrate the impact of monetary support on a program or service.

More specifically, stories should make a direct connection between a donor's dollar and the initiative's stated goals/purpose. Speak to student organization leaders about how fundraising dollars have aided their group in making a difference on campus or in the community. Find out from unit leaders how much their programs have been able to make a larger impact as a result of donors' support. You can even analyze data from departmental annual reports to uncover trends that show how philanthropic support is fueling a program's success.

Conclusion

Gone are the days of donors who write checks at the end of each year before filing taxes. Additionally, it is becoming increasingly rare to find donors who are content with simply donating to a college or university and getting their name on a building in return. As development officers look to the next generation for philanthropic support, these trends will only continue. To attract intrinsically motivated donors, student affairs fundraising efforts must tell unique and authentic stories that demonstrate to donors the impact their money will have on improving the world of today and tomorrow.

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Student Affairs Partnering With Academic Affairs

FACULTY PERCEPTIONS OF SERVICE-LEARNING INSTITUTIONALIZED IN STUDENT AFFAIRS

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INTRODUCTION

Student affairs educators and faculty members regularly collaborate to foster educational environments where every office, program, and initiative presents students with opportunities to learn (NASPA & ACPA, 2004). The purpose of this qualitative multiple-case study was to explore faculty perceptions of institutionalized student affairs service-learning offices. In this study, service-learning is defined as “a course-based, credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs, reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility” (Bringle & Hatcher, 1995, p. 112).

Leadership



Institutionalization is seen as the pinnacle indicator of institutional importance for relatively new programs and practices such as service-learning (Holland, 2009). Traditionally, service-learning has been institutionalized in academic affairs. Berman and McLaughlin (1974) defined institutionalization as “the point when an innovative practice, having been implemented, loses its ‘special project’ status and becomes part of a routinized behavior of the institutional system” (p. 16). The commonly held stance in the service-learning literature that an academic affairs division is a more appropriate organizational home for service-learning than a student affairs division perpetuates the false narrative that student affairs educators cannot contribute to student learning. This narrative may exist, in part, because student affairs educators have not historically focused on student learning or published service-learning research in abundance.

METHODOLOGY

A qualitative multiple-case study methodology was used in this study. Purposeful and snowball sampling was employed to select three total full-time faculty members from three Campus Compact institutions to participate in this study. Campus Compact is a national organization of college presidents committed to promoting civic and community engagement through higher education (Campus Compact, 2013). To ensure confidentiality, each participant represented in this study was given a pseudonym. The data were gathered through semistructured interviews and analyzed with a social constructivist philosophical worldview. Each case study's data were analyzed individually and followed by a cross-case analysis.

Alpha College

Alpha College is a four-year private institution with 1,300 undergraduate students. The Alpha College faculty member (ACFM) approved of the service-learning office's shared institutionalization in student affairs and academic affairs. The ACFM explained that student affairs educators can meaningfully connect with students in ways many faculty members cannot. The ACFM had the following to say about those instances when service-learning workshops were led by student affairs educators:

They [student affairs educators] have offered workshop kinds of things, which I think . . . can be really useful because it [service-learning] can be such a different experience in the classroom, that I think having somebody sort of work through it with you and having an opportunity just to get together with colleagues who are also trying to come up with similar kinds of assignments or similar kinds of approaches can be really, really productive.

The ACFM's statement confirms that student affairs professionals can have the knowledge and skillset needed to contribute to an area typically reserved for faculty.

Echo University

Echo University is a four-year public university with 32,900 undergraduate students. The Echo University faculty member (EUFM) believed that the student affairs educators responsible for service-learning at the university did an exceptional job coordinating service-learning efforts. The EUFM appreciated student affairs educators for always being willing and able to assist with anything related to service-learning course development. The EUFM added that service-learning could be faculty led and institutionalized in academic affairs at Echo University; however, the EUFM did not think service-learning needed to be moved to academic affairs, as student affairs educators were exceedingly proficient service-learning administrators.

Foxtrot University

Foxtrot University is a four-year public institution with an undergraduate enrollment of 5,300 students. The Foxtrot University faculty member (FUFM) said the student affairs/academic affairs organizational structure was best for its university. The FUFM acknowledged, however, that service-learning could be organizationally housed in different places at other institutions, and added the following:

Well, I think [service-learning] requires both [student affairs and academic affairs]. I think, and again, this is where every campus defines it differently, but I think we have a very academic definition of service-learning and I think that if there is going to be this academic definition for it, there needs to be faculty involvement in its implementation. At the same time, I think that on the staff side

of it, you know, they bring all of their student affairs expertise and they bring students. We look at things like alternative break and some of the volunteerism that goes on as sort of an entry point into service and one day hope that students that do those things will take a service-learning course. It is a total, total partnership between us, and that goes all the way up to the dean of students and our provost down to me and my codirector. I would say that if given the chance to move this office strictly to faculty affairs or strictly to student affairs, for our campus, that would be a big mistake.

The FUFM's remarks show that student affairs professionals can be meaningful partners in the service-learning institutionalization process.

IMPLICATIONS

This study's findings yielded two implications for student affairs practice. First, student affairs educators should actively seek opportunities to advance student learning through student affairs/academic affairs collaborations. The findings also confirm that service-learning is a compelling vehicle for student affairs/academic affairs collaborations. Having service-learning expertise and tangible resources allows student affairs educators to collaborate with faculty members in a context in which there is no discernable power differential. Second, student affairs educators bring a student-centered approach to service-learning that may be absent from faculty-led service-learning efforts. Although students typically spend more time with faculty members than they do with student affairs educators, students often view student affairs educators as more approachable than faculty members. The student-centered approach that student affairs educators employ affords them the opportunity to get an understanding of student needs and trends that faculty members may not be able to acquire in a traditional classroom setting.

Student affairs educators can support faculty members teaching service-learning courses by developing reflection activities, service-learning workshops, and service-learning briefs that are informed by student development theories and the knowledge student affairs educators have of the contemporary student experience.

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Student Career Development

WHY BECOMING “CAREER READY” ALSO MEANS BECOMING “COMMUNITY READY”

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Language matters. The words we choose reveal a set of values and conveys meaning about what is included or excluded, whether we want it to or not. Working in a university unit focused on all things “civic,” we concern ourselves with recognizing the language of civic learning and community engagement across our institution’s programs. Sometimes we find that the language of the university is so centered on students and faculty that the consideration of the community as stakeholders is overlooked, and this has implications for how programs are framed.

Career readiness has long been a key priority for colleges and universities. As the national conversation has changed about the role of higher education, many functional areas at the university are being asked to take a role in preparing students for their lives post-graduation, and civic and community engagement centers are no exception. Given this reality, our center is exploring, through the lens of civic and community engagement, what it means for a student to be “career ready.”

Social Justice and Inclusion



More specifically, we want to learn how being civic-minded helps to develop 21st century workplace skills.

Career Readiness Competencies

The National Association of Colleges and Employers (NACE) defines career readiness as “the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace” (NACE, 2019a). To provide a framework for relevant professionals to use in ensuring that students meet the goals of 21st century career readiness, NACE has outlined a set of eight demonstrable career-readiness competencies. These competencies include such concepts as critical thinking and problem-solving, teamwork and collaboration, and global and intercultural fluency. The competencies are closely tied to the widely publicized annual NACE Job Outlook Survey that outlines the skills and dispositions most highly prized by employers (NACE, 2019).

Individual vs. Community Orientation

Wanting to integrate the concept of career readiness into our community work-study and service scholarship programs, we decided to dig deeper into the definitions of the career readiness competencies. We found that the language primarily focuses on what the individual has learned and can demonstrate for the sake of their own personal development. Although some of the statements reflect aspects of working with others (e.g., teamwork and collaboration), the definitions are still phrased in a way that focuses on individuals' demonstrations of their skills or knowledge in that area; the idea of a community-based perspective is largely absent.

In response to this individualist orientation, we are proposing a new set of career competencies that integrate civic learning and civic-minded development as core aspects of becoming "career ready," knowing that integrating civic learning across multiple spaces produces powerful outcomes in the development of civic-minded graduates. Best practice is already occurring in career development programming as well, such as with the efforts to encourage students to connect their work experience with their classroom learning (e.g., the Iowa GROW reflection model). As educators, we can enhance these current models by assisting students to make a broader, civic-minded connection between their work and community.

The amplification of civic-mindedness in career development competencies also serves to more effectively include perspectives brought by our students from a diversity of cultural and ethnic backgrounds. By transforming the current NACE competencies from their individualized stances and making them more community oriented in nature, we better address the collectivistic orientation possessed by many of our students, especially those who are first generation. For example, in a study examining the effects of the culture of independence in American higher education, first-generation college students, many of whom are from underrepresented groups, were more likely to endorse motives of interdependence, such as giving back to their community, than students who were not first generation (Stephens, Fryberg, Markus, Johnson, & Covarrubias, 2012).

Transforming Career Competencies to Include Civic-Mindedness

The Indiana University-Purdue University Indianapolis (IUPUI) Center for Service and Learning has created a foundational construct, the Civic-Minded Graduate (CMG), to guide programming goals, learning outcomes, and curriculum (Steinberg, Hatcher, & Bringle, 2011). The CMG construct includes a set of tools: a self-report scale, a rubric, and a narrative prompt. Domains of a civic-minded graduate include concepts such as an orientation to social change, understanding how issues are addressed in society, and developing a sense of civic identity. (Weiss, Hahn, & Norris, 2017). Using the domains and characteristics of the CMG, we have added language to increase the civic orientation of the NACE competencies while also making them more inclusive to those from diverse backgrounds.

The following is an example of reframing a NACE competency through the lens of civic-mindedness.

NACE Critical Thinking/Problem-Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness (NACE, 2019a).

Civic-Minded Critical Thinking/Problem-Solving: Exercise sound reasoning to analyze **civic** issues, make **ethical** decisions, and overcome problems. The individual is **able to ask deeper questions about specific issues** and obtain, interpret, and use knowledge, facts, and data to **articulate how various societal systems and processes address these issues**. This framing draws on the CMG Domains of *Understanding how civic issues are addressed in society* and *Working with others*.

We have reframed the competencies with a civic lens to encourage students to think beyond self, consider ethics in decision-making, ask questions about specific issues, and articulate systems and processes for addressing issues. Students not only can think critically but also do so in the context of the society at large. They can make connections and better understand systems and how systems perpetuate issues.

Why Does This Matter?

The Business Roundtable, an association of some of America's leading company CEOs, recently released a statement redefining the "purpose of a corporation" to include the key principle that corporations are about more than serving their shareholders; this new statement boldly proposes a paradigm shift in defining the purpose of a corporation as one that "affirms the essential role corporations can play in improving our society when CEOs are truly committed to meeting the needs of all stakeholders," which includes investing in "customers, employees, suppliers, communities, and shareholders" (The Business Roundtable, 2019). As corporations recognize their role in investing in society, it will become essential for future employees to take this global perspective too. This recent statement further aligns with colleges continuously seeing the need to prepare students not just for their next job or career but for contributing toward a "more equitable, just, democratic, and sustainable" world (Hurtado & DeAngelo, 2012).

As employers seek graduates with 21st century skills, we are confident that civic-mindedness assists and positions our graduates to be successful in a global workforce. Our framework will take these 21st century career-readiness competencies and name civic-mindedness as core to career development. In order to be career ready, we argue, students need to be "community ready" as well.

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Student Government

PROVIDING SUPPORT TO CANDIDATES IN STUDENT GOVERNMENT ELECTIONS

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Student government elections are seen as a means to an end—the process to determine student leaders for the next year. However, participation in student government elections—as a candidate or a voter—has been shown to support students’ learning, influence perceptions of political efficacy, and inspire future political engagement. Student government elections have the potential to be a first taste of a political process for many students, and it will either positively or negatively influence their sense of political efficacy.

Political efficacy, as defined by Campbell, Gurin, and Miller (1954), is the “feeling that individual political action does have, or can have, an impact upon the political process—i.e., that it is worthwhile to perform one’s civic duties” (p. 187). If individuals believe that their participation in the democratic process is worthwhile, then they are more

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likely to politically engage in some manner. Craig, Niemi, and Silver (1990) describe two types of political efficacy: external and internal. *External political efficacy* refers to the belief that the political system is responsive to citizen demands, while *internal political efficacy* refers to how personally competent citizens feel regarding their ability to participate in politics (Craig et al., 1990). In addition, research shows that positive experiences gained from participating in a democratic process psychologically prepare individuals to participate again in the future (Pateman, 1970).

A primary way to encourage college students to engage civically is through participation in student government, as it gives them an opportunity to learn about the democratic process (Saha & Print, 2010). Research shows that students who run for political office in school

elections feel empowered to make decisions and begin to understand their power to effect change within their own political environments (Saha & Print, 2010). By supporting candidates through the election process, student affairs professionals can nurture an environment of learning and growth that will increase students' sense of political efficacy and, one hopes, encourage future political participation.

There is little research on student government elections at the collegiate level, as most studies have focused on the benefits of participation once membership in student government is attained (Cress, Astin, Zimmerman, Oster, & Burkhardt, 2001; Kuh, 1994). Thus, for my doctoral research (Fox, 2017), I chose to explore the experiences of 10 students who had run for student government president or vice president at four-year public institutions in Texas. Findings from the study included the physical and emotional toll the candidates experienced during their campaigns, the learning and self-growth achieved throughout the election process, and how the students' candidacy influenced their perceptions of future political involvement.

One of the largest takeaways from the study was the students' descriptions of how demanding the election process was on their physical and emotional well-being. Many students sacrificed their health—sleeping very little—and skipped meals to keep campaigning. The vulnerability the candidates felt by being in the spotlight left them feeling “emotionally exhausted,” and several became physically ill from pushing themselves beyond their limits. The students also expressed that there was no institutional support for them during their campaigns; this perceived lack of guidance resulted in even more stress for the candidates.

From the findings of this study and through my role as the student government advisor at the University of Texas at Arlington, I was able to work with the Election Supervisory Board to take steps to modify the student government elections process at the university to better support student candidates. Strategies that were implemented included the following:

1. Candidate Workshops

The Election Supervisory Board hosts workshops to provide candidates with tips on how to campaign, how to develop a campaign team, and how to create a marketing plan/strategy leading up to the election.

2. Required Candidate Meetings

All candidates are required to attend an in-person meeting to review the election code. Emphasis is also placed on learning outcomes for the candidates, to help them understand and articulate the skills they can gain through the election process.

3. Campaign Resources

The Election Supervisory Board shares free or inexpensive resources to create marketing materials in order to help defray costs for the candidates. Local businesses are asked to offer discounts specifically for flyers, handouts, or giveaways.

In addition, regular emails are sent to the candidates to remind them to utilize campus resources (such as counseling and psychological services, on-campus dining options, and group exercise classes) to support their physical and mental health.

4. “Goodie Bags” on Election Days

The Election Supervisory Board provides goodie bags (including granola bars, water bottles, etc.) and handwritten thank-you notes to each candidate to serve as a small piece of encouragement during polling days.

5. Election Results After-Party

Instead of posting the results online, results are announced at a local restaurant near campus to recognize the winners and celebrate everyone who participated as a candidate.

6. Candidate Survey/Reflection

A survey is sent out to all candidates after the election to solicit feedback on how to improve the election experience in the future. This survey gives candidates an opportunity to reflect on any skills developed through the campaigning process.

7. “Where Do I Go From Here?”

Individuals who lost their election are personally contacted by the student government advisor to inform them of other campus involvement opportunities. The advisor offers to meet to discuss potential pathways to continue being engaged as a student leader.

Once elected, student government leaders often receive guidance and support from a faculty or staff advisor and have resources made available to them; however, the students I interviewed wished that the same level of support could be provided to candidates during the election process. While I understand that university staff must remain unbiased during student government elections, there are ways, such as the strategies listed above, to imbed institutional staffing and resources into the election process to better support candidates' physical and emotional well-being during campaigns.

The student government election process has the potential to be a hands-on laboratory for learning and to positively influence students' sense of political efficacy; however, for this to occur, student affairs professionals must understand the experiences of candidates participating in their election processes, and these professionals must be able to offer the guidance and resources students need to meet the challenges of the election.

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Student Leadership Programs

ACTIVISM AS STUDENT LEADERSHIP

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Student activism in the United States has been a defining aspect of higher education, dating back to as early as the 1930s (Stewart & Quaye, 2019). The movements of this time paved the way for the prominent activist work of the civil rights movement of the 1960s and beyond (Cohen, 2013; Stewart & Quaye, 2019). At many institutions, student activists were the first to fight for social progress, inclusion, and greater opportunity. For example, students in the 1970s and 1980s created the first “gay organizations” on campus (Rhoads, 2016, p. 194). In a more modern context, the #BlackLivesMatter and DREAMers movements also found followings on college campuses and helped to underscore how societal issues affect students (Rhoads, 2016, p. 197). According to Lucey (2002), the college campus serves as a microcosm where societal and global issues play out. Within this setting, students are often at the forefront of changes that have long-lasting and wide-reaching implications. Further, the consciousness that arises with coming-of-age in higher education creates a space conducive to activism (Broadhurst, 2014). In a college setting, students are often encouraged to critically analyze society and consider their roles within it; this increased introspection can lead students to engage in activism.

Leadership



Posner (2014) stated that student leadership is a means of students developing positively as leaders and people. Leadership is a critical skill that students must possess after graduation, as many careers will require students to exhibit traits associated with leadership (Marcketti & Kadolph, 2010). Higher education professionals have a vested interest in ensuring that students learn the skills and competencies deemed necessary for “a successful transition into the workplace,” such as leadership (Career Readiness Defined, n.d.). Students who are engaged on campus in cocurricular activities, such as leadership roles, are more likely to have a stronger support system and social connections with peers as well as better time management skills, emotional health, and well-being; they also have higher GPAs and are more likely to graduate and pursue advanced degrees (Astin, 1984; Kuh, 2001, 2003; Pascarella & Terenzini, 1991). Campus leadership roles are paramount in student development: Connecting to a campus community in a meaningful way has been proven to be a factor contributing to overall student success (Astin, 1984), and campuses that emphasize “empowerment, service, leadership, and activism” are more likely to be effective in engaging their students (Kezar & Kinzie, 2006).

Kodama and Laylo (2017) stated that perceptions students hold about leadership and their leadership efficacy can often be based on identity, which can prohibit marginalized students from being involved as often as their more privileged peers. Marginalized students may choose to engage in leadership positions that focus on activism efforts pertaining to their identities and communities. Such roles take into consideration intersectional identities and cultural and racial backgrounds (Owen, Hassell-Goodman, & Yamanaka, 2017). Further, “student activists have a deep understanding of oppression and provide rich and thoughtful descriptions of marginalization and oppression” (Linder & Rodriguez, 2012, p. 397). These students may show more of an interest in leadership roles that help them to challenge oppression and marginalization. Student activists “are trying to change their world. That world may be as small as their campus or as large as humanity itself” (Broadhurst, 2014, p. 12).

Although traditional student leadership roles are worthwhile opportunities for campus engagement, many options exist for students to become involved. Leadership opportunities within institution-sponsored clubs and organizations may not always resonate with or be accessible to all students. Running for elections, holding an official position of authority, and operating from a bureaucratic institutional perspective are typically associated with student leadership roles. These practices can be reminiscent of the oppressive and hegemonic structures that many student activists actively work to dismantle. Kezar, Avilez, Drivalas, and Wheaton (2017) analyzed and critiqued traditional campus-sanctioned student leadership roles and provided insight for how student activism and political initiatives could help students to develop as leaders. Practitioners need to create space for these students as well as more explicitly acknowledge and validate other modes of leadership, such as activism.

Regardless of ideology, student affairs professionals can serve a unique role in advising student activists. They can help students to navigate campus infrastructure and mediate concerns between students and institution leadership (Kezar, 2010); however, one study showed that

staff and faculty members were more likely to become involved in student activism when they believed that the cause was “legitimate” (Kezar, 2010). Therefore, faculty and staff members should take a more active approach in guiding students in their activism in order to create a legitimizing presence.

By guiding student activists, student affairs professionals can show their solidarity with marginalized communities and work to empower students. Even when student movements rise outside of institution-sanctioned clubs and organizations, they are working to provide students with valuable skills and the opportunity to create lasting change. Chambers and Phelps (1993) stated that changing institutional perceptions about student activism as positively contributing to the campus could help create a more inviting environment for activism and help student activists feel more supported. Activism can be viewed as a legitimate method for students to develop as leaders. Campus activists should be valued for their unique perspectives, passions, and contributions to the campus community. Student affairs administrators can help to provide spaces for students to engage in activism, advocate for themselves and others, and learn from activist movements of the past. Whether advocating for their residence hall community, presenting their demands to campus leaders, or protesting global crises, students have much to gain from engaging with and responding to the world around them. When student affairs practitioners support students in their activist efforts, they recognize the passion that students have and empower them to be more authentic leaders. By encouraging students to engage in activism and providing spaces for this to occur, staff and faculty can show that they are student centered and that they value multiple approaches to learning.

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Student-Athlete

BLACK FOOTBALL STUDENT-ATHLETES WITH EDUCATION-IMPACTING DISABILITIES

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Federal legislation stipulates that racial and cultural dynamics should not be considered when identifying students with learning disabilities (IDEA, 2004); however, race, gender, and socioeconomic status affect diagnosis (e.g., Shifrer, 2018). Black male students have a higher prevalence of being identified as having a learning disability (e.g., Shifrer, 2018).

Literature Summary

Upon entering higher education, individuals with disabilities are protected by the Americans with Disabilities Act. To comply with federal law, the National Collegiate Athletic Association (NCAA) instilled policies to accommodate student-athletes with disabilities. The NCAA classifies learning disabilities as an “education-impacting disability” (EID), which consists of a “current impairment

Advising and Supporting



that has a substantial educational impact on a student’s academic performance and requires accommodation” (NCAA, 2018a, p. 160). Although the number of student-athletes with EIDs is unknown, given that nearly 85% of Division I membership institutions have programming for at-risk student-athletes (Stokowski, Dittmore, Stine, & Li, 2017), it can be inferred that a high percentage of student-athletes are diagnosed with EIDs (Stokowski, Blunt-Vinti, Hardin, Goss, & Turk, 2017).

Nearly half (48%) of Division I football student-athletes are Black (NCAA, 2018b). Often Black athletes competing at historically White Institutions face stereotypes that question their intellectual capability (e.g., Comeaux, 2011). Moreover, individuals with EIDs are labeled, leading to social and academic disadvantages (e.g., Smith-D’Arezzo

& Moore-Thomas, 2010). Stereotype threat theory (STT) believes that stereotypes exist and an individual from a particular social group may believe such stigmas and in essence begin to enact the stereotype (Steele & Aronson, 1995). According to STT, student-athletes with EIDs may believe themselves academically incapable because of their disability status.

Current Study

Informed by STT (Steele & Aronson, 1995), the purpose of this study was to examine instances of stereotype threat among Black football student-athletes with EIDs. A total of 14 Black Division I football student-athletes participated in this study, which utilized purposeful sampling and interviews. Inductive and narrative analysis was used to gather and analyze the data (Creswell, 2007). “Intellectual capabilities” was the major theme that appeared throughout the data.

Nearly every participant (92.9%) reported that their intellectual capabilities were questioned due to their status as an athlete with an EID. All participants (100%) felt that their diagnosis led them to question their intellectual capabilities. For Jonathan, being diagnosed with an EID made him “feel different.” He explained, “Different, like, in school everybody was the same, but I had something different about me.” Darius described that he was given a “hard time” and treated differently than his peers. Jordan was told that because of his EID he “couldn’t do it.” Similarly, Johnathan stated, “Reading out loud is still one of my biggest fears.” He did not want to be “embarrassed.” Ezekiel was teased by his peers: “They used to say I couldn’t read.” Due to difficulty comprehending assignments, Kelvin isolated himself from his peers. For Martin, even going to class was difficult; he explained that he did not like having to attend “class and be around people,” describing his animosity toward school as a “phobia.”

Discussion

This study demonstrated that stereotypes about Black male student-athletes’ intellectual ability served as (a) a source of differential treatment within social and learning environments and (b) a catalyst for self-isolation. Unlike

the Stokowski and Hardin (2014) study, in which student-athletes with EIDs used their diagnosis as motivation, the participants in the present study were ashamed of their disability. Gill and Farrington (2014) suggested that collaborative support from student affairs, social workers, and athletic administrators challenge the barriers Black male athletes face in the classroom. The present study supports aligning advanced outcomes for the Social Justice and Inclusion and Student Learning and Development Professional Competencies to further enhance the experiences of Black football student-athletes with EIDs.

Thoughts for Student Affairs Administrators

Collaboration between athletic, academic, and student affairs administrators is an understudied area within higher education literature (Comeaux, 2018). Transition programs (e.g., precollege) and increasing self-advocacy skills may yield success for Black male student-athletes with EIDs (Harris, Mayes, Vega, & Hines, 2016). Banks and Gibson (2016) suggested accessible administrators (i.e., disability support specialist) to affirm students’ abilities and to create support networks. Further, Black male student-athletes can develop self-advocacy skills acquired from a network of faculty, administrators, and peers who can teach this population how to appropriately communicate their needs to others (Council & Gardner, 2019).

Competency-Based Practice

Negative stereotypes lead to a decreased sense of belonging, racial discrimination, and struggles with integration (e.g., Cooper, 2016). The intersection of race, athletic status, and disability for Black men is understudied and unfamiliar to most higher education professionals. We recommend the creation of collaborative learning opportunities, such as multicultural workshops (Cooper, 2016). Topics included within these workshops may discuss implicit bias, sense of belonging, culturally relevant pedagogy, antideficit frameworks, and mentorship opportunities. Practices (e.g., social support networks) that reduce self-isolation are also encouraged (Banks & Gibson, 2016). Last, collaborative strategies that include various campus constituents are an appropriate response to enhance the college experiences of Black football student-athletes with EIDs.

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Sustainability

SUSTAINABILITY AS CONTEXT: CONSIDERATIONS FOR VALUES ALIGNMENT WITH THE STUDENT AFFAIRS PROFESSION

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We live in an era of rapid change and unfolding, interwoven challenges: Democratic norms are shifting, our social and political institutions are vulnerable, and our environment is facing catastrophic degradation. The student affairs profession is not immune to these significant challenges, and our practice of preparing future generations to confront challenges they will face must continue to evolve to meet the demands of these wicked challenges—those that, while familiar, are in some way new and have no prescribed solutions (Grint, 2010). The ways in which we prepare students in the student affairs profession—through leadership development, identity exploration, career preparation, civic and democratic engagement, and countless other approaches—are apt for integrating a lens of sustainability that acknowledges the complexity of the unfolding future our students face. Sustainability will continue to shape the very context in which our students' lives will unfold: the communities they will live in and shape, the professions they will enter, and the lives they will lead (Satterwhite, McIntyre Miller, & Sheridan, 2015).

Values, Philosophy, and History



In the most recent NASPA Knowledge Community publication, McGrath (2019) made a compelling case for framing sustainability as more than just an environmental issue, stating that given “the ever-changing complexities of our global climate and our current campuses, it is essential to consider sustainability as a subject that addresses multiple interconnected human issues such as racial injustice, gender equality, distribution of wealth, integrity, food security, holistic wellness, and community service” (p. 93). The United Nations (UN) defines sustainability as “meeting the needs of the present without compromising the ability of future generations to meet their own needs” (United Nations, 2015, para. 1) and identifies significant threats to global sustainability, which include poverty, inequality, climate change, environmental degradation, prosperity, and peace and justice. This encompassing definition speaks to a tapestry of concerns that are reflected in the student affairs profession and, in turn, by the students we serve. The causes and consequences of climate change are deeply interwoven with global patterns of inequality, with climate change acting as a multiplier

of existing vulnerabilities. A 2007 UN report on climate change stated that it is the poor who will suffer the most as the effects of climate change continue: “People who are socially, economically, culturally, politically, institutionally, or otherwise marginalized are especially vulnerable to climate change” (Hansel, 2018, para. 2). Race and socioeconomic status are the greatest indicators of how burdened a community might be with environmental stressors.

Higher education, and the student affairs profession specifically, have historically sought to better understand and reduce these burdens on marginalized communities and to elevate voices that often go unheard. One example of this is the increase in recent years of identity-based student organizations in which students find connection with peers and affirmation from peers with a shared identity. Two significant outcomes of these types of organizations are student leadership self-efficacy and civic and community engagement. Kodma & Laylo (2017) observed that “many identity-based organizations develop programs, services and issue-campaigns in order to address needs of their communities” (p. 74), within both the institutional setting and the broader community. As overburdened communities become more overburdened with environmental stressors, these student organizations will be well positioned to advocate for environmental justice across their communities. While deeply rooted in evidence-based research and theory, student affairs is also responsive to larger social issues and is formed by “the mutual influence exercised between institutions of higher education and the broader society” (About Student Affairs, n.d., para. 3). Additionally, social context is as critical to student development as are the academic and institutional contexts that influence student learning (Keeling, 2004). Regardless of the disciplines they study or the professions they enter, the students we serve will be called upon to address the growing challenges that come with issues that are as encompassing and interconnected as sustainability. In an unfolding future characterized by global challenges that impact individual lives, “society has become yet more complex, diverse, and morally ambiguous” (Daloz Parks, 2011, p. 15). Preparing students to navigate this complexity reflects “an enormous need for

an understanding and practice of human development that prepares people to become citizen leaders” (Parks, 2011, p. 15) within a complex moral conscience. As educators who are concerned with the whole student it is incumbent upon us to engage in our professional practice with greater consciousness of the present and unfolding global context that our students—and indeed all of us—face.

There are existing organizations within higher education that may serve as both models and resources for how we can move to better integrate sustainability into our practices and perspectives as student affairs professionals. The Association for the Advancement of Sustainability in Higher Education (AASHE) aims to integrate an interdisciplinary lens of sustainability in all aspects of higher education by operationalizing “this commitment through sustainable practices that address the organization’s environmental, social and economic impacts” (AASHE, 2019, para. 2). These efforts recognize the importance of a sustainability lens in everything from operations and governance to diversity and affordability, public engagement, and well-being. Although student affairs is not explicitly named as a contributor to AASHE’s mission, our work in equipping students to engage their university and broader communities can have a significant impact on how sustainability efforts can be integrated across campuses and thus higher education overall. Another significant source of inspiration comes from the American College Personnel Association monograph (2008) outlining the role of the student affairs profession in creating healthy environments, social justice, and strong economies. This document makes the case not only for the impact of student affairs on future leaders and citizens to create change, but also for how the profession itself can drive change through practices and institutional influence.

As our profession continues to evolve and integrate new ways of engaging, educating, and equipping college students for lives of meaning and purpose, our ability to prepare the next generation to navigate persistent global challenges of sustainability—balancing the needs of people, the planet, and equitable prosperity—may just be the next most critical adaptation of the field.

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Technology

#BEYONDMARKETING: COLLEGE STUDENT DEVELOPMENT ON SOCIAL MEDIA

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Imagine these images: a sunrise over the college administration building, students studying diligently in the library during finals season, graduates tossing their caps into the cloudless sky. Images of college culture permeate social media, as students, staff, and faculty share their experiences and connect to others in their communities. As the Technology Knowledge Community detailed in the 2017 NASPA Annual Knowledge Community Conference Publication, technology is “a resource to be leveraged in all areas of student services and programs” (Cabellon, Dare, Miller, & Payne-Kirchmeier, 2017); a tool deeply based in technology, social media is a vital aspect of the holistic education of students. To truly educate students in all aspects of their growth, higher education professionals must move beyond marketing online and into intention student development structures.

Student Learning and Development



#What'sYour@

Social media seems omnipresent. Whether the office of student activities advertising an event on Instagram or a student snapchatting friends during a lecture, a vast majority of 18- to 29-year-old students are utilizing social media (Perrin & Anderson, 2019). Every college department that seeks to connect with its students has a Twitter account and a hashtag, attempting to keep up with the deluge of roughly 350,000 new tweets a minute (Internet Live Statistics, 2019). Social media, by its design, moves rapidly, with new meme formats and inside trends every 24 hours.

If social media transforms and updates each day, then higher education stands in opposition as a largely lethargic monolith, with its structures and traditions. Social media waits for no annual college review, no board of trustees

quarterly meeting; in the time roughly needed to read this article, Twitter has shifted through four new meme formats, Instagram has experienced 12 new brands of fit-teas, and Facebook has been stormed by 100 new clickbait “news” articles. Overall, higher education has slowly adopted the use of social media: Departments seem to have just mastered Facebook pages—from which students emigrated several years ago. Even still, these online operations are often ancillary to core job descriptions, simply tacked on as an “other duties as assigned” endnote.

Colleges that have made it a focus to keep pace with online platform changes have narrowed in on seemingly a win-win situation for their departments: marketing. Showcase the college to students online to convince them to enter the admission office website and you’ve had a successful online post. The thought is: A resident director sharing out their staff’s weekly programming on the department Twitter page surely reaches students through a medium different than emails and door flyers. Understandably, an Instagram feed of beautifully curated panoramas of smiling students on the campus quad and dynamic portraits of scholars presenting research is an easy sell to institutional administrators already stretched for time. Through a noble lens, the core mission of an institution of higher education is to educate; student affairs professions want to support students through their challenges and successes as they grow into ethically minded, adept community members. Marketing does not engage students beyond a surface-level acknowledgement of the lived experiences of the campus body. To further higher education’s mission, student affairs professionals must begin to shift the understanding of social media past marketing and towards online student development practices.

#ReConsideringSocialMedia

Social media is “forms of electronic communication through which users create online communities” (Merriam-Webster, 2019); in a way, the complex networks formed online by students can be thought of as a digital student union, where peers communicate with each other and the surrounding world to share ideas, reflect on concepts, and build connections. This concept of “networked publics” from danah boyd (2014), of imagined communities

shaped by people, technology, and actions, is integral in considering the different avenues for student learning. Student affairs professionals encourage students to get involved on their campuses, to find their communities, and to explore who they are and could be. Users on social media sites engage in these same identity-exploration practices (Miller, 2017) and then present a digital image of themselves online, one that is constantly reflected upon by self and others through retweets and likes (Orsatti & Reimer, 2015).

Student affairs professionals consider interactions outside of the classroom vital to learning; entire functional areas have developed around working in physical residence halls and student unions. Where students gather and interact, there is an opportunity for learning. With their community at their fingertips online, students find that the transaction cost of interaction is lower than moving to physical spaces (boyd, 2014), so they take advantage of these opportunities to view what their classmates are posting and engage with those ideas. As with residential education programs and student organization–advisor meetings, the profession can help shape how students learn through interactions on social media sites. To merely market to students with picturesque campus views is a disservice to the educational possibilities students face and the impact possible for student affairs professionals online.

These opportunities for engaging students in an educational experience on social media come with limitations—no different than a physical classroom or residence hall. Too often, professionals fear interacting with students online for what they may see on student accounts. This “context collapse” (Marwick & boyd, 2011) can create awkward challenges for professionals and students alike, as social media collapses audiences into one domain. People act differently with different groups; your social performance becomes jilted when your normally separate audiences collapse into one, like running into your great-aunt at the bar during a night-out with college friends. This concept manifests online for students posting for their friends while also being viewed by staff and faculty. For professionals online, a student’s tweet for their friends may confuse or frustrate—or violate

the student code of conduct. How do educators mitigate this audience combination and provide students the space to explore their identity expression? Best practices on social media inattentiveness for college administrators must be developed if educators are to balance various professional and personal contexts in the online arena. Many professionals have a personal social media account and a “work” account. Are separate accounts for personal and professional use enough for professionals to separate work from life, or do they mislay a false authenticity that limits our true connectivity to students?

Platform engagement also changes; in the past few years, 18- to 29-year-olds have moved away from Twitter, once a kingmaker in the college content world, and instead opt for Instagram and Snapchat use. The rise of “finstas,” or fake Instagram accounts meant to supplement public-facing main accounts for a select group of friends, showcases how student practices on social media sites can change to limit interaction with others. TikTok has experienced a meteoric rise into the popular zeitgeist, but for how long? If professions are going to commit to engaging with students online intentionally, to put in the work to craft learning outcomes and engagement opportunities, how do we grapple with the semi-constant shift of college-age users to a new site every year?

#Conclusion

If student affairs is “everything outside the classroom,” as it is so often called, then it is the duty of the profession to push forward an educational identity for social media. It must make room for students to interact and fail, to conflict and connect. We must rework our understanding of the educational power of community online to continue our mission to develop students holistically. As Generation Z continues to move into the halls of our campuses with their meme accounts and sardonic humor—remember, this is the cohort who made a picture of an egg the most liked post on Instagram for no reason more than it disrupted expectations of the site—it is vital that educational plans include the networked-publics students discover and create themselves through.

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Veterans
**CAMPUS SUPPORT FOR
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Introduction

Since the enactment of the Post-9/11 Veterans Educational Assistance Act of 2008 (Pub. L. 110-252, H.R. 2642) and the more recent passage of the Harry W. Colmery Veterans Education Assistance Act of 2017 (Pub. L. 115-48), also known as the Forever GI Bill, military-connected students (MCSs)—which includes veterans as well as active-duty, reserve, and National Guard members and their families—have become an increasing population on college campuses. Although only 0.5% of all US citizens serve in the armed forces (Pew Research Center, 2011), MCSs comprised almost 5% of the college population in 2017–18 (National Center for Education Statistics, 2019). Some campus populations boast as much as 20% MCSs (Kalmbach, Love, & Delgado, Jr., 2017). These students are a part of life on 96% of campuses nationwide (Queen & Lewis, 2014).

**Advising and
 Supporting**



Many colleges and universities have created or are in the process of creating specialized positions or organizational units, which are referred to as Military Services Offices (MSOs) for the purposes of this publication, that support the retention and graduation of MCSs (McBain, Kim, Cook, & Snead, 2012). Jake Frasier, NASPA associate director of professional development, reported that the Symposium on Military Connected Students, which has been hosted by the NASPA Veterans Knowledge Community since 2015 (NASPA, 2016), continues to attract new practitioners with experience in serving MCSs (J. Frasier, personal communication, September 12, 2019). For the past several years, a preconference workshop for participants new to the military-connected space has been held. It is dedicated to helping practitioners provide support to the military-connected population on campuses (NASPA, 2016, 2017, 2018, 2019). This article gives an overview of how organizations provide support to MCSs that can be implemented on college campuses.

Support to MCSs

Although research on MCSs has been around for decades, there remains a lack of empirical work that examines how MCSs are supported on campuses. Some MSOs were created by direction from senior leadership, while others arose from grass-roots movements (Cook & Kim, 2009). Most offices are located within student affairs areas (McBain, 2018); however, they can also be found in other organizational areas, such as academic affairs and the president's or provost's office (Craig & McMenamin, 2017; Ford, Northrup, & Wiley, 2009), which may be confusing for MCSs who transfer between institutions or are looking at institutions before applying. Having centralized and easy-to-access MSOs helps to alleviate an already stressful transition to academia (Cruise & Misawa, 2019).

At some institutions, the School Certifying Official (SCO) may be the only dedicated individual, as this position is required by the Veterans Administration for all schools that process veterans' benefits. Sometimes SCOs are part-time employees, or their SCO responsibilities may be only a portion of their duties. SCOs may be found in various departments in different areas of the campus. Additionally, there is great variation in the number of caseloads that SCOs handle, which can range from a few to thousands of students (Runco & Del Signore, 2017).

In a survey of 239 NASPA member institutions, 75% of respondents indicated a specific person or office to support MCSs (NASPA Research and Policy Institute & Insidetrack, 2013). MCSs often come with a ready source of revenue for the institution, so 64% of colleges and universities specifically target the recruitment of MCSs (McBain et al., 2012). Students are often recruited by or recommended to MSO staff, and this may be what students look for in a prospective institution (McBain et al., 2012). MCSs are diverse and often nontraditional; they can be parents, commuters, first-generation students, and sometimes transfer students (Cate, 2014) who may need additional support (Kuh, 2010).

Many MSOs are like cultural centers that provide space, cultural learning opportunities, and services to members they support (Sanlo, 2000). MSOs often offer programming specific to veterans and training to faculty

and staff on military culture (Griffin & Gilbert, 2015; Nichols-Casebolt, 2012); provide spaces for MCSs to gather and network or study (Olsen, Badger, & McCuddy, 2014); and deliver services or connections with other service units or particular staff members in the institution, in areas such as disability services and financial aid (Ford et al., 2009). Regardless of whether an MSO exists, MCSs desire connection with other MCSs and services (Olsen et al., 2014).

Recommendations for Practitioners

Variation in MSO models may be due to the number of MCSs in need of support, or it may be driven by the staff and administration. Runco and Del Signore (2017) found differences in the numbers of MCSs that SCOs support, although the reason why is not known. A large caseload may also affect other services for MCSs if the SCO is the single point of contact for them.

To determine the best model to support MCSs, program assessment should be conducted internally and on a regular basis as currently there is no peer-reviewed, published evaluation of the models or services provided by each type of MSO. Because campus culture differs greatly from military culture, additional support/programming could be used to ease transitions for MCSs. Finding ways to connect these students with each other is also important and can be accomplished through designated spaces or through student veteran groups.

Conclusion

As sizable populations of MCSs enter colleges and universities now and for the foreseeable future, organizations that support them should be assessed and evaluated. MSOs, depending on the size and needs of the population supported, can exist in different areas of the institution or may be a one-person office, such as an SCO, or may be an office with multiple staff. Social, cultural, and academic needs of the population should be considered, as well as the size of the population and the resources available.

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Wellness and Health Promotion

USING A COLLECTIVE IMPACT FRAMEWORK TO CREATE INFRASTRUCTURE FOR HEALTH PROMOTION

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Public Good vs. Private Right

Approaching health and well-being as a public good rather than simply as a private right creates an opportunity for institutions to leverage the physical and social environment for scalable population-level outcomes. These outcomes will require methods beyond the health care process; these outcomes will require a settings-based approach to the health promotion process. Rooted in the Ottawa Charter for Health Promotion (WHO, 1986), the health promotion process encourages all sectors to reorient toward prevention, strengthen personal skills and community development, build healthy policies, and create supportive built environments. Population-level outcomes require an investment in infrastructure.

Public Health and Higher Education

College marks the first time an individual takes full responsibility for their well-being. Population-level public

Student Learning and Development



health issues documented in a campus setting include alcohol use disorder, sexual assault, anxiety/depression, and discrimination. Patterns developed in college may form the foundation for health-related risk behaviors such as alcohol and substance use in adulthood (Wetter et al., 2004; Timberlake et al., 2007), and these issues lead to adverse learning outcomes, such as poor class attendance, lower grade point averages, social detachment, little desire for creativity, or withdrawal from the institution (Meda et al., 2017). This intersection creates a pressing need for student affairs professionals to maximize students' ability to learn and at the same time enhance personal health and communal well-being using the Ottawa Charter's five areas of action. Student experience, university policy, and the interaction between the university, work, and home environments contribute positively to student resilience (Turner, Scott-Young, & Holdsworth, 2017).

Planned Campus Design

According to Newton, Dooris, and Willis (2016), there is strong evidence that creating health-promoting environments using a healthy settings approach can lead to positive outcomes. The healthy settings approach, termed by Doherty and Dooris (2006), supports the idea that all sectors hold a responsibility for creating well-being, not just the historically accountable student health centers, recreational centers, or student centers. Additionally, the Okanagan Charter suggests that learning environments are an important setting for creating health (Charter, 2015). There is an opportunity to design campuses to actually enhance the health and well-being of future generations; therefore, university administrators should aim to create physical environments and an infrastructure for cross-campus collaboration that supports both learning and health.

The Collective Impact Framework

The systematic approach of a collective impact framework engages organizations and individuals affected by a given issue of concern and mobilizes them to influence that common issue (Wolff et al., 2017). For example, when applied to address the overconsumption of alcohol among college students, the collective impact framework gathers all stakeholder organizations and then, with significant engagement of diverse populations within the student community, the framework would guide them to address this issue systemically, not just programmatically. To empower such community development within the institution, the collaboration will most likely be successful with these five conditions:

1. Establish a **common agenda** of key focal points for improving student well-being.
2. Establish systems for **shared measurement** and progress reporting.
3. Coordinate existing and new initiatives among campus stakeholders in an effort to create **mutually reinforcing activities** and reduce duplication of efforts and resources.

4. Create a system for **continuous communication** in order to build trust, assure mutual objectives, and create common motivation.
5. Establish a dedicated organization, known as the **backbone support**, necessary to provide support and key functions for the sustained operations.

Collective Impact in Action

Brenda Whiteside, former associate vice president of student affairs at the University of Guelph, has shared, “You can get into a trap when you talk about mental health, only focusing on counseling services . . . and lose the whole piece about the importance of a healthy community” (Pavia, 2018). Such statements sparked discussions with various stakeholders and led to new procedures that created population-level change in students’ mental health. These procedures include guides on how to promote positive messaging before handing back exams and exploring how exam schedules can be improved.

The University of Southern California (USC) has been working with a collective impact framework as its infrastructure for health promotion since August 2018. The USC Well-Being Collective developed a common agenda of strengthening a campus culture driven by student well-being. The backbone responsibilities for the collective are managed by the Office for Health Promotion Strategy. The following lists the four roles for the backbone:

- Community Engagement
 - Support partners with alignment of organizational plans, policies, practices, and department decision-making toward the common agenda.
 - Consult with students regarding all aspects of the efforts (e.g., “nothing about us without us”).
- Capacity Building
 - Provide capacity-building opportunities to campus partners.
 - Empower siloed units to collectively address student well-being and strategically embed wise practices into their spheres of influence.

- Data and Metrics
 - Collect data and measure key performance indicators at the student population, organizational, and collective levels.
 - Infuse data-driven decisions using highly disaggregated data at all levels.
- Communication
 - Engage partners by creating a common language, shared objectives, and cross-campus alignment.
 - Create formal and informal messages for informing all community members and participating units (aka partners) of well-being efforts.

Conclusion

There is a pressing need to develop innovative strategies for addressing major public health concerns and creating student well-being on college campuses. The literature supports innovation in the university-built environment and campus-wide systems as well as in the approach to collaborations with campus partners. Addressing complex issues requires high-level commitments from university senior leadership, campus partners, and students. The Collective Impact framework serves as a unique infrastructure that allows senior leadership to create collaborations with university stakeholders. This article should serve as a platform to inform, educate, and drive members of the higher education community to challenge themselves and create infrastructure for a campus designed to promote the health and well-being of all students.

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Women in Student Affairs

WHAT HAPPENS WHEN WOMXN CAN'T “MOVE OUT TO MOVE UP?” VOICES OF GEOGRAPHICALLY BOUND WOMXN IN STUDENT AFFAIRS

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**Values, Philosophy,
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“I kind of had to let go of the external expectations of me and where success was found in my identity, as in what my title was, in what my position and what my advanced education was . . . and there’s so many other values that give me opportunities to stay connected to my family . . . and that was important to me and . . . just let go of that and . . . know that was enough and that doesn’t mean that I’m less of a professional or that I don’t have as much ambition.” –Jacqueline

The above quote comes from a recent qualitative study on geographically bound professionals in student affairs and reflects the challenges womxn⁴ often face in living up to the mantra that “you have to move out to move up”

⁴ This term is being used to be gender inclusive.

(Kodama, Narui, & Walterbusch, 2019). We interviewed both men and women who described pervasive messaging about the need to relocate for career advancement; however, we found women participants were both more

specific and critical of the ways in which this messaging (what we call the “norm of mobility”) disproportionately affected them and made them doubt their professional identities as student affairs professionals.

The womxn in our study (referred to by pseudonyms) often felt “less than” due to messages that geographically mobile professionals and their quick-ascending trajectories were most valued. Larissa noted the “student affairs celebrities” (her term) in professional associations: “You can watch the trajectory of [celebrity’s] career as [celebrity] has been able to traverse the entire coast.” Participants questioned their life choices and were constantly negotiating their own self-worth and value professionally, even if they were thriving personally outside of work.

This idea that “you have to move out to move up” as an underlying norm in our field is often addressed in professional preparation programs and conventions (Higher Ed Live, 2016; Magolda & Carnaghi, 2014; Rhoades, Kiyama, McCormick, & Quiroz, 2008). This perspective is reinforced by national placement exchanges for even entry-level positions and numerous blogs and social media posts about relocation (e.g., Boertgens, 2016; Student Affairs Collective, 2015).

However, we found only one study that explored geographic mobility specifically in student affairs (Rhoades et al., 2008) plus another about faculty (Kauffman & Perry, 1989). Both demonstrated how this norm of mobility is limiting for professionals of color and women, due to family responsibilities and cultural values, and should be reexamined if higher education is to be truly inclusive. Building on this research, we believe it is time to disrupt academe by interrogating this norm and its impact on womxn, particularly since our participants felt as though there was no space to discuss the issue in our field.

The Norm of Mobility as a Social Justice Issue

The field of student affairs prides itself on being social justice-oriented, espousing values of diversity, inclusion, and equity in supporting professionals (www.naspa.org/about). Our womxn participants described the norm of mobility as a social justice issue, as they were very clear about how their gender identity intersected with being

geographically bound—but wondered why it was never addressed as such. Because womxn are more often the “trailing spouse” in a relationship, they thus have less agency in relocating. Mothers mentioned childrearing or extended family responsibilities and the resultant direct conflict with relocation; this conflict is felt in more concrete ways by them than it is by the fathers. Finally, womxn described how this norm of mobility challenged their professional identities, and questioned why it continues to be the dominant narrative given that many practitioners have successful careers without relocating.

These perspectives support findings from research by Kauffman and Perry (1989) on womxn faculty, who described academia’s career process as reflecting patriarchal professional values based on outdated notions of gender roles and considered the disproportionate impact of the “moving ethic” (p. 644) as institutionalized sexism. Rhoades and colleagues (2008) came to similar conclusion that professionals of color who have family and community ties and also may lack the social and/or cultural capital to relocate.

Our Own Perspectives

As geographically bound womxn ourselves, we found that what participants shared was not completely unexpected. We have had our own self-doubts about our career trajectories and life choices despite having a work-life balance that we greatly value. We have felt judged by peers who wonder what we are doing with our advanced degrees or who doubt our commitment to the field because we cannot relocate. We were impressed by how clearly the womxn articulated the impact of gender roles on their ability to relocate and thus considered it a social justice issue. The decision process felt more emotionally taxing for the womxn in our study than for the men, which we have found to be true in our careers as well. Although it was validating to hear from womxn with similar experiences, it made us wonder why student affairs continues to romanticize the ideal career as one of frequent relocation for advancement, especially if, as Candice shared, “No one person that I have ever interacted with has had this straight line progression.”

How We Can Challenge the Norm of Geographic Mobility

Our conversations with geographically bound womxn challenged us to think differently about ourselves, our work, and the field of student affairs. We heard the impact that the norm of mobility had on professional self-worth, which led us to question “you have to move out to move up” as an underlying assumption of our field. We ask readers to be honest in thinking about this often-unquestioned “norm.”

- What views do you/your department/your institution have about hiring from within, and are those views justified?
- How was your own career trajectory enabled or hindered by geographic mobility, and how does that influence the way you value other womxn’s career paths or judge their choices?
- How have you seen the ability to relocate affect men and womxn differently in their careers?
- How does your institution perceive and value long-term student affairs professionals?
- How can you support the professional development of geographically bound womxn?

Womxn in our study were very committed to student affairs work despite facing advancement challenges and self-doubt due to their lack of geographic mobility. As a field grounded in social justice principles, student affairs has an obligation to do better in truly valuing a diversity of professionals and their life choices. We need to disrupt academe by interrogating this norm of mobility as a first step in validating different career trajectories and broadening the idea of what a successful career looks like.

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