

Journal *of* Student Affairs



Colorado
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Colorado State University ***Journal of Student Affairs***

Mission Statement

The mission of the Colorado State University *Journal of Student Affairs* is to develop and produce a scholarly publication that reflects current national and international education issues and the professional interests of student affairs practitioners.

Goals

- The *Journal* will promote scholarly work and perspectives from graduate students and student affairs professionals, reflecting the importance of professional and academic research and writing in higher education.
- The editorial board of the *Journal* will offer opportunities for students to develop editorial skills, critical thinking, and writing skills while producing a professional publication.

Colorado State University
Journal of Student Affairs

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The *Journal* can be found on the World Wide Web at: <http://www.sahe.colostate.edu/journal>

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Managing Editors' Perspective

Alexis M. Hendrix – Managing Editor – Technical
Anthony G. Pang, Managing Editor – Content
Marney E. Randle, Managing Editor – Coordination
Kristal D. Sawatzke, Managing Editor – Training and Development

The *Journal of Student Affairs* is celebrating its 21st year of annual publication in 2012. Over the past two decades, the *Journal* has served as a scholarly publication allowing graduate students and new student affairs professionals the opportunity to contribute articles focusing on current educational issues and interests within the field. The *Journal* continues to inspire quality academic research and writing while upholding the values of student affairs work through collaboration, learning, and mentorship.

The concept of mentorship has become a strong focal point for this year's publication of the *Journal of Student Affairs*. The term *mentor* historically comes from Homer's poem, *The Odyssey*. The character Mentor helps to guide Telemachus, son of Odysseus, on a journey to find his father in a time of difficulty. Student affairs work is the practical application of mentorship. Our experiences on the editorial board have allowed for many opportunities to be mentored and to serve as mentors.

It has been our honor to be guided by two advisors who have allowed us flexibility and freedom of leadership to create a publication that contributes to the field of student affairs. We have also been fortunate to collaborate and serve as mentors to four dedicated and passionate Associate Editors who will serve as the future for the *Journal's* 22nd edition.

The *Journal* is proud to continue the tradition started by last year's editorial board of selecting a scholarly guest author from the field of student affairs. This year, the *Journal* is proud to feature an article by Dr. Gwendolyn Jordan Dungy who serves as the Executive Director of NASPA – Student Affairs Administrators in Higher Education. In July of 2011, Dr. Dungy will retire from NASPA. The editorial board wanted to honor Dr. Dungy, who has acted as a mentor to many graduate students, young professionals, and mid-level and senior professionals in the field of student affairs. Her leadership has inspired a nation of student affairs professionals and students; and she continues to do so in her guest article for the *Journal* entitled "The Magic of Leadership."

We are also proud to have enacted the first-ever *Journal of Student Affairs* student cover design contest. The design contest allows students the opportunity to design a unique portfolio item. This contest highlights the philosophies of learning and mentorship within student affairs and supports development and growth amongst Colorado State University students. After receiving several submissions, we selected the design submitted by Christy Good, and we feature her artwork on the *Journal's* cover.

We thank all of you for the privilege of developing a scholarly publication focusing on unique and current topics that will educate the field of student affairs, and continue to encourage you to submit articles about unique and emerging issues in our field. As managing editors of the *Journal*, we hope you find the articles contained within these pages to be enlightening, educational, and applicable to your practice.

Past Leadership

As we produce the 21st edition of the Colorado State University *Journal of Student Affairs*, we acknowledge those who have laid the foundation for our success.

MANAGING EDITORS

2010-2011	Tyler D. Cegler '11, Jennifer C. Klump '11, Helen Kang '11, Joseph T. Kowalczyk Jr. '11, and Lisa A. LaPoint '11
2009-2010	Jordan Alexander '10, Kinsey Holloway '10, Joe Levy '10, and Nicole Scheer '10
2008-2009	Kyle Carpenter '09, Jeff Rosenberry '09, and David Vale '09
2007-2008	Travis Mears '08, Neal Oliver '08, and Gretchen Streiff '08
2006-2007	Craig Beebe '07, Timothy Cherney '07, and Yulisa Lin '07
2005-2006	Kristen Harrell '06 and Brandon Ice '06
2004-2005	Marci Colb '05 and Haley N. Richards '05
2003-2004	Ann Dawson '04
2002-2003	Lea Hanson '03
2001-2002	Jody Jessup '02
2000-2001	Chris Bryner '01
1999-2000	Greg Kish '00
1998-1999	Kirsten Peterson '99
1997-1998	Beth Yohe '98
1996-1997	Ray Gasser '97 and Jocelyn Lowry '97
1995-1996	DeEtta Jones '96 and Michael Karpinski '96
1994-1995	Jeremy Eaves '95 and Alicia Vik '95
1993-1994	Mary Frank '94 and Keith Robinder '94
1992-1993	Jodi Berman '93 and Brad Lau '93
1991-1992	Marie E. Oamek '92

FACULTY ADVISORS

2004-2007	Jennifer Williams Mollock, former Director of Black Student Services, Colorado State University
2003-2006	David A. McKelfresh '76, Executive Director of Assessment & Research, Colorado State University
2000-2003	Paul Shang, former Director of HELP/Success Center, Colorado State University
1996-2000	Martha Fosdick '95, former Assistant to the Vice President for Student Affairs, Colorado State University
1991-1998	Keith M. Miser, former Vice President for Student Affairs, Colorado State University

Advisors' Perspective

Congratulations to the 2011-12 editorial board members on their publication of an exceptional 21st edition of the *Journal of Student Affairs*. Their dedication, innovation, organization, and increased outreach efforts have produced a scholarly and timely publication with diverse articles focusing on emerging and contemporary issues in student affairs, including topics of serving diverse student populations, fundraising, presidential leadership, sustainability, and globalization of student services.

The 2011-12 *Journal* editorial board expanded outreach for involvement of first year SAHE students, sponsoring an open-house informational session at the beginning of the semester. Editors increased mentoring, training, and responsibilities for associate editors. A noticeable trend in the *Journal of Student Affairs* during the past five years has been increased participation in the planning and publication of the *Journal*, providing more opportunities for SAHE students to include journal publication in their graduate experience. The addition of a *Journal* cover design competition expanded opportunities for involvement to the CSU undergraduate community and advertised the *Journal* to a different population. The Board is incorporating new technologies to advertise the *Journal of Student Affairs*. In addition to promoting continued electronic access, a QR code will allow people with a QR reader application on a smart phone to take a picture of the code and instantly connect to the *SAHE Journal* link on the SAHE webpage.

Building on the tradition of a featured guest author begun by last year's Board, Dr. Gwen Dungy, Executive Director of NASPA, shares her ideas on "The Magic of Leadership" in the *Journal's* opening article. CSU will thank Dr. Dungy during the CSU reception at the 2012 NASPA Annual Conference in Phoenix in March where the 2011-2012 *Journal of Student Affairs* will be debuted. A *Journal* release event will follow in April, featuring the *Journal* authors and other contributors to the publication.

As advisors, it is always an honor to work so closely with the *Journal* editorial board members. Thank you to the *Journal of Student Affairs* Board of Directors and the SAHE program for the opportunity to work with this outstanding group of SAHE graduate students. Congratulations!

Oscar Felix, Ph.D., Executive Director
The Access Center
Colorado State University

Andrea Takemoto Reeve, Director
Academic Advancement Center
Colorado State University

State of the Program

David A. McKelfresh, Ph.D.
Program Chair

This has been an exceptional year for the Student Affairs in Higher Education (SAHE) Master's Program. I am pleased to provide an update on the "state of the program." The SAHE program has made significant strides this past year. We have added new faculty, new courses, and new international experiences.

Congratulations are due to all of the SAHE *Journal* editorial board members, and content and style readers responsible for continuing to produce a quality journal for the student affairs profession.

The SAHE program experienced an exceptional number of applicants this year – 270 applicants for the 20 slots available for the 2013 cohort. Our applicants were from 42 states, the District of Columbia, and five countries (Scotland, India, Uzbekistan, Viet Nam and China). The SAHE program continues to be the most diverse master's programs at Colorado State University in every respect.

We have an excellent group of new faculty teaching and advising in the program. Paul Giberson ('05) co-teaches the Portfolio class, and Dave Frock teaches the Wellness workshop. Teresa Metzger has joined the faculty as a co-advisor. This year, a number of SAHE faculty members, students, and alumni were recognized by the NASPA IV-West association:

Blanche Hughes ('84) – Outstanding Vice President for Student Affairs
Beau J. Johnson – Outstanding New Professional
Anthony G. Pang ('12) – Graduate Student Rising Star
Zach Mercurio ('09) – New Professional Rising Star

Oscar Felix Ph.D ('93) and Andrea Reeve continue to provide strong leadership for the iSAHE (international SAHE) student group. A major highlight this year involved Oscar and Andrea leading nine SAHE students in the Qatar field experience and Young Professional Institute (YPI) in Doha, Qatar for two weeks in January. The YPI was hosted by two SAHE alumni, Denny Roberts ('73) and Jimmy Karam ('03), both staff members of the Qatar Foundation located in Education City. SAHE faculty and students look forward to a long-term partnership with the Qatar Foundation. This past summer, four students participated in practicum or internship experiences at Trinidad-Tobago, Hong Kong, the University of the Pacific, and Semester at Sea (Maymester).

One year ago, the SAHE program successfully launched the online SAHE Certificate Program consisting of four foundational courses: College Student Development Theory taught by Jody Donovan, Introduction to College Student Personnel Administration taught by Mike Ellis and Kris Binard ('94), Campus Ecology taught by Jim Banning, and Financial Management in Student Affairs taught by Allison Dineen. The SAHE Certificate program was a prelude to the online SAHE Master's Program which has begun to accept applications for fall semester 2012.

This past year, the SAHE Program hosted a reception at the CSU Denver Center where we celebrated the endowment of the Grant P. Sherwood Fund. Grant and Pat Sherwood were in attendance, as well as many SAHE/CSPA alumni, current students, faculty and staff.

The program maintains its strong relationship with the Division of Student Affairs and the CSU Graduate School. The Student Affairs Division contributes over \$1 million dollars through the 45 graduate assistantships available for SAHE students, and the Graduate School provides considerable support for non-resident tuition premiums for students in their first year in the program. Graduate assistantships and assistantship supervisors continue to provide excellent experiences for students.

The CSU SAHE Program continues to evolve to meet the needs and challenges of our profession. The job placement rate for SAHE graduates is 100% and our alumni continue to report that the program has prepared them very well for working and contributing in the student affairs profession. I would like to thank our faculty, staff, assistantship supervisors, and alumni who all combine to provide a high quality experience for students.

Acknowledgements

The editorial board thanks the following individuals for their contributions toward the success of the 2011-2012 *Journal of Student Affairs*:

- Andrea Takemoto Reeve, Director of the Academic Advancement Center and SAHE faculty member at Colorado State University, for her commitment to making this year's *Journal of Student Affairs* a quality publication, for sharing her experience with professional journals with us, for encouraging the editorial board to broaden the accessibility of the *Journal*, and for her guidance in implementing a more successful editorial process.
- Dr. Oscar Felix ('93), Executive Director of the Access Center and SAHE faculty member at Colorado State University, for providing the *Journal of Student Affairs* with a professional perspective, a supportive approach, and a willingness to improve the *Journal* and all who contribute to its success.
- Dr. David A. McKelfresh ('76), Program Chair for the SAHE program at Colorado State University, for being so supportive and encouraging for those who participate in the *Journal of Student Affairs*.
- SAHE Faculty, for preparing and serving as guides to several authors and editorial board members during this process.
- Members of the editorial board for dedicating a tremendous level of professionalism and passion to the success of the *Journal of Student Affairs*, and for their commitment to making the *Journal* a better and more available publication.
- Members of the Reader Board for their hard work and dedication to editing articles.
- Those authors and contributors who chose to submit articles to the 21st annual *Journal of Student Affairs*. Your research, dedication, and quality contributions made it possible to produce this edition.
- Kaaryn Keller, Senior Director of Marketing and Communications, NASPA – Student Affairs Administrators in Higher Education, for her dedication in assisting with communication with our guest author, Dr. Gwendolyn Jordan Dungy.
- Christy Good, graphic designer for Campus Activities Marketing 2011-2012, for designing the cover of the *Journal of Student Affairs*.
- Those graphic artists who chose to submit designs for the 21st annual *Journal of Student Affairs*. All submissions were greatly appreciated in our first-ever cover design contest.
- Shaun Geisert, Webmaster for the Division of Student Affairs, for his diligent efforts in updating and overseeing the *Journal of Student Affairs* website.
- Carl Kichinko, Communications Specialist for Communications and Creative Services, for his commitment in printing professional quality copies of the *Journal of Student Affairs*.
- NASPA and ACPA for assisting the *Journal of Student Affairs* with outreach to a broader audience of graduate students and new professionals who might submit articles for publication.
- Kim Okamoto, for her tireless encouragement and guidance for all associated with the *Journal of Student Affairs* and the CSU SAHE program.

The Magic of Leadership

Gwendolyn Jordan Dungy
NASPA – Student Affairs Administrators in Higher Education

Abstract

Many have attempted to drill to the core of what constitutes effective leadership, who possesses it, and how to get it if one does not have it innately, but in many ways leadership remains as illusive, mysterious, and fascinating as magic. Leadership can take many different forms and is highly dependent upon context. Within student affairs, the magic of leadership is about being self aware and having a personal philosophy or touch stone of how to move through the crucibles, becoming stronger and more enlightened. In the end, leadership is magical, and like any good magician, to become an effective leader takes study and practice with the attitude that failures are lessons for reflection and deeper learning.

Keywords: higher education, innovation, leadership, magic, student affairs

Magicians produce rabbits out of hats, make people disappear, and pull coins from ears. They are masters at visual illusion “designed to trick the mind into seeing the impossible” (Powell, 2010). Think of the inspirational leaders you have known or read about who not only led people to “see the impossible,” but moved them to make possible that vision. Indeed, leadership is as illusive, mysterious, and fascinating as magic.

Many have attempted to drill to the core of what constitutes effective leadership, who possesses it, and how to get it if one does not have it innately. An article in the *Harvard Business Review* captures my thinking about leadership in noting that it is “deeply dependent on context” (Fuda & Badham, 2011, p. 145). Further, the article asserted that the best way to study leadership is to “identify the common threads in the experiences of others who have achieved success and absorb the insights they find there” (p. 145).

To that end, when I was walking through the airport in Austin, Texas and spotted *The Economist* magazine that had an iconic photo of Steve Jobs introducing a new product from Apple with a caption in bold block white letters on a black background that read, “The Magician,” you know I had to purchase the magazine and read the article.

There is no question that Steve Jobs, founder and CEO of Apple, was what most would consider an outstanding and successful leader. According to the article “The Magician” in *The Economist* (2011), Jobs “stood out in three ways—as a technologist, as a corporate leader, and as somebody who was able to make people love what had previously been impersonal, functional gadgets” (p. 15). An engineer further described Jobs as one who early in his career could “emit a ‘reality distortion field,’ such were his powers of persuasion” (p. 15). In other words, Steve Jobs was seen as a magical leader.

In the doctoral research conducted by the authors of the Harvard article on the habits of seven successful CEOs, the authors identified seven “interdependent metaphors” that provided insight about effective leadership. The four metaphors shared in the article are as follows:

1. Fire – a burning ambition to do what you’re doing with a focus on the future.
2. Snowball – layers of leadership all accountable to one another creating a momentum for change.
3. Mask – empathy and connections or authenticity.
4. Movie – self-awareness through reflection. (Fuda & Badham, 2011)

These metaphors are interdependent because any one of these characteristics will not be sufficient for effective leadership in all circumstances. Different contexts call for different strengths.

Shannon Ellis, vice president of student affairs at the University of Nevada-Reno, and I also took a stab at identifying common threads of leadership, in this case exemplified by exceptional senior student affairs administrators. We asked these exceptional leaders to tell us their stories and what they saw as important skills for an exceptional leader. In reading their stories, the following seven threads, dependent on context defined broadly, became evident:

- Being responsible and accountable
- Continuing to learn from personal and professional experiences
- Gaining knowledge
- Practicing listening and communicating
- Functioning in a large, networked universe
- Cultivating collaborations, partnerships, and relationships
- Being innovative and creative (Dungy & Ellis, 2011)

As I think about the metaphors of effective leadership in the Fuda and Badham Harvard article and the threads of exemplary leadership in the Dungy and Ellis book, I would say that characteristics that many in student affairs would score high on are empathy and relationships. With this supposition, I find myself struggling to apply these behaviors and characteristics to the magician, Steve Jobs. In the laudatory article in *The Economist*, Jobs is also described as being a “control freak” and of having a “dictatorial management style which many bosses must have envied” (p. 15). On the one hand, a dictatorial management style would certainly lack empathy and a concern about building relationships. On the other hand, I suspect the envy may come as a result of many in leadership positions who find themselves unable to realize their vision through the people upon whom they must rely. Contrarily and, despite his lack of personal charisma and empathy for those with whom he worked, he created a fierce loyalty among employees and consumers. In fact, “many Apple users feel themselves to be part of a community, with Mr. Jobs as its leader” (p. 15). Jobs demonstrated the magic of leadership because the engineers, technicians, and all the other skilled staff helped Jobs realize his vision and dreams.

One way I attempted to reconcile the incongruence of major effective leadership characteristics, such as empathy and cultivating relationships, and Jobs’ style of leadership was to assume that effective leaders always produce results. Surely, a significant part of leadership is about results or producing what you set out to produce or one better. Yet, producing results as a defining characteristic of leadership is seen as a popular myth by some. Goffee and Jones (2000) argue that leadership is not as simple as producing results because “some well-led businesses do not necessarily produce results, particularly in the short term” (p. 67). Then, it seems to me that if it’s not simply about producing results and Jobs is hailed as an effective leader and he lacks critical characteristics of leadership, then he is a magical leader giving the illusion of effective leadership (Goffee & Jones, 2000).

Perhaps the most critical lesson I am gleaned from the story of Steve Jobs and leadership in general is that to be a leader, there must be other people involved as followers, helpers, or collaborators who have strong skills. While the Fuda and Badham metaphors are interdependent and all leaders should demonstrate a mix, it is important to note that there are countless different leadership styles. It is unlikely that Steve Jobs’ leadership style would be as effective in student affairs as it was in the technology industry. Exceptional leaders may also have varying degrees of the threads identified in the Dungy and Ellis book (2011). Truly exceptional leaders are those who surround themselves with individuals who can help augment what may not be the leader’s greatest areas of strength, employing the “snowball” metaphor to ensure layers of leadership (Fuda & Badham, 2011, p. 145). It’s a well-known fact, and Jobs admitted that his greatest talent was finding talented people and making things with them.

Unlike the context in which Jobs worked at Apple where he was the all-powerful authoritarian leader, leaders in student affairs generally work in a context where key values are a common purpose of producing positive social change through relationships and collaboration (Wagner, 2006). What Jobs had was the talent of seeing the possibilities through innovation and creativity, another of the threads of exceptional leadership in the Dungy and Ellis book (2011). He also had “Fire,” a metaphor in the Fuda and Badham work (2011, p. 146). He had the burning ambition to do what he was doing with a focus on the future. These characteristics of effective leadership often inspire a team to work together to accomplish the impossible. This is an example of the magic of leadership.

As I reflect on my own experiences as the designated leader, I learned a lot of lessons along the way that I incorporated into my personal style. Many of the lessons that I worked at incorporating are among the seven threads and the four metaphors mentioned previously. However, possessing and exhibiting these characteristics did not always produce the rabbit out of the hat. I think my gifts for leadership are seeing the possibilities and having a strong desire to produce results and being accountable, but one of the greatest lessons I have taken away from years of leadership is what Warren Bennis said in *Contemporary Issues in Leadership*, “No hange can occur without willing and committed followers” (2001, p. 251).

For years when I have written or spoken about leadership, I have reflected on one of my positions in which I failed as a leader. For me, the primary indicator that I had failed was that when I left the institution, it was not because I was drawn to another place and position so much as I was running away from the experiences I was having in this particular job and position.

Failure is an inevitable part of life. The distinguishing mark of a good leader is their capacity to reflect – as expressed in the “movie” metaphor from the Harvard article – upon their successes *and* failures and use these experiences as learning opportunities. Failure, properly reflected upon, can prove an incredible teacher and motivator. Bennis and Thomas call these reflected upon failures “crucibles of leadership” (2000, p. 40). They tell us that “extraordinary leaders find meaning in—and learn from—the most negative events. Like phoenixes rising from the ashes, they emerge from adversity stronger, more confident in themselves and their purpose, and more committed to their work” (2000, p. 45).

In preparation for writing this article, I wanted to get another perspective on my failed leadership or crucible experience. I contacted a well-respected colleague who was on the staff when I was in the leadership position and asked if the person could be as objective as possible in helping me see what really happened while I was the positional leader.

What I heard was revealing. This person helped me understand some factors that contributed to why I was unable to successfully lead this group of people:

- Most of the staff had grown up in the neighborhood where the college was located, attended the local university, and spent their time with staff they had known over the years; there was no room for an outsider such as me. The person said that the staff only trusted people from the neighborhood. Apparently aware of the lack of trust, I brought a white card to a staff meeting that had in bold red letters Trust Me, and attempted to engage the staff as to why I needed to bring that sign.
- By the time I came into the situation, the staff had been left on their own long enough for them to develop ways of performing their jobs the way they thought they should be done without any oversight or accountability. Individuals functioned as if they were independent contractors and there was no effort to work together.

The former staff member also reminded me of some of the actions that I took while in the position:

- When I arrived, I saw that the staff needed to work as a team in order to address the challenges of a new demographic of students, so I set about working with staff to identify what needed to be done, what resources were necessary, and what role each staff member played on the team.
- I worked with each staff person to set objectives toward our common goals based on their strengths and preferences. I kept a folder for each staff person so we could discuss their progress on objectives when we met. Everyone always knew where they were and we had staff meetings to see where we were as a team.

In reflecting on my actions, it was clear that I was keeping people moving and this was not part of the culture. I also liked to get input and feedback from every staff member, and I listened regardless of their role and position, which proved very different than what they had experienced before. I felt as if I were making a difference in making all the staff feel valued. However, those who were high in the hierarchy among the staff saw my inclusive behavior as disrespectful of their professionalism. Staff whose opinions had never been sought were uncomfortable with the attention they were receiving from “the boss.”

The perspectives of this former staff person helped me see why I was unable to make much headway in what I will always see as failed leadership on my part. Having another perspective reinforced the lesson I thought I had learned in my own reflections. I realized that this experience was a key transition in which I learned that I cannot do it all myself. Though I might have, literally, followed the book on how to be a leader, I had not made the critical “shift in consciousness to develop others, engage participation, and share responsibility” (Komives et al., 2005, p. 609).

I learned from another staff member shortly after I left the position where I failed as a leader, in my opinion, that the first and one of the very few staff meetings that my successor held, he told the staff that now that I was gone, they could relax their sphincter muscles. I felt sad hearing this and wondered if the person who replaced me might have been a more effective leader because he was one of their own and he did not attempt to bring about change. I quickly thought otherwise when I heard that this same person had ambitions to move to the next level of

administration and when the position opened up, the person was told not to apply because no consideration would be given to the application. The lesson I learned from this is that not making waves by failing to do the hard work of leadership does not gain one ground or respect.

Looking to the future, leadership may have an entirely different conceptualization. Indeed, we may already have come to a place where leadership is no longer embodied in a single individual. Steve Jobs may be the last of an era in embodying the model of top-down leadership.

As far back as 1999, Warren Bennis predicted the end of this type of leadership because of what he called the “dynamic duo: globalization and relentlessly disruptive technology” (Bennis, 2000, p. 144). In some ways, leadership in the absence of the traditional top-down model seems even more magical, and this is where leadership must be about more than simply accomplishing tasks for, as Max DePree has indicated, “Reaching goals is fine for an annual plan. Only reaching one’s potential is fine for a life” (1992, p. 72). How much more so in student affairs, where we not only inspire those we lead, but we also inspire the students with whom we work to reach *their* potential?

An outstanding characteristic of Jobs as a leader was his philosophy of putting users first. That is, every product and every part of the product was about the experience of the users. In this instance, there is congruence between the leadership characteristics of Jobs and exceptional leaders in student affairs. Student affairs leaders understand that “teaching and learning must include the full scope of a student’s life.” And, “in order to achieve this goal, every aspect of the student experience must be examined and a new configuration of learning processes and outcomes created. All of the resources of the campus must be brought to bear on the student’s learning process and learning must be reconsidered” (Keeling, R.P., 2004, p. 10).

Most significant is the role of leaders in creating organizational structures where all will work toward the common purpose of transformative learning for all students. Both academic and student affairs have their special roles, but ultimately, it is the integration of these roles that leaders must magically achieve.

In conclusion, I believe that the magic of leadership in student affairs as I have experienced it is about being self aware and having a personal philosophy or touch stone of how to move through the crucibles becoming stronger and more enlightened. The acronym for my touchstone that I often share is FIRE.

- When I think I’m facing a dilemma that has no possibility of a good outcome, I recall other times when I felt the same way and realize that I’m still standing. I call this Faith.
- In my various roles, whether or not I was the designated leader I’ve always been an innovator or change agent because I’ve always initiated something new. Integrity is one of my values that I refuse to compromise in any circumstance. I tell my colleagues that there has to be some point beyond which you will not go and if that point is about to be breached, it’s time to turn in the keys to your office. Initiative and Integrity are the “I” in FIRE.
- My habit of Reflection has served me well. Unfortunately, I have learned more from reflecting on painful experiences than I have from those that have been positive. These are the crucibles that Bennis and Thomas refer to in their work.
- And finally, the “E” in FIRE reminds me that when I’ve put Energy into my work, I have experienced success, and when I have Empathy for others I reach another level of humanity that helps me create and preserve relationships, an all-important part of leadership.

In the end, leadership is magical, and like any good magician, to become an effective leader takes study and practice with the attitude that failures are lessons for reflection and deeper learning.

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Comparison to Celebration: Developing a Theory of Group Membership

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Abstract

Working with undergraduate students, graduate students, new professionals, and seasoned professionals in the field of student affairs, it became necessary to acknowledge the development of individuals as they interact with new groups and environments. New group members experience predictable changes in their perceptions of the relative competence of self and others when entering new academic and professional settings. These changes in perception led to the creation of a new theory of group membership. Previous literature suggests there is evidence that individuals are impacted when they work in groups, which can be seen in competition, self-understanding, and performance. This paper describes a new theory of group membership based on the experiences of four instructors of a graduate course in student affairs and higher education. As this theory was developed, it appeared that individuals move through four stages of development as defined by their confidence in self and others. This paper provides a review of the literature and a description of the theory. It concludes with plans for future research, limitations, and suggestions for professional practice.

Keywords: cohort, competition, competence, developing theory, group membership, student affairs

Teaching in a first-year graduate course provides opportunity for reflection about one's own graduate experience. Observations in the classroom may serve as catalysts for new theories. The Student Affairs in Higher Education (SAHE) Master's program at Colorado State University (CSU) is a two-year program with a cohort model, meaning there is an emphasis on relationship and community building, collaboration, and the ability to hear diverse perspectives. The program offers a course in student development theory during the first semester of the program. This course has a four person teaching team comprised of one seasoned student affairs professional (Jody), one new student affairs professional (Beau), and two graduate teaching assistants (Meagan and Anthony). The teaching team meets weekly for class planning, and while discussing the cohort experience, we began to develop a theory about graduate student and new professional development in the field of student affairs.

Foundations

It is necessary to understand the teaching team's background to better understand the creation of this theory. By understanding the lens which each member of the team uses, the development of this theory is better understood, as well as the potential biases and the experiences that have influenced our personal development. In providing our backgrounds, we attempt to be candid with our development process, with who we are as individuals, and where we are in our careers and education in student affairs. Explaining her background, Jody stated,

For nearly 25 years I have worked in a variety of student affairs positions at a private liberal arts institution and a public research I university beginning as a Residence Director to currently serving as Dean of Students. I did not experience a cohort in my master's or doctoral education and thus, I frequently find myself curious about the student cohort experience in the Student Affairs in Higher Education graduate program at Colorado State University. Recognizing my privilege as a White, educated, middle-class woman, I seek to understand myself and others in relationship.

Beau graduated from the cohort-based student affairs masters program at Bowling Green State University in 2009 and immediately began employment as a Residence Director at Colorado State University. In his time at Colorado State, there have been between 9-12 Residence Directors, a group that self identifies as a cohort. Beau is a White, educated, middle-class male. He is curious about the dynamics of members within groups.

I've worked in student affairs for about 7 years in roles as an intern, graduate student, and professional staff. In each position, I've been curious about the dynamics of working in peer groups. As a supervisor and teacher, I've become increasingly curious about the role of cohorts and how individuals move through what seem to be predictable stages in their perception of self and others.

Meagan is a second-year student in the Student Affairs in Higher Education graduate program gaining experience in a variety of student affairs areas, including leadership, academic advising, and orientation. She is a White, first generation student, middle-class woman who is still growing and developing her own identity. Meagan stated:

I had the opportunity to work in the division of student affairs throughout my undergraduate experience. As a first generation college student, making the decision to enroll in a master's program was very intimidating. I find myself both excited and challenged by being a member of a cohort, and consistently find a lack of words when describing what my transition to and through graduate school has been like.

Anthony is a second-year graduate student in the SAHE program exploring functional areas including the student union, Greek life, and leadership. He identifies as an Asian-American, middle-class male. Anthony shared:

Before starting the graduate program at Colorado State, I worked at my alma mater in residential life and health education for a few years after I completed my degree in biological sciences. My undergraduate institution was similar in size to CSU although I was among the racial majority within the student population. Returning to academia after a four year hiatus as well as being in the racial minority has been a significant transition.

The teaching team represents a spectrum in identity, experience, and development. This contributed to the creation of a new theory to explain our collective student, paraprofessional, and professional experiences.

In creating this theory, we began with the audacious premise that cohorts and work teams are often competitive rather than the perceived "safe and supportive" communities we seek to build. Employees in our student affairs division may be consistently told their cohorts or work departments represent safe, supportive, and non-competitive spaces where we can grow as individuals alongside our peers. However, this theory postulates this is not always the environment graduates and new professionals experience as they begin their careers in student affairs. This paper examines the creation of a theory about group membership, personal case studies, limitations, and recommendations for future research.

Literature Review

While creating this theory, we examined the existing literature to inform our inquiry. Though there is little research available on this specific phenomenon, other areas of literature offer insight on our experiences. Areas of competition, organizational performance, and professional development are examined to explain the beginnings of this theory.

Competition

Fishbach, Henderson, and Koo (2011) suggested "when competition is high within a group, a sense of cohesiveness might never emerge" (p. 532). This suggests competition impacts group dynamics and individuals' abilities to achieve goals in a group setting. Group or team work is highly encouraged in the student affairs profession and therefore this finding is relevant in understanding development within a group. As he searched for a job within higher education, Malesic (2005) commented on competition in a peer dynamic, which was similar to the idea of competition within groups. Malesic also suggested competition impacts relationships and motivation. Competition frequently becomes a part of the environment as people work to grow within the same field. In comparing himself to a peer, Malesic stated, "he is my competition for a lot of positions, and I don't want him to succeed if it means that I have to fail" (p. C3). This sentiment articulates the impact of competition on the individual and its relation to group dynamics. While competition is often painted in the negative, Carroll (2002) asserted competition is a normal part of the higher education environment in the United States and it does not need to have a negative impact on

collegiality. Carroll (2002) suggested there are ethically appropriate ways to compete which create a healthy environment to allow participants to work towards success and growth.

Organizational Performance

Group dynamics, including competition, also surface in organizational performance. Bolman and Deal (2008) stated, “global competition...produced turbulent, intensely competitive world” (p. 132). Organizations are under pressure to be the best. This trend extends to academia. Understanding this global pressure from a Western perspective, Shults (2008) proposed higher education institutions need to eliminate top-down management to encourage potential and skill development in all employees. It is apparent higher education is a part of the globally competitive culture; however, Shults asserted that to be successful in this competitive environment, employees must be encouraged to develop as individuals because their contribution is necessary for institutions to thrive. Within organizations people must develop as both individuals and members of larger teams (Bolman & Deal). Therefore, team members’ development is critical both to their individual and corporate success.

Another area in which group dynamics have been recognized is through the observation of group performance. Tuckman (1965) examined research on different small group situations and created a model of group development. In his original model there were four stages of development which included forming, storming, norming, and performing (Tuckman). In the forming stage, the group is focused on figuring out what their new roles are and their relationships with leaders in the group (Tuckman). In the storming stage, members of the group may experience conflict with others in the group and may not be open to the ideas or opinions of others (Tuckman). In the norming stage, the group is comfortable with a variety of opinions and styles and works cohesively together (Tuckman). Finally, in the performing stage, the group is confident in their positions, they are willing to work with others, and they are focused on the things they need to do to be successful (Tuckman). In revisiting this model years later, another stage was added. Tuckman and Jensen (1977) added the final stage of adjourning to the group development model. This stage was categorized by the termination of the group and group members moving on (Tuckman & Jensen). This model is directly related to the creation of this theory of group membership because it attempts to address the transition and development of students and professionals throughout their careers.

Professional Development

As graduate students and new professionals enter the field of student affairs there are frequent opportunities for professional development, including conferences, trainings, symposiums, and webinars. Cuyjet, Longwell-Grice, and Molina (2009) suggested there is no set standard for how student affairs graduate programs prepare their students. Due to the wide variety of skills and knowledge necessary for entry-level positions, it can be argued graduate schools cannot completely prepare students for their first jobs (Cuyjet et al.). Therefore, professional development opportunities are essential for growth among graduate students and professionals.

Professional development opportunities influence personal growth and may affect group dynamics. Schwartz and Bryan (1998) identified five levels of professional development: individual, group or program, departmental, divisional, and professional associations. Professional development at the individual level involves an individual pursuing knowledge in new skills sets. At the group level, development involves a group or staff pursuing knowledge on a specific skill set or area of interest. Development at the departmental level involves pursuing knowledge about a specific area of interest or concern related to their specialization. At the divisional level, this involves pursuing new knowledge or skills sets with people from all levels of the institutional hierarchy. Finally, at the professional association level, development involves pursuing new knowledge or skill sets with colleagues from other institutions on local or national levels (Schwartz & Bryan). Each of these levels offer opportunities for graduates and professionals to develop their identities and discover how their work influences and is impacted by others. Professional development continues throughout one’s career and often directly impacts identity development. For example, the knowledge or skills gained at a workshop may impact an individual’s understanding of others or their environment and may cause a shift in their way of thinking or viewing those around them. Ultimately, graduate student and new professional identity development is an important topic requiring additional research.

Methods

This theory of group membership was developed during a series of course planning meetings. The teaching team reflected on how their personal experiences compared to observations about course climate and cohort experiences. There are four members of the teaching team (two professional staff instructors and two graduate teaching assistants) and 22 students in the fall 2011 Student Development Theory course at Colorado State University. The theory was initially conceptualized by examining the experiences and perceptions of each member of the teaching team. As these personal case studies were explored, major themes were extrapolated and used to propose a new descriptive theory related to the dynamics of new group members and their changing perceptions of self and others.

Group Membership Theory

This theory discusses stages of development related to group membership, especially with regards to individuals' perceptions of the relative competence of self and others. Entering into or transitioning between stages may occur upon enrolling in graduate school, becoming a member of a cohort, starting a new job, earning a promotion, or changing professional roles. Transition impacts individuals' identities. This theory consists of four stages of identity development. Though individuals most likely progress in order through each stage, development through this theory of group membership is not necessarily linear.

Table 1: Stages of Group Membership

Stage Name	Identifiers	Primary Question	Confidence	Perception of Self	Perception of Peers	Developmental Need
Comparing	Lacks confidence; insecure	Do I belong here?	Neither self or others	Don't measure up	Don't measure up	Need to know what to do
Competing	Growth; competition; secrecy	Who can keep up?	In others not self	Vying for position	More advanced than self	Need to know to grow
Critiquing	Impatient; critical; difficulty in small groups	What next?	In self more than others	More competent than most	Not keeping up	Need to know to give feedback and work as a team
Celebrating	Recognizes others' achievements	How can we grow?	Self and others	In a position to develop others	In need of opportunity and support	Need opportunities to be challenged

Comparing

The first stage of this theory is called *comparing*. Individuals in this stage are, in most instances, not confident in themselves or in their peers. According to Perry's (1968) theory of intellectual and ethical development, people in this stage would be considered dualistic thinkers; they primarily trust the opinions of those in authority roles (Evans, Forney, Guido, Patton & Renn, 2010). A major characteristic of this stage is a fear of not belonging and displaying low confidence levels. Individuals in this stage may be paralyzed by a fear of being "found out" and that they do not actually belong in this new role. Individuals compare themselves to peers to determine if they belong or if they will be successful in their new role.

In a personal reflection about SAHE orientation, Meagan recalled feeling like she did not really belong there and it was only a matter of time before her peers found out she was not as intelligent as they were. Meagan shared, "this feeling persisted with me and I often felt little confidence in myself. I did not trust my peers or have much confidence in them so I rarely looked to them for support or guidance." Anthony shared a similar experience regarding his SAHE orientation. He remembered constantly questioning whether coming back to school was the right decision as a significant number of peers had more recently obtained their undergraduate degrees. These examples highlight feelings of low self-esteem and a lack of trust in peers, caused by constant comparison often resulting in self-doubt and isolation.

Graduate students and new professionals who remain stuck in this stage may withdraw from peer engagement, exhibit a lack of self-confidence, become overly reliant on supervisors or authority figures, and possibly flounder in their new roles. Identifying individual and peers' strengths, seeking role models, and celebrating accomplishments can assist individuals to move from the comparison stage to the next stage in development.

Competing

Through continued interactions with peers and colleagues, individuals develop confidence in those around them and thus move to the second stage called *competing*. Individuals in this stage may continue to have low self-confidence, but they now have increased confidence in others. In an effort to build self-confidence, individuals in this stage compete with peers as a method to prove to themselves as equally skilled or intelligent. In his first few weeks as a SAHE graduate student, Tony reflected upon his experiences working on projects. Tony shared, "It became obvious we all belonged, but I still felt the desire to prove myself, especially in presentations or projects. I'd work that much harder to make sure I was doing a good job in comparison to my peers."

This stage is also illustrated through a personal reflection from Meagan, related to her concern with grades, "I see myself competing most around grades. I live in a constant cycle of trying to prove to myself that I am just as smart as my peers." Beau experienced competition as a new professional in the form of involvement by stating, "I listened carefully to how other new professionals were involved, how busy they were, what they put in their calendars...and tried to copy them. I believed I was being successful if I could keep up." These examples illustrate the strong need for individuals to prove self-worth in this stage as they focus on their peers' successes.

Mentors, faculty, and seasoned professionals can challenge graduate students and new professionals in the comparison stage to identify and list their individual assets, strengths, and areas of expertise, diminish opportunities for competition, focus on shared goals, and celebrate diversity of talents, experiences, and perspectives. Ironically, self-confidence is often gained by giving up the need for competition.

Critiquing

Once individuals build self-confidence, they transition to the third stage of the theory, *critiquing*. At this point, individuals have put so much emphasis on their own self-worth they begin to devalue the worth of others. This stage is marked by increased confidence in self and decreased confidence in others. Another characteristic of individuals in this stage may be a struggle with group and team work.

Meagan shared, "When thinking about group projects for school I always take control as the project leader and have a very difficult time relinquishing control to my peers. I often doubt they will do the work, and therefore try to control the pieces they are working on as well as the pieces for which I am responsible." Beau shared that as he gained confidence in himself in his position, his confidence in others decreased. Beau commented, "I no longer saw myself in competition with others, but found myself being very critical of others' performance, the same people I had once thought I couldn't keep up with." As individuals begin to lose confidence in their peers, they may display characteristics of being overly-critical of their peers, controlling, or impatient.

Graduate students and new professionals in this stage can create problems and conflict within a cohort or work team. While individuals may have dynamic skills and knowledge, conflict that diminishes others' abilities may be harmful to the cohort or team. Intervention for graduate students and new professionals in this stage may need to be more direct and timely, offering feedback and admonishment to be patient with one's peers and allow others to receive recognition. Individuals may move back and forth between the first three phases or remain stuck in one phase depending upon life circumstances or cohort/group dynamics.

Celebrating

Finally, once individuals learn to have appropriate levels of confidence in both self and others, they enter the fourth stage, *celebrating*. In this stage individuals celebrate others' successes without feeling threatened by their achievements. Graduate students and new professionals in the celebrating stage recognize their own strengths and weaknesses and are able to be supportive of their peers and colleagues' strengths and talents. Jody, a senior student affairs professional member of the teaching team reflects, "It is an important part of my responsibility as a student affairs staff member to nominate students, colleagues, and programs for various professional association awards. I

enjoy lifting up outstanding achievements and want a spotlight on the efforts of others.” Beau commented that his critique of his peers subsided as he began to recognize the unique strengths of those around him. He said, “Although my critique of others came from a lack of self-confidence, as I have grown in confidence in myself, critique has been replaced by appreciation and recognition.” Ultimately, there is no need for comparison, competing, or critiquing in this stage because individuals’ self-confidence is not directly related to confidence in others. Although an individual will not likely move backwards once they are in this stage, they are likely to move into new roles where they may experience previous stages again.

Discussion

This theory about group membership is in the early stage of development. Conceptualized during a series of class planning meetings, examples to support each stage are based on the experiences of the teaching team. Future research is planned to include individual and focus group interviews at Colorado State University as well as online surveys of graduate students and student affairs professionals at different higher education institutions across the country. Being intentional regarding participants’ race, ethnicity, gender, age, sexual orientation, socio-economic status, educational background, and other demographics will further inform this theory related to cultural and personal influences that impact group members’ perceptions of competence.

Limitations

This theory was created in a White, privileged, hierarchal, Western higher education environment. Group members may experience this very differently in other contexts and culture. Institutional and departmental cultures also play a role in group members’ experiences and must be further examined. Finally, additional research needs to be conducted to further study the typical duration individuals remain in each stage as well as methods for assisting graduate students and new professionals’ transition through the four stages.

Further Research

As a teaching team our intention is to continue researching the development of this theory. We are curious as to how trust, culture, and context influence students’ and new professionals’ perceptions and development. For group members in a new job, role, cohort, or team, we hope this developing theory provides encouragement and guidance for moving through each stage. We hope it helps experienced team members and supervisors create environments that recognize each stage and encourage movement towards *celebration*.

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United States Undergraduate Development through Study Abroad

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Abstract

This article reviews how study abroad is positively correlated to undergraduate student development in the United States (U.S.). Developmental growth regarding self-reliance, interpersonal relationships, cross-cultural understanding, professional purpose, and identity are magnified as a result of collegiate undergraduate participation in study abroad. This article explores research conducted by higher education institutions in the United States using pre-departure and post-departure surveys to examine developmental growth in U.S. undergraduates studying abroad. Top study abroad higher education institutions, along with mandated undergraduate education abroad programs are reviewed. Similarly, types of study abroad programs, and program options for low socioeconomic students are explored. This article also looks at the exposure of international education for students who remain on an institution's home campus, the benefits of study abroad to individual development, and the campus community as a whole. Finally, recommendations for student affairs professionals in promoting U.S. undergraduate development through education abroad are reviewed.

Keywords: cross-cultural, development, education abroad, interpersonal relationships, self-confidence, study abroad, undergraduates

Education abroad provides students the opportunity to develop independence, cross-cultural interpersonal relationships, professional goals, and aids in establishing one's identity (Ingraham & Peterson, 2004). Study abroad is defined as educational programs for undergraduates studying outside of the U.S. (University of Wisconsin, 2011). Higher education sees positive correlations between study abroad and undergraduate development (Braskamp & Chickering, 2009). Study abroad aids in the development of U.S. undergraduates because it provides a learning opportunity that has "a positive psychological impact on students'... personal development" (Braskamp & Chickering, p.29). Study abroad is an integral component of student development and in the formation of a globally competent university campus.

This article explores how study abroad influences U.S. undergraduate development by examining research conducted by higher education in the form of pre- and post-departure surveys (Braskamp & Chickering, 2009). Additionally, this article considers how undergraduates from institutions with high participation in education abroad may have developmental advantages to students who attend institutions with low involvement (Chieffo & Griffiths, 2004). Lastly, this article explores why it is important for student affairs professionals to invest in education abroad.

Autonomy Development

The development of self-sufficiency is seen in students participating in education abroad. A study by Michigan State University (MSU) (2004) utilized pre- and post-departure surveys, along with faculty surveys, to gauge increases in independence while studying abroad (Ingraham & Peterson, 2004). Between 1999 and 2004, MSU received a total of 1,104 surveys from students participating in 240 programs. Of the participants surveyed, 89% were Caucasian, and 74% were female (Ingraham & Peterson). Results from MSU's surveys indicated increases in self-reliance in comparison to pre-departure surveys (Ingraham & Peterson). Faculty also noted increases in students' abilities to make decisions independently (Ingraham & Peterson).

During the fall of 2008, 245 undergraduates across the U.S. completed Braskamp and Chickering's (2009) Global Perspectives Inventory (GPI) prior to studying abroad, and again after returning. The GPI, although different from MSU's survey, reflected similar outcomes in development. On post-departure questions, students indicated development in self-confidence and a decreased need to be supported by outside sources (Braskamp & Chickering). The University of Delaware (UD) (2004) completed a study of undergraduates studying abroad through pre- and post-departure surveys; of the students surveyed, 1,509 participants responded. Additionally, the UD gave surveys to students who remained on the home campus, not studying abroad. Of the students who stayed on the home campus, 827 students participated. According to Chieffo and Griffiths (2004), both populations surveyed had

similar grade point averages, and were enrolled in similar coursework. Students who studied abroad reported more development in self-reliance than students who remained on the home campus (Chieffo & Griffiths, 2004).

Similarly, Laura Thornes, Director of Study Abroad at Colorado State University (CSU), reported increased self-confidence in undergraduates studying abroad (personal communication, September 13, 2011). During student re-entry orientations, Thornes noted increases in self-assurance, and the ability for students to advocate for themselves (personal communication, September 13, 2011). Furthermore, students returning to campus exemplified an overall sophistication they did not possess prior to going abroad (L. Thornes, personal communication, September 13, 2011).

Campbell and Drexler (2011) found that study abroad provides an environmental variable, placing students in unfamiliar physical, cultural, and linguistic environments. While studying abroad, students lack customary supports; the absence of familiar foundations requires students to develop autonomous problem-solving skills. Living abroad drives students to be less dependent on others regarding academic and personal needs (Campbell & Drexler).

Interpersonal Development

Maturation in students' interpersonal tolerance was illustrated in Braskamp and Chickering's (2009) GPI; students who studied abroad "increased their amount of social interactions with others unlike [themselves]" (Braskamp & Chickering, p.29). Surveyed students reported improvements in understanding, and an appreciation, of varying cultural perspectives after studying abroad (Braskamp & Chickering).

Chieffo and Griffiths (2004) documented growth in cross-cultural acceptance in UD students studying abroad. University of Delaware students indicated growth in ability to be respectful of others and learn from other cultures (Chieffo & Griffiths). A student from UD who studied abroad in Martinique wrote, "I feel like I have learned to be more open-minded and not judgmental [of others]" (Chieffo & Griffiths, p.174).

MSU's (2004) students reported a learned ability to conceptualize varying standards of living in different cultures (Ingraham & Peterson, 2004). The post-departure surveys from MSU indicated students cultivated an understanding of what it means to be a minority; while abroad, students were "identifiably different from most of those around [them]" (Ingraham & Peterson, p. 96). This perspective nurtured compassion for minorities in the U.S., and contributed to the students' ability to relate to others (Ingraham & Peterson). Education abroad "increases [students'] awareness of themselves and their own culture to the extent that it challenges their most fundamental opinions and perceptions" (Gray, Murdock, & Stebbins, 2002, p. 49). Education abroad teaches students valuable cross-cultural interpersonal skills.

Professional Development

Ingraham and Peterson (2004) illustrated the impact of study abroad on career. Students discussed exposure to unfamiliar careers, and gained new perspectives within fields in which they aspire to be employed. Study abroad helped MSU's undergraduates feel confident in choice of major and future professional career (Ingraham & Peterson). One participant wrote, "studying abroad was not just an adventure that happened in my [past, it] is...something I see as influencing my future and the way I see things today" (Doyle, 2009, p.1). Similarly, time spent abroad made undergraduates more marketable to future employers. Study abroad, according to Allen E. Goodman, President of the Institute of International Education (2011), "enables students to obtain experience in other countries...to prepare them as...leaders in all fields. The international skills [gained] are crucial to [students'] ability to succeed in global careers" (p.2). To compete in the global market, today's college students need international experiences.

Identity Development

Students cultivate a clearer sense of character, hold higher self-esteem, and self-acceptance while establishing identity (Evans, et al., 2010). In MSU's post-departure survey, one student wrote, "I have a greater understanding of who I am and why...It's incredible how clear my perception of my own self—...values, strengths, weaknesses—is now that I have looked at it more objectively" (Ingraham & Peterson, 2004, p.14). Similarly, as observed through re-entry orientations at CSU, students returning from a sojourn abroad exuded a greater comfort with their identities than before studying abroad (L. Thornes, personal communication, September 13, 2011). Braskamp and Chickering

(2010) demonstrated growth in establishing identity through study abroad in their GPI assessment. Confrontation with diversity abroad gives students the opportunity to solidify their perspectives, ideals, and identities as they learn to negotiate variances between their culture and the host country's. Study abroad provides the forum for students to strengthen their identities (Braskamp & Chickering).

Study Abroad and Student Affairs

Few U.S. higher education institutions have achieved total matriculation in education abroad. According to the *U.S. News and World Report* (2011), California Maritime Academy, Lee University, and Thomas Moore College, all have one hundred percent study abroad participation. Goucher College (2006) in Maryland was the first U.S. college to require all undergraduates to study abroad. Study abroad numbers in the U.S. are the highest in years, according to the Institute of International Education's *Doors 2011 Report*; institutions are working to offer a variety of program, alleviate costs, and provide greater access to students (Institute of International Education, 2011).

Financing

Students from a low socioeconomic status are often deterred from studying abroad (Pascarella, Paulsen, & Salisbury, 2010). To make study abroad affordable, Goucher College gives undergraduates a voucher of \$1,200 to use towards academic expenses while abroad (Goucher College, 2006). The United States Department of State offers scholarship resources, such as the Benjamin A. Gilman International Scholarship (Institute for International Education, 2011) for students from low socioeconomic backgrounds. The Boren Scholarship for International Study is also available to students studying "in world regions critical to U.S. interest" (Boren Awards for International Study, 2011). Many institutions, like MSU, now offer departmental scholarships to encourage study abroad (MSU, 2011). Institutions have created direct partnerships with universities abroad to lower program costs, as third party programs are more expensive, requiring students to pay additional fees (Pugh, 2011). Varying enrollment options work to combat socioeconomic factors that impede study abroad for undergraduates.

Short Term Study Abroad Options

There has been a shift from the traditional junior year abroad to a student learning paradigm with study abroad (Allen, 2010). More than half of U.S. undergraduate students—56%—studied abroad for fewer than 8 weeks during the 2009-2010 academic year (Institute of International Education, 2011). While research supports that students' development is positively correlated to length of time spent abroad, personal constraints hinder the amount of time students can spend abroad.

Goucher College offers study abroad programs differing in length; internships, three-week courses, semesters, or academic year-long programs fulfill the foreign study requirement (Goucher College, 2006). Facing similar obstacles, CSU incorporated weeklong field experiences to their programs as a way to increase undergraduate involvement (L. Thorne, personal communication, September 13, 2011). The Georgia Institute of Technology sends the majority of students on short-term abroad experiences. Forty-three percent of the students study abroad, and most study over the summer, to not interfere with the institution's strict academic schedule (Fischer, 2011).

Short-term study abroad is often viewed as "too brief to allow students to become immersed in another culture" (Fischer, 2011, para.8). Short-term programs are a way to give students a taste of education abroad and build students' confidences to study abroad longer in the future (L. Thorne, personal communication, September 13, 2011). Short-term programs are a good alternative to traditional programs and align with student affairs learning paradigms and individual development (Fischer).

What Can Student Affairs do to Foster a Culture of Study Abroad?

The Division of Student Affairs at Colorado State University aspires to "[foster] a campus community that supports students in the development of their unique potential, inspiring them to be active learners... and engaged global citizens" (Mission, 2011, p.4). To foster active learning and engaged global citizens, student affairs must make an effort to actively promote study abroad to undergraduates, and tailor programs to match students' needs (Garver & Divine, 2008). Program length and cost must be evaluated, and also the type of study abroad program. For example, a program may be language, business, engineering, or history based. There is a perception that study abroad is exclusively for liberal arts students, and "a one size fits all perspective [to study abroad] is unlikely to be effective" (Garver & Divine, p. 213). Student affairs must personalize programs to address the needs of diverse

students across an institution, because all undergraduates could benefit from study abroad participation regardless of major.

Institutional leadership is required in prioritizing study abroad for all undergraduates through effective cross-departmental marketing and communication. Intentional education abroad promotion, customized to represent varying student demographics, exposes more students to study abroad. As mentioned, students on financial aid are eleven percent less likely to study abroad than students not receiving financial aid (Pascarella, et. al., 2009). Student affairs professionals must devise a way to target this population of students, and encourage them to study abroad.

Student affairs professionals also play a crucial role in preparing an institution's student population to study abroad, and facilitating the transition to the home campus (Niehaus & Rowan-Kenyon, 2011). Prior to studying abroad, students need guidance and support in choosing a destination, and planning to live abroad. Students from low socioeconomic backgrounds may require additional support from student affairs professionals in building the confidence, and planning financially for a sojourn abroad of any length (Pugh, 2011). The transition back to U.S. may be equally, or more, difficult than the transition abroad (Niehaus & Rowan-Kenyon). Students may experience difficulties transitioning back to campus life in the U.S., and may need to process new multicultural perspectives (Niehaus & Rowan-Kenyon). Education abroad will have a profound impact on students' intrapersonal and interpersonal relationships, and may affect career choices. As undergraduate study abroad continues to increase, and participants diversify, student affairs needs to work cross-functionally in the campus community to ensure students are adequately prepared and supported to study abroad (Niehaus & Rowan-Kenyon).

Because not all undergraduates can study abroad, student affairs must encourage participating students to bring their personal development back to home campus. Sharing personal developments further enriches a campus' population, and promotes a culture of growth through education abroad (Braskamp & Chickering, 2010). Colorado State University engages returning students by involving them as peer mentors, resident assistants, teaching assistants, and advisors. Positioning students who have studied abroad in leadership roles allows the entire undergraduate population to benefit from the developmental progress experienced abroad (L. Thornes, personal communication, September 13, 2011). Similarly, as students who study abroad interact with other undergraduates on campus, the culture of education abroad has the ability to propagate and lead to more students studying abroad (L. Thornes, personal communication, September 13, 2011).

Conclusion

Undergraduates who participate in international study have more opportunity to develop, compared to students who do not go abroad (Chieffo & Griffiths, 2004). Intentional program creation, marketing, varying program lengths, and financial supports, are tools student affairs can utilize to involve undergraduates in study abroad. Higher education institutions must continue to evaluate the type and length of programs and their finances. Institutions must work to alleviate costs so that greater access to experiential learning through education abroad can be a reality for all students, regardless of exposure to foreign travel, major or socioeconomic background. Goucher College is the only U.S. institution to make study abroad obligatory, and serves as a role model for higher education, recognizing the importance of study abroad to student development (Goucher College, 2006). Higher education must invest in education abroad if serious about developing students. Undergraduates develop self-confidence, interpersonal relationships, cross-cultural understanding, professional goals, and a richer sense of self through international study (Braskamp & Chickering, 2009). As higher education institutions increase study abroad participation, student affairs departments have a duty to develop students to the best of their ability by promoting diverse study abroad opportunities to all students, and disseminating the developmental learning to the greater campus community. To cultivate active-learners who can contribute as global citizens, student affairs must further student growth through the promotion of education abroad.

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Cornell University Suicides: A Crisis Response Critique

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Abstract

During the 2009-2010 academic years, six students at Cornell University committed suicide, reigniting the university's fallacious reputation as a suicide school. In response, the president of Cornell University, Dr. David J. Skorton, went on the offensive and combated the crisis with pervasive transparency, resolve, and compassion. President Skorton actively used his position as the voice of influence and employed a combination of different leadership archetypes to turn adversity into advantage. As a result, university administrators personally addressed the media to ensure the truth was reported, created programs and services to support the mental health of students, and altered the campus ecology to prevent future suicide attempts. However, not all supported the university's tactics, as some questioned the longevity of these efforts. This article provides an overview of the university's response to the 2009-2010 suicides, including an analysis of leadership archetypes and virtues as they relate to the role of a university president. The outcome and impact of the response on the campus community will also be discussed, followed by a concluding summary.

Keywords: Cornell University, crisis response, higher education, presidential leadership, student suicide

In March of 2010, two Cornell University students committed suicide within 24 hours of one another by jumping into the gorges that run through the college town of Ithaca, New York, adding to a total of six student suicides since October of that academic year (O'Connor, 2010; Lipka, 2010; Taylor, 2010). Although Cornell University's suicide rate is no higher than the national average (Henig, 2010), various media outlets sensationalized the deaths, reigniting the reputation of Cornell as a suicide school (Finocchiaro, 2010; Henig). The popular news source CNN called the suicides a "problem" (Henig, para. 1), and *The New York Times* published a front-page story dubbing the University as a "high-stress suicide school" (Henig, para. 1). Although these were the first student suicides since 2005 (O'Connor), the timing, frequency, and visibility of the deaths created a crisis for Cornell University's president. Consequently, university administrators went on the offensive to address the mental well-being of their students, as well as the University's fallacious suicide reputation, both of which could negatively impact enrollment and the prestige of one of the Ivy League's elite. Therefore, this article examines Cornell University's response to these student suicides, from both a positive and critical perspective. An analysis of the outcome and impact on the institution, as well as students will be reviewed, followed by a concluding summary.

University Response

In response to the suicide crisis, Cornell University ran an extensive media campaign to make students aware of the services available in regards to mental health, combat the negative perceptions of the University's reputation as a suicide school, and support those who were impacted by the deaths. Instead of remaining silent, Cornell University administrators and, particularly, President David J. Skorton, showed great courage and compassion during this time of crisis. Skorton took out full-page ads in the campus newspaper, *The Cornell Daily Sun*, to remind students that taking care of one's mental well-being should be a priority (Gabriel, 2010). He also tasked Susan Murphy, Vice President for Student and Academic Services, to increase awareness around the university's mental health services with campus and community outreach efforts (Cornell University, 2010). Additionally, Skorton sent emails to students, faculty, staff, and parents with condolences for the greater campus community after each death (Gabriel). This was followed by an editorial on the front page of *The New York Times* in which he stated, "being a caring community is important, but engaging the national dialogue is essential" (Skorton, 2010, para. 4). Campus administrators responded by creating the Caring Community website which provides resources for students who might be struggling with mental health issues (Cornell University, 2011a; Taylor, 2010). Faculty and staff were asked to meet with students, either at the beginning of class or in their residence halls (Lipka, 2010). Guards were stationed by the gorges as a preventative measure and temporary fences were set up to line the bridges (Renick, 2011; Taylor). Finally, students responded to these tragedies by staging events to unify the student body and

creating a campus-wide poster campaign to showcase encouragement and support (Finocchiaro, 2010). The extent of the response was massive and pervasive, with transparency at its core. Essentially, Skorton reacted to the suicide crisis by launching a reactionary campaign to tackle the assumptions and myths about the University's concern for its students. This left some in fervent support while others second-guessed the responsibility and sustainability of these efforts.

Positive Critique

In the wake of the multiple suicides and subsequent media attention on Cornell University, Skorton was thorough, practical, and moral in his response. As discussed by Brown (2006), university presidents are often challenged to be both organizational and moral leaders in a time when tragedies on campus are unpredictable and evolving. Brown offered many insights that were, knowingly or not, utilized by Skorton in response to the suicides at Cornell University. Overall, Skorton effectively addressed the situation by employing five tactics discussed in Brown's book. These tactics include an understanding that the media are lazy, actively using his voice as the voice of influence, utilizing a combination of leadership archetypes, maintaining open and transparent communication, and the ability to turn adversity into advantage.

Lessons learned. Philip Dubois was the president of the University of Wyoming during the time of the murder of Matthew Shepard who was beaten to death based on his sexuality (Dubois, 2006). In the aftermath of this incident, Dubois published an essay outlining the seven lessons he learned during his tenure as president in regards to leading in a time of crisis. One of these lessons describes his view that media are lazy and any crisis can easily be subject to false reporting. Thus, Skorton's decision to address the suicide crisis directly through the editorial in *The New York Times* and the ads in *The Cornell Daily Sun* was a clever tactic to ensure accurate information was being reported to minimize sensationalism of the events. In conjunction, Dubois also noted that in a severe time of crisis, "the president's voice matters, and it may be the only one that does" (p. 46). Although responses to campus crises are typically a university-wide effort, Dubois learned that the community at large is most comforted by one consistent voice, which must be that of the president. Although Skorton asked the Vice President for Student and Academic Services to be in charge of outreach, he remained diligent in his efforts to be the university's official spokesperson. Some institutions choose to rely on the public relations department to address the media (Dubois), but Skorton chose to use his voice directly. On the University Statements website, Skorton specifically recognized each student death with a message of condolence. This type of personalized reaction exemplified the care and concern exuded by the president and led to another key component of his response: the ability to use multiple leadership archetypes during a time of crisis.

Leadership archetypes. As an addendum to Dubois' (2006) essay on leadership in a time of crisis, Scott Cowen (2006), president of Tulane University, penned an essay outlining the following four archetypes of leadership: moral, intellectual, managerial, and political. During the suicide crisis at Cornell University, Skorton did not limit his response using just one type of leadership; rather, he was skilled enough to combine all four archetypes. As a moral leader, Skorton chose to address the reality that six students ended their lives and prioritized the mental health of the student body. Skorton also utilized intellectual leadership through the development of the Caring Community website which was created for students to utilize for resources relating to mental health issues support services. In his editorial in *The New York Times*, Skorton (2010) pleaded with the entire nation to conduct research regarding the prevalence of suicide among college students and identify risk factors. Additionally, Skorton used exceptional managerial leadership as the crisis mounted. To mediate the crisis before it developed further, Skorton organized campus administration to manage the university's complex structure to prevent chaos from erupting. Finally, Skorton exuded political leadership through his prominence in the media and public appointment of Susan Murphy as the administrator in charge of outreach and wellness. Skorton could have made this appointment privately, yet he did so publicly to make a political statement: the administration was working in tandem (Cornell University, 2010). Additionally, unifying administration was a symbolic gesture, used as a catalyst to foster unity within the student body, as well.

Cowen (2006) summarized his essay with the opinion that university presidents are not doing enough to be effective moral and intellectual leaders. It is apparent from the diversity of Skorton's response that he was able to utilize all four archetypes of leadership to address the issue in a holistic manner. By nature, campus crises are complex, necessitating a complex response. Skorton was undeniably effective by utilizing a multifaceted leadership approach to help suppress the complexity of the situation.

Leadership virtues. Skorton's response utilized virtuous leadership traits by maintaining both open and honest communication and a positive outlook. Over the past few decades, Albert Yates (2006), President Emeritus of Colorado State University, created a list of assertions on organizational leadership. Yates described communication as imperative to building trust, something Skorton exuded repeatedly through the transparency of his communication. On the University Statements website, Skorton was open and honest in each message of condolence. He first expressed concern, was transparent about the manner of death (suicide, car accident, etc.), and outlined resources available to students in need of support (Cornell University, 2011b). The candor in these messages was heartfelt and impressive, normalizing grief and validating the feelings of those who were impacted by these tragedies (Taylor, 2010).

Finally, Skorton was able to remain positive during the crisis and turn adversity into advantage. Yates (2006) recognized that times of stress create both a risk for failure and opportunity to promote change and progress. Skorton used his positional power to not only initiate a culture change at Cornell University, but to plead with the nation through his editorial in *The New York Times*. His message was clear: suicide is never the right answer, institutions care about students' mental health, and asking for help is vital (Skorton, 2010; Taylor, 2010). By launching a nation-wide media campaign, Skorton used the tragedies to inform, educate, and destigmatize issues surrounding mental health on college campuses. It took courage to address the suicides at Cornell University in this manner; however, time will determine if Skorton's efforts were truly a catalyst for change, as not everyone was so eager to praise the institution's response.

Critical Critique

The media blitz that followed the suicides at Cornell University created the potential for unforeseen consequences. A report from The National Academies Press (2001) discussed the phenomenon of *suicide contagion*, described as "a behavioral disorder [that] is generally defined as increased risk upon affliction of someone in the same social sphere" (para. 2). Several studies indicate that reporting suicide in the media can cause suicide contagion; however, some research renders the impact of the media as negligible or even positive by helping reduce suicide rates (The National Academies Press). Although one can only make assumptions as to why the six students committed suicide at Cornell University between October 2009 and March 2010, suicide contagion must certainly have been a concern. Skorton took a risk by exposing the situation at Cornell University with such transparency, as some in the campus community questioned the appropriateness of the extent of the school's response.

In regards to organizational leadership, Yates (2006) proclaimed, "leaders must forego the luxuries of pessimism, cynicism, negativism, irresponsibility, and, at times, independence" (p. 111). Although Skorton admirably maintained his integrity during the suicide crisis, others were not shy to criticize his response, creating an assumption of irresponsibility on the actions of the president. For example, students interviewed in the *HuffPost College* called the media coverage unnecessary and reckless, fearing it gave the university a reputation it did not deserve (Finocchiaro, 2010). Unfortunately, this may have been a legitimate concern. Less than a week after the sixth suicide, a blog posted the headline: "Cornell Reclaims 'Suicide School' Reputation from NYU" as if this moniker were some sort of competition (Jaszi, 2010). That same day, *Gawker* (O'Connor, 2010) posted a blog with evidence claiming that Ithaca's bridges may have caused the suicides, undermining the university's entire campaign to address student mental health issues. Although Skorton remained diligent in his efforts to forego pessimism, students and the media did not, adding to the negativity surrounding these events.

Finally, one of Dubois' (2006) seven lessons has significance within the critical frame: the idea that symbols are important, but only if they contain substance. In the wake of the suicides at Cornell, students organized many university-sanctioned events including one titled "Lift Your Spirits." During the event, President Skorton addressed the student body, students sang the alma mater, and performing arts groups entertained the crowd (Finocchiaro, 2010). However, some students were quick to criticize the significance of the event, fearing it was not serious enough, nor applicable to students who are truly at risk of committing suicide (Lipka, 2010). Others thought the University marginalized mental health issues through these public relations stunts and did not effectively address the truths behind the events (Finocchiaro). Regardless of the perception, it is clear that students wanted preventative, not reactionary measures, and symbols without substance only masked the mental health issues that were a reality for students on Cornell University's campus.

Outcome and Impact on University and Students

The impact of the suicides on both students and campus culture was pervasive. According to the *Cornell Insider* blog (Renick, 2011), the suicides were the number two story of 2010, second only to the reduction in the University's endowment and subsequent financial crisis. Changes were made to improve student life with varied opinions on the effectiveness of these efforts.

The most visible outcome of the suicide crisis was the addition of fencing along the bridges that span Ithaca's gorges (Renick, 2011). Student backlash was quick to follow as graffiti, stickers, and paint began to appear on the barriers (Renick; Mulligan, 2010). Ithaca is known for its gorges and students were upset by the aesthetic changes to their beloved scenery (Renick). Most supporters believe the importance of saving lives overrides a scenic view, yet not all feel this way (Mulligan, 2010). Within a campus community of 35,000 students (Gabriel, 2010), it is reasonable to believe there would be varying opinions amongst the student body. However, it is unsettling that students were unable to agree on the most effective way to adequately address suicide risks.

Additionally, the Caring Community website has had its share of controversy. Baylor University praised Cornell University for holistically responding to the student suicides. It specifically touted the Caring Community website for providing students access to private mental health support services (Taylor, 2010). However, as one student pointed out in an online blog, the Caring Community website focused less on providing mental health updates and more on event promotion (Renick, 2011). Regardless, even as a contingency of students challenged the sustainability of the university's efforts, the university continued to employ fiscal resources toward preventative measures.

According to *The Cornell Daily Sun*, as of November 2010, the university had spent \$575,000 in response to the student suicides (Stein, 2010). Over \$350,000 went toward construction of the bridge barriers and \$150,000 was used to help bolster the university's mental health services. Additionally, Cornell University paid \$40,000 for suicide crisis and response consultation services, while the remaining \$35,000 was allocated toward security services to monitor the bridges in the days following the initial crisis outbreak. Although the demand for mental health services is still outpacing the university's capabilities, positive outcomes include an increase in the number of available counselors, longer walk-in hours, greater outreach programs, and a new call-in service to serve the increasing number of students requesting psychological services (Stein).

Skorton was very intentional in his efforts to maintain transparency in his response to the suicide crisis, and since increasing institutional efforts to support student mental health the university's suicide rate has decreased dramatically (Cornell University, 2011b). Although confirming a correlation between the response to the suicides and the decrease in the suicide rate is difficult to measure, one would believe the university is making steps in the right direction to address student mental health issues, amidst the criticisms of students. Essentially, Skorton demonstrated admirable ethical leadership as evident through his ability to support the well-being of the collective (Ponder & McCauley, 2006), rather than the opinions of the vocal minority.

Summary

Overall, Skorton's response to the suicides at Cornell University during the 2009-2010 academic years was extremely impressive, especially in regards to the various leadership archetypes he utilized and his willingness to address the situation. In Dubois' (2006) essay on presidential leadership in a time of crisis, he devoted his top lesson learned to the ideology that a university is not defined by crisis, but by its response to the crisis. Certainly, this mantra rings true for President Skorton during March 2010 and beyond. Although the fences may be unappealing to some, the University is now a healthier institution because its President responded to the suicide crisis with transparency and moral leadership. Skorton was fearless in the manner in which he addressed the mental health of the students, as well as Cornell's fallacious suicide reputation. Although an enormous undertaking, it was certainly a small price to pay for the preservation of human life.

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Developing Multiculturally Competent Staff Members in Higher Education

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Abstract

The landscape of higher education continues to evolve as the United States of America's demographics shift. Institutions of higher education include a diverse array of students who share complex and multiple identities. Therefore, the development of student affair practitioner's skills and competencies regarding multiculturalism, inclusion, diversity, and equity has become increasingly important. As a manager and leader within the field of student affairs, there is the added responsibility of professionally developing teams to understand and implement the principles of multiculturalism. This article explores the practical aspects associated with assessing campus climate issues, such as creating a culture of diversity, assessing institutional commitment to goals, and solving issues through a culturally inclusive lens. The development of multiculturally competent staff members through recruitment, supervision, and training in higher education is also explored.

Keywords: campus climate, diversity, higher education, multicultural competence, staff recruitment, supervision, training and development

The continuing focus on diversity in higher education has created one of the most pertinent times for staff members to develop multicultural competence. Students and employees are representing increasingly diverse demographics and are coming from increasingly diverse experiences, both of which provide enriching situations (McClellan & Larimore, 2009). This provides a unique challenge for staff members as they navigate their profession with growing sophistication and competence.

The development of multicultural competencies comes at an important time in U.S. history. Historically, many institutions of higher education served a homogenous population of predominantly white men who came from families with financial resources (Duniway, 2006). Over the past generation, higher education increasingly served a more diverse student population and employed a more diverse workforce (McClellan & Larimore, 2009). The U.S. Census Bureau predicted that non-white people will become the majority in 2042 (Bernstein & Edwards, 2008). By 2023, half of all children will be non-white; the non-Hispanic, single-race white population will only see minor growth, while all other races and ethnicities are expected to see continued large growth (Bernstein & Edwards). For example, the Hispanic population is projected to nearly triple by 2050 (Bernstein & Edwards). This tremendous change in the face of students and future employees in higher education underscores the need to develop multiculturally competent staff.

Diversity of students and staff is not limited to race and ethnicity, "even though racial or ethnic identity is a critical component of culture for many individuals," (Cuyjet, Howard-Hamilton, & Cooper, 2011, p. 401). Diversity includes language, gender, sexual orientation, physical and learning abilities, veteran status, age, class, nationality, and religious affiliation along with a number of additional areas. As the complex, multiple identities of students and staff grow, it is essential that student affairs practitioners develop competence in their awareness, knowledge, attitudes, skills, and appreciation of multicultural identities.

The Council for the Advancement of Standards in Higher Education (CAS) developed general guidelines for designing various programs, one of which focuses on diversity and how it enriches campus community and enhances the collegiate experience for all students (CAS, 2008). In order for an institution to achieve the recommendation to "create and nurture environments that are welcoming to and bring together persons of diverse

backgrounds,” student affairs staff must be multiculturally competent and be able to advance this notion to colleagues, faculty, and administrators (CAS, 2008). Cuyjet et al., (2011) challenged practitioners to create an inclusive environment for students and staff based on the culture of that campus.

This article will explore several practical aspects associated with developing multiculturally competent staff members by discussing the following areas: assessment of the current campus and office climate, creating a culture of diversity and inclusion, policies and procedures reflective of the institution’s diversity goals, solving issues through a culturally inclusive lens, staff recruitment, supervision, staff recruitment, and training and professional development.

Multicultural Competence

It is critical that managers, leaders, and student affairs supervisors take note of their own and their employees’ levels of competence when effectively modeling multicultural competencies. The supervisor must understand the state of her own multicultural competency to create an appropriate learning environment for employees (Pope, Reynolds, & Mueller, 2004).

Organizational managers and leaders must develop a campus-wide definition of multicultural competence and benchmarks to assess appropriate knowledge and skills. A multiculturally competent person is someone who is aware and knowledgeable about cultural difference, her own cultural identity, as well as the history and contemporary struggle of underrepresented and marginalized people (Pope et al., 2004). This individual should also be in a position to balance this awareness and knowledge with continuous empathy, curiosity, and affect policy and practice that is in line with the institution’s commitments and values (Pope, et al.).

Pope et al. (2004) defined multicultural competence in terms of awareness, knowledge, and skills. Multicultural awareness means understanding one’s own beliefs, values, attitudes, assumptions, and the influence it has on others. Multicultural knowledge includes knowing the dynamics of oppression in higher education and understanding the limitation of student development. St. Clair (2008) agreed that “we need to revamp the learning process, time frame and outcomes to create an environment that cultivates a more internal exploration for the participants” (para. 7). Pope et al. suggested that practitioners develop multicultural skills: the ability to practice and create an atmosphere for effective communication across cultural boundaries.

Cuyjet et al. (2011) build upon the Pope et al. (2004) model of multicultural competence to also include developing appreciation. This might include developing knowledge about elements of social change, the ability to challenge acts of discrimination, communicate cross-culturally, assume attitudes of risk-taking, and using cross-cultural interactions to enhance the quality of one’s life.

Assessment of the Current Campus and Office Climate

Martin (2005) surveyed community college practitioners and found that they lacked preparation, knowledge, or experience with diverse students. To create multiculturally competent staff, supervisors should start to develop an understanding of the particular nuances of campus and office climate. Campus or office climate surveys, staff self-reported feedback, and 360-degree assessments can provide essential insights for supervisors (Martin).

Initial assessment of any organization begins with analyzing the demographic data. Start by identifying the demographic representation and composition of staff, individually and collectively, and compare staff information with the demographics of the students and community. Determine inequities or gaps between the staffing pattern and the students and celebrate patterns that represent inclusion and equity.

Educational Benchmarking, Inc. (2010) provides some factors to consider when assessing the campus environment. Some of these areas include: staff’s prior experience with diversity, including race, ethnicity, gender, religious identification, political and social ideology, and financial standing. Additional areas include: diversity programs and policies, including consideration for minorities; camaraderie among ethnic, racial groups; and inter-group relations. There should also be a focus on the physical accessibility of resources for disabled students.

The state of Connecticut’s Department of Mental Health and Addiction Services (2000) provides a system and tool to help develop staff by offering practical and realistic steps. This document can be easily translated to the world of

higher education, providing guidance in assessing the following areas: demographic data; policies, procedures, and governance; services and programs; linguistic and communication support; cultural assessments; cultural accommodations; program accessibility; human resources development; quality monitoring and improvement; and information and management system. Each question is rated from “priority concerns” to “adequate.” This tool can be adapted for use by student affairs divisions or program managers.

Martin (2005) described four counseling instruments that are currently used for assessing multicultural competence: Cross-Cultural Counseling Inventory-Revised, the Multicultural Awareness-Knowledge-and-Skills Survey, and the Multicultural Counseling Knowledge and Awareness Scale. Additionally, several student affairs divisions or individual practitioners are using the American College Personnel Association (ACPA)/National Association of Student Personnel Administrators (NASPA) (2010) Professional Competency Areas for Student Affairs Practitioners to assess basic, intermediate, or advanced competency in the area of equity, diversity and inclusion. Supervisors should review various assessment tools and identify which one would best assess the workplace environment or individual staff member’s multicultural competency.

Creating a Culture of Diversity and Inclusion

Chavez and Weisinger (2008) suggested organizations should be strategic in achieving organizational diversity. They recommended that managers should remove barriers by moving away from managing diversity towards managing *for* diversity. This method takes a proactive approach by setting up procedures and policies in advance. Chavez and Weisinger stated that the problem with the current approach has to do with the attitudes and processes used to implement diversity. Instead, they advised organizations to:

- Establish a relational culture within which people feel proud of their own uniqueness, while becoming socially integrated into a larger group by celebrating the “me” within the “we,”
- Maintain an inclusive culture within which employees are intrinsically motivated to take ownership of the learning experience and to learn from each other so that organizational members can discover and appreciate multiple perspectives, and
- Incorporate an organizational strategy that capitalizes on the multiple perspectives individuals contribute to creativity, productivity, organizational attractiveness and employee well-being (p. 332).

The Cultural Environment Transitions Model proposed by Manning (1994) demonstrates that there is continual and dynamic movement of organizations from a single view to a holistic understanding of diversity. A strong focus of this model is the belief that specific structural elements of the organization can either constrain or encourage multicultural thought. Therefore, it is essential to determine if organizational structures perpetuate an environment that is focused on training and policies that steer staff away from becoming multiculturally competent. For example, you might choose to assess the cultural and linguistic needs of the service area. Start by determining the demographic data: who is being served, who are the staff, and what are their native languages. Evaluating this information will help supervisors develop staff members who can help ensure that the individual feels comfortable when services are requested because the staff member either speaks the student’s native language or understands the cultural nuances representative of the student. Consider whether the employees in the department have been trained to communicate effectively with limited English-speaking clients. Practices and procedures should exist that help students and families when someone is not available to assist them, such as materials and signs in alternative languages. The administrative details of the organization need to be examined as well. For example, the communication preference of the student and/or their family can be indicated in the educational records and then honored when the student arrives at various offices, or when his family receives communication from the university, division, or department.

Policies and Procedures Should Reflect Institutional Goals

Policies and procedures on an institutional, as well as departmental level need to be examined and crafted in such a way as to ensure employees are held accountable for multicultural competence. For instance, particular individuals in the organization need to be responsible for the development, implementation, and monitoring of the multicultural competence plan (Connecticut, 2002). These individuals may be a designated staff member(s), committee or commission, or hold a particular level of responsibility. The creation of a core group of individuals to continually review, initiate, and implement strategies is a key element for proactive policymaking. At Northern Arizona University (NAU), a chief diversity officer, who serves on the President’s cabinet, works with six university

committees and commissions to address policy issues related to ethnic diversity, status of women, Native Americans, disability access and design, LGBT populations, as well as an Advisory Council on Diversity and Equity (NAU, 2011). The University of California, Los Angeles (UCLA) created a Council on Diversity and Inclusion, which is staffed by the chancellor, professors, administrators tasked with diversity efforts, and students. The UCLA diversity website articulates university principles, divisional strategic plans related to diversity, and resources for students, faculty, staff, and alumni (UCLA, 2011). Finally, the University of California, San Diego (UCSD) developed a campus climate online presence in response to the aftermath of a racial incident in February of 2010 (UCSD, 2010). A Campus Climate Council was created “to assess campus climate, identify best practices, recommend improvements in policy and practices, and discuss the best structure for diversity initiatives” (UCSD, 2011, p.1).

Solving Issues through a Culturally Inclusive Lens

In these evolving times for higher education, it is imperative that student affairs lead the way toward solution-oriented, results-driven decisions (Bresciani, 2009). The increasing diversity of staff members and student populations makes this outcome more challenging. However, when a solution is needed, it is important to take the individual’s diverse background into consideration to determine if the individual’s cultural identity can be accurately incorporated into the solution. Or, if multiple identities or multiple people are involved, decisions must be culturally relevant and reflect the institutional goals.

Culturally relevant considerations should be identified to assess the solution process. For example, many students and their families, due to their own work obligations, may be unable to contact campus departments during typical office hours. Occasional or regular phone or office services available during extended hours or on the weekend can ensure a program meets the needs of a variety of students, not just those who are full-time students with no work commitments or other obligations. Additionally, physical office space environments should be taken into consideration for creating inclusive environments: meeting rooms should be available for extended families in order to address the particular dynamics of different cultures; individual offices, central space and thruways should be able to accommodate students with limited mobility issues; and office decorations should reflect multiple identities in order to create a welcoming space for all students (Connecticut, 2002). These considerations might mean limiting or expanding holiday decorations throughout the year, offering ally training in order to create “safe spaces,” and challenging staff members whose office decorations may be offensive to some visitors.

Quality Supervision

In the development of multiculturally competent staff members, the student affairs supervisor’s role is essential. The supervisor must be skilled in the area of multiculturalism and constantly continue to strive for further self-competency. Regardless of the commitment from higher education to produce multiculturally competent staff, she must also take the initiative to create and foster a multicultural competent staff as well as an inclusive environment for all students, staff, and guests.

During initial employee orientation, the supervisor has an important task of setting the tone by articulating the department’s vision and values concerning diversity. According to Barr and Dresler (1993), it is vital to showcase the value that the institution places on diversity and multiculturalism. Employee orientation processes should include visits to offices and organizations that are charged with diversity and multiculturalism (Barr & Dresler). These offices and organizations can include student organizations with multicultural missions, advocacy or service offices geared toward all multicultural populations or particular populations relevant to the campus, Affirmative Action and/or Equal Opportunity offices, the chief diversity officer’s office, the president’s office, or other areas of the institution with an explicit charge for enhancing the multicultural environment on campus. If the human resource department’s new employee orientation does not include these components, it is incumbent upon the student affairs supervisor to ensure that this information is conveyed.

Stuart (2004) emphasized that a leader must develop skills in discovering each person’s unique cultural perspective and understanding. Miklitsch (2005) advised supervisors that “setting multicultural supervision goals, holding staff members accountable for developing multicultural competence, and assessing multicultural competence via an annual review process” are essential to the development of multiculturally competent staff members (p. 129). Miklitsch also reported that supervisor feedback on multicultural issues was a positive indicator of multicultural competence for residence life staff. Furthermore, residence life staff members indicated a sense of comfort in

discussing multicultural issues with her supervisor. In addition, Miklitsch (2005) noted that supervisees might be uneasy talking about multicultural issues unless a supervisor initiates the discussion.

Staff Recruitment

Supervisors must develop strategies to ensure a multiculturally competent staff, which begins with the recruitment of new staff members. It is desirable for the staff demographic composition to reflect the campus student demographics, which provides students with different options for speaking with, connecting, networking, or finding an appropriate advocate amongst student affairs staff members.

Recruitment efforts should be intentional, deliberate and expanded beyond the typical core recruiting processes and locations. Hiring officers should post the job position with different organizations, from the broad-based online job posting websites to organizations aligned with specific, targeted demographic groups. This will allow for wide exposure of the position and provide the greatest opportunity for a diverse pool of applicants. After a diverse pool of applicants is solicited, the selection process becomes pivotal. Hiring officers or committees should review each candidate's resume for comprehensive and consistent experience in multiculturalism through presentations, coursework, publications, and work and volunteer experience. Hiring committees should intentionally select staff members who have the desire to be trained in the area of multiculturalism, have experience with diverse populations, and have a demonstrated commitment to the development of multicultural competency. The interview process should be rigorous to meet these high levels of expectations, and should include opportunities for the candidate to explain her previous experience in this arena. Having employees with diverse backgrounds and experiences will help students feel more comfortable and secure within the organization. North Carolina State University (2011) has developed comprehensive "Guidelines for Recruiting a Diverse Workforce" which can be used as a reference for recruitment and hiring processes.

Training and Professional Development

Training and professional development opportunities serve as another facet of developing a multicultural competent staff. Intentional training opportunities should be provided to staff to orient them to the institution, division, department, and position. Ongoing and consistent professional development has positive consequences to developing a multicultural competent staff. The University of South Carolina Division of Student Affairs and Academic Support's Professional Development Program is a two-time winner of the NASPA Excellence Awards (USC, n.d.). The division hosts ideaPOP!, a professional development conference to assess individual strengths and establish goals. The University of Maryland's Office of Diversity Education and Compliance offers Story Circles and an Intergroup Dialogue Program to enhance professional development (UM, n.d.).

Sustaining a comprehensive training plan can be difficult. New employee orientation needs to encompass and extend beyond policy dissemination and begin to expose staff members to the principles and culture of multiculturalism. Current employees, faculty, administration, and community members can be utilized as resources for initial training and ongoing development. The focus on career and learning programs, for example, will assist in maximizing the recruitment and retention of diverse employees (Musser, 2008).

Finally, it is important to hold employees accountable for attending a predetermined number of training sessions or training hours on an annual basis. For example, at Northern Arizona University, supervisors are required to allow employees to participate in 16 hours of career and professional development programs each year, which is documented in mandatory annual performance appraisals (NAU, 2011). The supervisory accountability options and methods may be contingent on the culture of the organization. It is important for supervisors to have intentional conversations with employees to determine the appropriate training sessions related to multicultural competence. Otherwise, supervisors may run the risk of employees attending sessions that are not as critical or may not serve the purpose of developing needed competencies.

Supervisors are also encouraged to use outside resources, such as journal articles, books, and websites, to develop staff. Some examples of resources can include webinars, online short courses, blogs, news articles, videos, speakers, training sessions, and conferences. In addition, professional development opportunities include the Social Justice Training Institute (SJTI) (2011), the American College Personnel Association's (ACPA) Institution on Social Justice (2010), the National Association of Student Personnel Administrators (NASPA) and ACPA's Conference on

College Men (2010), ACPA's Prism Initiative (n.d.), NASPA's Diversity Student Summit (2011), and NASPA's Multicultural Institute (2010).

Conclusion

Multicultural competence helps student affairs practitioners to build teams and allows employees to work alongside and better understand one another. It also aids in the creation of a vibrant and inclusive campus community. Multicultural competence assists staff members in becoming more effective in the delivery of services to students and in communication to students and staff. It is incumbent upon higher education managers and leaders to strive to achieve multicultural competence amongst students and staff at all organizational levels.

Multicultural competence is a holistic process and the pursuit of competence is a lifelong process. Student affairs practitioners can utilize multiple sources of learning as they journey towards greater competency. It involves a deliberate effort on the part of each individual, and can be guided by supervisors, as well as division and institutional leaders.

This article explored practical ways that student affairs supervisors can assess campus climate issues, create a culture of diversity and inclusion, assess policies and procedures in relation to the institutional goals, utilize a culturally inclusive lens to solve relevant cultural issues, supervision of staff, staff recruitment, and the training and development of multicultural staff members in higher education.

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Student Leadership Development in a Globalized World

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Abstract

This article examines socially responsible leadership as a cornerstone in student leadership development in higher education. The Social Change Model of Leadership Development, presented in 1996 by the Higher Education Research Institute (HERI) is the most frequently employed theoretical model utilized with college students. The main characteristics of the model are reviewed giving place to the importance of raising awareness about cultural influences within leadership development in a globalized world. In this context, global leadership is introduced as a response to the need for individuals and organizations who can lead with integrity through a multicultural approach. A key initiative in this field is presented through GLOBE, a project that examined the relationships between societal culture, organizational culture, and organizational leadership (House, Hanges, Javidan, Dorfman, & Gupta, 2004). Global leadership has been widely explored in several fields such as business, organizational studies, and social psychology, revealing a gap that needs to be filled in the literature related to global leadership development in higher education, an area of opportunity for student affairs professionals.

Keywords: global leadership, GLOBE project, social change model of leadership development, socially responsible leadership, student leadership development

Due to the growth of globalization and interdependence among nations, there is a need for leadership approaches that acknowledge the influence of multiple cultures (House, Javidan, & Dorfman, 2001; Northouse, 2010; Rondinelli & Heffron, 2009; Triandis, 1993), demonstrating the importance of student leadership development in a globally conscious context. Unfortunately, a recent study predicted future shortages of global leaders in all United States' sectors and urged universities to add global leadership to their curriculum (Bikson, Treverton, Moini, & Lindstrom, 2003). It is critical for college students to be prepared to engage in culturally transferable leadership necessary for an increasingly global society (Dugan, Rossetti Morosini & Beazley, 2011), which is addressed by global leadership. Although there is no generally accepted construct definition for global leadership (Osland, 2009), an explanation offered by Mendenhall, Osland, Bird, Oddou, and Maznevski (2008) can be very useful to understand this concept:

Global leaders are individuals who effect significant positive change in global organizations by building communities through the development of trust and the arrangement of organizational structures and processes in a context involving multiple stakeholders, multiple sources of external authority, and multiple cultures under conditions of temporal, geographical and cultural complexity. (p. 17)

Kets de Vries and Florent-Treacy (2002) explained that global leadership development means increasing one's adaptability, cultural empathy, acceptance of ambiguity, lack of xenophobia, cultural relativity, awareness of one's own roots and cultural biases, and "as if" quality. According to Dugan et al. (2011), an extensive amount of literature regarding global leadership development has been produced in the fields of business, organizational studies, and social psychology. The evolution of literature on global leadership mirrors that of leadership studies in general and reflects a movement from management orientations to more relational and process-oriented approaches (Northouse, 2010; Rondinelli & Heffron, 2009). However, college student leadership literature has not kept pace in its attention to cross-cultural considerations (Osland, 2009). This is an alarming issue because of the importance of leadership development in collegiate student development and the need for international collaboration in a globalized world.

This article presents socially responsible leadership development in higher education and raises awareness about cultural influences within leadership in a globalized world. Global leadership is presented as a response to the need for individuals and organizations who can lead with integrity through a multicultural approach. In addition, a key

initiative for global leadership development produced by Colorado State University (CSU) is discussed along with the critical role of student affairs professionals in preparing students to act as global leaders.

Student Leadership Development in Higher Education

According to Dugan et al. (2011), leadership development and particularly socially responsible leadership, are clearly articulated as vital collegiate outcomes (Astin & Astin, 2000; Council for the Advancement of Standards in Higher Education, 2009; National Association of Student Personnel Administrators & American College Personnel Association, 2004). Socially responsible leadership emerged at the end of the twentieth century as a response to the need for new theories, new applications, and new thinking about leadership by being “faced with an unprecedented economic, technological, socio-political, and moral/ethical tumultuous sea of change” (Luthans & Slocum, 2004, p. 227). Due to its characteristics, the Social Change Model of Leadership Development (SCM) (HERI, 1996), is the most frequently employed theoretical model for socially responsible leadership development programs for college students (Dugan et al.; Lara Nuno, 2011).

According to Komives and Wagner (2009), this model presents a new way of conceptualizing leadership as a collective and collaborative process that is aimed at affecting change on behalf of others and society and is values-based and focused on service. Komives and Wagner explain that the SCM (HERI, 1996) views leadership differently from traditional models focused on heroic, individual leaders who are in positions of power; instead, leaders can be anyone, and leadership tends to be a collective process aimed toward a social change. Within this context, this model rests upon the following assumptions (Komives & Wagner; Lara Nuno, 2011): Leadership is socially responsible, it impacts change on behalf of others; leadership is collaborative; leadership is a process, not a position; leadership is inclusive and accessible to all people; leadership is values based; community involvement/service is a powerful vehicle for leadership; and all students—not just those who hold formal leadership positions—are potential leaders.

The model describes an interaction between seven key values that individuals, groups, and communities should strive for in order to create social change, and these values are also known as the Seven C’s for Change (Komives & Wagner, 2009): citizenship, collaboration, common purpose, controversy with civility, consciousness of self, congruence, and commitment (HERI, 1996). The SCM is ideal in a setting where leadership is not hierarchal as might be the case among students in a campus community. The model also affects campus leaders and participants within their community; therefore, its applications can be used for entire populations, not just positional roles (Komives & Wagner).

Leadership and Culture

Komives, Lucas, and McMahon (2007) argued that effective leaders need to have a multicultural perspective to build inclusiveness, collaboration, and common purpose. In this regard, socially responsible leadership, with its emphasis on inclusion and empowerment, embraces the belief that the group, team, organization, community, nation, and world will be made better when all participants are heard, made visible, and valued for their contributions (Komives, Lucas, & McMahon). Historically, the dominant culture—the culture in the powerful majority—has not had to examine its beliefs and practices because it is not disadvantaged by them (Komives, Lucas, & McMahon). The majority norms often became the standards used to judge others who are not in the majority (Komives, Lucas, & McMahon). For Komives, Lucas and McMahon, it is important to examine how the characteristics of these forms of privilege may be attached to the expectations of what it means to be a leader or not be a leader, and recognize that leadership may take on different characteristics. In addition, there is a need for clarity regarding predictors of leadership development across cultures (Dugan et al., 2011).

According to Dugan and Komives (2010), how leadership looks like for a college student within the U.S. cultural context is reflected through the predictors of socially responsible leadership: precollege knowledge and capacity, involvement in student organizations, community service, internship experiences, sociocultural conversations with peers, mentoring relationships, and participation in formal leadership training. The degree to which these predictors hold across cultures is unknown, leaving the need for varied approaches to leadership education across cultures unclear (Dugan et al., 2011).

Global Leadership and the GLOBE Project

Research stemming from the Global Leadership and Organizational Behavior Effectiveness (GLOBE) project (House et al., 2004) provides the most comprehensive and contemporary picture of global leadership and emphasizes the importance of balancing universal and contextual approaches (Dugan et al., 2011). GLOBE is an extensive international study of 62 societies in which a large group of investigators examined culture as it relates to leadership in all the major regions of the world, comparing the relationships between societal culture, organizational culture, and organizational leadership (House et al., 2001). This project illustrates that successful leadership behaviors differ within various cultures (House, Javidan, Hanges, & Dorfman, 2002). Within this context, Alon and Higgins (2005) explained that to lead their organizations in the twenty-first century, top managers need to understand the regional and ethnic cultural diversity of their working environments and the cross-cultural community of workers around the world. Alon and Higgins also commented that it is becoming increasingly clear that leadership behaviors must be adapted to the cultural variety embedded in the global context.

Critique of GLOBE

According to Dugan et al. (2011), this study was conducted mainly within the business sector and offers significant insights into global perceptions and approaches to leadership. However, it is also primarily descriptive in nature, offering little insight into how culture may influence the process of leadership development (Northouse, 2010). In addition, the college student population is absent in the GLOBE study, so there is a lack of cross-cultural research leaving questions of cultural transferability and cross-cultural predictors of leadership development unanswered for this population (Dugan et al.). Socially responsible leadership appears to be reflective of the universally desirable leadership attributes identified by the GLOBE study, but empirical evidence is needed to substantiate this assertion as societies representing different cultural clusters do not value the same leadership behaviors (House et al., 2001). Within this context, the Multi-Institutional Study of Leadership (MSL), an international research program examining the influences of higher education on college student leadership development, has been collecting data since 2006 at more than 150 higher education institutions in the United States, Mexico, Canada, Lithuania, and Japan. However, replication of findings needs to be done in more diverse institutional contexts within the countries involved (Dugan et al.) to present solid results about global leadership development in higher education.

Recommendations

The gap in higher education literature related to global leadership is a call to student affairs administrators to consider the importance of a multicultural approach and the interdependence among nations in developing programs focused on student leadership development. Within this context, Alon and Higgins (2005) present cultural intelligence as a critical skill to be developed within global leadership, which could be reached by following the recommendations of Peterson (2004): exposing students' cultural frameworks with those of other national origins, using a number of key cultural dimensions such as equality/hierarchy, direct/indirect, individual/group, task/relationship, and risk/certainty.

An awareness of self in relation to profiles of different cultures can help develop an appreciation for the differences, the potential for conflicts, and the cultural "fit" between one's embedded sociocultural type and model sociocultural types in the relevant nation (Alon & Higgins, 2005). In addition, Alon and Higgins believe that one cannot fully understand a culture, and therefore develop cultural competence, without language proficiency. Language provides the basis for cultural understanding, intercultural communication, and possible immersion in a foreign culture (Alon & Higgins). Cultural intelligence education should also attempt to instill motivation in the student to continue learning, experimenting, and trying (Alon & Higgins).

Finally, experiential learning is needed to form behavioral patterns which support cultural intelligence, and international practical experiences should be included as ways of developing cultural intelligence (Alon & Higgins, 2005). Within this context, one of the main initiatives developed at CSU to promote cultural intelligence and global leadership development is the International Leadership Exchange with one of CSU's strategic partners, the Autonomous University of Yucatan (UADY) in Merida, Mexico. The program was created in 2009 and is hosted by the Office for Student Leadership, Involvement, and Community Engagement (SLiCE) and the Office of International Programs at CSU. The mission of this program is to bring together students from CSU and UADY for a meaningful leadership, service, and language exchange. The specific goals of the exchange include: engaging students in experiences of domestic and international diversity; exploring and applying the concepts of leadership

and service to practical projects; strengthening Spanish and English language skills; meeting authentic community needs in Colorado and Yucatan, Mexico; and creating a sustainable, long-term student exchange between CSU and UADY students (SLiCE, 2011). This exchange includes a trip to the state of Yucatan, in the southeast of Mexico, and hosting the UADY student delegation at CSU, and involves different cross-cultural experiences aimed to achieve the goals presented above.

Conclusion

Student leadership development has evolved in recent years leading to the conception of socially responsible leadership as the “right choice” to the demands of a new way of thinking within leadership for the new millennium. In this context, a large number of universities have found in the social change model of leadership development (HERI, 1996) a theoretical frame for more than a thousand student leadership development programs across the country (Dugan & Komives, 2007). The results of these programs have been evaluated in different ways through the years, with the Multi-Institutional Study for Leadership (Dugan & Komives) as a good example of effective ways to evaluate student leadership outcomes in the United States. However, current demands of a globalized world have led student leadership development to follow the steps of other disciplines that have taken into account the need for a multicultural approach to leadership performance, demonstrating the importance of global leadership and highlighting the lack of literature within collegiate environments. Student affairs professionals must evaluate current student leadership development initiatives in a global framework as part of an urgent call to produce a body of knowledge about global leadership development in today’s college students. Within this context, cultural intelligence appears to be a feasible option for student affairs professionals to achieve the critical goal of understanding how new initiatives can engage college students in the culturally transferable leadership necessary for an increasingly global society.

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Religious Identity Development Theory: As it Applies to Muslim American College Students

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Abstract

Through this study, Peek was able to categorize the process of religious identity development into three stages: religion as ascribed identity, religion as chosen identity; and religion as declared identity (Peek, 2005). This paper provides a detailed overview of the study and provides recommendations for student affairs professionals to implement. These recommendations will create a more inclusive campus environment in which Muslim American students can feel welcomed and comfortable. Through the lens of Peek's study, this paper also considers the university's role in creating an inclusive and safe environment in which Muslim students can practice the Islamic faith. It provides university personnel suggestions on creating a healthy college environment for Muslim students to interact both with one another and with non-Muslim students.

Keywords: Muslim, Muslim identity, religion, religious identity, September 11

In the aftermath of the September 11, 2001 terrorist attacks, sociologist Lori Peek traveled to New York City to begin a longitudinal study of second-generation Muslim Americans. She spent two years interviewing and observing a sample of Muslim American men and women. Through her work, she developed a theory of religious identity development. This paper analyzes Peek's theory and offers potential applications for student affairs, especially in an effort to create a more inclusive campus environment for Muslim students.

Setting and Methods

Peek's (2005) study included 127 participants: 82 women and 45 men who ranged in age from 18 to 33. Eighty-seven of the participants were American citizens, while 40 were in the United States through student visas or permanent residency (Peek). A majority of the participants were raised in the United States and planned to stay in the country (Peek). While all subjects spoke English, over three-fourths spoke at least one other language (Peek). The interviewees identified with 30 different national and/or cultural groups, adding a wide range of ethnic backgrounds to the data (Peek).

Peek (2005) spent nearly two years conducting focus group interviews, individual in-depth interviews, and participant observation with the men and women in the study. She interviewed individuals in New York and also a follow-up sample of Muslim Americans from Colorado. Through the analysis of this data, Peek was able to categorize religious identity development into three stages: religion as ascribed identity; religion as chosen identity; and religion as declared identity (Peek).

Religion as Ascribed Identity

The first stage of the Religious Identity Development Theory notes children are not critical of their ascribed identities and simply adhere to the ones assigned to them (Peek, 2005). Therefore, during this stage of identity development, children tend to take religion for granted and simply add it to the list of given identities (Peek). In this stage, children often act religiously "regardless of whether they understand why they [are] doing such things" (Peek, p. 225).

When reflecting on early phases of their lives, interviewees noted not being proud of hiding their religion (Peek, 2005). But they, like many religious minority group members, felt the need to do this because of their lack of understanding of their faith (Peek). A second-generation Trinidad student named Maryam reminisces about her discontent with wearing the *hijab*, a Muslim woman's veil:

The kids are going to make fun of me. I was completely against all of this. I had to dress in the newest jeans that come out, have the nice sneakers. In the beginning, when I was younger, it was a really big deal. (Peek, 2005, p. 226)

During this stage, children often do not understand the details of the religion. Most children born into devout families attend Sunday Islamic School without desire or knowledge to learn the religion (Marsha & Shirazi, 2010).

Religion as Chosen Identity

When students attend college, they have the time and freedom to explore their identities. For Muslim students, this can be a crucial time to develop religious devotion and chose Islam as a salient identity. It is during this time that student affairs professionals are needed the most. During the *religion as chosen identity* stage, religious identity transforms from an unfamiliar ascribed identity to a chosen and desired identity (Peek, 2005). For the young people, entering college is the most important period of reflection and religious transformation (Peek). College allows students to meet other Muslims and form religious peer groups, such as the Muslim Student Association (Peek). In this stage, the need to assimilate to the “dominant norm” found in the *religion as ascribed identity* stage is replaced with bonding over Islam and studying the religion as a peer group (Peek). Zine (2001) supports this stage in the theory by noting the use of various tactics by Muslims, like getting involved in religious groups and practices, to resist assimilation. Moreover, Ammerman (2003) argues it is common for students to feel a sense of safety and belonging in a religious peer group. Becoming more religious is a conscious decision in this stage and is facilitated by researching Islamic texts, holding discussions with experts, and reading downloads on the Internet (Schmidt, 2004).

Some Muslim youth may choose to begin wearing the hijab during this stage of religious identity development. Mishra and Shirazi (2010) conducted a study on veiled and unveiled Muslim women. The study found most Muslim women decided to wear the hijab after researching its purpose in Islamic texts (Misha & Shirazi, 2010). College women are not only influenced by readings, but also by peers and college administrators when making a decision to wear the hijab. Nasir and Al-Amin (2009) found college women felt a “sense of relief and acceptance” (p. 26) when receiving compliments on their hijab. The first day a young student named Fatima wore her hijab to campus, a school administrator told her she looked beautiful. This not only increased her confidence, but also reassured her that the university was supportive of her decision (Nasir & Al-Amin). This example shows student affairs professionals can provide support to students in small, but incredibly powerful ways as they transition through this stage.

This stage also allows students to reflect on their childhood and aspects of their religion they missed (Peek, 2005). In Peek’s study, Muslims often found that their parents taught the fundamentals, and it was their responsibility to learn more (Peek). Hoodfar’s (2003) findings support this stage, noting Muslim women between 15 and 33 begin to actively identify as Muslim as opposed to being identified by others as different. During this stage, students often immerse themselves in the religion and consider it of “utmost importance to teach religion to their children in the future” (Peek, p. 229). At this time, Muslims also often find a passion and self-responsibility to learn and teach Islam (Peek). A second-year law student born in the United States, Henna, described this responsibility:

It’s something we have to work at because there’s no one in our high school or elementary school who teaches us about Islam. We have to go and find out about it on our own. Maybe that’s the motivation that’s making our generation more religious. (Peek, 2005, p. 229)

Those who choose to follow Islam use the *religion as chosen identity* stage to learn about the religion and to find self-confidence and their place in the community (Peek, 2005). The second stage of development often leads students to embrace their religious identities after deep self-reflection (Peek).

Religion as Declared Identity

The third stage of religious identity development among Muslims, *religion as a declared identity*, emerged in response to the September 11 terrorist attacks and the backlash that followed. This stage motivates Muslims to be open and direct about their affiliation and may occur in response to a crisis (Peek, 2005). Indeed, the negative perception of Islam following the attacks caused some students to identify more strongly with Islam than before. Many Muslims saw September 11, 2001 as a turning point and reported “their religious identity became even

stronger during this time” (Peek, 2005, p. 231). An American native, Noreen, describes her feelings after September 11 by stating “now that Islam is on the forefront of everything, it seems there’s the need to use that as my defining characteristic” (Peek, p. 231).

Not only do individuals feel a stronger sense of Islamic identity after a crisis, they also often conduct research and learn more about the religion (Peek, 2005). After September 11, Muslims reported reading and learning more about Islam caused them to identify more closely with the religion (Peek). During this particular post-September 11 crisis, students “felt a need to both explain and demonstrate their faith more strongly than before” (Peek, p. 232). Tamara, a young woman from Afghanistan, described the outlook of her peer group after September 11 by saying:

Everything is trying to change for the better, and everyone is trying to let people know more about their religion, and they are more outgoing when it comes to their religion, and they want people to know that, “I am Muslim, and I am proud of it.” (Peek, 2005, p. 223)

Within the *religion as a declared identity* stage, practicing Muslims often feel pressure to “choose between their American and Muslim identities” (Peek, 2005, p. 234). Some also may feel pressure to alter their physical appearance to show their religious affiliation (Peek). After September 11, some women began wearing the hijab to make their religion visible to others (Ahmed, 2005). According to Mishra and Shirazi (2010), many women “believed wearing the hijab helped assert their identity” (p. 199). A Ph.D. candidate named Zinat said she views a veiled woman in America as “a political and social statement being made by the Muslim sister” (Mishra & Shirazi, p. 199). Another young Muslim woman named Fawzie shared “I think you become stronger in your faith when someone attacks you,” speaking of September 11 (Mishra & Shirazi, p. 200). After September 11, the Muslim identity was solidified for many and led to a stronger social and political involvement among Muslims (Peek).

Implications for Student Affairs

As the Muslim college student population grows, student affairs professionals must consider ways to make the university more inclusive. Since religious identity development occurs primarily through college, student affairs professionals must be extremely sensitive to Muslim students going through *religion as chosen identity* and *religion as declared identity*. Student Affairs professionals must be especially prepared and trained now in order to help students during this transition.

Many authors who have provided recommendations for student affairs professionals support Peek’s work. One simple way to make Muslim students feel included is to add Islamic religious holidays to the academic calendar of the university. Christian and Jewish holidays are usually represented, thus Muslim students would feel a greater sense of belonging if Islamic holidays were present as well (Ali & Bagheri, 2009).

In a study conducted by Nasin and Al-Amin (2009), students expressed “the largest problem on college campuses is finding a place to pray and make *wudu*, a special way of washing up for prayer” (Nasin & Al-Amin, p. 24). Students expressed a sense of anxiety when looking for a place to conduct prayer, scared of being considered sneaky or strange by their peers (Nasin & Al-Amin). Many campuses have provided safe prayer rooms for students to practice their religions (Eckstrom). Many students find this support to be instrumental in their growth and connection to the university (Eckstrom, 2000).

Muslim students also have dietary restrictions that require support from the university. Muslim students eat *halal* meat, which has been slaughtered in the name of God, and do not consume pork. Access to halal meat as well as food products, which have been prepared with utensils that have not touched pork, would also be beneficial to students (Ali & Bagheri, 2009). The university can also cater to students’ dietary needs during the month of Ramadan. Students have a very specific time they are allowed to eat while fasting and some dining halls are not open during these times. Accommodating dining hall schedules during the month of Ramadan would be extremely beneficial to students (Ali & Bagheri). A student in Nasin and Al-Amin’s study spoke fondly of the dinner and breakfast packs provided to Muslim students during fasting periods.

Students enter the *religion as declared identity* due to desire to fight back after being mistreated (Peek, 2005). In this space specifically, students need support by student affairs professionals to be able to express their salient identity. Dialogues about religion and religious acceptance are essential in providing support. One way student affairs professionals can cater to Muslim students is by encouraging and supporting a strong Muslim Student

Association (Ali & Bagheri, 2009). With the help of this association, the university can host a “fast for a day” program to challenge non-Muslims to refrain from drinking and eating from sunrise to sunset during one day of Ramadan. Hosting an *iftar*, evening dinner, following the fast would show Muslim students the university is committed to helping them spread the knowledge about Islam and its customs.

Lastly, Student Affairs professionals must help students host discussions and panels about Islam and what it means to be a Muslim-American student. They can encourage other professionals, faculty, and students to educate themselves and to learn from the Muslim students. This will help break down stereotypes and allow students to express what Islam means to them. Allowing students to have an honest conversation about the struggles and benefits of being a practicing Muslim student would be beneficial for both Muslim and non-Muslim students (Ali & Bagheri, 2009). A conversation about the hijab and the common misconceptions of veiling would be eye-opening for many college students (Ali & Bagheri).

All of these recommendations are essential in making students feel comfortable and safe on a college campus. Nasir and Al-Amin (2009) found students who felt supported and safe in their college environment were likely to have a more positive experience within this stage. Those students who did not feel penalized or ostracized at their institution “were able to grow in the practice of their faith at their own pace and with full confidence” (Nasir & Al-Amin, p. 26). Some students struggle with the decision to become practicing Muslims and declare it as a salient identity. The campus community is essential in helping students make this decision and can both positively and negatively affect the student’s experience.

While these recommendations will create an inclusive environment, student affairs professionals must also be ready to mobilize to protect Muslim students should another terrorist strike happen. They must be ready now to support students should a hate crime occur against them. Serving as an ally and advocate for these students should another attack happen is essential in their personal growth and growth within the university (Peek, 2005).

Conclusion

Like every theory, Peek’s Muslim Identity Development Theory has opportunities for growth and improvement. Peek must be recognized, however, for her work with Muslim American college students. By discovering the three developmental stages many Muslim adolescents experience, she has provided a foundation upon which other theories can grow. Peek’s theory has allowed readers to view the religious development as a fluid motion developed through life stages. Peek’s theory has proven college is a pivotal time in which to develop religious identity. The theory provides student affairs professionals with guidance to helping Muslim-American students. Student affairs professionals must be mobilized to use this critical tool when implementing changes to ensure the campus is inclusive of Muslim-American students.

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Fundraising: The Cycle, Best Practices, and the Role of the Friendraiser

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Abstract

Higher education funding vacillates between public and private funding, based on the state of the economy. In the current economy, higher education is viewed and funded as a private good. As a result, this article provides a basic overview of a five-step fundraising cycle for student affairs professionals, beginning with planning and working through maintaining positive relationships with donors. It also shares current best practices in the field and how strategic manipulations of this model benefit institutions based on their history, culture and development needs. It shows there is no one-size-fits-all fundraising model for higher education. The article then discusses the role of student affairs professionals in the fundraising process as the friendraisers. Student affairs professionals often use their social capital to create affinity for the institution and this is a much needed aspect within fundraising. Finally, this article provides recommendations for student affairs professionals to get involved with fundraising.

Keywords: development cycle, friendraising, fundraising, fundraising best practices

In higher education, “[r]evenue from tuition is insufficient to cover all the costs of operating an academic institution” (Forest & Kinser, 2002, p. 271). Comments such as this are becoming prevalent in higher education as programs grow faster than budgets. Public policy surrounding financing of higher education functions as a swinging pendulum, its direction depending on the state of the economy. In a strong economy, higher education is heralded as a public good, supported and funded by federal and state government for the benefit of all. In a weak economy with fewer resources available for distribution, higher education is one of the first governmental departments to be cut because institutions have an option for alternative revenue in the form of tuition increases (Chase, 2009; Johnson, Koulish, & Oliff, 2009; Stripling, 2008).

In the current economy, the pendulum is swinging toward higher education as a private good (Colorado State University Parent and Family Programs, 2009). As more and more states cut funding for higher education (Chase, 2009; Johnson et al, 2009; Stripling, 2008) and costs increase beyond tuition revenue, all available resources are put toward academics, namely classroom instruction. Budget reductions to administrative divisions such as student affairs and enrollment could be significant without fundraising. For student affairs professionals, a basic understanding of the need for fundraising, knowledge of current fundraising best practices, and a solid comprehension of their role as *friendraisers*, or relationship-builders, in the fundraising process is essential to move forward in uncertain economic times.

Background and Benefits to Fundraising

Literature indicates fundraising in higher education became formalized after World War II with professional training for development officers and loftier fundraising goals (Forest & Kinser, 2002). It has since grown into a comprehensive function within an institution, focusing on annual fund campaigns, “capital campaigns, special project fund-raising, corporate and foundation fund-raising, special events, and comprehensive campaigns that combine some or all of these elements” (Forest & Kinser, p. 271). Donors who contribute to such campaigns can include alumni, parents, friends, corporations, and foundations.

Fundraising, also called development, offers revenue that “enables institutions to supplement their income from tuition to cover capital costs, create new programs, make major repairs, build their endowments, and create stronger scholarship and financial aid programs” (Forest & Kinser, 2002, p. 271). While student affairs professionals are generally not required to be fundraising experts, finding a stable funding stream to support programs or scholarships for engaged students is very attractive. In addition, student affairs professionals often have friendraising skills appealing to fundraisers (Page, Soete, Donovan, Jarrot, & Love, 2010). Honing this skill will benefit student affairs professionals.

The Fundraising Cycle

Institutions across the country measure fundraising success in incremental steps. Many steps are invisible to the public and potentially to the donor. Institutions use these five steps as a basic foundation for fundraising: plan, prospect, cultivate, solicit, and steward (Grinspoon Institute for Jewish Philanthropy, 2008), thus providing a cyclical process for fundraisers.

Plan

Planning is done internally. Institutions should develop a strategy for working with donors and methods to begin engaging potential donors in university business. This plan should have clearly delineated responsibilities and direct staff to an end goal (Grinspoon Institute for Jewish Philanthropy, 2008). The end goal could be the establishment of a new scholarship, an increase in funding for an existing program, or the development of a revenue stream for a new program. Staff working with donors should articulate the institutional mission, ask about the core values of prospective donor, and foster a deeper sense of the role and meaning of philanthropy for that donor (Hodge, 2007). A clear plan will assist professionals in this endeavor.

Prospect

The prospect step involves identifying potential donors, determining donor capacity to give, and listing criteria for donors. Potential donors can be identified through friendraisers in student affairs, university forms, home addresses to determine zip codes of wealthier neighborhoods, job titles, status as previous donors, news alerts on other charitable contributions, and word of mouth (Taylor, 2002). Donor capacity can be determined through databases, school-based development officers, and specialized websites (Taylor). Donor criteria, as determined by the institution, should be evaluated in the second step. The closer the link between the project and the donor, the more likely the donor will contribute to the project (Grinspoon Institute for Jewish Philanthropy, 2008).

Cultivate

In the third step, cultivation, professionals develop meaningful relationships with potential donors. This step can also be called friendraising and is something student affairs professionals engage in regularly with those interested in their programs. Successful fundraisers give “regular, disciplined attention to the donor and mak[e] certain that the organization is a conscious and ongoing participant in his or her life. Thoughtful engagement – the insightful cultivation of donors – is essential to fundraising success” (Grinspoon Institute for Jewish Philanthropy, 2008).

Solicit

It can take months or years to cultivate a relationship to the level necessary to solicit a gift. The only steadfast rules for soliciting are that a person asking for a gift must be highly regarded by the donor and the timing must be right in asking for a donation (Whitney, 2006). Solicitation is where the hard work from the cultivation stage pays off. Fundraisers must be matched appropriately with donors (Panas, 2005) and must develop a relationship allowing them to know when and how the donor would like to be solicited to be successful. There is no one method for determining the best time or method to *ask*, but experts say it is important to take advantage of the opportunity when it presents itself (Panas, The Fund Raising School, 2010).

Steward

Finally, stewardship is crucial in maintaining a positive relationship and in keeping the door open for future gifts with a donor. It is important to immediately thank the donor via a formal thank you letter and, if the amount warrants, a personal phone call. In addition, staff should tell donors how their gift has made a difference, articulate alignment between donor values and institution values, and be prepared to further engage the donor in activities or projects (Grinspoon Institute for Jewish Philanthropy, 2008). A review of best practices, as determined by the National Association of Student Personnel Administrators, helps determine solid fundraising practices (Colorado State University, 2008).

Limitations and Best Practices

Because of the unique needs and culture of each institution, it is nearly impossible to define an exact formula fundraisers can use to ensure success. However, reviewing institution-specific plans allows professionals an opportunity to envision adapted applications of the five-step model. While each of the institutions listed below use the five basic steps to fundraise, it is the variations that make the generic steps work for their population, thus rendering them best practices. Each institution's "mission, property, program, and history are different, which helps explain why there's no one-size-fits-all fundraising plan" (Bray, 2010, p. 69).

Indiana University-Purdue University Indianapolis

Indiana University-Purdue University Indianapolis (IUPUI) is often looked to as the seminal guide for higher education fundraising. The Fund Raising School through The Center on Philanthropy at Indiana University hosts an annual institute to educate higher education professionals on fundraising principles and techniques (The Fund Raising School, 2010). IUPUI uses a process similar to the basic fundraising cycle, but defines steps in a more detailed fashion. Through the Fund Raising School, IUPUI suggests the cycle be completed in eight steps: identification and qualification, development of strategy, cultivation, solicitation and negotiation, acknowledgement, stewardship, and renewal (Hodge, 2007). The institution-specific model differs from the basic five-step model in the following ways. Development of strategy relates to planning, although IUPUI's institution-specific model suggests identifying donors and ensuring capacity before planning, which is the reverse of the five steps of fundraising. In the initial five-step process, it is assumed that the amount suggested will be the amount donated. IUPUI separates solicitation from negotiation to ensure both parties have a voice in the process and all stakeholders are present. For IUPUI, the proposal "must be clear and include the gift amount, project goals and means of measurement, recognition options for the gift, and a plan for reporting or stewardship after the gift is made" (Hodge, p. 10). Finally, the renewal step encourages fundraisers to continue conversations with donors to solicit their ideas and find other avenues in which to give. It looks much like the cultivation stage, but allows for more input from the donor (Hodge).

University of Maryland

While the University of Maryland fundraising cycle mirrors the initial five-step process, the institution starts the fundraising process with a heavy emphasis on planning. The first issue is gaining institutional buy-in for the projects desired. This is done by demonstrating success which leads to building an institutional culture that supports fundraising (Beeland, Clement, Rychner, & Gomes, 2009). The next step is to develop priorities through institutional conversations. The philosophy then moves to finding prospective donors, beginning with natural partners (Beeland et al.). These partners could include an alumnus who owns a computer store with interest in contributing machinery to the institution, or a parent who has close ties to volunteering programs within the institution. After the solicitation step, the institution makes a major commitment to stewardship using, "[s]tewardship. Stewardship. Stewardship" (Beeland et al.) as a motto. It is clear the institution places a high value on continuing a relationship with the donor and emphasizes the time commitment necessary to sustain relationships post-donation.

University of the Redlands

The University of the Redlands encourages simplicity when creating a process for fundraising. The five steps are a process, founded in the principles listed in the division strategic plan. All five steps are used in sequential order and cannot be shifted. The first step is to identify potential donors. "Keep in mind that the individual major donor is the best prospect" (Appleton, 2006, p. 16). Second, evaluate the donor. What is the potential to donate? What published materials can be read or conversations had to determine capacity (Appleton)? Third, cultivate a relationship with integrity (Appleton). Invite donors to events, send notes, and be cognizant of how their interests and values match up with institutional projects. Fourth, solicit the donation. Donors give to institutions "where the personnel are respected and trusted" (Appleton, p. 16). Finally, engage with donors. The University of Redlands' philosophy is that donors deserve to be updated on their investment and positive communications with donors will likely lead to future donations (Appleton).

The Role of Student Affairs Professionals or Friendraisers

In the literature reviewed, information is directed at school-based development officers or Senior Student Affairs Officers (SSAO) (Appleton, 2006; Beeland et al., 2009; Whitney, 2006). These individuals are typically the staff members assigned with the actual solicitation of the donation. However, all student affairs professionals should be exposed to fundraising, especially if their professional aspirations reach the level of an SSAO. New, mid-level, and senior staff members can participate in the five step process in many facets, but particularly in the planning, cultivation and stewardship steps.

In general, if development is at the forefront of division goals, responsibilities and areas of oversight should be written into job descriptions for individual employees. In addition, a certain percentage of time should be allotted to development activities every day (Grinspoon Institute for Jewish Philanthropy, 2008). Finally, an opportunity for training on current fundraising trends allows staff members to gain insight into cutting edge approaches.

With regard to the planning step of the fundraising cycle, all staff members can be part of a fundraising team. This could be all staff members within the Vice President for Student Affairs office looking at division-wide fundraising or staff members within the student activities office looking at a specific campaign to create a scholarship for student leaders. Either way, members across the division of student affairs have an opportunity to organize the work, help the campaign stay on schedule, and maintain clear communication internally and externally (Grinspoon Institute for Jewish Philanthropy).

In terms of cultivation and stewardship, staff members can help identify donors, develop case support, quickly follow through on requests, and prepare necessary research for those speaking to donors (Grinspoon Institute for Jewish Philanthropy, 2008). For example, almost all student affairs professionals can friendraise through the identification of potential donors. By bringing their “personal relationships that naturally extend and synergistically enhance the communication of an organization’s case and mission [they can] foster and manag[e] an increased financial bottom line” (FriendRaisers, LLC, 2009). In addition, selected staff can sit in confidential meetings where capacity is discussed and assist SSAOs and development officers in selecting which donors to solicit for which projects. Clear communication is also vital in the cultivation stage. Staff members can respond to donor requests and report back to SSAOs on potential donor interests or comments made while talking to the donor, creating an entryway for more engagement (Carmichael, 2007). While following through on requests, staff members can appropriately advertise and market the project of interest. Finally, staff can prepare the background support necessary for an SSAO or development officer to make the sale.

Allowing staff members to have an active role in the follow through pieces of cultivation and stewardship creates a capacity in which staff members serve as friendraisers. It is a natural use of staff resources as student affairs professionals are often building and creating affinity for their institutions through the creation of traditions and experiences and as keepers of memories in respective offices (Miller, 2010). Asking staff members to identify friends of the institution during the cultivation and stewardship phases ensures the institution is reaching all potential donors.

The most important piece of being a friendraiser, however, is being a believer in the project that is being promoted. “A ‘believer’ makes his or her own gift first, before asking anyone else to give” (Greenfield, 1999). Information and a request for funding from a friend who is invested in a cause looks much different than a solicitation from an institution of higher education (Greenfield). The amount is not as significant as the act of making the donation to the cause. Staff members need to master the nuance of creating relationships of trust that includes the SSAO or development officer, as they will actually ask the prospective donor for a gift. This can be done by touting the SSAO as the mastermind behind the initiative or encouraging the donor to speak to the SSAO or vice-versa about the project.

Recommendations and Conclusion

Given the pendulum swing toward the privatization of higher education and the fact that tuition revenue no longer covers the cost of higher education, student affairs professionals must become knowledgeable about fundraising and use their friendraising skills to stay competitive. Student affairs professionals should become familiar with the five step cycle of fundraising: plan, prospect, cultivate, solicit and steward (Grinspoon Institute for Jewish Philanthropy, 2008) and work to integrate aspects of fundraising into their daily work. However, student affairs professionals must also take their institution’s unique characteristics into account, molding the five-step model to best benefit their

institution. As noted in the limitation section, there is not a magic formula to ensure fundraising success. By becoming an effective friendraiser, student affairs professionals can assist in furthering fundraising initiatives put forth by the division of student affairs, regardless of position title and seniority through planning, cultivation, and stewardship.

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Today's Nonnative English Speaking Students

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Abstract

Increasing numbers of Nonnative English (NNE) speaking students attending postsecondary education are often overwhelmed with their transition from English as Second Language (ESL) classes taken in high school to non-ESL college courses (Kelley, 1993). "The insufficient English language proficiency of [NNE speaking] students often results in classroom failure and school drop-out" (U.S. Department of Education, 2000). Tinto (2004) states more "attention is now being paid to enhancing student retention and graduation, making sure students not only get in the door of higher education but are also successful in staying there" (p. 3). As colleges and universities continue to enroll a diverse pool of students with different cultural, linguistic, and academic backgrounds, colleges and universities have the responsibility to assist their admitted students with their transition, and guide them towards graduation (Andrade, 2010). This article examines current ESL programs assisting NNE speaking college students, resources available to NNE speaking students, entrance requirements for four different college campuses, and concludes by providing recommendations for faculty and administrators to better assist NNE speaking students.

Keywords: English language learners, foreign students, higher education, nonnative English, second language instruction, student needs

The U.S. Department of Education (2000) estimates there are 2.4 million national-origin minority school children with limited English language skills. These students' limited English language skills "affect their ability to participate effectively in education programs and achieve high academic standards" (U.S. Department of Education). Learning a language takes time, and it is affected by many factors such as motivation, aptitude, environment, and culture (Andrade, 2010). This article brings awareness about this population of students who speak English as a second language, and may lack the communication skills and preparation required to perform well in a college or university setting. It also affirms why domestic, nonnative English (NNE) speaking students need additional support and services to achieve academic and personal success. This article concludes by presenting recommendations for faculty and student affairs administrators to better assist NNE speaking students in and out of the classroom.

Literature Review

Nonnative English (NNE) speaking students are part of today's diverse college student population and may be international students or domestic students who have primary languages other than English (Penrose, 2007). Andrade (2010) emphasized that a process of teaching and learning, specific to NNE speaking students, is necessary because of the unique characteristics these students bring. While increasing access is a worthwhile goal, "institutions need to understand and support the diverse learners they admit" (Andrade, p. 233). Meeting the challenges of these students may be a difficult task; instructors must respond to the needs of NNE speaking students as well as the needs of their native English speaking classmates, creating confusion around the expectations for instructors (Penrose). NNE speaking students, as referred to in this article, are also known as English Language Learners (ELL) or English as Second Language (ESL) students (Kelley, 1993).

The transition to college for a NNE speaking student is an arduous one. The increasing numbers of NNE speaking students attending postsecondary education are often overwhelmed with their transition from the ESL classes taken in high school to non-ESL college courses (Kelley, 1993). Many NNE speaking students feel they are not prepared for college, and use this as an excuse for their poor academic performance (Kelley). Kelley reported NNE speaking students needed significantly more help with reading and writing in order to achieve the level of English literacy necessary to complete an introductory college English paper. As institutions continue to enroll NNE speaking students, it is the responsibility of the university professionals to support the transition of NNE speaking students.

Many NNE speaking international and domestic students have more in common than the fact they do not speak native English. Research shows these students share similar challenges transitioning to an institution (Kelley, 1993). A group of Chinese students struggled adapting to the pace of the curriculum in a Master's in Business Administration program (Parks & Raymond, 2004); a challenge often shared by domestic NNE speaking students (Kelley, 1993). Sheorey (1995) revealed that international and domestic NNE speaking students read for longer periods of time in comparison to their native English speaking classmates. Kelley reported that a large number of NNE speaking Hispanic students are enrolling in colleges and universities, but are failing because of their low grades. These are a few examples of the many challenges international and domestic NNE speaking students experience requiring the attention of college and university faculty and administrators.

The National Center for Education Statistics (NCES) does not publish data on NNE speaking students' enrollment and retention rates, which might explain why NNE speaking students are often ignored. Although it is not clear as to why enrollment and retention rates are not published by the NCES, it is possible that institutions may have difficulty in identifying these students. As colleges and universities continue to enroll NNE speaking students, institutions must implement changes to their current practices in order to assist these students. Some of these changes might include the addition of services such as tutoring or advising for students who need extra assistance in and outside of the classroom. The following section provides current services colleges and universities are using to serve NNE speaking students.

Current ESL Programs on College Campuses

Large numbers of NNE speaking students, especially those who are domestic NNE speaking students, attend community colleges (Kelley, 1993). Holyoke Community College (HCC), in Massachusetts, is an institution with a significant number of NNE speaking students, and is proactive in providing ESL support programs for these students (Bilingual Services, 2007). HCC's Bilingual Services provides credit-bearing courses, including some taught in Spanish. Another service provided to NNE speaking students is bilingual advising, focusing on academic, financial, and career planning (Bilingual Services). HCC's services, however, are not inclusive to all students, but they do fulfill the mission of a community college by catering to the needs of the community in which the college resides.

The Georgia Institute of Technology, through their Language Institute, has implemented a set of customized ESL programs to meet NNE speaking students' needs (Campus ESL Services, 2009). Campus ESL Services offers classes to visiting scholars, faculty, staff, and graduate students, some of which are covered by tuition waivers. These courses focus on improving the students' ability to speak, listen, read, and write at seven levels of proficiency (Campus ESL Services). Campus ESL Services also provides workshops, evening programs, and online programs to increase English proficiency. Most of these services are targeted toward graduate students.

The State University of New York at Delhi (State University of New York at Delhi, 2010b), recognizes three types of NNE speaking students – international students, near-first language students whose second language is English but have the ability to communicate in English, and adult immigrants who have recently arrived from other countries (State University of New York at Delhi, 2010a). Through the Resnick Learning Center, NNE speaking students at SUNY Delhi can receive help through various classes, tutoring, workshops, and other accommodations, such as extended testing times (State University of New York at Delhi, 2010a). The Multicultural Club, organized through ESL Services (2010a), was implemented for students interested in meeting people of different nationalities, and provides an opportunity for students of all nationalities to come together.

Several services provided to NNE speaking students at Colorado State University (CSU) are offered through Writing@CSU (Colorado State University, 2010). This web page offers Native English speaking domestic student's volunteer opportunities to work with NNE speaking students to assist in developing their writing skills (Colorado State University). Another helpful resource for NNE speaking students at CSU is the Intensive English Program (IEP). IEP focuses on providing trainings to NNE speaking students through different levels of proficiency courses, conversation skills, and social activities (The Intensive English Program, n.d.). The next section provides information in regards to entrance requirements for international and domestic NNE speaking students.

Entrance Requirements for NNE Speaking International Students

The Test of English as a Foreign Language (TOEFL) was created with the intent to measure the ability of international NNE speakers to use and understand the language in academic settings (Alderson, 2009). This test is

accepted at more than 6000 colleges and universities and is offered in two formats – internet-based and paper-based (Alderson). Scores on the TOEFL are designed to measure reading, listening, speaking, and writing skills (Alderson, 2009). Therefore, the use of the TOEFL is not uncommon in today's higher education institutions, and is considered to be an important determinant in deciding whether international students have the language proficiency required to be admitted to the institution and be successful in the classroom (Alderson).

Admission requirements for colleges and universities that use the TOEFL tend to vary from institution to institution. The Georgia Institute of Technology accepts scores they classify as satisfactory, giving no numeric score in their published publications (Statement on Competitive Admission, 2007). The State University of New York at Delhi accepts scores of 450 for the paper-based exam and 133 for the computerized exam (International Students, 2010). Holyoke Community College accepts scores only if one is applying into one of their selective programs, such as Nursing or Radiologic Technology (International Student Application, 2007). Colorado State University accepts scores of 71 on the computerized exams or 525 for the paper-based exam (English Language Proficiency, 2010). To receive conditional admission into CSU, the applicant must present a strong academic background and a minimum score of 45 on the computerized exam or 450 on the paper-based exam (English Language Proficiency). Many of these institutions offer courses for students who need to take the TOEFL. Entrance requirements for domestic NNE speaking students are substantially different, as the next section will demonstrate.

Entrance Requirements for Domestic NNE Speaking Students

The entrance requirements for domestic NNE speaking students into colleges and universities are different in comparison to those of international students. These students, who may have graduated from a high school in the United States, or may have earned their GED, are required to use the same admissions standards as native English speaking students. They are not required to take the TOEFL; although additional testing in English proficiency might be required at some institutions. These students have to present their ACT or SAT scores, or meet other requirements defined by the admissions office at the institution to which they are applying. Although these students can use the resources available to international students, it is unclear whether domestic NNE speaking students actually use these resources.

Requirements for the admission of domestic NNE speaking students vary from institution to institution. The Georgia Institute of Technology evaluates high school GPA, rigor of high school classes, SAT or ACT scores, as well as leadership experience and a personal essay for their admissions process (Freshman Admission, 2008). The State University of New York at Delhi evaluates high school grades and does not require SAT or ACT scores, unless requested by the admissions office (How to Apply, 2009). Holyoke Community College only asks for a high school diploma or GED, and might require additional English proficiency testing (Eligibility and Residency, n.d.). At Colorado State University, admission requirements consist of GPA and class rank, academic rigor in high school classes, ACT or SAT scores, and additional factors such as involvement (Freshman Admission Standards, 2010). In the next section, the article presents recommendations to better assist NNE speaking students once they have been admitted.

Recommendations

Four recommendations were identified in an effort to assist NNE speaking students. The first recommendation is to create new ways to measure, or re-evaluate, current methods used to determine English proficiency. The TOEFL examination has been a useful tool in determining English proficiency for international students. However, domestic NNE speaking students are not required to take the TOEFL, and consequently their English language needs have been overlooked. Domestic NNE speaking students often meet the minimum requirements for admission at several institutions, but lack the necessary skills and the resources to succeed once they arrive.

The second recommendation is to provide instructors with the preparation needed to work with this special population of students. NNE speaking students may feel uncomfortable speaking up in class because they may be the only student with an accent, or may not understand everything presented in class (Kelley, 1993). Instructors may not have the experience in working with NNE speaking students, and might be set up for failure before they begin teaching by having different expectations about what their students know and what their students should know (Kelley). Therefore, additional training is needed for instructors in order to provide NNE speaking students with an opportunity to interact in the classroom through an atmosphere conducive to risk-taking (Kelley).

The third recommendation is for administrators to recognize the importance of assisting NNE speaking students. As it was noted previously in this article, statistical data presenting retention and/or graduation rates specifically for NNE speaking students is not reported, thus further research is needed. By admitting students, institutions of higher education have accepted the responsibility to take care of and assist these students in their development as contributing members of society (Caple, 1998). Administrators should encourage colleges and departments to identify admitted NNE speaking students they serve, evaluate their services to these students, and look for ways to better enhance their services.

The final recommendation is to promote collaboration between student affairs professionals and instructors. The United States Department of Education (2000) recognizes how the insufficient English language proficiency of NNE speaking students often results in poor academic performance. Student affairs professionals should collaborate with instructors and assist these students during their transition into college and facilitate developmental classes to prepare students to adequately handle the academic rigor. Colleges and universities should implement new services through their cultural offices, focusing on identifying NNE speaking students and provide resources to them. Lastly, student affairs professionals and instructors should strategically implement programs and services for these students and their families, and better communicate to them what it means to be a college student.

Conclusion

To further understand better ways to assist NNE speaking students, it is necessary to continue studying NNE speaking students' transition into colleges and universities. Although some research on NNE speaking students was found, this article demonstrated the need to continue to learn and discover more about this topic. This article also presented recommendations for faculty and administrators to better assist NNE speaking students. As it was noted, NNE speaking students may lack the preparation and communications skills required to perform well in a college or university setting, and domestic NNE speaking students need additional support and services in order to achieve their goals. Fortunately, with the assistance and dedication of higher education professionals, NNE speaking students can persist and graduate from a college or university.

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Sustainability in Higher Education

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Abstract

Sustainability is a growing issue in higher education. A diverse understanding of sustainability has led to a multi-faceted approach towards implementing green practices across the country. Higher education institutions must initiate green programs with an emphasis on students, faculty, and staff working together. Competency in sustainability is built through classroom learning and hands-on problem solving. The effects of going green appear to be substantial as institutions realize health, fiscal, and community involvement benefits along with enhanced student learning. Many schools are adopting plans for sustainability and implementing green initiatives. Student affairs professionals should be aware of their schools' sustainability projects and work to stay current on green best practices. As more institutions adopt green initiatives and sustainability into their curriculum and practices, student affairs professionals will have an increased responsibility to support green initiatives.

Keywords: green movement, green programs, higher education, student affairs, sustainability

Sustainability and green initiatives are common themes in popular culture and “without a doubt, sustainability efforts and initiatives are on the rise on college campuses” (Lindsay, Harrell-Blair, McDaniel, Williams, & Reed, 2010, p. 1). Many companies, schools, and even the government are showing increasing concerns for the well-being of the planet and future generations (Le Beau, 2008). Higher education institutions (HEIs) are beginning to address these concerns through curriculum, student involvement, and implementation of their own green initiatives (Lindsay et al.). One advantage is that professors can use green practices as teaching tools. For example, the building of a wind turbine for engineering, installation of solar panels for construction management, or composting waste for agriculture can be used as educational activities demonstrating green practices. Today’s college student has many reasons to be interested in sustainability.

This paper is an overview of green trends in higher education and the implications for college students. First, the terms *sustainability* and *green* are defined. The discourse continues by examining the benefits of sustainability for institutions and students. Further exploration of what is working well in regards to the sustainability movement is offered. Examples of how different institutions are implementing their own sustainability initiatives are shared. The paper concludes with future recommendations for student affairs practitioners.

Defining Sustainability

Sustainability is complex and often has differing connotations for people. Kelly et al. (2007) stated, “It’s about redirecting society in fundamental ways. It looks where connections are and what kinds of interventions can solve multiple problems” (para. 3). Pitt & Luben (2009), citing the United Nations Bruntland Report, define sustainability as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (p. 168). Finally, Gross (2007) stated sustainability and green are often used interchangeably and the terms can be described as “a commitment to economic and social development that does not cause damage to the environment and natural resources” (p. 464).

Drawing from the opinions of the experts, sustainability includes the wise use of resources, creative problem solving, and a concern for the future. The implication for higher education is that HEIs will approach the issue of sustainability in different ways. Today’s college students should keep this in mind as they decide which institutions are the best fit for their personal philosophies and goals. A student must discern if she wants to be part of an institution that weaves sustainability into the classroom learning, into facilities management, or one that does not place emphasis on sustainability.

Importance for Learning

While there are many ways to implement sustainability, most institutions have adopted hands-on approaches that focus on student learning. Sustainability lends itself naturally to experiential learning, as most green projects have a real world solution such as solar panels, wind turbines, or geothermal heating (Jorgensen, 2006). Nicolet Area Technical College in Wisconsin has a wind turbine and solar panels to educate its students on alternate sources of energy (Jorgensen). Students gather data and run experiments using these devices in many different classes, from chemistry to computer science (Jorgensen). At Central Piedmont Community College (CPCC) in Charlotte, students work with the school's partner, Habitat for Humanity, on green construction projects such as energy audits or retrofitting inefficient buildings (Rogers & Pleasants, 2011). CPCC has also created certified wildlife habitat on its campuses and is using biodiesel, electric, or hybrid technologies in its automotive fleets (Rogers & Pleasants). The advantage of real-world learning is that students increase understanding and build critical thinking skills (Brundiers, Wiek, & Redman, 2010). Engaging in dialogue with others and problem solving also increases understanding, and turns book learning into real world application (Brundiers et al.). College students who are interested in sustainability may want to seek out universities offering hands-on applications of the course work.

Hands-on learning, however, does not guarantee competency unless these three skills are mastered: collaborative design, coordination, and integration in general introductory classes (Brundiers et al., 2010). Based on recommendations from Brundiers et al., sustainability initiatives on campus do not necessarily guarantee student involvement or learning. HEIs must initiate green programs with an emphasis on students, faculty, and staff working together, as well as building core competence in sustainability through classroom learning (Brundiers et al.). To demonstrate mastery of green practice and philosophy, students must study sustainability in class and work collaboratively with classmates and other professionals to build competency. College students should not assume environmental studies and sustainability courses in the curriculum will automatically lead to understanding of these complex issues. Schools must do more to ensure student comprehension than simply offering a class. Student affairs practitioners can collaborate with students to enhance learning about sustainability. For example, a student may be working on a project to do an energy audit of the student union. The student can work closely with the student union manager and other employees of the union to monitor energy usage. Such efforts would include two of the three competencies (collaboration with a new department and coordination among the necessary employees) necessary for mastering sustainability.

Current Practices

With the explosion of green initiatives in higher education, many new practices are flourishing. In numerous instances, tribal colleges are leading the way in sustainability, as there is a natural connection with going green and the ancient wisdom of native people (Gelvin, 2005). Turtle Mountain Community College (TMCC), a tribal institution, will become "the first campus anywhere to become completely powered by renewable energy when it erects and turns on its wind turbine" (Gelvin, p. 1).

Campuses that are stronger fiscally because of green practices communicate to their students that sustainability has benefits outside the classroom. TMCC has decreased its utility costs by 40% using geothermal resources (Gelvin, 2005). The Institute of American Indian Arts is building a new student center with plenty of natural light, open space, adobe, and a biomass generator that will "improve concentration and learning while reducing absences compared with artificial lights" (Gelvin, p. 4). Blackfeet Community College is collecting data on the energy saved by using wind turbines and hopes to use this data to convince the public of potential energy savings from wind energy (Gelvin). The significance for today's student is these institutions are "training a new generation to understand and advocate for sustainable homes, businesses, and community buildings" (Gelvin, p.1). The generation of students emerging from these institutions will have the potential to be leaders in the field of sustainability.

Green initiatives not only benefit health and financial bottom lines but also impact the local community. Clover Park Technical College in Washington has teamed with the city and various community agencies to create a program that truly changes its community (Rogers & Pleasant, 2011). The program recruits low-income and non-traditional students to become environmental technicians, people trained to restore polluted habitats and create healthy environments (Rogers & Pleasant). Seventy percent of the graduates are employed immediately after graduation and continue to benefit their communities (Rogers & Pleasant). With such a high placement rate, students in these programs can rely on secure employment post-graduation. Cape Cod Community College has seen

the advantage of green initiatives that “touch every aspect of the campus, especially its development opportunities, its surrounding community, and, through its students, the world” (Gross, 2007, p. 464). Community involvement is a key component of enhancing student understanding of green issues. It promotes learning outside the classroom and enhances mastery of the subject through coordination, collaboration, and concrete application of the subject matter.

Impact on Student Affairs

Going green can have a significant impact not only on college students but also on student affairs professionals. Student affairs practitioners need to be trained to work with students who care deeply about these issues. Also, professionals should be aware of their institution’s sustainability projects and initiatives. Practitioners can weave the green ideals of their employer into their work. Some staff and faculty are willing to work with students on projects that interest the students. For example, University of North Carolina Wilmington (UNCW) hosts a sustainability film festival that has far-reaching implications for both its students and the community (Lindsay, Harrel-Blair, McDaniel, Williams, & Reed, 2010). UNCW has a 20 member sustainability committee that includes students, faculty, and staff (Lindsay et al.). The institution’s goal is to inspire other campuses and universities to hold their own film series as well as create dialogue on best practices for the field (Lindsay et al.). As these initiatives span departments and personnel across campuses, it will become increasingly important for student affairs professionals to be familiar with green best practices.

Students, faculty, student affairs personnel, and facilities staff might all find themselves working together on the same project. A student affairs practitioner who is thoroughly trained in sustainability will be able to step into a leadership role on such projects. Student affairs professionals might be advising a student group responsible for sponsoring a sustainability fair or leading an effort to compost organic waste from the cafeterias. The opportunities for collaboration are endless and provide university employees and students chances to work together in new ways. Such opportunities provide challenges for student affairs practitioners to step out of comfortable roles and work in areas where they might have less training or knowledge. For example, they might find themselves leading an initiative to recycle in the residence halls. Such an effort requires collaboration with housing, facilities, and the students. Collaborating with the various populations may be challenging, yet rewarding, for the professional, as well as a learning opportunity for the students.

Student affairs professionals can engage in a number of activities to integrate green practices. For example, Kowalczyk (2010) stressed student affairs personnel must start thinking and acting green and can do this in numerous ways, such as unplugging their computers at the end of the day, recycling, and biking/walking to work. Kowalczyk further suggested a need to take some of the responsibility off faculty members for carrying the sole responsibility of preaching the green gospel. This recommendation is confirmed by Gross (2009) who claimed green initiatives will not work as a top down approach. All stakeholders need to be involved from the students to the faculty, staff, administrators, and beyond to the community. Rogers & Pleasants (2011) emphasize the importance of partnerships for successful implementation of green projects. These partnerships extend within the school and beyond, causing local and global impact.

Kowalczyk (2010) suggested student affairs practitioners look for ways in seemingly insignificant situations to instill green values such as fraternities e-mailing the minutes rather than printing them. Other simple solutions might include practitioners purchasing local products, using a reusable coffee mug, telecommuting periodically, or producing digital newsletters rather than print and mail publications. Finally, Kowalczyk encourages student affairs professionals to help their students gain competence and understanding in sustainability skill sets to increase their chances of securing employment post-graduation. Demand for jobs within the field of sustainability as well as demand for workers with specific training in sustainability is increasing (Le Beau, 2008). Student affairs professionals can play an important role in training students for these positions (Kowalczyk). Student affairs practitioners should gain further training in green practices through independent study, seminars, student groups, and classes.

Conclusion

Sustainability is gaining momentum on college campuses around the country (Lindsay et al., 2010). The impact of going green on an institution is profound. Certain schools have adopted sustainability as a guiding principle resulting in dramatic changes for the institution and subsequently, the students and staff (Gross, 2007). Green

initiatives encourage multi-disciplinary, cooperative thinking, planning, and implementation. Student affairs professionals must position themselves to be leaders in these conversations and projects. Green initiatives provide student affairs practitioners experience working collaboratively with students, faculty, and staff. Learning in class, building a wind turbine, recording data on energy consumption, hosting film festivals, and even dedicated majors all provide student learning opportunities around sustainability and green practices. However, much more needs to be done as the literature is substantially lacking in research studies on the impact of sustainability in higher education (Kowalczyk, 2010). As more quantitative research projects develop to measure the efficacy of these programs and more qualitative research emerges to tell success and failure stories, the green movement will slowly take hold in higher education institutions.

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Colorado State University *Journal of Student Affairs* Guidelines for Manuscript Preparation*

Purpose

Manuscripts should be written for the Student Affairs generalist who has broad responsibility for educational leadership, policy, staff development, and management. Articles with specialized topics, such as harassment, should be written to provide the generalist with an understanding of the importance of the topic to Student Affairs. Such an article should not take the form of one program specialist writing to another program specialist.

The editorial board invites submissions of the following types of articles

- Quantitative, Qualitative, or Emancipatory Research Articles
- Editorial Articles
- Historical Articles
- Opinion/Position Pieces
- Book Reviews

Research articles for the Journal should stress the underlying issues or problem that stimulated the research. Explain the methodology in a concise manner, and offer a full discussion of the results, implications, and conclusions.

Procedure

Manuscripts should not exceed 3,000 words (approximately 12 pages of double-spaced, typewritten copy, including references, tables, and figures) and should not be fewer than 1,000 words (approximately four pages). Exceptions should be discussed with the editors at the time of submission.

Guidelines for Writing

1. Prepare the manuscript, including title page and reference page, in accordance with the Publication Manual of the American Psychological Association, Sixth Edition.
2. Include an article abstract and brief description of the author, including professional title and institutional affiliation. The abstract should clearly state the purpose of the article and be concise and specific, ranging from 150-250 words; refer to page 25 of the Publication Manual for assistance.
3. Double-space all portions of the manuscript, including references, tables, and figures.
4. Avoid bias in language; refer to page 70 of the Publication Manual for assistance.
5. Do not use footnotes; incorporate the information into the text.
6. Use the active voice as much as possible.
7. Check subject/verb agreement.
8. Use verb tense appropriately: past tense for the literature review and description of procedures and present tense for the results and discussion.
9. Proofread and double-check all references and citations before submitting your draft.
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