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The Annual **KNOWLEDGE COMMUNITY** Conference Publication

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Dear NASPA colleagues,

It is my pleasure to share the 2014 NASPA Knowledge Communities (KC) publication with you!

This publication represents one of the many ways NASPA KCs create and share knowledge to support our association's strategic plan and the professional development of our membership.

Each of our 27 KCs provides timely, thought-provoking articles that support the 2014 NASPA Annual Conference theme of "Lead, Innovate, Transform." by highlighting best practices, current research and emerging trends in student affairs.

The articles also advance the professional competency areas for student affairs professionals. These competencies were included to support your own professional growth and also to serve as an important reminder of the broad professional knowledge and skills expected of student affairs professionals.

New to the 2014 publication is an article on public policy and its implications for Knowledge Communities. In this piece, Dr. Jeanna Mastrodicasa explores the current state of public policy and provides insights into emerging developments.

All 27 KCs will be very engaged in leading, innovating and transforming at the 2014 Annual NASPA Conference. I encourage you to continue your learning from this publication by attending a KC-sponsored educational session or meeting more of the KC membership at the annual NASPA Communities Fair held on Monday, March 17 from 7:00 to 9:00 p.m. in Hilton – Key Ballroom (7-12).

Best wishes and happy reading!

Frank E. Ross III, Ph.D.

National Director of Knowledge Communities 2013–2015
NASPA Board of Directors

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Public Policy Update

Spring 2014

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Public policy affects everyone in student affairs, but not all student affairs professionals have the time or inclination to stay current on policy changes. NASPA's Knowledge Communities (KCs) serve a wide array of interests, and public policy intersects with these interests in a variety of ways. The challenge is for KC members to go beyond the scope of their specific KC to keep on top of the constantly changing public policy news and how it impacts their day-to-day work.

This past year, NASPA's Public Policy Division worked to keep all KC leaders and members informed on many issues that affect higher education. NASPA keeps a central list of public policy agenda items vetted by the Board of Directors, and several KCs have a direct stake in the outcome of these initiatives that are the core items on the NASPA agenda: (1) student success and college completion; (2) issues related to undocumented students; and (3) cost of and funding for higher education, including related accountability efforts (NASPA, 2013c, 2013d). Political gridlock has prevented Congress from making policy decisions on a number of topics, including immigration reform and undocumented students (NASPA, 2013d, 2013e).

Two major federal laws will be under discussion and negotiation by Congress in 2014 that directly impact higher education: the Higher Education Opportunity Act and the Violence Against Women Act (Higher Education Opportunity Act, 2013; NASPA, 2013d, 2013e; Violence Against Women Act, 2013). For the Higher Education Opportunity Act, topics of interest to the KCs include empowering students as consumers in higher education; simplifying and improving the student aid and loan programs; increasing college accessibility, affordability, and completion; encouraging institutions to reduce costs; promoting innovation to improve access to and delivery of higher education; and balancing the need for accountability with the burden of federal requirements and accreditation ("What You Need to Know About Reauthorization," 2013; NASPA, 2013d, 2013e; U.S. Department of Education, 2013). The Violence Against Women Act will develop proposed regulations to implement safety changes, using a negotiated rulemaking committee with a NASPA representative to give real input (Doubleday, 2013; NASPA, 2013d, 2013e; Violence Against Women Act, 2013).

The future of the Pell Grant program is also being discussed, with Congress trying to determine the best path forward for changes to cost and how higher education is provided (Congressional Budget Office, 2013; NASPA, 2013d, 2013e). These topics are of particular interest to KCs that address issues related to underrepresented students. Additionally, NASPA's Research and Policy Institute and the Wellness and Health Promotion KC have thoroughly analyzed how the Affordable Care Act affects college students (NASPA, 2013a, 2013d) and have provided guidance to colleges on how to support students with options and their responsibilities to have health insurance (Patient Protection and Affordable Care Act, 2010).

The U.S. Supreme Court has been analyzing the issue of race in admissions, in Fisher v. University of Texas, where they remanded the decision back to the Fifth Circuit Court of Appeals for reconsideration using the correct standard (Fisher v. University of Texas at Austin, 2013; NASPA, 2013d, 2013e). A further decision has yet to be made in Schuette v. Coalition to Defend Affirmative Action, which is examining whether the state of Michigan violated the Equal Protection Clause by amending its constitution to prohibit race- and sex-based discrimination or preferential treatment in public university admissions decisions (American Civil Liberties Union, 2013; Coalition to Defend Affirmative Action, et al. v. Regents of the University of Michigan, 2012; NASPA, 2013b, 2013d, 2013e). Many KCs related to race-based constituencies have been following the work of NASPA staff to interpret this decision and how it will affect future policy.

The executive branch of the federal government has also been addressing higher education issues, including a plan from President Obama to make college more affordable (Jaschik, 2013; NASPA, 2013d, 2013e; White House Office of the Press Secretary, 2013), and the U.S. Department of Education has been interpreting Title IX for higher education (NASPA, 2013d, 2013e). Meanwhile, at the state level, many common issues across the nation include state consideration of in-state tuition for immigrants, guns on campus, and credentials for online credits and competency-based work (Kelderman, 2014; Title IX of the Education Amendments, 1972).

As exemplified by the many different Knowledge Communities in NASPA, there is a wide variance of interests within student affairs. All of them, however, are affected by public policy. It is imperative that every NASPA member, regardless of KC interest, pays attention to the current issues and how policy makers are determining the future of higher education. A good place to start is the NASPA website, which features many resources about public policy; for example, the NASPA Research and Policy Institute Web page at http://www.naspa.org/rpi and NASPA Public Policy Division's Web page at http://www.naspa.org/constituent-groups/groups/public-policy-division.

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Administrators in Graduate and Professional Student Services Knowledge Community

THE COMPLEXITIES OF POLICY IN GRADUATE AND PROFESSIONAL STUDENT PROGRAMS

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Law, Policy, and Governance

Some institutions may give graduate and professional students an official leave of absence for parental responsibilities. Optimally, the leave option is for both female and male students, and for the birth or adoption of a child. Accordingly, the student's academic clock should stop, allowing a longer time to degree and reasonable modifications to other academic expectations, and financial aid should continue through the period of leave.

Although policy-driven decisions and actions are common at the undergraduate level, student affairs professionals who work with graduate and professional students often face a considerably more complex process of interpretation and application. Title IX and Title IV are the federal statutes that influence the development and application of parental leave policies (Cann, 2012) and, consequently, the experience of graduate/professional students. Federal, state, and institutional policies have been written to specifically include graduate students, but do not seem to distinguish between graduate and professional students. However, professionals who work with these populations recognize the distinct academic and cultural differences between and among degree types and disciplines (Baird, 1993), which can greatly affect the interpretation and application of generalized policies.

Title IX: Gender, Equity, and Sexual Harassment

Title IX is widely recognized for the most narrow interpretation of the statute: gender equity in athletics. However, the statute prohibits gender discrimination much more broadly and, combined with the Violence Against Women Reauthorization Act of 2013, affects institutional sexual harassment policies (Stanford University, 2013; Syracuse University, 2012). Less frequently recognized, but equally important, Title IX also provides protection for pregnant students (Cann, 2012; Mason, 2012). Specifically, programs and departments are required under Title IX to allow students on maternity leave return to their former position (Mason, 2012).

Graduate and professional students assume multiple roles while matriculating, and may be either the victim or accused perpetrator of sexual harassment, abuse, or assault (Stanford University, 2013; Syracuse University, 2012). As students, they are the weaker member of the faculty–student or administrator–student power relationship, and more likely to be the victim (Schneider, 1987). Conversely, graduate and professional students who are teaching, resident, or research assistants assume the position of greater power, and may be accused of sexual harassment, abuse, or assault (Stanford University, 2013; Syracuse University, 2012). Unfortunately, graduate and professional students are too often unaware of their rights and responsibilities under Title IX. The fear of retribution for reporting infractions in a faculty–student relationship is widespread (Schneider, 1987). As a result, underreporting occurs even at institutions with sexual harassment policies that clearly protect the rights of graduate and professional students.

Title IV: Financial Aid Awards and Satisfactory Academic Progress

The Higher Education Act (HEA) of 1965, or Title IV, provides for the administration of federal student financial aid programs. Two aspects of financial aid shaped by Title IV have significant impact on the graduate and professional student experience: maximum award and the definition of satisfactory academic progress. The maximum award amount for graduate and professional students is higher than that for undergraduates, but may not be sufficient, given increases in graduate tuition. In addition, professional school program costs may exceed the total award, causing some students to incur additional debt through private sources.

Satisfactory academic progress is typically determined by respective schools and programs at the graduate and professional level. Even when written policies regarding progress are in accordance with Title IV, assessment of progress in these programs is often performed case by case on individual students, and may conflict with the intention of the statute. Specifically, the designation of satisfactory progress in doctoral programs is partially determined by objective completion of coursework, but also by subjective faculty evaluation of an individual student's progression toward publication of her or his research projects. In the case of maternity leave for graduate and professional students, interpretation of Title IV should provide protection for students on leave when faculty assess satisfactory academic progress.

Final Thoughts

Student affairs professionals who work with graduate and professional students have an obligation to keep abreast of changes to Title IX and Title IV, as well as other relevant federal and state statutes. We must also remain knowledgeable about institutional policies and advocate for student rights protected by these statutes when institutional policies are developed or amended.

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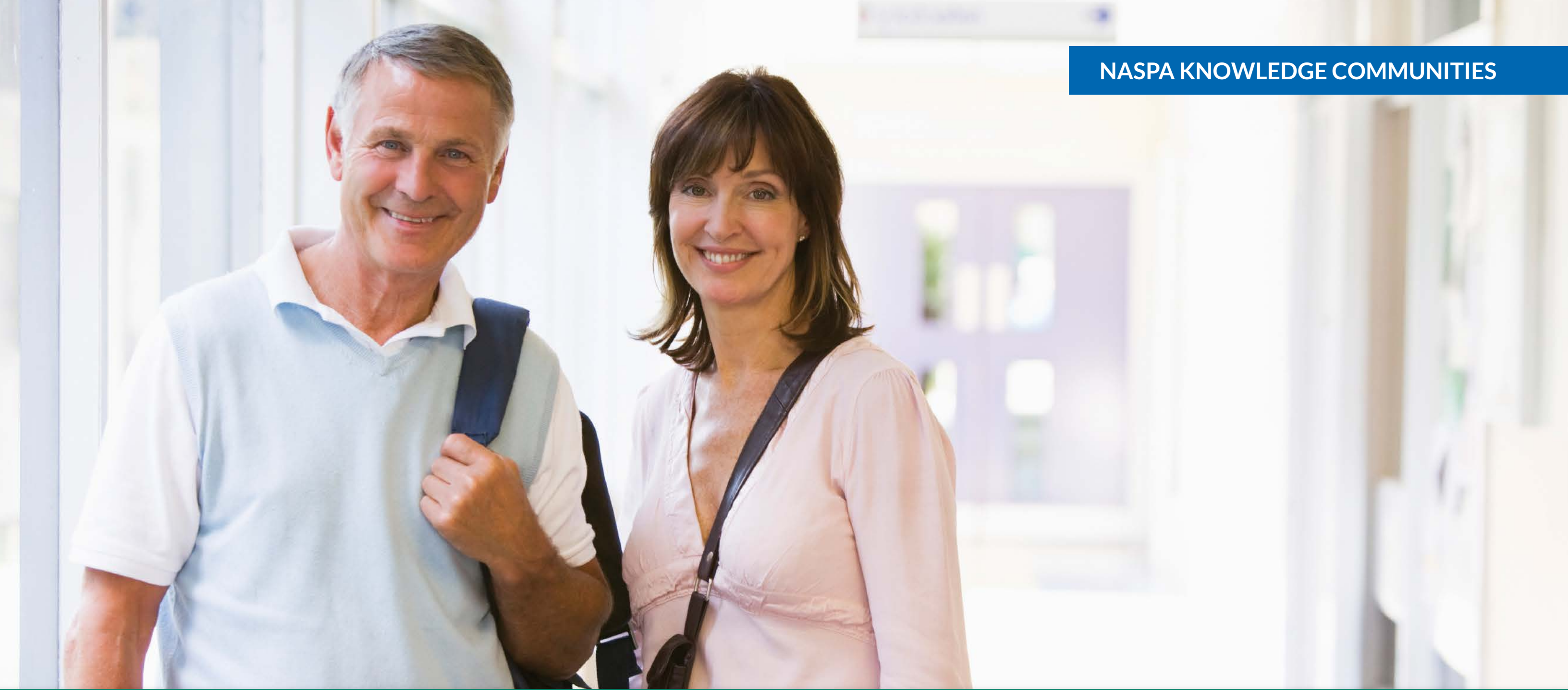

Adult Learners and Students with Children Knowledge Community

PROFESSIONAL COMPETENCIES IN THE FRAMEWORK OF NONTRADITIONAL STUDENT WORK: REFRAMING FOR A "NEW TRADITIONAL" WORLD

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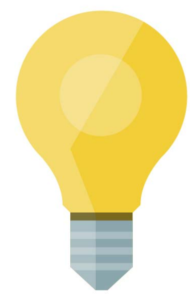

As student affairs professionals, we are fortunate to be provided with a comprehensive set of guidelines to inform our work in student development. *Professional Competency Areas for Student Affairs Practitioners*, a publication developed in 2010 by a joint task force of the American College Personnel Association and the National Association of Student Personnel Administrators, defined the knowledge, skills, and attitudes required in our field. Although this document was intended to encompass the whole of student affairs, members of the task force noted in the purpose statement that it was expected to evolve as the profession or its constituents required. In their description of the intended audience for the document, the authors acknowledged the breadth and dynamic nature of the field, leaving it up to individuals to decide how the professional competencies relate to their role or community of practice. Student affairs professionals whose roles fall outside the scope of what has traditionally been defined as the "college-age student" have learned that, although the basic competencies are the same for all students, they must be reframed to apply to the growing numbers of nontraditional students on our campuses. In this article we suggest ways to adapt competencies for student affairs professionals working with adult students and students with children, and propose that future versions of these competencies reflect a transition to working with a "new traditional" student population.

Adapting Frameworks: Student Learning and Development

Consider the breadth of knowledge required to develop a thoughtful approach to adult student development. The student learning and development competencies address student development theory, but many of the older, foundational theories in our field are not as applicable in the increasingly more diverse world of higher education. In addition to their transition to college, adult students are likely to be experiencing other key life events: changing jobs, entering or leaving a marriage, having a child, or returning from military service to the classroom. The differences between traditional and nontraditional students become clearer when we look at them through the four S's of Schlossberg's transitional theory: situation, self, support, and strategies (Evans, Forney, & Guido-DiBrito, 1998).

All students are in a transitional **SITUATION** when they enter college, but the adult student may be entering or returning to school having experienced—or, more critically, *while* experiencing—multiple other life transitions. Think about how you would establish rapport with someone whose **SELF** (identity) has been informed by parenthood, military service, or loss of career. A **SUPPORT** system for such a student could require multiple community-based, professional resources to meet his or her specific needs. The **STRATEGIES** you use to help these students will also look different, as external pressures such as families or employers will be competing for their time and attention. Development theory provides a framework for understanding and helping students, but we need to consider the unique experiences of adult students before we can apply theory to working with them.

Program Development: Equity, Diversity, and Inclusion

Adaptation in the area of program development requires a shift in what we typically think of as the dimensions of diversity. Student affairs professionals must understand issues of race, class, and gender, as these apply to all students. However, other dimensions may play a larger role with nontraditional students than with typically aged nonparenting students. Adult students bring a variety of life perspectives and experiences that can greatly enhance the diversity of the campus and classroom. Professionals need to acknowledge these additional layers of diversity and translate them into programs and classroom experiences that capitalize on the unique experiences older or parenting students contribute to the campus. Equity may mean taking accessibility into consideration. Is a program truly available to all if it cannot be accessed by students who live off campus, take evening classes, or have children? True inclusion means reducing barriers that keep these students from being fully included in the fabric of the institution. Demonstrated competence, as it is defined here, should include consideration of issues such as family-friendly policies and scheduling that considers work and parenting responsibilities.

Advocacy: Advising and Helping

The professional competencies for advising and helping include skills that apply to working with all students. However, certain aspects of this competency area are especially important in working with nontraditional students. Increased time for advising and other individual meetings is important to adult students, as is active listening. Many nontraditional students have experience in negotiating a variety of situations and will know whether or not the practitioner is really listening. Adult students may react more negatively than traditional students would to cueing and directive advice. Adult students might lead the conversation, might need additional time to share their narrative, and might be more specific about the assistance they seek.

Cultural appropriateness and sensitivity in working with nontraditional students can prevent you from suggesting that a student prioritize class over work or family, which could damage rapport and lead to doubts about whether the institution can support a student in this situation. Instead, ask probing questions and give students time to explore their issues, then make any suggestions in a way that acknowledges the students' responsibilities at home and at work, as well as their academic needs.

These are just a few examples of how professional competencies can be adjusted to support and inform student affairs practitioners working with adult students. As this demographic grows and we move toward an evolving definition of the "new traditional" college student, we will refine our understanding of all of the professional competencies.

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African American Knowledge Community

THE STRATEGY OF TEACHING STUDENTS SELF-ADVOCACY

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Advising and Helping

This article offers an intentional and strategic approach to teaching students of color to advocate for themselves in the university environment and to apply student development theory to practice.

Intentionality in Theory

I have been a student affairs professional for more than 13 years, and in that time I have seen many colleagues fall short in their attempts to apply student development theory while working with students. Most student development theory courses cover Nevitt Sanford's challenge and support theory, which says that for a student to develop optimally, the condition of person-environment interaction must be met (Evans, Forney, Guido, Patton, & Renn, 2010). Student affairs practitioners are expected to maintain a delicate balance between challenging students to stretch beyond their comfort zone to learn and supporting them when they do so. Rarely have I encountered new professionals who come into their positions with concrete strategies for doing this. Burkard, Cole, Ott, and Stoflet (2005) and Reynolds (2011) suggest that there is inadequate attention paid to preparing and training new practitioners in their roles as helpers. The reality is that student affairs professionals need to understand both theory and praxis.

Self-advocacy and African American Students

In working with students of color—who continue to face institutionalized racism and personal bias on campuses and in communities, despite the claim that we live in a postracial society—it is imperative that student affairs professionals demonstrate the ability to support diverse student developmental needs (Pope, Reynolds, & Mueller, 2004). African American students have compounded issues—historical, psychological, and practical—associated with their campus experience (Flowers & Shuford, 2011). Our presence as African American practitioners on predominantly White campuses positions us to catalogue examples of what Critical Race Theory scholars, Solorzano, Ceja, & Yosso (2000), Grier-Reed (2010), and Delgado & Stefancic (2012), so aptly describe as the Black student experience; we hear about the daily micro-aggressions affronting them while they sit in our offices that serve as campus counter spaces, when they stop us in the hallway, and certainly when sitting as advisors in their affinity group meetings.

A fundamental part of challenging and supporting students of color is teaching them to advocate for themselves. The concept of self-advocacy originated from the cognitive disabilities civil rights movement of the 1960's and 1970's and can loosely be described as individuals taking action to bring awareness to their issues to elicit helpful assistance from others. Conceptually, self-advocacy includes components such as self-knowledge, knowing your rights, leadership, and the ability to articulate ones needs (Test, Fowler, Brewer, & Wood, 2005). In the case of college students, specifically students of color, self-advocacy helps them maintain self-esteem in less than supportive and highly racialized environments (American Psychiatric Association, 2006).

McEwen, Roper, Bryant, and Langa (1990) advanced nine developmental areas ranging from development of identity to interdependence that must be recognized specifically by student affairs professionals to assist African American students with transition and growth. It is recommended that each area be reviewed for its' ability to aid in teaching self-advocacy (Flowers & Shuford, 2011). Students are indispensable stakeholders in higher education; their narrative must be heard and they must be equipped to interact with university constituents in a way that enables them to maintain their dignity (Museus & Jayakumar, 2012).

Strategy for Teaching Self-advocacy

The number of students of color in my office voicing frustration with faculty members and staff has reached the hundreds over the years. The self-advocacy approach has yielded positive results with students over the course of my career. The approach is highly therapeutic for the students, while both challenging and supporting them. As practitioners, we need to listen without agreeing or disagreeing, then guide the student into a problem-solving mode. This involves encouraging students to acknowledge that in most cases they must work within the confines of the university's policies and procedures; that they must react not from a place of emotionality but rather with truth and strategy; and that they have the right to advocate for themselves. The final component is teaching the student how to self-advocate. I encourage professionals to give the student a list of steps to follow and then work through the process with him or her. The steps to self-advocacy are as follows:

1. Determine the best person to speak to about the concerns.
2. List the concerns on paper to refer to during the meeting with a faculty or staff member.
3. Identify which, if any, university policies are associated with the concerns.
4. Describe the ideal solution.
5. Determine what solution is acceptable if the ideal solution is not possible.
6. Practice asking respectful questions about the situation and clarifying misunderstandings.
7. Develop a brief opening statement that articulates both factual and emotional concerns.
8. Develop a brief closing statement that reiterates conclusions reached during the meeting.

These steps to self-advocacy are rather simple to understand and execute. Methodically guiding students through the steps is crucial in the sense that they are able to practice self-advocacy in a safe space, to begin to think strategically about navigating the institution, and to understand expectations of communication with faculty and staff.

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Alcohol and Other Drug Knowledge Community

ALCOHOL AND OTHER DRUG VIOLATION SANCTIONS: INFORMATION IS NOT ENOUGH

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Student Learning and Development

What do we do when our students violate policies on alcohol, drugs, and behavior? Inevitably, students will break institutional rules. At Stetson University, various sanctions are provided when students violate rules on alcohol, prescription drugs, marijuana, tobacco, and anger management. These responses have a common focus not just on education but on intervention and assessment. "Processes deployed should aim to facilitate wiser and safer choices by students and/or choices that support learning and academic development" (Lake, 2009, p. 218). Recently, the Century Council released a comprehensive research paper on students' perceptions of sanctions for alcohol infractions that discussed several themes. The following examines this study in light of existing research and interventions used at Stetson University.

The Century Council (2013) surveyed 777 students in violation of alcohol policies, asking about their perceptions of sanctions. Looking at student perceptions is very different from studying repeat offenses or behavioral change, but it seems relevant to find out what sanctions students think work. The respondents in this study cited the following as effective: alcohol assessment, treatment programs, blood alcohol readings, parental notification, and involvement with the criminal justice system. Some of the interventions students cited as most effective are the least often used. Students said that education only, probation, warnings, and fines are ineffective but frequently used. At Stetson, we are moving from an overreliance on ineffective sanctions toward a more proactive intervention-based response.

The students' perceptions matched existing research in the field. A Cornell University study concluded that knowledge about alcohol alone does not change high-risk behavior (Croom et al., 2009). Prevention specialists in the field know this firsthand. Our students understand the dangers of drinking, addiction, and driving under the influence, and they know that smoking kills, yet they do these behaviors anyway. Students in the Century study pointed out that they had been getting these messages since middle school. Rather than education alone, research has found that one-on-one personalized feedback is helpful in mandated situations (Alfonso, Hall, & Dunn, 2012).

Motivational interviewing—a technique based on behavior change theory and support—highlights the difference between education alone and an intervention/assessment approach. An assessment and screening approach called BASICS (Brief Alcohol Screening in College Students) has been considered a best practice in the field for years (Dimeff, Baer, Kivlahan, & Marlatt, 1999).This coincides with what the students in the Century study said is effective. With a screening approach, the question should always be, "Does this student need a higher level of intervention?"

Because we know from the research that assessment is effective, it would seem pertinent to include it in all high-level sanctioning. At Stetson University, we have tried to infuse this screening mindset into all our sanctions. Our anger management sanction is one-on-one with a counselor who assesses how important it is to encourage the student to remain in counseling. Our tobacco sanction involves a small-group psychoeducational session focusing on behavior change through motivational interviewing; a number of students have subsequently joined smoking-cessation groups. We also use marijuana e-checkup and mystudentbody.com both online assessment tools with immediate feedback. Focusing on the need for intervention and not just education, our marijuana sanction includes a one-on-one session with a student affairs professional.

The Century study also noted the importance of parental notification, involvement with the criminal justice system, and institutional follow-up. Parental notification can involve the student, an administrator, or both notifying parents of the student's violations. A convincing 53% of students believed that parental notification by both administrators and students was a deterrent. Although most institutions do not involve the criminal justice system in minor alcohol violations, students often engage with the system for driving-related offenses and drug crimes. Sixty percent of the students in the Century study said that involvement with the criminal justice system was a deterrent for them. This knowledge should help inform administrators' decisions when it comes to involving the criminal justice system. Finally, students report that institutional follow-up in relation to sanctions or reaching out to students after a certain amount of time has passed is the most underused, potentially effective strategy.

It is important to keep in mind how millennial students view rules. Millennial students prefer rewards over sanctions and relationships over rules (Lake, 2009). Thus, they tend to prefer one-on-one feedback. New research and emerging theory are leading to modifications in institutional responses to violations of policy. The goal is to get the most out of a strategy that an institution can reasonably use, given staff and budget constraints. The 2013 Century study suggests the benefits of intervention over education alone; especially some combination of assessment, one-on-one feedback, parental/criminal justice involvement, and follow-up.

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Asian Pacific Islanders Knowledge Community

BALANCING IDENTITIES: UNDOCUMENTED IMMIGRANT ASIAN AMERICAN STUDENTS AND THE MODEL MINORITY MYTH

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Equity, Diversity, and Inclusion

If I weren't an illegal immigrant, I think my life would be vastly different.

Undocumented Asian American students are a largely invisible population. Their experiences are unique in part because of pressures of the model minority myth, and because these students require different advisement and campus support due to their undocumented immigrant status.

The estimated number of undocumented immigrants in the United States is 11.5 million (Hoefer, Rytina, & Baker, 2012) with California supporting the largest population of undocumented immigrants—2.8 million. While the majority of this population is from Mexico (59%), the total from Asian countries makes up approximately 10%.

Research has examined the experiences of undocumented Latino students and the challenges they face in completing their college degrees (Gildersleeve & Ranero, 2010). However, a dearth of literature exists regarding the experiences of undocumented Asian American students. Although Asian American students are well-represented on college and university campuses, the broad term Asian American hides the fact that not all ethnic groups in this category are accessing education and well-paying jobs (Ho, 2003; Ng, Lee, & Pak, 2007). These groups can become further marginalized if their needs for resources, advocacy, and services are not met (Libby, Nguyen, & Teranishi, 2013). The prevalence of the model minority myth may compound pressures on undocumented Asian American students. This myth of universal success creates unrealistic expectations for academic achievement, financial success, and other markers of success (Suzuki, 2002).

This study seeks to increase the awareness and visibility of a population that exists in the shadows of a larger societal debate about immigration reform. The following analysis encompasses several interviews with current college students who identified as undocumented Asian Americans at some point in their college career. Several themes have initially emerged.

Social Isolation

Loneliness is a common experience of these participants. One participant said, "I'm a very outgoing person. . . . It's hard to open up to new people and even if good people try to approach, you might kind of push them away." Another student revealed her undocumented immigrant status to a friend in high school with negative consequences: "We got in an argument and she threatened me that she's going to report my family."

Many students do not learn about their status until they start planning for college. One participant felt isolated after discovering her undocumented immigrant status. She sought support from other undocumented immigrant students at her high school but generally felt she had to "manage things on [her] own." She described her relationships with friends as being short-term and temporary. Another student's parents limited relationships outside of the family. Thus, the family may also contribute to social isolation.

Undocumented status may have other effects as well. Some students have chosen to marry, sometimes at a young age, so they can establish legal residency. These students feel pressured to make decisions about a lifetime commitment just to resolve the issue of their citizenship status.

The Role of Family

Participants were asked about the role of family and whether parents or siblings influenced their college attendance. The responses were mixed. One student said she received little familial support and struggled because her parents were underemployed and concerned about finances: "When I got accepted to [omitted] University, the only question they asked me was how much it would cost."

In contrast, another student had strong support from her parents, who not only encouraged her to attend college but also paid the expenses. Although her undocumented immigrant status was an obstacle, this student cited her parents' journey and the risks they took to remain in the United States as motivations to earn her degree.

Model Minority Stereotype

All participants had experienced the impact of the model minority myth. Some described overemphasis on academic outcomes, comparison with peers, and self-perceptions of not meeting expectations. Other students noted their frustration at being generalized as high achieving and perceived as overly independent. But some participants said that high expectations were part of their upbringing and that such stereotypes did not have a negative effect on their experiences.

Conclusion

Frustration and loneliness seem to permeate the experiences of students who are forced to learn and work on the margins of society. Limited dialogue about these issues in the Asian American and immigrant communities perpetuates these students' feelings of isolation and invisibility. Conversations and sharing of resources occur only with confidantes and close relatives.

Higher education needs to name and recognize Asian American students who are undocumented immigrants. Increased advocacy, in-service training for academic and student affairs, and the creation of safe spaces on campus will provide meaningful support to this marginalized community.

As our research is ongoing, we ask that prospective participants contact us to schedule an interview with a member of the research team.

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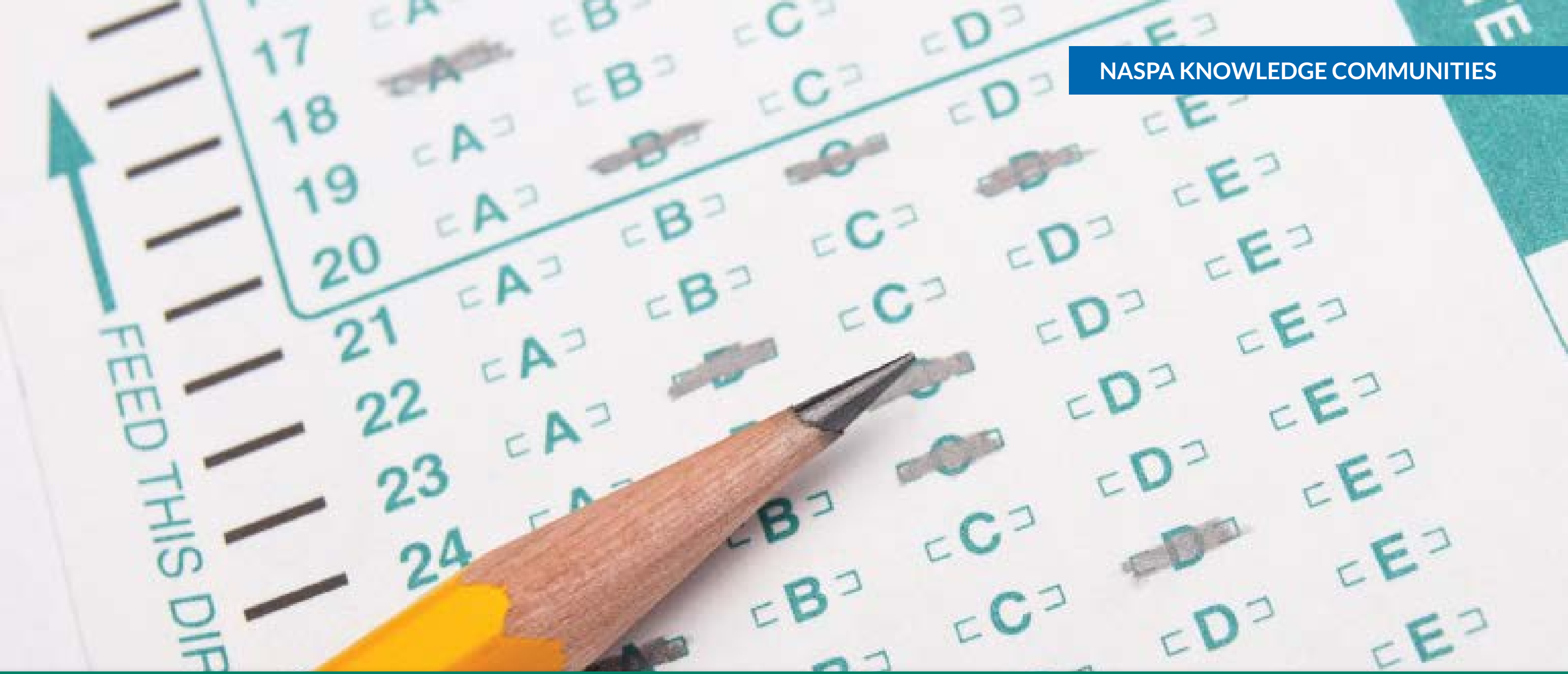

Assessment, Evaluation, and Research Knowledge Community

7 ELEMENTS: CREATING AND SUSTAINING A CULTURE OF EVIDENCE IN STUDENT AFFAIRS

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Assessment, Evaluation, and Research

A culture of evidence reflects a commitment among student affairs professionals to demonstrate with data that their programs and services are effective and contribute to an institution's ability to achieve its goals and fulfill its mission (Culp, 2012). To determine whether such a culture exists on our campus, we must examine our attitudes and behaviors and learn the extent to which assessments:

- Meet ethical standards
- Align with an institution's/division's strategic plan
- Are conducted with mixed methods across the institution
- Demonstrate value to ourselves and others
- Are learning-focused
- Result in data-based decision making
- Produce findings that are communicated and acted upon
- Do not include negative consequences for poor results

In a review of student affairs assessment literature and the Student Affairs Assessment Leaders electronic mailing list subject matter, I identified seven elements as essential for achieving and maintaining a culture of evidence: (1) understanding campus culture, (2) strong leadership, (3) building and nurturing relationships, (4) using a common assessment language, (5) ongoing professional development, (6) reporting and using assessment results, and (7) recognizing successes.

Understanding Campus Culture

Institutions of higher education have unique campus cultures and climates. In an effort to create and sustain a culture of evidence, it is imperative to have knowledge of campus values and understand how those core values drive assessment initiatives. "Studies of colleges and universities, as particular types of organizations, have shown that campus mission, size, expenditures, complexity, and selectivity exert small but significant influences on a variety of internal transactions and outcomes" (Volkwein et al., 1998, p. 50). Developing an understanding of campus intricacies may further assist in identifying ways of using evidence to improve student learning. In order To build and maintain a culture of assessment in student affairs, we need to:

- Know the extent to which assessment is valued.
- Understand the dynamics associated with assessment.
- Identify the assessment champions.
- Acquire knowledge of assessment projects.
- Determine what resources are dedicated to assessment.
- Learn how staff perceive assessment.
- Identify and address factors associated with resistance

Strong Leadership

Successful assessment efforts require strong leadership in positions throughout student affairs. Schuh and Gansemer-Topf (2010, p. 10) in concluding that "it is important for senior leaders not only to support assessment activities but also to be involved in assessment activities on their campuses." A culture of evidence is enhanced when the vice president for student affairs: (1) includes assessment in the division's strategic plan; (2) demonstrates value and holds others accountable for assessment; (3) has knowledge of and is able to discuss the data; (4) uses assessment findings in the budgeting/planning process; (5) supports technologies for collecting, analyzing, and retrieving data; (6) is committed to transparency; (7) trusts and can be trusted; and (8) commits sufficient resources, incentives, and reward structures to the assessment effort.

Building and Nurturing Relationships

Although it may seem obvious, developing a culture of assessment requires building and nurturing relationships with others. Assessment professionals new to an institution would undoubtedly benefit from meeting with stakeholders and engaging in casual discussions. Listening to and learning from those who have knowledge of division/campus assessments will provide insight into past, current, and future assessments; increase one's understanding of staff assessment competencies; and potentially generate assessment allies.

Using a Common Assessment Language

It is difficult, if not impossible, to build an evidence-based culture if everyone is not speaking the same language. Division staff will be well served through the development of a basic assessment terminology that includes a glossary of terms, working definitions, and a conceptual understanding of assessment. It is important that the assessment language be consistently communicated in onboarding training, workshops, and so on. Creating and using a common assessment language will avert unnecessary assessment angst.

Ongoing Professional Development

Building staff understanding of assessment concepts elevates confidence and competence, and demonstrates a continued commitment to assessment. Professional development, such as attending assessment conferences and workshops, builds skills and creates opportunities to establish a network of resources.

Reporting and Using Assessment Results

Sharing results, good or bad, is an essential factor in successful assessment. Each department needs to see what the others are doing and how well their efforts are working. Sharing provides opportunities for colleagues to engage in peer review, steer away from failed experiences, and replicate successes where appropriate. It enables staff to identify activities from other departments that they can combine with their own to produce richer results. Ideally, results should be easy to obtain, shared, used to make improvements and decisions, discussed, and disseminated.

Recognizing Successes

The act of recognizing desired behavior increases the likelihood that the behavior will be repeated. Too often, assessment reports are submitted and the staff members involved never hear another word about them. Celebrating successes demonstrates the importance of assessment, ensures staff ownership of the assessment process, and provides evidence for continued administrative support.

Conclusion

Understanding campus culture, having strong leadership and good campus relations, using a common assessment language, providing ongoing professional development, effectively reporting and using assessment results, and recognizing successes are among many conditions that support a culture of evidence. In the end, an institution's unique environment will determine the essentials for creating and sustaining such a culture.

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Campus Safety Knowledge Community

TITLE IX: A PERSPECTIVE FROM THE ASSOCIATION FOR STUDENT CONDUCT ADMINISTRATION PRESIDENT

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Law, Policy, and Governance

Since April 4, 2011, when the U.S. Department of Education's Office for Civil Rights (OCR) released the Dear Colleague letter at a press conference with Vice President Joe Biden, colleges and universities have been scrambling to make sure they are compliant. Throughout its 19 pages, the letter gives institutions lots of guidance on what the federal government expects in terms of policies and procedures and, perhaps most important, training as they relate to Title IX. In a recent survey the Association for Student Conduct Administration conducted of its members, Title IX and issues related to sexual misconduct were the number one topic keeping conduct officers up at night. Title IX has been around since 1972. For most of its existence, it was seen as the athletics law that promised equal funding for women's athletics programs. However, it applies to all of an institution's educational programs and activities. April 4, 2011, wasn't the first time OCR has issued guidance on its expectations as they relate to Title IX, and it will not be the last.

In 2001, OCR wrote a Dear Colleague letter that was similar to the 2011 letter; however, it did not have the voice of the vice president behind it and was a much less specific and clear directive to institutions than the 2011 letter. There are still many unanswered questions, but we do know some things. An institution's responsibilities to a Title IX complaint are clear. Institutions must:

- Stop the harassment.
- Remedy its effects.
- Prevent its recurrence.
- Prevent retaliation.

The letter does not specify how these goals should be accomplished, but it is important to keep these four responsibilities in mind.

Much has been made in the media and by organizations such as the Foundation for Individual Rights in Education about the "new" definition of sexual harassment ("any unwelcome conduct of a sexual nature") that was first shared in the Montana settlement agreement. OCR indicated that the intention of this definition was to encourage students to report before a hostile environment develops. OCR has since clarified that it does not intend for institutions to impose sanctions on individuals who may engage in unwelcome conduct of a sexual nature unless such conduct creates a hostile environment, but rather that institutions should strive to create a culture in which educational interventions can occur before a hostile environment develops. This is consistent with previous language from OCR.

Many have questioned the concept of "preponderance of the evidence" as the correct standard for sexual harassment cases. Much of this questioning comes from having the wrong reference point for student conduct systems. Student conduct systems are not mini versions of the criminal justice system. Our criminal justice systems are founded on the principle of rights for the accused; there is very little emphasis on victims' rights. Institutions are instructed to use the preponderance standard because in these kinds of situations many students' lives are affected. If institutions continue to use the criminal standard and a higher standard of proof, we are essentially placing the rights of the accused student over those of the other student(s) involved in the situation. Why would we give one student a greater right than another to be at our institution? No matter how the process is structured, most sexual assault cases come down to the word of one student against another. It is not fair to say to one student (most often a female) that her word has to be so much more believable than the other student's to overcome the burden. The only standard that even comes close to treating both students equitably in the process is the preponderance standard; it puts the parties at an almost even level when the process starts.

The other key component of the Dear Colleague letter is that we must have a process in place that is prompt, fair, and equitable to both parties. This essentially means that whatever rights or responsibilities you provide to one party you also provide to the other. This most often comes up in the following areas:

- The right to have an advisor or support person present
- The right to have questions asked of witnesses
- The right to review all the information provided to the investigator or hearing officer/board
- The right to be present throughout the process
- The right to appeal

We need not make these rights more complicated than they are. Set up your response to these complaints from the perspective of a duty owed to both students. Our job is to find out what happened without the goal of either proving or disproving that the offense occurred. We can make our processes equitable in a way the criminal justice system can't. We can minimize the advantage that socioeconomic status, race, gender, sexual orientation, and any other classification might give to one student over another by how we structure our processes. Instead of viewing our campus conduct processes as mini-trials, we need to view them as fact-finding undertakings.

There are many ways to set up the conduct process, and nothing in the Dear Colleague letter says that traditional conduct systems can't be used. Decision makers must be well trained on sexual harassment, sexual assault, dating violence, domestic violence, and stalking. Topics that must be covered in this training include but are not limited to the following:

- Rape myths
- Power and control
- Victimization
- Appropriate questioning
- Weighing evidence
- How to apply code definitions
- The First Amendment

We have to overcome the rape myths that many of us have been socialized to without creating a situation in which the decision maker is biased against the accused.

By remembering a few key points from the Dear Colleague letter, you can create a prompt, fair, and equitable process that is compliant. Student affairs leaders will ultimately be the ones to figure out how to address these issues, probably before our criminal justice system figures it out. There is still much to learn about how to stop these kinds of behaviors, but if we work together, we will improve campus climates for all our students.

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Disability Knowledge Community

IDENTIFYING THE CHALLENGES FOR DISABILITY SERVICES IN AN INCREASINGLY COMPLEX HIGHER EDUCATION ENVIRONMENT

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Equity, Diversity, and Inclusion

The higher education environment has grown increasingly complex through technology, social media, changing attitudes, financial burdens, consumerism, new government regulations, sweeping changes in pedagogy, and increasing diversity of students. The laws and government regulations directing our work are a fundamental source of this complexity. According to Grossman (2014), "These laws have recently undergone profound legislative and regulatory revision. To advise students wisely, professionally, and in a manner that respects their civil rights, we must update our understanding of the laws and their implementing regulations" (p. 4). At the same time, the new pedagogy complicates our work, as it continues to incorporate technology, becomes increasingly interdisciplinary and interactive, moves beyond the classroom, embraces nontraditional timing, and attempts to accommodate different learning, writing, and speaking styles.

Technology has had a profound impact on recent changes in higher education; for example, access to resources, videoconferencing, and use of online discussions. Simmons College chemistry professor Michael Berger uses Blackboard, eLearning, and Moodle to post lectures, practice exams, rubrics, and homework solutions. Textbook websites offer tutorials and online homework. Skype office hours are effective and popular. Students report that they access posted material an average of 10 times per week, which translates to increased time on task. Such practices can benefit some students with diagnoses of executive functioning disorders, learning disabilities, and anxiety disorders but may create access barriers for deaf and blind students unless the technology includes captioning, screen-reader accessibility, and sign language interpreters. A shared understanding of the fundamental course requirements between the faculty and the disability services provider is crucial to develop and coordinate reasonable and appropriate accommodations and equal opportunity for students with disabilities.

In the flipped class, new material is not introduced by the professor. Instead, students are responsible for covering new content before class, and class time is used to solve problems and answer questions about the material. Some students with chronic illness and medication regimens may struggle to keep up with the increased time on task. Agreement on what constitutes class participation and practice outside the classroom is necessary to ensure access to and provision of services for students with disabilities.

Berger incorporates service learning into the chemistry curriculum; it enables students to see firsthand how chemistry is used in the real world. In 2013, analytical chemistry students analyzed the soil in several community gardens in the greater Boston area for contaminants and reported the results to the community partners. To benefit from and participate in this program requirement, students with mobility impairments and wheelchair users need carefully selected service learning and research sites, with accommodations for transportation and onsite access. These accommodations require the collaboration of faculty, students, and disability services personnel. Changes in types and duration of accommodations may require coordination of arrangements for scribes, notetakers, interpreters, and technology to meet the expanded hours and locations of course practices.

Kate Croston (2012), a freelance writer, noted, “Technology has definitely changed the world of education. From new communication techniques to better access to information, education has never been as advanced. Technology has changed the way we view education, and the jury is still out on longer-term effects” (p.1). Advances in technology are here to stay; they are used extensively before, during, and after classes to enhance the learning experience of students. However, technology does not necessarily lend itself to improved access. In The Universally Designed Classroom, Meyer, Rose, and Hitchcock (2005) wrote, “When technologies with radically new capacities are introduced, it takes people a long time to realize how to use those capacities creatively and productively” (p.14).

Disability services cannot remain in a reactive mode; it must become a proactive partner in the integration and use of technology in the classroom. Training and use of access technologies and partnerships with Information Technology, Information Systems, and faculty will maximize the potential for equal participation for students with disabilities, as well as meeting compliance standards mandated by federal regulations.

Additional complexities are introduced by the new ways education is administered: distance learning, interdisciplinary studies, a more interactive pedagogy, the popularity of study-away programs, changes in the traditional timing of 4-year college degree programs, and efforts to meet the needs of an increasingly diverse pool of learners.

Adding to the diversity of learners are the increasing numbers of students with disabilities and the diversity of these disabilities in undergraduate and graduate programs. The latest data from the U.S. Department of Education (2012) indicate that 11% of all undergraduates reported in 2012 having a disability. Students with disabilities are just one type of diversity changing the landscape in higher education. Accommodations to enable these students to access educational opportunities contribute to the development of programs and practices that are universally accessible.

Disability services professionals identify challenges and collaborate with others on changes in pedagogy, demographics, and technology. Faculty, disability services providers, and administrators must identify challenges and work together to comply with changes in federal legislation and to accommodate the needs of students with disabilities in an increasingly complex higher education environment.

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Fraternity and Sorority Knowledge Community

EXPERIENCES OF LGB PEOPLE IN FRATERNITIES AND SORORITIES: A BRIEF SUMMARY FROM 1960 TO 2007

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Equity, Diversity, and Inclusion

There have always been lesbian, gay, and bisexual (LGB) people in fraternities and sororities, but only in the past 15 years have they have been widely acknowledged. The invisibility of much of the LGB population on college and university campuses and the "assumption of heteronormality" (Case, Hesp, & Eberly, 2005, p. 16) encouraged by fraternity/sorority culture may explain the small amount of research available on the subject. This article summarizes a study that explored the experiences of LGB fraternity and sorority members in colleges and universities over time and also offers recommendations for student affairs professionals, inter/national fraternity/sorority organizations, and local chapter members.

Participants were asked to rate how important a number of activities were in their decision to join their fraternity or sorority. The most important activity for all was to pursue friendships (76%–81%), with support groups and leadership opportunities as secondary and tertiary reasons. Ten percent of alumni indicated that passing as heterosexual was a very important reason they joined a fraternity/sorority, whereas 0% of current undergraduate students reported this reason.

More than half of participants were out to all friends (58%, *n* = 256) and nuclear family (52%, *n* = 232); one-third (34%, *n* = 148) of participants were totally closeted to their extended family. Between 59% and 78% of participants indicated that they were completely closeted when they started college. Seventy-three percent (*n* = 322) and 66% (*n* = 292) of participants were completely closeted to their nuclear and extended family, respectively, when they participated in the process of joining a fraternity or sorority. Participants continued to be totally closeted to their extended (74%, *n* = 320) and nuclear (64%, *n* = 282) families when they were initiated into a fraternity or sorority, but began to disclose their sexual orientation to friends after initiation.

The majority of participants (79%, *n* = 348) indicated that they were out to members of their chapter. One-quarter (*n* = 54) of alumni reported that they were not out to members of their fraternity/sorority, whereas 83% (*n* = 137) of undergraduate students were out. Overall, the majority of participants (73%–100%) were out to members of their fraternity or sorority. More than one-third (39%, n = 53) of undergraduate students came out while they were undergraduate members of their fraternity or sorority, whereas 29% (*n* = 39) came out during recruitment. More than half of graduate students reported that they came out while an undergraduate member. Almost half of alumni/ae (47%, *n* = 76) indicated that they came out after graduation.

Between 86% and 90% of all participants described the reactions of the majority of members in their chapter as very supportive or supportive. Approximately half (*n* = 98) of undergraduate students described their chapter as non-homophobic, whereas 47% (*n* = 100) of alumni described their chapters as homophobic.

Recommendations for College and University Administrators and Advisors

- Develop confidential support programs for LGB members to share experiences and advice and provide mutual support.
- Implement Safe Zone programs within a fraternity or sorority community so members have trained peer allies to turn to for advice, resources, and encouragement.
- Over the past generation, there has been a sea of change regarding LGB visibility and acceptability within fraternities and sororities. Although most alumni seldom or never had to deal with LGB issues during their collegiate experience, today volunteers need to be trained to provide appropriate guidance to the chapters they advise.
- Establish a zero-tolerance policy for anti-LGB actions/behavior within the fraternity/sorority community.
- Take proactive steps to work with fraternity/sorority programs to ensure the programs do not have an unnecessary heterosexist frame.

Recommendations for Inter/National Fraternity/Sorority Organizations

- Older alumni may not be comfortable addressing LGB issues; develop guidelines on how they should support LGB members.
- Adopt and promote nondiscrimination/ nonharassment clauses along with instructions on what to do when members appear to have engaged in such acts.
- Periodically review traditions, such as songs and events, to be sure that language and actions are inclusive of people who are LGB.

Recommendations for Fraternity/Sorority Chapters

- Sponsor and support LGB events that contribute to understanding of sexual orientation, to create awareness for LGB fraternity/sorority member needs (closeted or out) and build valuable relationships on campus.
- Develop policies and practices, such as how a local chapter treats a prospective member who rushes as an openly LGB student and how individuals in the local chapter can best support a brother/sister coming out or with bringing same-gender dates to chapter functions.
- Implement a zero-tolerance policy for inappropriate jokes, name-calling, and the display of demeaning images or messages.
- Participate actively in Safe Zone programs and consider ways to make the local chapter a Safe Zone.
- Enact a guest and alumni policy to communicate clearly that it is not acceptable to use demeaning language or harass members on the basis of sexual orientation.

For the 18 years before traditional-age students arrive on campus, they have internalized some of the heterosexist and homophobic attitudes prevalent in the culture. If fraternity or sorority life mirrors society in its attitude to sexual orientation, then campus and fraternity/sorority staff and volunteers cannot expect members to become comfortable and accepting of sexual orientation overnight, nor can the culture of the larger society serve as an excuse for inaction. The good news is that through wide-ranging, community-based efforts, change is occurring.

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Gay, Lesbian, Bisexual, and Transgender Knowledge Community

QUEER IN STEM: NATIONAL STUDY OVERVIEW AND IMPLICATIONS FOR HIGHER EDUCATION

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Advising and Helping

The experiences of minoritized groups in higher education and the underrepresentation of students from diverse backgrounds in advanced degree programs in science, technology, engineering, and mathematics (STEM) fields have become issues of concern for scholars and practitioners in higher education interested in creating inclusive learning environments and workplaces (see, e.g., Eccles, 2005; Museus, Palmer, Davis, & Maramba, 2011; National Research Council, 2011). Educational spaces in which different ideas and multiple problem-solving strategies are valued also allow for acceptance more broadly, and being open to alternative explanations and viewing issues from different perspectives are qualities valued by theoreticians and research scientists. Promoting differences as opportunities to better understand the world early in students' STEM careers can help them develop the habits of mind of scientists and join in communities that consider diversity an asset.

Overview of the Queer in STEM Study

The Queer in STEM study is a mixed methods interdisciplinary study that explores issues of educational preparation, scholarly productivity, and participants' views of their communities and workplaces as welcoming or hostile to queer identities. Our final data set consisted of 1,427 completed online surveys, 143 completed open-response questionnaires, and 60 digitally recorded semistructured interviews with a range of voluntary participants from the larger respondent pool. This brief offers a summary of results from analyses of survey data.

Results

Participant Identities

Significantly, our respondent pool (see Figure 1) represents a wide range of gender and sexual orientation identities. Although we used "typical" categories referenced in other studies to compare our results, we did not limit the number of categories individuals could select and offered the option to fill in other terms. The large number of respondents identifying outside a gender (female/male) or sexual orientation (gay/straight) binary is significant for promoting understanding of other identities. The majority of participants were between the ages of 20 and 29 and about half either were currently earning a PhD or had already completed one (see Figure 2). A range of general STEM areas and subspecialties were represented, with the largest number of respondents working in the life sciences (see Figure 3).

Figure 1

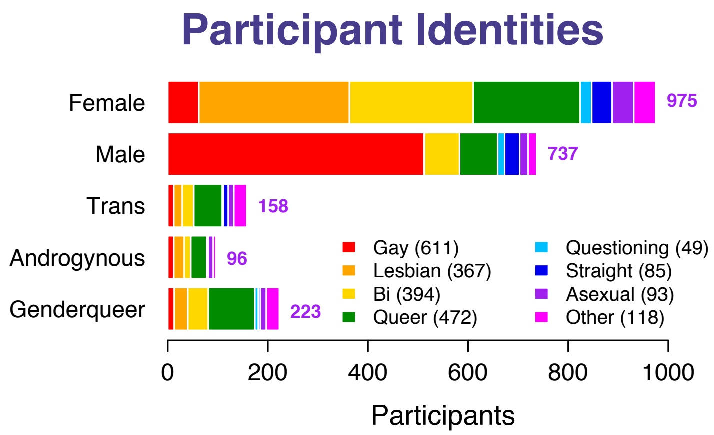


Figure 2

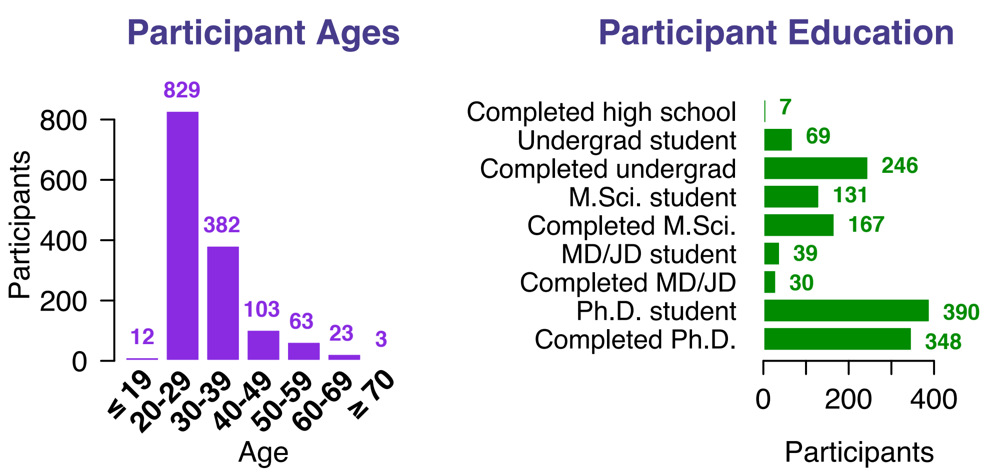
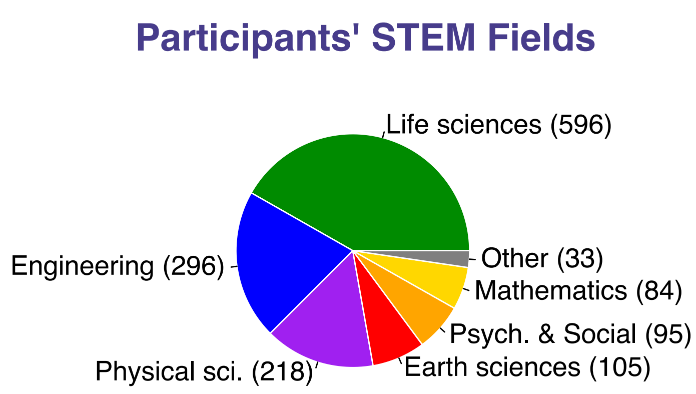
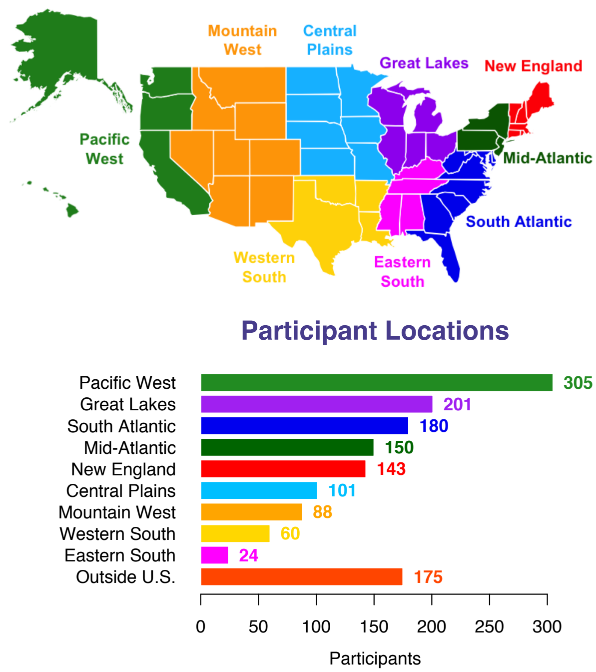


Figure 3



Participant Locations
Survey respondent locations across the United States significantly correlate with the 2010 U.S. Census population distributions (correlation coefficient = 0.65, p = 0.054), with the greatest number of participants in the Pacific West and the least in the Eastern South (see Figure 4). Of the 177 respondents located in other countries, some completed their education in the United States but were working as researchers or faculty outside the United States.

Figure 4



Outness and Perceptions of Educational and Work Environments
The online survey asked participants to rate outness, or openness about their identities, on a scale of 0 ("I am not out to anyone in this group") to 5 ("As far as I'm aware, everyone in this group could know") across a range of personal and professional contexts. Participants' outness scores were strongly and positively correlated across these groups; on average, people who reported being completely out to family also tended to be very out to coworkers or colleagues (see Figure 5). Composite outness scores showed a pattern in which most participants are out in personal contexts, but a split in professional contexts reflects differences in perceptions of the broader local community as safe or unsafe or welcoming or hostile to lesbian, gay, bisexual, trans* or queer (LGBTQ) people. Participants who rated their community as safe and welcoming were more likely to be out to friends and family, and participants who rated their workplaces as safe and welcoming were more likely to be out to their colleagues (see Figures 6 and 7). These trends were not correlated with particular geographic regions—rather, if respondents felt their university was welcoming and had LGBTQ-inclusive policies, they were more likely to be out regardless of state or city reputation.

Figure 5

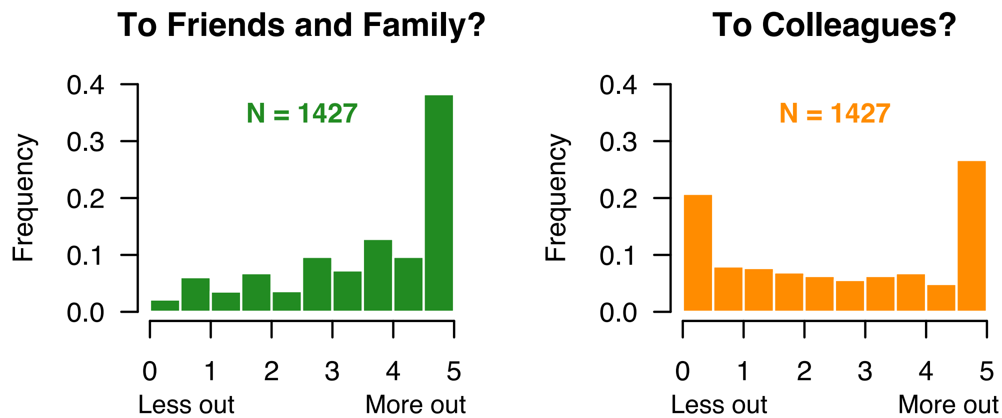


Figure 6

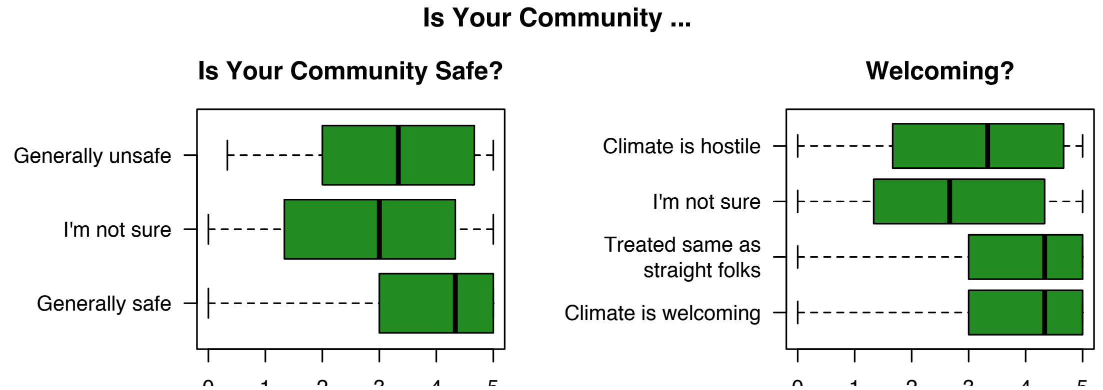
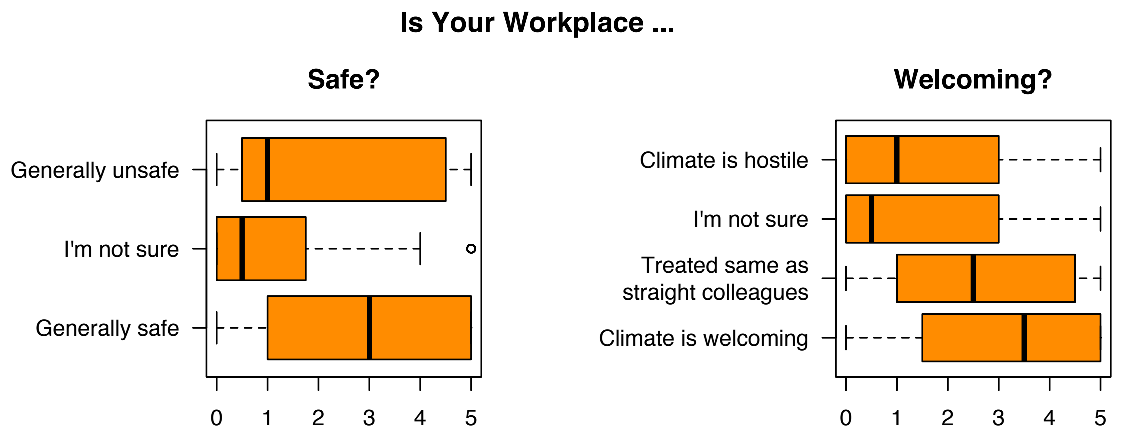


Figure 7



Implications for Higher Education

The importance of expanding educators' understandings of diversity to encompass the complexity of individual students' identities—and the benefits offered to STEM professions by a more diversified and inclusive membership—is demonstrated by the personal narratives shared by study participants. Their stories also support the significant value of undergraduate research opportunities and individual mentorship shown in other studies (see Eagan et al., 2013) and support scholarship showing the importance of student engagement on academic outcomes (Klem & Connell, 2004). Based on our findings, we urge educators to intentionally select "promising" students to mentor. In order to avoid reproduction of the skewed demographics in upper-level positions in STEM fields, leaders must be careful not to choose only those students that remind them of themselves as young people. Expanding educators' understandings of what a "good scientist" looks like means imagining diversity much more broadly than race, ethnicity, and language, to include ability, gender identity, and sexual orientation.

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Indigenous Peoples Knowledge Community

INDIGENOUS DISSIDENCE: STRIVING TO BE HUMAN IN NON-INDIGENOUS INSTITUTIONS OF HIGHER EDUCATION

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Equity, Diversity, and Inclusion

"At some point in the making of a dissident, one reaches a point of no return; not because one feels compelled by comrades or forced by foes to do so, but because one comes to understand that our greatest political agency, as individuals and communities, resides not in our perfection of ideas or the correctness of our actions but in our on-going commitment to struggle for our humanity and our uncompromising courage."

Antonia Darder,
A Dissident Voice: Essays on Culture, Pedagogy, and Power

The Dialectic of Academic and Indigenous Identities

Karen Gayton Swisher (1998), of the Standing Rock Sioux tribe, wrote that non-indigenous people have been eulogized about indigenous education and are "cited more often than the experts from whom their experience and information was gathered" (p. 192). Supporting this statement, Williams and Tanaka (2007) explained that as the tradition-keepers of the Western world, non-indigenous institutions of higher education often understate the role that traditional indigenous values play in the holistic development of indigenous students. In the same fashion, discourses on student success fail to document how these foundational philosophies often undergird both academic persistence and cultural survival (Davidson, 2009; McAlpin, 2008; Waterman, 2004). As institutionalized capital continues to mute the importance of place and indigenous habitude within college settings, other responses are needed to better grasp the levels of indigenous student development. In particular, the cultural offerings of higher education institutions can become synchronized with the inner lives of indigenous students.

Knowledge So Old, It Seems New

The experience of higher education for indigenous scholars and practitioners can be fraught with states of order and chaos. Articulated in his research on the adaptive challenges of contemporary Diné education leadership, Timothy Begaye (2003) defined this contextual imbalance as "disequilibria," which he describes as being marked by periods of "confusion about future direction, respon[se] to external threats, internal conflict, [and] disorientation . . . in regard to roles and relationships" (p. 5). He added that this breeds "two continuous patterns of thought," thereby yielding "two parts to every context [that are] operated in, two sets of expectations, two cultures, two languages, two social systems, and . . . problems and issues . . . originate from two sources and are likely to have two solutions" (p. 139). Mirrored in narratives of intermittent unhappiness of the postsecondary experience (Davidson, 2009), this struggle can be a perennial trial for people to stay true to who they really are. To that end, there exists an ongoing reframing of indigenous culture and, subsequently, an unending "need to continue to create new songs and new prayers" (Attakai as cited by Lee, 2004, p. 167), and new ways of perceiving the indigenous worldview as providing solutions to present-day challenges. In this vein, Diné scholar Harry Walters testified that Diné people are in the process of reconstructing their traditions and in so doing are "altering [our] technology to maintain [our] epistemology" (Walters as cited by Hedlund, 1996, p. 63).

Characteristically oral, modeled, animated, and transmitted through practice (Battiste, 2002), indigenous knowledge is a special kind of intelligence that can be narrated, drawn, danced, carved, beaded, sewn, woven, and sung. Also referred to as indigenous learning modalities, these are "non-modern way[s] of creative expression that follows familiar, age-old procedures and materials typically found in the natural world" (L. Emerson, personal communication, April 12, 2008). Leaning away from institutional forms of data transmission, indigenous learning modalities can be a sensory channel in which information can be given, received, and stored, and differs from didactic pedagogical models that tend to usurp the cultural autonomy of indigenous people. In possessing the capacity to think, feel, smell, taste, hear, and see, indigenous modalities contain pragmatic implications at every phase of education and life, and are encoded with life-sustaining principles that continue to retain relevance to this day, as people seek happiness and a long life (Clark, 2009).

What are the implications for research and student affairs practice, when indigenous scholars look to traditional modalities as a place to begin their work? How does our work come into being differently than if it emanated from a process that is denatured, guided by principles that lack positive regard for the next seven generations, and dismiss creative processes, ceremony, love, and hope as sustenance? The ceremonial application of a decolonizing framework, reverently woven with indigenous learning modalities, brings about projects that contest the narrowness of the academy, which often requires that research and practice be entirely saturated with Western methods, theory, and perspectives. Often, for indigenous scholars this contradiction brings about unique ways of receiving answers, cobbling understandings, and applying information (Clark, 2009; Emerson, 2003; McAlpin, 2008; Williams & Tanaka, 2007). Most notably, it is a departure from Western processes that have the potential to harbor damaging outcomes that may impede our humanity and social agency.

Conclusion

We exist in a time of seeking a modern indigenous academic identity. Dueling messages of how to attain this have the dangerous potential to loosen our grasp of timeless epistemologies. Put positively, if we desire to faithfully maintain the traditional knowledge of our forebears, we must strive to revive it to counter the adversities of life, for it has served our ancestors well.

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International Education Knowledge Community

MODERNIZING HIGHER EDUCATION: EUROPEAN UNIVERSITY COLLEGE ASSOCIATION'S PROPOSAL TO ENHANCE STUDENT SUCCESS

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Student Learning and Development

Background

Many studies in the United States and Europe have highlighted a skill shortage in employees. Employers often claim that university graduates are well prepared in their disciplines, but lack general and transversal competencies, such as communication, teamwork, work ethic, and leadership. According to many documents issued by the European Union (EU) (European Commission [EC], 2012; European Economic and Social Committee [EESC], 2010) and human resources experts (Deloitte, 2011; Istituto per la formazione e l'orientamento al lavoro, 2012; IULM, Istituto Universitario di Lingue Moderne - Libera Università di Lingue e Comunicazione, CRUI, Conferenza dei Rettori delle Università Italiane, & Centromarca, 2012; Manpower Group, 2012), "soft" skills are closely connected with employability, particularly for young people entering the labor market. The definition of soft skills for the purpose of this article is the following:

> A dynamic combination of cognitive and meta-cognitive skills, interpersonal, intellectual and practical skills and ethical values. Soft skills help people to adapt and behave positively so that they can deal effectively with the challenges of their professional and everyday life. (Haselberger, Oberhuemer, Pérez, Cinque, & Capasso, 2012, p. 67)

Skill development is one of four main areas of the flagship initiative, An Agenda for New Skills and New Jobs (EESC, 2010). This initiative is part of the EU's overall strategy Europe 2020, and the focus of EU document Rethinking Education Strategy: Investing in Skills for Better Socio-Economic Outcomes (EC, 2012).

A crucial question is how to create an effective connection between entry into the labor market and the higher education system. Opportunities should be provided for young people to develop entrepreneurial skills, soft skills, and creative problem-solving skills that will help them to successfully transition from a university experience to their first career job.

Since 2001, Dublin Descriptors have been adopted in Europe for the three main cycles of the Qualification Framework of the European Higher Education Area. They offer typical expectations of achievements and abilities associated with awards that represent the end of each Bologna education cycle: knowledge and understanding, applying knowledge and understanding, soft skills, making judgments, communication skills, and learning skills. Nevertheless, most European university programs are still focused on teaching traditional scientific skills rather than paying attention to soft and complementary skills.

The Project

In 2009, EucA (European University College Association) launched the ModES (Modernizing Higher Education Through Soft Skills Accreditation) project, financed by the EU program Lifelong Learning Erasmus and involving 15 partners from 10 countries through 2012. The project was aimed at integrating a common European program on soft skills in the academic curricula.

The two main products of the ModES project were a handbook in four languages (Italian, English, Spanish, and Polish) with a set of guidelines to teach soft skills at the undergraduate level, and prototypes of technologically rich educational games in these languages to develop soft skills. The main audience for these deliverables was university teachers, trainers, and student affairs and services educators.

In the first phase of the project, we identified the soft skills most required in the labor market through an online survey of more than 500 companies in Europe. The identified skills were later clustered and ranked by 35 experts in human resources. In the second phase, the main partners produced a handbook of guidelines to help teachers at higher education institutions and trainers to design and set up learning environments that support learning activities appropriate for soft-skills development.

The handbook also contains best practice examples collected in both universities and residence halls. After gathering quantitative data through a survey, a further phase of qualitative research was necessary to map the best practices and analyze teaching, learning, and assessment methods. The qualitative data collection was carried out through focus groups and interviews with university teachers and residence hall directors, as well as field observations. A full report of this part of research is presented in Cinque (2012).

The Results

ModES set to develop structured soft-skills training by strengthening the definition of clear learning outcomes. The soft skills identified by the ModES project were the following: learning skills, tolerance to stress, professional ethics, self-awareness, commitment, life balance, creativity, communication, teamwork, contact network, negotiation, conflict management, leadership, culture adaptability, customers/user orientation, continuous improvement, adaptability to change, results orientation, analytical skills, decision making, management skills, research, and information management. These skills are grouped into three categories: personal, content reliant/methodological, and social.

Soft skills are developed through formal and informal activities. Universities recognize formal skill development activities in the classroom and residence halls through European Credit Transfer System (ETCS) academic credits. The informal skill development activities are nonacademic and nonrecognized, although the structure of the courses is similar to the formal ones.

Soft-skills development in the classroom can be performed using mini-curricula, programs, workshops, labs, training sessions, projects, company visits and study journeys, and individual or group tasks. Soft-skills training in residence halls can take place through "face-to-face" activities, experiential methods of learning such as on-the-job training and field activities, volunteering, discussions, seminars, debates, case studies, group dynamics, and business games. In the residence halls, students can learn from each other through exposure to authentic, complex, real-life problems in a collaborative environment.

Conclusions

The EucA carries out projects and initiatives to promote a holistic approach to university education, academic merit, international mobility, and the development of responsible citizenship. The personalized ModES educational project described in this paper was focused on the acquisition of soft skills to complement students' academic education. The ModES project succeeded in building a toolkit for teachers, instructors, tutors, facilitators, and student affairs and services educators to help with soft-skills development. In addition to students, the project had its main impact on the institutions involved: Universities were called to objectively judge their educational offerings in terms of soft skills, residence halls were recognized as having a great impact on the education of youth, and companies were engaged to give their opinion on the soft skills most required by the labor market. The impact of the ModES project on the labor market will surely be seen in the long term, as companies benefit from more skilled personnel in the future.

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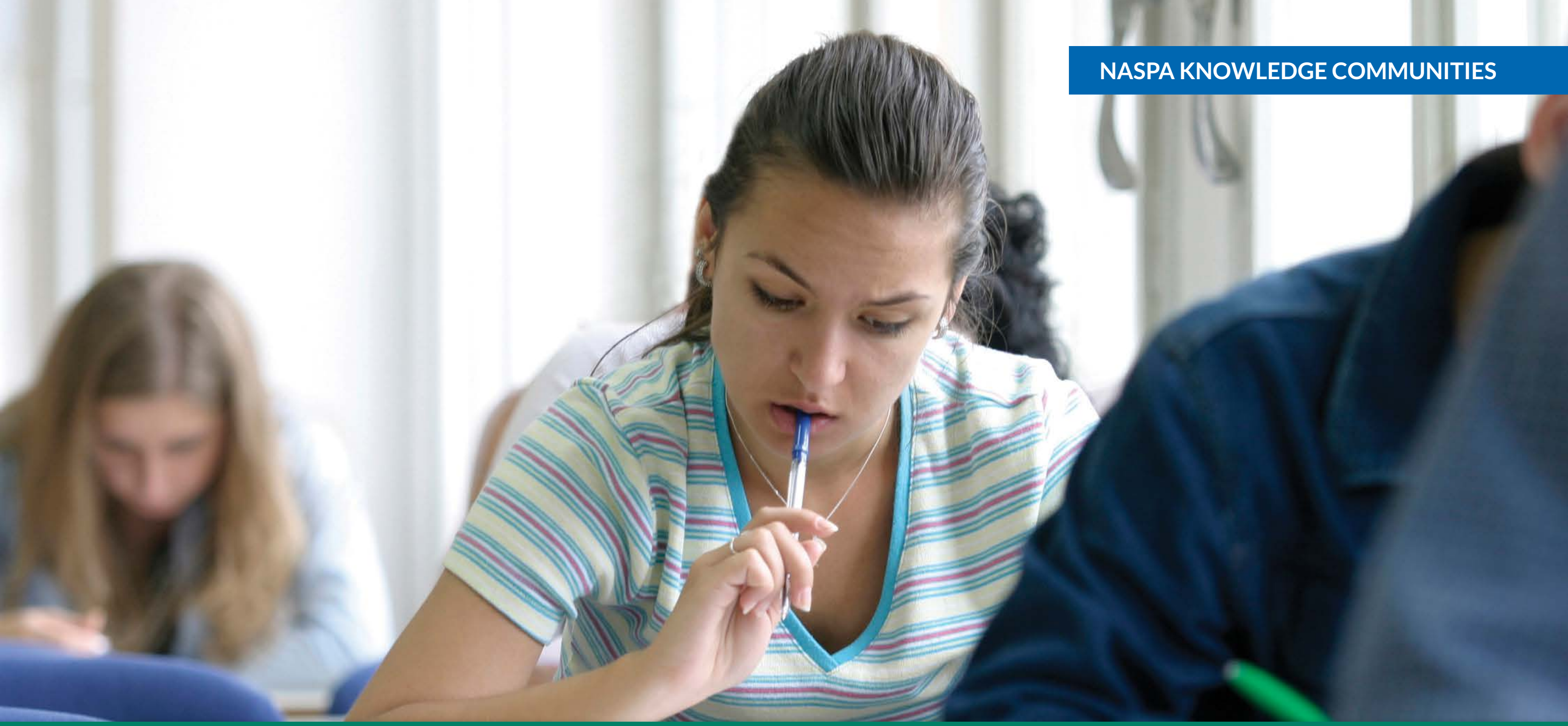

Latino/a Knowledge Community

THE PERSISTENCE OF PUERTO RICAN WOMEN IN DOCTORAL PROGRAMS

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Advising and Helping

Latinas represent the lowest percentage of female-earned doctorates in the United States (Castellanos, Gloria, & Kamimura, 2006; U.S. Census Bureau, 2000). Despite a slight increase in Latina-earned doctorates from 2000 (4.9%) to 2010 (5.9%), noted by The Survey of Earned Doctorates (2011), the pool of Latina/o PhDs has remained notably small over the past 30 years (Henderson, Clarke, & Woods, 1998). Of the 5% Latina-earned doctorates in 2000, Puerto Rican women earned only 1.2% (U.S. Census Bureau, 2000). This percentage includes doctorates awarded on the island of Puerto Rico itself, indicating that the number of mainland Puerto Rican women who achieve a doctorate is much lower.

Research regarding the disparities Latinas face in graduate education tends to highlight the Chicana/o experience (Gonzalez, Marin, Figueroa, Moreno, & Navia, 2002) or overgeneralizes all Latinos. The cultural distinctions that exist within and between the various Latino subgroups, as they relate to academic achievement, must continue to be teased out. The purpose of this study is to understand the unique situational context of Puerto Rican women in doctoral programs.

Theoretical Framework and Methodology

The selected framework for this study was Solórzano's (1998) rendition of critical race theory (CRT). CRT in educational research describes the ways race, class, gender, sexuality, and other forms of oppression manifest in the educational experiences of people of color (Huber, 2010). Solórzano's five tenets of CRT in education were used to guide this study: (1) intercentricity of race and racism with other forms of subordination, (2) challenge to dominant ideology, (3) commitment to social justice, (4) centrality of experiential knowledge, and (5) interdisciplinary perspective.

This qualitative phenomenological (Spiegelberg, 1984) study used a semistructured interview approach to understand how the social composition and life experiences of participants influenced their doctoral studies. Using purposeful sampling, seven Puerto Rican women were selected to participate, based on the following criteria: (a) dual Puerto Rican heritage, (b) self-identified as a first-generation college student, (c) received a PhD in education, and (d) received a PhD between the 2002 and 2012. The recruitment of participants involved posting a description of the study on the websites of two well-known Puerto Rican organizations. Because participants were located throughout the United States, a one-and-a-half-hour interview was conducted with each participant using Skype, a Web-based video chat software. Interviews were digitally recorded, transcribed verbatim, and analyzed using axial coding (Corbin & Strauss, 2008).

Major Findings

Six major findings emerged from this study. First, many of the participants cited personal characteristics as having contributed to their academic persistence. Some participants spoke of an early, innate desire to do well that was recognized and then encouraged by their families and by educators throughout the pipeline.

Second was the desire to succeed for the benefit and pleasure of the family. These women discussed the impact their doctoral completion would have on various family members (e.g., parents, children) given their status as first in the family to complete such a feat.

The third finding was a sense of responsibility toward their community. Many participants spoke of their aspiration to better themselves in hopes of then serving as an advocate for their community.

Another finding was the significance of socioeconomic status and capital. All the participants discussed how their social standing heightened the difficulties of navigating the academy. They cited the lack of access to higher education, a "hidden curriculum" that seems to work against the less privileged, and the meritocracy myth in academia.

Fifth was a desire to battle the effects of racial discrimination and sexism. Several of the women recounted stories of having been confronted with belittling ethnic stereotypes and having experienced additional sexist challenges. These experiences motivated them to disprove the negative expectations of others.

Possibly the most influential aspect that contributed to these women persisting to the PhD was the support of Latino/minority faculty members and peers. Most of the participants discussed how these individuals promoted an environment in which barriers were exposed and remedied without fear of judgment.

Discussion and Implications for Student Affairs Professionals

The findings from this study offer three key implications for assisting Puerto Rican women through the doctoral process. Given the dismal representation of Latino faculty in the academy, resulting in a lack of professorial role models for Latino doctoral students, the first recommendation for administrators is to intentionally recruit Latino faculty.

Graduate faculty should provide culturally empathetic guidance. Therefore, the second recommendation for administrators is to establish mandatory faculty training sessions for culturally empathetic teaching and dissertation advisement.

Despite financial opportunities that were afforded to the participants in this study, most of them had to work additional jobs to cover the cost of child care. Therefore, the third recommendation is to allocate additional fellowship monies for Latina doctoral students with child care expenses.

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Men and Masculinities Knowledge Community

BUT HOW CAN WE GET THEM TALKING?

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Advising and Helping

The world of student affairs teaches us that students spend significant amounts of time outside of class and that it is our job to assist them in the transitions to and through college life. During their first exposure to campus, we help them establish a sense of place by incorporating them into orientation programs, residence hall floors, and student organizations, just to name a few experiences. We expect them to be social, and we expect them to attempt to solve problems themselves. Instead, students use the assistance of their parents to resolve conflicts, which leaves administrators to educate them about the importance of actually resolving their own conflicts. Our students are social; they just aren't communicating the way we want them to.

Levine and Dean (2012) wrote that students experience "competition between intimacy and isolation" (pp. 53–54). They are bombarded by social media and engage readily in Twitter, Facebook, and texting (and by the time this is published, they will be engaging in another form of social media not even considered yet). Levine and Dean noted a "new tribalism," in which face-to-face communication has been replaced by the use of mobile devices. "A consistent complaint from student affairs staff is that current undergraduates do less well at face-to-face than electronic communication" (Levine & Dean, p. 74). They are connected but are also separated from one another. How do we, as administrators, convince our tech-savvy students that speaking up and communicating face-to-face is critical to their survival?

We know that students in general are struggling. Men, in particular, are wrestling with what it means to be a man on campus and in society. Harris (2010) found particular elements of masculinity that are important to understand. First, the men studied said that respect, confidence, self-assuredness, responsibility, and physical prowess were part of their masculinity and identity. They said that competition is seen as a part of the campus culture, and they feel pressure to perform in comparison with their peers. Through this lens, being a man reflects the traditional belief that men are in power, in competition, and, probably, in crisis. This identity leaves little room for difficult discussions about emotions and, more important, for their role in the dialogues necessary to grow on campus. Are men prepared to engage with other men on issues of importance? Can they confront issues of privilege?

Male administrators must be prepared to serve as role models. If we approach this problem similarly to the way we approach multicultural competence (Pope, Reynolds, & Mueller, 2004), the best thing we can do for our students is to help them build skills. Skill-building activities include teaching them how we want them to communicate. The creation and evolution of men's groups on campus will provide a place for positive and meaningful conversation among men. This evolution requires our participation.

Educational opportunities expose men to critical skills and knowledge acquisition. An example of such opportunity is educating males on the concepts of privilege. Privilege in all forms is an important and meaningful component in the unpacking of our situated lives. McIntosh (2002) wrote that privilege "exists when one group has something of value that is denied to others simply because of the groups they belong to, rather than because of anything they've done or failed to do" (p. 21). Dominant groups benefit from their positions in society.

McIntosh (1988) caused a flurry of discussion and sparked a national debate on the topic of unearned privileges (White and male privilege). Her central premise was that there were at least 46 ways in which a White person can be reasonably assured that he or she will receive privileges in daily life that people of color will not receive. Later, she put forth a similar notion regarding heterosexual privilege (McIntosh, 1989). Exploration of privilege helps men open their eyes to the realities in society. As persons with privilege, men are uniquely suited not only to speak up for others but to be heard. McIntosh offered a simple tool to help men assess their status and potential privileges, which can be used to begin a dialogue.

Student affairs administrators need to facilitate these kinds of discussions, however difficult, and to show men how critical dialogue can begin opening doors. If we expect men to grow and develop, and serve others on our campuses, we need to provide them with a roadmap for success. The charge is simple: Get involved in a genuine way. Attend a floor meeting, participate in discussions among student leaders, and engage in dialogue. If we show them how we expect them to communicate, they will be more likely to engage and interact with each other not on social media, but through face-to-face communication.

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MultiRacial Knowledge Community

SUPPORTING IDENTITY DEVELOPMENT AMONG MULTIRACIAL STUDENTS TO INCREASE INSTITUTIONAL CONNECTEDNESS

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Student Learning and Development

The face of higher education is changing with the increased number of multiracial students entering college. The 2010 U.S. Census reported that more than 9 million people identified as multiracial, a 32% increase over the past 10 years. Because this population trend affects college enrollment, understanding multiracial student development will contribute to student affairs professionals' ability to assist students with identity development and integration into the campus community. Currently, some multiracial students face internal identity conflicts and are not finding support to navigate these issues.

Using Renn's racial identity categories (monoracial identity, multiple monoracial identity, multiracial identity, extra-racial identity, and situational identity), research has indicated that multiracial student perceptions differ depending on the identity category with which the students identify (Banks, 2008; Renn, 2003). Students who fully embrace their multiracial identity experience higher levels of comfort in racially diverse contexts than those who do not (Garbarini-Philippe, 2010). How a student determines his or her identity depends on factors such as family background; physical appearance; cognitive-development-related issues of race, culture, and identity;

peer culture; belief systems; and social–historical context (Banks, 2008; Garbarini-Philippe, 2010; Renn, 2003). In a supportive environment, multiracial students will be more confident in exploring their racial identities. Thus, educational institutions should welcome the exploration of multiracial identity (Garbarini-Philippe, 2010). Multiracial students report having feelings of isolation when they try to join monoracial groups (Sands & Schuh, 2003). Some of these students may experience feelings of apathy, frustration, despair, and depression when their needs are not addressed on college campuses (Museus, Yee, & Lambe, 2011). When multiracial students face these challenges, it is hard for them to feel a sense of belonging. Multiracial students who believe that existing programming may not be beneficial for them still see a need for some type of programming (Sands & Schuh, 2003). Museus et al. (2011) note that educators should promote campus cultures that embrace racial dialogues as a norm. This could include professional development focused on multiracial student issues, conferences, seminars, a monthly lecture series, and other events that focus on multiracial student populations on campus.

Shaping Resources to Foster Engagement

One of the key elements in establishing an effective support structure for multiracial students is to know what exists on your campus that can benefit this population. Many scholars suggest having inclusive spaces or groups on campus to ensure students' comfort and growth in identity development (Garbarini-Philippe, 2010; Renn, 2003). This could include having a multiracial student discussion group that focuses on localized campus concerns as well as the greater college experience. Such conversations could enhance institutional connectedness for multiracial students. Student affairs professionals could also improve connectedness by developing targeted student organizations relevant to both the individual and universal experiences of multiracial students. Including students in the development of these opportunities would have the most impact on their success and continuity.

Intentionality of Support Services

Tinto (1993) noted, "The higher the degree of integration of the individual into the college system, the greater will be the commitment to the specific institution and to the goal of college completion leading to persistence" (p. 28). Renn (2003) suggested that understanding the student and the outside influences that may be affecting the student's identity is the most beneficial way to understand the totality of that identity. Whereas some academic support systems focus on monoracial students, capturing and initiating contact with self-identified multiracial students as a target group for early intervention would meet individual needs and provide the type of integration that enhances institutional connectedness. Such a dialogue could lead to connections with student affairs professionals, faculty, academic advisors, and other members of the campus community that further understanding of individual student concerns. It is also important to acknowledge that certain issues, such as social influence or micro-aggression, may have more of an impact on multiracial students.

Capturing Data to Shape Quality Interactions

Another way to identify techniques to support this student population is to assess data from student withdrawal and attrition records. Insight about students who decided to transfer or stopped attending college can provide meaningful trend information and yield opportunities to meet the needs of current and future students.
Using data to develop strategies that demonstrate institutional commitment by addressing specific individual needs and emphasizing student well-being may have a meaningful impact on the experience of multiracial students. The most effective strategies are engagement through individual interactions and referrals for multiracial students to take advantage of campus resources to deal with academic or nonacademic issues that hinder performance and affect retention.

Conclusion

Adopting these recommendations can empower administrators to deal with challenges to connectedness in the multiracial student population. An all-inclusive approach that engages the entire campus community will stimulate dialogue and encourage interactions that will improve the college experience for multiracial students in ways that increase persistence and completion.

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New Professionals and Graduate Students Knowledge Community

LEAD, INNOVATE, AND TRANSFORM: REDEFINING PRIORITIES FOR NEW PROFESSIONALS AND GRADUATE STUDENTS

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Equity, Diversity, and Inclusion

Every year at the NASPA Annual Conference, the New Professionals and Graduate Students Knowledge Community interacts with a number of new professionals and graduate students (NPGSs) who are seeking to continue and refine their professional development in higher education. We spend hours talking about doctoral degrees, career advancement, networking, resumes, and the like. Those of us who are involved in NASPA are very future-focused! But there is an inherent problem with being future-focused, especially when it comes to new professionals and graduates, because it seems that we are skipping a critical element: developing the competencies essential to being successful in student affairs.

Over the past year, some conversations took place at regional conferences about the changing demographics of students enrolling at institutions across the United States. These conversations suggested at least two questions: How much emphasis are we placing on creating conference sessions that challenge higher education professionals to think about our shortcomings? Should we be creating panels and open discussions about what new and current professionals fear and where we see a need for improvement?

When we talk about multiculturalism, we can usually agree that it involves people who are "not like us." We are intellectually aware of difference and educated about difference, but that is not the same as actually dealing with people unlike ourselves. Practice and education are not the same as understanding and cultural sensitivity. How are we preparing new professionals and graduate students to practice in the field of student affairs? In a 2007 survey by Renn and Hodges, respondents ranked six competencies highest in terms of areas they did not feel adequately prepared for in their first year; multicultural competency was listed among those areas. Six years later, not much has changed.

NASPA has shown its commitment to the development of this skill through its Equity, Diversity, and Inclusion (EDI) competency, but more growth and excitement can be generated by new professionals and graduate students. Opportunities through NASPA (such as the annual conference) can provide a platform for NPGSs to take the lead in the conversation, transform the conversation into action, and be instruments of innovation in social justice in our field. Demographics will continue to shift, including growing numbers of online learners, evolving concerns surrounding mental health, and the issue of college readiness.

Students and campuses benefit from our efforts to provide innovative practices and honest conversations regarding these issues. New professionals and graduate students should consider NASPA an open forum, with unlimited potential to introduce their ideas and programs regarding diversity and inclusion, regardless of functional area. We encourage you to use your voices to advocate for issues of equity, diversity, and inclusion that can transform the campus environment. Although addressing these issues might feel uncomfortable at times, you can provide a fresh perspective to promote changes in common spaces, departments, and the institution. NASPA can better prepare you for the present and equip you with the knowledge we all need to better serve our students. Researchers note that because NPGSs are close in a generational context to the current/incoming student body, they are in an ideal position to identify practices that could be successfully applied to affect the students of today (Fried, 2011). Taking that role seriously and embarking on a quest to fully immerse oneself in a better understanding of personal growth will accelerate our community's social justice efforts and promote transformation in the field by dismantling systemic barriers to equality and inclusiveness (an element of NASPA's EDI competency). However, this cannot be done without exploration, questions, and practice.

The entire student affairs profession should support the goal of equipping new professionals and graduate students to develop EDI competencies. Supervisors and graduate program faculty should encourage graduate students and new professionals to develop an understanding of social justice issues, to become more aware of how these issues can affect their practice in the field, and to learn about strategies to address them. Mentorship is still considered to be a primary professional development method for new professionals and graduate students (Roberts, 2007; Schmidt & Wolfe, 2009). Mid-level and senior student affairs practitioners can provide guidance to help NPGSs become advocates for social justice and to teach them the skills to do so within campus administration politics. Acquisition of this specific knowledge, application of theories and practices, and practical experience can bring about a change among the new professionals and graduate students who attend NASPA events. We can't plan for the future when we are still facing unmet challenges in the present.

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Parent and Family Relations Knowledge Community

WHAT WILL FUTURE COLLEGE PARENTS BRING TO US?

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Law, Policy, and Governance

By now it's widely recognized that parents of college students are involved in their students' educational endeavors. From before the college choice and selection process to first-year student move-in day and beyond, parents come to our institutions with mixed emotions about leaving their offspring with us. Somewhat unexpectedly in the early 2000s, masses of parents began to demand involvement in their children's college experience. In response, colleges created designated offices to accommodate the needs of parents and enhance parent–institution relations. These parent program offices hold a variety of responsibilities, such as serving as the initial campus contact for parents, providing parent-specific orientations, and facilitating events to raise funds and make friends for the institution. These activities have become the norm on college campuses.

Prochaska and DiClemente (1983) identified five phases of behavior change: precontemplation, contemplation, preparation, action, maintenance, and relapse. These phases are relevant to institutional evolution as colleges embrace parent involvement on campus. The linear phases begin with the idea that change is unnecessary and progress through the change to maintenance of the new behavior. When parents began coming to colleges en masse, campuses were forced to change before they were ready to embrace parent involvement, when they were still resisting the idea. However, research demonstrated that parents had a positive effect on student success. In Partnering with the Parents of Today's College Students, Keppler, Mullendore, and Carey (2005), sent a message about the importance of institutional partnership with parents. As the practice has spread, American institutions of higher education have moved into the maintenance phase, in which they create and run parent programs. With a forecast of declining student populations into the late 2020s and ongoing changes in student demographics, it is even more imperative that institutions welcome parents to campus and facilitate their involvement. Increases are predicted in the Hispanic and transfer student populations in the near future; it will be important to consider the unique needs of these students and their parents.

Hispanic students may come to higher education institutions as first-generation college students or with a low socioeconomic status. Padgett, Johnson, and Pascarella (2012) found that the parents of first-generation students have a median income of $49,170, while a couple in which one has a bachelor's degree have a median income of $77,614. This disparity, along with other characteristics, puts Hispanic students at risk when they first walk in the door. Just as campuses have shifted to parent-friendly environments, parents from this population may be shifting their attitudes and perceptions of college and changing their roles from moral supporters to advocates (Auerbach, 2007). We can help these parents by providing multiple forms of outreach. First we must understand the population. We start by asking questions: What are the differences among various Hispanic subcultures (e.g., Cuban, Puerto Rican)? How well do the parents speak English? What is the family's socioeconomic status? Does the family have a strong religious background? The answers to these and other questions help institutions strategically reach out to parents and their students by going to their schools, churches, and community centers. Institutions can also offer support to these parents and make communications for effective by supplying staff members who speak Spanish. For example, the College of DuPage in Glen Ellyn, Illinois created a Latino Outreach Center in 2011 that provides a variety of opportunities to facilitate effective communication, including events geared toward increasing enrollment and retention (Borowski, 2013). One event is an African American–Latino student summit, which brings approximately 500 people to the campus.

The parents of transfer students also need the support of the institution. Of the more than 11 million students enrolled in community colleges, approximately 25% indicate their intention to transfer to earn a bachelor's degree (Coston, Lord, & Monell, 2013). The majority of students who transfer to 4-year institutions began their college careers at community colleges. They are immersed in a new campus community with a different level of academic rigor and different expectations for navigating institutional services. Transfer students can struggle with these differences; if the transition is difficult, they are 10% to 15% more likely than continuing students to leave the institution within their first year (Coston et al., 2013). We can help these students by providing them and their parents with the kind of attention first-year students receive. For example, San Diego State University offers an orientation program for parents of transfer students concurrently with its freshmen orientation program (San Diego State University, 2013). The institution places a high value on this program and encourages parents to attend, sending a message of its belief that parent involvement is a key factor in student success. This message reassures parents that their transfer student will receive the appropriate attention and help transitioning and assimilating to the new institution. The program also communicates to parents the impact of the transfer process on their student's timeline toward degree attainment. These communication efforts show that the institution is actively maintaining its partnership with parents.

As student demographics change, so will the institution's relationship with the parents who accompany them to campus. As student affairs professionals, we need to be prepared to embrace the changes that lie ahead. Our students require our attention, their parents demand our attention, and we need to provide all involved with the highest levels of service to ensure student achievement and the success of the institution.

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Spirituality and Religion in Higher Education Knowledge Community

ENHANCING LEADERSHIP IN COLLEGE STUDENTS: THE IMPORTANCE OF EQUANIMITY AND SPIRITUALITY

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Advising and Helping

According to Astin and Astin (2011), "Equanimity measures the extent to which a student finds meaning in times of hardship, feels at peace or is centered, sees each day as a gift, and feels good about the direction of his or her life" (p. 28). For any leader, equanimity plays a strong role in meaning making, or intentional knowledge construction, and is linked to developing resilience through hardships associated with change.

Scholars have found equanimity to be an important dimension of leadership, both spiritual and more general. Astin, Astin, and Lindholm (2010) defined five specific spiritual leadership qualities: spiritual quest, equanimity, ethic of caring, charitable involvement, and ecumenical worldview. Jablonski (2005) explored the relationship between spirituality and leadership, and suggested that leadership development involves openness to exploring a higher power, connectedness to others, and personal authenticity. Further, Astin and Keen (2006) found that equanimity is one of the qualities of highly developed spiritual leaders. This research supports the position that understanding equanimity as a component of student leadership helps student affairs professionals influence student development.

Exploring equanimity and leadership entails a number of specific components. A person acting with equanimity:

- Finds meaning in times of hardship: Students experience varying degrees of hardship throughout their college experience. Students who have found meaning through hardship might be best suited to lead other students; indeed, peer mentoring can foster the development of this aspect of equanimity.
- Feels at peace or is centered: Because college is full of experiences that test students' resilience and critical thinking, student leaders should model the life skill of remaining centered in the face of adversity. Indeed, leaders often need to exude a sense of calm that has a positive impact on others.
- Sees each day as a gift: When students see each day as a gift, they are more likely to be optimistic and upbeat about the interactions they will have throughout the day. Optimism and creating potential are characteristics that we should identify and foster in campus leaders.
- Feels good about the direction of his or her life: Many students in college are striving to figure out their purpose, and what they are learning shapes that understanding. A student who feels good about the direction of his or her life is more capable of serving as a resource for other students—both practically and motivationally.

We hypothesize that, all other factors being equal, students with a stronger spiritual grounding would better lead their peers because they would be high in equanimity and exhibit the above behaviors more readily and comfortably.

Research on spirituality and leadership offers a general framework for bridging theory and practice. Gehreke (2008) examined the social change model of leadership development and found a positive, direct relationship between spirituality and leadership in college students. In a national and longitudinal study, Astin, Astin, and Lindholm (2010) found that growth in equanimity enhanced grades and leadership skills and that a connection with one's "inner self" facilitated leadership growth. They also stated that "equanimity involves the capacity to frame and reframe meaning under stress while maintaining a sense of composure and centeredness" (p. 57).

In light of the link between student leadership and equanimity as part of spirituality, consider the following:

- Do student leaders in particular areas like campus ministry have stronger equanimity because of the inherent spiritual nature of their leadership position?
- Parks (2008) wrote, "Leadership and spirituality are intimately woven and both are integral to the life and work of higher education" (p. 8). Assuming that peer mentorship enhances the personal nature and efficacy of this process, how can we create more opportunities like these?
- Practicing feeling centered and at peace with one's life helps develop equanimity. How do we encourage nonstudent leaders, including student affairs professionals, to model positive actions and cultivate equanimity?

Astin, Astin, and Lindholm (2010) noted that meaning-making includes pausing and reframing. How do we as student affairs professionals strengthen the practice of reflection and critical thinking in our student leaders?

Ultimately, we know that college is a formative time and that helping a student grow in equanimity can positively affect the student's experience. Student affairs professionals must examine the opportunities and challenges that programs provide for students to develop equanimity as an aspect of both spirituality and leadership.

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Student Affairs Fundraising and External Relations Knowledge Community

USING SOCIAL MEDIA TO ENHANCE STUDENT AFFAIRS FUNDRAISING

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Human and Organizational Resources

Although social media can't replace face-to-face fundraising and donor relationship-building and -management, it can serve as a valuable communication channel with current students, parents, and alumni as administrators develop a student affairs fundraising strategy. In 2013, 1.15 billion people were using Facebook and 500 million were using Twitter (Digital Insights, 2013). Many of these users are students and prospective donors who are posting valuable information about their experiences and passions.

A quick glance around the campus student center or recreation centers will show that students today are more connected to their mobile devices than ever before. A student waiting in line for a Zumba class might be checking the schedule for other group fitness classes that may not be as crowded or using Twitter mobile to update her friends on what is happening after her workout. Even students studying in the library or walking to class have their cell phones ready for incoming texts or status updates that will let them know the latest campus news. Students today network with each other digitally just as much as they participate in face-to-face communication, and we must embrace this shift to use digital communication in positive ways, such as building connections between students and student affairs divisions that will last beyond graduation.

Think about the various student groups within your division. Does the residence hall association know it is part of the division of student affairs? What about sorority and fraternity students? If they do not identify with student affairs while they are in college, we cannot expect them to respond to our mail solicitations and calling campaigns after they graduate. We must start making these connections now, and social media can be a key tool for building relationships that lead to a gift to student affairs.

Connecting with Students

Connecting with students on social media to promote campus events is nothing new, but connecting with the purpose of engaging them for future relationships and dollars is an emerging area. Soliciting younger supporters for student affairs is a new concept. As the division positions itself as a key player in university fundraising strategies, we must capitalize on our strong student engagement soon after students graduate. Social media are one way to meet young people where they are and educate them about the various ways they have been touched by student affairs, so that when they reflect on their college experiences, they will realize that the division had a major impact and will be more likely to give back.

The following are some ways to use social tools to promote student affairs fundraising to students:

- **Educate students about the division of student affairs.** Post information from your various departments and units on one page so students realize they are a part of student affairs.
- **Conduct prospect research and update databases.** While your students are still on campus, update their prospect profiles to include what they are involved in, or make notes you can use after they graduate to build a relationship.
- **Follow your graduates after they leave your campus.** Use social media to track your most involved students after they graduate, including contact information and employment status.

Using Social Media to Reach Alumni

A recent survey of 1,300 nonprofit employees indicated that development professionals use social media most frequently to find details regarding employment, education, familial relationships, and marital status (WealthEngine, 2012). This information is useful to identify potential donors.

Institutions are also using social media to collect relevant and timely information to cultivate major gifts. When your graduates connect with your college or university on social networks, these alumni are showing an affinity toward your organization. In addition, people share their interests and connections, which can further enhance and bring meaning to the major gift experience. Major gift officers can often go into a cold call with a wealth of current information about the prospect, which can smooth the process.

Not only can you collect relevant information about your prospects, but social networks allow your prospects to stay up to date with you. Student affairs divisions should share timely and engaging information, not just with the intention of bringing in dollars but to tell the story of student affairs and how it affects students. These stories help the division reconnect with alumni and friends, adding to the cultivation phase of a major gift. And this connection enables you to engage with alumni outside of the "ask." Make sure your prospects hear from you throughout the year, so that when you do ask, they feel connected and up to date with your organization.

Getting Started

Because digital strategies can involve many goals in your division, it is important to designate a point person to lead divisional communication efforts and develop a strategy for engaging each of your constituent groups (students, alumni, parents, colleagues). As a fundraising professional, begin creating your network by sharing your social media pages with current donors, boards, and other relevant groups, and encourage them to help you expand your network. Work with your point person to develop a social media plan that intentionally creates donor buy-in and relationships. Using social media as a tool will help expand your prospect list and can lead to a very purposeful and meaningful major gift experience for both you and your donors.

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Student Affairs Partnering with Academic Affairs Knowledge Community

WHEN CURRICULUM AND STUDENT DEVELOPMENT COLLIDE: TEACHING PEER MENTORSHIP FOR THE COMMON GOOD

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Student Learning and Development

Peer mentorship stimulates the development of self-direction, leadership, interpersonal skills, intercultural development, civic engagement, and critical thinking for college students who serve as mentors (Shook & Keup, 2012). Benefits for the mentee include development of a stronger sense of community, greater social and academic integration, and a network of resources. "Further, Guiffrida (2006) found that cultural connections—such as those provided by peer interaction, leadership, and mentorship—have a positive impact on minority student persistence" (Shook and Keup, 2012, p. 7). At the University of Tennessee, Knoxville, the Office of Multicultural Student Life (MSL) supports the transition of first-year students of color through the Multicultural Mentoring Program (MMP). MMP peer mentors are selected through a two-step recruitment process that includes group and individual interviews. Peer mentors must be upperclass students and must have a cumulative grade point average of at least 2.5. Selected mentors are required to attend leadership development workshops sponsored by MSL to help prepare them for their roles as student leaders and mentors. Despite the comprehensive leadership development training that mentors undergo, assessment feedback from both mentors and mentees suggested that more specific training was needed to prepare students for peer mentorship roles. Wooten, Hunt, LeDuc, and Poskus (2012) suggest that institutions integrate peer leadership programs to foster student growth and support the educational process as a partnership among the various components of the campus community, while keeping students at the center of the mission. The Association of American Colleges and Universities (2011) identified integrative and applied learning as an imperative learning outcome for the 21st century college student.

In the spring semester of 2013, the MSL, in collaboration with the Counselor Education Department and its faculty, began crafting a 3-credit-hour elective course that would focus specifically on peer mentorship and student development. In its inaugural year, the course provided students with a knowledge base of college student transition, student development, and leadership theory. The course also focuses on group communication, listening techniques, mentoring, and advising skills. Students Helping Students: A Guide for Peer Educators on College Campuses (Newton and Ender, 2010) was adopted as the course textbook because of its integrated and holistic approach to student success through peer-to-peer engagement and relationship development. Along with the textbook, each week students listen to the real-world mentoring narratives of administrators from various levels at the institution.

Students who take the course consistently report mastery of the basic competencies associated with peer mentoring. Each week, they demonstrate their ability to incorporate a comprehensive understanding of the previous weeks' lessons into their roles as mentors and, more important, into their roles as engaged citizens of the University of Tennessee, Knoxville community. Interactions with guest speakers increase students' awareness of campus resources and inform their ability to make appropriate referrals to student life and academic affairs professionals. Furthermore, meeting and conversing with the executive assistant to the president, the dean of students, and the assistant director of the student success center has connected students to knowledgeable people who can help them expand their networks and identify potential mentors of their own.

As course instructors, we serve in the dual role of teacher and advisor, helping students understand how to manage their interactions with peers and how to employ sound problem-solving skills to the everyday challenges of collegiate life. We are teaching and modeling effective advisory and mentoring habits that can be emulated in their formal and informal interactions with peers. Referring to a textbook chapter on positive communication skills, one student said:

> It kind of gave us instructions on how to figure out what the problem is and do our best to help out. To do this, we need to know how to effectively communicate with others. Additionally, this chapter reminded me that I am simply there to advise a mentee in his or her decisions, not to take over. . . . Clear communication and advising mentees are a couple of the biggest lessons that I took from the chapter reading.

Peer mentors study development theories such as Chickering's seven vectors (1969), leadership models such as servant leadership, and Tuckman's stages of group development (1965). Through the use of role-play scenarios, class discussions, and self-reflection, the students become more intentional and thoughtful peer mentors and citizens. Through their weekly reflection papers, we assess their learning and gain insight into how they are using the text and class discussions to grasp theoretical concepts.

Through group discussions, in-class activities, guest speakers, and role-playing scenarios students not only grasp what it means to be an effective peer mentor but also comprehend what it means to be a lifelong role model and leader. Effective communication, honed interpersonal skills, self-awareness, and counseling and advising skills serve students well in any role or situation. As one student said, "I'm one of those people who will step up to the challenge if no one else will, but I don't have the kind of take-charge personality that natural-born leaders possess. I learned that not all leaders have to have this trait. A leader is someone who challenges old ideas, supports member involvement, and models positive behavior."

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Student-Athlete Knowledge Community

EMBRACING INTERSECTIONALITY IN BLACK MALE STUDENT ATHLETES: A CALL FOR HOLISTIC SUPPORT

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Student Learning and Development

Student affairs scholars have become increasingly interested in the concept of intersectionality, "the idea that the crossing of multiple forms of oppression with regard to gender, race, ethnicity, class, and sexuality produces distinct sets of perspectives and consequences among individuals" (Melton & Cunningham, 2012, p. 46). Studies have explored these identities and their relationship to college student learning, development, and success (Phelps, Taylor, & Gerard, 2001; Stewart, 2008). However, less attention has been given to the investigation of athletic identity within the concept of intersectionality. Scholars acknowledge that participation in an intercollegiate sport adds an increasingly complex layer to student life, as members of this special population face unique challenges and have needs that set them apart from their nonathlete peers (Gaston Gayles, 2009; Watt & Moore, 2001). Time demands, academic issues, and balancing the roles of student and athlete are most often cited as affecting the student athlete experience (Martin, 2009; Watt & Moore, 2001). In fact, researchers have found collegiate athletic participation to be related to academic disengagement, attrition, and deviant social behaviors (Adler & Adler, 1991; Hildenbrand, Johnson, & Bogle, 2001)—all of which are antithetical to the educational missions of institutions. The current status of Black male student athletes illuminates the complex nexus of these multiple identities.

The Black Male Student Athlete

Black male student athletes face unique challenges at postsecondary institutions in the United States. Research has found that they are more likely to enter college academically underprepared and less likely to experience positive academic outcomes once enrolled in college (Harper, Williams, & Blackman, 2013; Sellers, 1992). In addition, Black males at many institutions are overrepresented on athletic teams (particularly in the two largest revenue-generating sports—football and men's basketball) and concurrently underrepresented in the general student body. Disparate enrollment trends not only exacerbate Black male student athletes' marginalization at these institutions but also perpetuate the myths of Black physical superiority and intellectual inferiority (Harper et al., 2013). The pervasiveness of these insidious myths has been found to be salient among faculty, coaches, and peers at postsecondary institutions (Benson, 2000; Martin, Harrison, & Bukstein, 2010), and they have contributed to Black male student athletes' frequent encounters with racial discrimination, social isolation, and academic neglect (Cooper, 2012). Black male student athletes graduate at the lowest rates among all student athlete subgroups, are more likely to report poor psychosocial outcomes, and are less likely to experience postcollege career mobility. As educators committed to holistic student development and success, it is imperative that we actively work toward improving these outcomes.

A Call for Holistic Support

Student affairs professionals must understand and take into account the fact that a Black male student athlete's athletic identity may have as significant an impact on his holistic development as his racial, gender, sociocultural, and academic identities; the intersections of these identities may affect his overall development and success in college and beyond. Specialized services for student athletes have become institutionalized on many college campuses; however, Martin (2009) argued that "depending solely on the resources and services provided by the athletic department can be detrimental to the overall well-being and growth of student athletes" (p. 289) and recommends that student athletes use offices and support services outside athletics. Student affairs professionals, along with faculty and administrators, must establish and sustain collaborative partnerships that use interdisciplinary approaches to address the complex issues facing student athletes from diverse backgrounds (Person & LeNoir, 1997; Watt & Moore, 2001). Concerted institutional efforts can result in well-coordinated and purposefully designed programs and services that facilitate positive educational and developmental outcomes for student athletes.

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Student Leadership Programs Knowledge Community

THERE IS NO "I" IN TEAM, BUT WE CAN FIND "ME"

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Leadership

Competencies in the field of student affairs help us discern how and where we fit into the work we do. These 10 areas of competence are being discussed in various venues and articles. What follows are some ideas about how the competency of leadership emanates from our personal foundations to guide and influence our advising and helping. Working in leadership education, we often focus on the students and forget the "leader" aspect of our actions and interactions. As educators, we are leaders and role models, contributing to the curriculum and to the development of leaders through our programs. We co-create, lead, and learn from our students concurrently with the delivery of our programs. There is no "I" in team; to have a team you need multiple "I's". A team by definition is more than one. So, although there is no "I," we do find a "me."

Me

Who is the "me" in a team? This concept considers a grouping of individuals (which does have an "I," by the way) to accomplish the work of the team. One motivational saying often seen on posters hanging in offices and training rooms suggests that TEAM is an acronym for **T**ogether **E**veryone **A**chieves **M**ore. Without the collaboration of a group of ME's, a lot of work wouldn't be accomplished. The synergy of working together requires our combined strengths, talents, and gifts to create a critical mass of energy to do the work. The metaphor of 1 + 1 = 3 is attention grabbing because of the incorrect math. But it illustrates the fact that my work plus your work can create a greater amount of work than just the total of what each of us could accomplish on our own.

Us

The power and ability to do or act is increased when many people collaborate for a common purpose. Through transformational leadership, we know that at times Me #1 has a strength or talent that will come to the forefront while the others assume a supporting role. At other times Me #X will possess a new talent or skill that could be used by the team to achieve the common goal of the group. Andrew Carnegie said, "Teamwork is the ability to work together toward a common vision. [It is] the ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results" (ScreenDreams Entertainment, 2013, para. 7).

We can recognize leaders when they display certain qualities through their actions. A group can also be a leader, through shared leadership, a network of leaders, or delegation. This team or group approach to leadership has energy as well; let's call this energy "force."

Force equals mass times acceleration ($F = ma$) can be used to create an analogy for working as a leader or on a team. This is actually Newton's second law about force and inertia, published in 1687 (NASA, 2010). Newton talked about force as an influence that causes an object to change. *Mass* has weight and takes up space. *Acceleration* has to do with movement and speed, like the accelerator pedal in a car. To apply these terms to the topic of leadership, we can define force as a movement or the intention for positive change. Force has to do with strength, intensity, power, and energy. Force is an influence that precipitates change. Let's change the *m* and the *a*; rather than mass we will use me (or members) and rather than acceleration we will use the attitude of the leader(s) and/or the team, because that will have an impact on achieving the goals and objectives at hand. The attitude of the leader (me) is going to provide a model and establish a tone for the rest of the members.

The force for change is set by those involved in making meaning and setting the agenda that creates the movement. I would call them leaders. As Margaret Mead said, "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has" (West, 2012, p. 3). Attitude is everything.

Let's return to Newton's laws for a minute. The first was that an object in motion tends to stay in motion—that feeling you have when the roller coaster car comes to a sudden stop and you get thrown against the padded bar holding you in place. The force we are creating depends on attitude and the masses (me and members), and must be sustained for lasting effect. The energy required to create momentum has to start somewhere. Once the energy is in motion, we need to keep it moving. It is a lot easier to keep energy in motion once it is moving. Newton's third law is about symmetry, or the interaction among different forces. This action–reaction law says that one action generally creates an opposite reaction. This "pushback" is good from a leadership perspective. It is much better to obtain a reaction and some indication of interest. The opposite of this is apathy. We need change and motion, not apathy and a dead end. The energy we apply to each of the competencies in student affairs is important. We know from the social change model (Higher Education Research Institute, 1996) that change begins with the individual. Our consciousness of self (*personal foundations*) drives our commitment to our work (*advising and helping*). Our congruence is evident through our work and our *leadership*.

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Sustainability Knowledge Community

DEVELOPING A SUSTAINABLE FUTURE, ONE STUDENT AT A TIME

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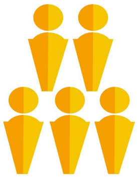

Most people are unclear about the true purpose and meaning of sustainability in higher education and how we should be developing sustainability for the future. The Brundtland Center's World Commission on Environment and Development report (Brundtland Center for a World in Balance, 1987) defined sustainability as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. In general, sustainability refers to the means to endure. It covers all items, ideas, and entities that have the capacity to continue without compromising life for future generations.

The concept can be applied in many ways. In higher education, everyone has a different idea of what it means to be sustainable (Jucker, 2002); meanwhile, sustainability programs continue to develop and grow on college and university campuses. Student affairs practitioners need to understand the commonly held values and basic premises about sustainability, and how they relate to higher education in general and student affairs in particular.

Preparing for the Future

Society expects higher education to develop future generations of leaders, and these graduates will be responsible for leading us to a more sustainable future. Sustainability issues are much more comprehensive and complex than environmental issues. Cortese (2003) summarized the broad range of abilities we will expect from sustainability leaders. They include developing timely and accurate economic and ecological indicators that reflect the true well-being of society and the Earth; providing the opportunity for all current and future generations to pursue meaningful work and live healthy lives; designing technological and economic activities that sustain rather than degrade the natural environment and enhance human health and well-being; stabilizing the human population level by increasing education and the social and economic status of women worldwide; and building culturally diverse communities that collaborate and participate in governance.

For us to achieve sustainability, we must start now. The higher education system of operations will have to be transformed to enable it to create leaders who possess the crucial skills. Cortese (2003) noted, "The content of learning will require dynamics, analysis for all majors, interdisciplinary systems thinking, and professional degrees" (p. 18). Sustainability in higher education will require students to learn how the natural world works and understand how human technology and activity affect our ability to live. Colleges and universities will need to facilitate student interaction with the community and the environment, while teaching and coaching ways to live and work sustainably.

Cortese's 2003 article is an informative resource for institutions that are just joining the sustainability movement and need basic information on teaching students about campus sustainability and making a difference.

Educating Students on Sustainability

Sustainability is a process. Higher education professionals who want to educate students on the concept must start with the fundamentals and move on to the bigger picture. They must provide information on resources and examples that can eliminate confusion about the topic and inspire students to adopt a new way of living.

The following is a suggested approach for teaching about sustainability.

- Define "sustainability."
- Explain how the concept relates to students' lives and personal values, and how their actions affect issues of sustainability.
- Describe how environmental, social, and economic systems are interrelated.
- Show students how they can use their knowledge of sustainability to change their daily actions and alter their consumer mentality.
- Teach them how to apply concepts of sustainability to their campus and community.
- Provide information on how they can develop change agent skills such as increasing their knowledge of sustainability issues; analyzing issues and coming up with possible solutions; and identifying and implementing viable solutions to shift organizational, social, or cultural practices and policies toward sustainability.
- Encourage them to demonstrate a commitment to sustainability by applying their knowledge of sustainability in their professions and the groups to which they belong.

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Technology Knowledge Community

WHEN #SATECH BECOMES #SATEACH: *THE ROLE OF THE #SATECH UNCONFERENCE IN PROFESSIONAL DEVELOPMENT*

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Personal Foundations

As higher education institutions continue to limit their operating budgets and educators seek professional development tailored to their individual needs, we are beginning to see the rise of unconventional forms of professional development using technology, including the unconference. What exactly is an unconference? What can we expect to gain from attending one? And how do we go about planning an unconference at our own institution?

In business and industry, approximately 70% of learning in the workplace is informal (Bruce, Aring, & Brand, 1998). The unconference model is appealing to education professionals because it follows an informal structure. Participants gather around a common theme or focus, and vote on discussion topics related to that theme. The event is entirely participant-driven; there is no "sage on the stage" at an unconference. The event is structured to ensure that participants are both learners and teachers. The entire session and subsequent discussions are developed according to who is in the room.

The growing popularity of unconferences is not based solely on anecdotal evidence of success from past participants and organizers; published research supports the unconference model for facilitating adult learning. Stubblefield and Keane (1994) found that, regardless of the historical era, "Americans learned because there was knowledge to master, technology to adapt, and life's uncertainties to be resolved" (p. 312). Student affairs staff are likely no different. As Elias and Merriam (2005) asserted, "Educational activities must meet the needs of adult learners in order to survive. Practical considerations thus necessitate an emphasis upon individual needs and interests" (p. 144). The benefit of the unconference model lies in combining the need for knowledge and the tools to learn with meaningful structures and processes to support the unique needs of adult learners. The unconference allows participants to take more ownership over their learning by identifying the knowledge they wish to master and deciding how best to resolve the uncertainties in their professional development.

The #SAtech unconference model was introduced as a hybrid of the unconference and more traditional conference models, in response to a growing need for training in higher education on technology and its many uses in student affairs. This hybrid event differs from other unconferences in its structure. Some portions of the schedule are structured, including the use of a keynote speaker, a panel of technology experts and enthusiasts to lead discussion on the topic of the day, or videos from presenters who do not attend the event. Each event is tailored to the needs of the participants as identified by the hosts, and a portion of the day is always dedicated to the unstructured discussion model. With a focus on technology, these events have been able to appeal to a range of educators and administrators in higher education, including information technology departments, to discuss the role technology plays in campus life.

The #SAtech unconference relies heavily on technology for organization, promotion, and execution. In 2013, ten #SAtech unconferences were held across the United States and Canada. Organizers used a variety of technological tools for promotion, participant engagement, and assessment. These included documents shared from the cloud, online conversations over Twitter and other media, and the use of social media and blogs to tout the importance of attending the unconference and the associated benefits for professional development. During the events, many organizers used Google Hangouts or YouTube videos for sessions, Twtpoll to select topics, and Twitter to engage participants throughout the sessions. People who were not able to attend could access the conference through the conference backchannel, which expanded the reach of the event beyond the confines of the physical space.

There are a number of reasons why a higher education professional might attend an unconference. To minimize travel costs, these conferences are often hosted at low or no cost as drive-in events. They provide an opportunity for professionals to network with their colleagues with a specific focus on a timely and engaging topic. Those who have attended have rated the overall experience as above average. They have learned something new, met someone new, or been able to share practices from their own work or institution. The discussions at the #SAtech unconferences are among the few opportunities for professional development that focus on technology in student affairs. These events require a minimal investment and tend to bear enriching fruit. The question then is, why haven't more institutions and professionals come together to host one?

Higher education professionals are by nature lifelong learners, always seeking to understand more about the fields in which they are teaching, functioning, or perhaps creating. From maintenance staff to athletic coaches, from professors to administrators, everyone on campus plays a role in the facilitation of learning. In other words, everyone is both a teacher and a learner. Hosting an unconference can put your region, community, and institution on the path to surviving and thriving in the new economy. Gardner (1996) wrote that organizations need "to evolve into learning organizations whereby new and expansive patterns are permitted, allowing employees to learn individually and collectively (continually learning how to learn)" (p. 43). An unconference flattens the hierarchy, opens up the conversation, and demonstrates to your community members that professional development and learning do not have to be complicated or bogged down in expense.

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Veterans Knowledge Community

EMBRACING THE VETERAN PERSPECTIVE

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Equity, Diversity, and Inclusion

A plethora of programs, studies, and projects from a wide variety of sources are designed to help veterans adjust, integrate, and find employment. All are well intentioned and seek to provide help for a long-neglected and little-understood population. However, a problem with this help is that it is usually organized by nonveterans and lacks a veteran's perspective. When a primary researcher has no veteran's perspective, this lack of knowledge can negatively affect efforts. The result can be influenced by researcher expectations rather than what is determined through investigation and evaluation, sometimes resulting in deficit modeling or rationalizing student failure rather than explaining student success.

An example is a study from a prominent nonveteran researcher that describes deployments as involving horror far from home in a dangerous place. "Horror" has nothing to do with being either far from home or in a dangerous place. A flight line is dangerous, a firing range is dangerous, and a ship at sea is dangerous; military service in general is inherently dangerous. When it comes to soldiers, sailors, Marines, and airmen, danger is accepted as part of the lifestyle, much as it is for firefighters, police, and others in dangerous professions. However, a nonveteran may perceive that danger as unreasonable and may assume that service members will be overcome emotionally by the environment in which they live. This is a perfect example of a researcher who does not understand veterans and has not done sufficient background research to inform a study.

The intent was good but the assumption—that veterans are emotionally crippled by their experience—affected the results of the study. A veteran-scholar would have known that this is not the case, as would a veteran co-author, who could have tempered the misunderstanding and thus strengthened the findings of the study. Rossman and Rallis (2012) discussed the insider's (emic) versus outsider's (etic) perspective and the dangers of having blind spots for different reasons, but they say that it may be more difficult for those with an etic perspective to conduct research on unique populations. We've all heard analogies of the difficulties that a White man, for example, would have in developing sufficient background to research the Black woman's experience, much less in drawing valid conclusions with a nuanced understanding of the population. Yet there is a wealth of data out there, on veterans by nonveterans, in which this has been done.

Another area where lack of empathy comes into play are the many programs designed to "reintegrate" veterans back into society. As a veteran myself, this sounds too much like something you would do for someone getting out of prison after a long incarceration. The military is different and stands apart in some ways, but its members are still Americans and exist in a typical American environment in most situations. Military culture just has some unique standards and customs. Further complicating the issue, veterans are seldom asked what services they think they need in order to move back into civilian life; rather, they are offered a set of choices that someone outside the culture thinks will be good for them. Typical veteran job fairs invite companies primarily looking for blue collar labor or call center workers from the veteran community—in other words, those that require a strong back and a high tolerance for simple, repetitive tasks. Much of society ignores the wealth of experience veterans have and the organizational and managerial skills they can bring to organizations, including higher education.

Many veterans are looking for career positions that can maximize their expertise and years of responsibility in human resources, law enforcement, management, motivational theory, and project management, among other areas. The inability to see veterans as a unique component of our society is partly the result of the low percentage of the overall population that has served in the military. Less than 1% of the population currently serves, so the probability of a nonveteran private citizen knowing a veteran from the current conflict, much less being able to adequately assess his or her soft skills, is low. If a program is going to be designed to serve the veteran community, involving veterans in its design would improve results.

The veterans community is not one that needs to be handled with kid gloves or that needs handholding, though we do appreciate honest offers of assistance. Veterans are independent, self-reliant, and fully capable of identifying what is needed to get just about any job done. Respect the veteran perspective by seeking veteran feedback on support efforts—particularly research and scholarly work—and ask if we can improve or validate these earnest efforts to help. Anyone who is doing research in this area should get to know some veterans, to begin to understand the military environment and culture and to inform the scholarly work with a veteran's perspective. Think about veterans as tested citizens who have shown that they can plan, make decisions, and get results. Give veterans the opportunity to show how much impact they can have on an organization by working them into middle management positions where they can use their skills.

Some research and scholarly articles offer powerful insights into the veteran experience, which is complicated, to say the least. But much of this work is not as useful as it could be, because it lacks a veteran perspective. Embracing the veteran community, without viewing veterans from a deficit perspective or presuming that they are unable to contribute to their own successful programming and research, is the key to supporting the success of student veterans. Maximizing the potential benefits veterans can bring to the higher education community is another positive component of diversity.

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Wellness and Health Promotion Knowledge Community

ADDRESSING SLEEP DIFFICULTIES TO REDUCE MENTAL AND PHYSICAL HEALTH CONCERNS OF STUDENTS

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Personal Foundations

Sleep is not typically seen as important to the health and wellness of students. It is almost expected that students who excel academically and engage in co-curricular activities have less time for sleep. It is sometimes seen as necessary to "pull an all-nighter" to be successful. Yet, students report that sleep is one of the top health concerns that impede academic success, third only to stress and anxiety (American College Health Association [ACHA], 2013). It is widely known that adequate sleep is needed to keep the mind focused, and keep physical and mental health problems at bay. The importance of adequate sleep must be addressed in the academic and cocurricular setting. Intentionally addressing sleep in a meaningful way through effective interventions may positively influence the numbers of students who succeed and persist at institutions.

It is no surprise that college students experience sleep deficiency, which is defined as not getting enough sleep, not getting good-quality (REM) sleep, or sleeping at the wrong times (National Institutes of Health [NIH], 2012). In the current age of social media and easy access to smartphones, tablets, and computers, a student can be easily distracted from sleep. It is not uncommon for students to use their smartphone or tablet just before they go to sleep; these devices and other sources of artificial light disrupt the body's signal to become sleepy (NIH, 2012). Recent research shows a link between cell phone and computer use and sleep disturbances (Thomée, 2012). As the ease of access to technology constantly increases, so too might sleep deficiencies.

Some students believe they can simply make up lost hours by sleeping longer the next day. However, that causes the body's internal clock actually to get off track, and makes a person feel tired and groggy (NIH, 2012). One semester or quarter of sleep deficiency could be detrimental to student success. Twenty-seven percent of students surveyed stated that sleep difficulties have been traumatic or very challenging to handle in the past year (ACHA, 2013). There is also evidence of a strong correlation between sleep disturbances and depression (Tsuno, Bessett, & Ritchie, 2005).

Given that the percentage of students who come to college with mental health concerns is increasing in number and severity (Hunt, 2010), developing intervention programs on sleep should be considered (Lund, Reider, Whiting, & Prichard, 2010). These intervention programs must be grounded in theory and evidence-based practice. There is little research showing the effectiveness of sleep interventions with college students, but let us consider a population for which there is much research: infants. It is known that infants need significant amounts of sleep to thrive. There are ways to prepare infants for sleep, such as developing regular daytime and bedtime schedules, creating a consistent and enjoyable bedtime routine, establishing a regular "sleep-friendly" environment, and encouraging self-soothing (National Sleep Foundation, 2013). Why are we not being as thoughtful about addressing sleep with college students? They, too, need adequate sleep to thrive in the academic environment. Because of the link between sleep and memory (Walker & Stickgold, 2004), it is not a leap to consider the detriment that sleep deficiency can have on students' academic productivity.

The Ottawa Charter for Health Promotion offered a framework that can provide guidance for developing effective sleep interventions. This agreement, signed at the first International Conference on Health Promotion, has five action areas: building healthy public policy, creating supportive environments, strengthening community action, developing personal skills, and reorientating health care services toward prevention of illness and promotion of health (World Health Organization, 1986). Policy and environment have been addressed by creating quiet hours to make residence halls conducive to sleep. This is a good first step. Beyond quiet, what other considerations should be made? Might we consider adding black-out shades in residence hall rooms, and comfortable desks and chairs to discourage students from studying in their beds? We should also consider diversifying late-night programming options. Perhaps offer late-night yoga or meditation classes to encourage sleep. To strengthen community action, sleep deficiency must be introduced as a concern for students. Seventy-four percent of students reported that they have not received information on sleep difficulties from their institution (ACHA, 2013). Institutions should offer training for students to develop personal skills on sleep, like Emory University's online sleep enhancement module. Not only should training be offered, it should be required for students early in their academic careers. Effectively addressing sleep deficiency using this framework may reduce the academic difficulty that students experience, potentially lending itself to greater success and persistence.

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Women in Student Affairs Knowledge Community

IMPOSTOR SYNDROME: *IMPLICATIONS FOR WOMEN IN STUDENT AFFAIRS*

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Personal Foundations

"Who am I kidding? I can't do this."

"Well, that didn't work. Now everyone knows I'm not fit for this job."

"I'm going to be fired any day now. I'm not supposed to be here."

Sound familiar, ladies? These quotes represent the impostor phenomenon (IP) (Clance & Imes, 1978) or, as it is now more widely known, the impostor syndrome (IS) (Laschever & Babcock, 2007; Young, 2011). Women who exhibit IP/IS feel as though they are unworthy, unqualified frauds and that they "have fooled anyone who thinks they are intelligent" (Clance & Imes, 1978, p. 241). IP/IS is found more frequently among women than among men and is characterized predominantly by feelings of self-doubt (Young, 2011). This self-doubt can limit what women do, including whether or not they apply for jobs, volunteer for work projects, or even speak up in meetings (Clance & Imes, 1978; Laschever & Babcock, 2007). The result is that women have a more difficult time advancing in their chosen profession, including student affairs. This phenomenon was identified and named 35 years ago, but many women still struggle on their own to understand it.

A common assumption is that women at lower levels of an organization exhibit this phenomenon at a higher rate than those who are more ambitious or who are perceived as successful in their fields. But according to the research, the opposite is true. IP/IS is found more frequently among high-achieving women, regardless of their profession (Clance & Imes, 1978; Laschever & Babcock, 2007; Young, 2011). Additionally, women tend to associate success with external factors and failure with internal characteristics (Laschever & Babcock, 2007). In other words, women do not own their successes, but they do own their failures, a primary factor in IP/IS (Clance & Imes, 1978). The same is not true for their male counterparts.

During my doctoral research and in subsequent interviews with women on the verge of becoming senior student affairs officers (SSAOs), I studied women's perceptions about the SSAO job search process (Payne-Kirchmeier, 2009). The study participants were identified using NASPA lists of women who attended either the Alice Manicur Symposium or the Aspiring Senior Student Affairs Officer Institute. As part of the selection process for both programs, the women were vetted and identified by NASPA as solid prospects for a future SSAO role. Each study participant had experienced the full SSAO job search process—from pre-application to the on-campus interview—between January 2008 and January 2009. Many findings about the interview results were surprising, but none more than the realization that these high-achieving, successful, and highly qualified women wrestled with IP/IS. Consider the following comments from three of the participants (Payne-Kirchmeier, 2009):

- During my interview, at one point I went into the bathroom stall at a break and called my mentor. I wanted to check and see if I answered a specific question well or just totally messed it up.
- I had to be careful when choosing positions to apply for. I had to make sure I checked all the boxes, so to speak; that I had experience in everything listed in the job description. I didn't want to give anyone the idea I wasn't qualified.
- I felt like a little kid at the big kids' table. I just knew someone was going to say, "I think we should just stop here. We don't think you're ready for this role."

These comments reflect IP/IS. In the interviews conducted in 2008–2009 and subsequent interviews in 2012 for another study (Payne-Kirchmeier, 2009), comments about negative self-worth, fear of being found out, not trusting their own experiences, and not being good enough are rampant. The question is, can we help women in student affairs overcome IP/IS?

The good news is that yes, there are things both the women themselves and their support networks can do to help overcome the imposter syndrome. One of the best things women can do is to acknowledge that IP/IS exists and that they experience it (Young, 2012). A woman can elect to work with an executive or professional coach to develop strategies to combat these feelings. Developing a strong sense of self-awareness and learning strategies to navigate IP/IS moments are excellent coping mechanisms.

Mentors, sponsors, co-workers, and friends can also help by challenging women to verbalize that they are good enough and that they have skills, accomplishments, and experiences that matter (Laschever & Babcock, 2007). Sharing our own stories, experiences, and triumphs over IP/IS in person, via blogs, or in our writing is a phenomenal way to help women in our profession realize that IS can be overcome. Quite simply, we need to talk about it.

IP/IS is a significant obstacle that must be overcome in order for women to be successful and t be comfortable with their success. In the community of women, it is critical to reach out, connect with, and support other women as they pursue their professional goals and develop a healthier self-concept.

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