JOURNAL OF STUDENT AFFAIRS

VOLUME XIV, 2005

Colorado State University

Knowledge to Go Places

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 educational issues and the professional interests of student affairs practitioners. Specifically, the *Journal* provides an opportunity for the publication of articles by current students, alumni, faculty, and associates of the Student Affairs in Higher Education graduate program at Colorado State University.

Goals

- The *Journal* will promote scholarly work, reflecting the importance of professional and academic writing in higher education.

- The Editorial Board of the *Journal* will offer opportunities for students to develop editorial, critical thinking, and writing skills while producing a professional publication.

- The *Journal* will serve as a communication tool to alumni and other professionals regarding updates and the status of the Student Affairs in Higher Education graduate program at Colorado State University.

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Volume XIV, 2005

Table of Contents

Dedication

On behalf of the Editorial Board, it is our honor to dedicate this year's edition of the Colorado State University *Journal of Student Affairs* to:

Dr. Grant P. Sherwood

Grant has been at CSU for 36 years, 28 of those teaching CSPA/SAHE and 15 serving as Program Chair for the Student Affairs in Higher Education graduate program. He has served as a teacher, advisor, mentor and friend to students, faculty and staff in the SAHE program and has touched the lives of thousands of students throughout the past three decades at Colorado State University.

In addition, without Grant's support for the *Journal of Student Affairs* throughout the years, the *Journal* could not be as successful as it is today in producing an award winning scholarly journal. It is our honor to have had Grant as a leader and supporter.

Students and alumni from the SAHE Program from all over the United States and other countries have recently written us to share their thoughts about Grant:

"My fondest thoughts of you are associated with humility, humbleness and sense of humor. You have shown me the value in all those traits and how a person needs to stay true to himself in order to be an effective professional but most importantly a happy human being. I suppose the ultimate purpose of a mentor is to be a role model for how to be a better professional and person. In that regard, I can think of no one in my life who has had a more profound and positive impact on me." – Mike Segawa, Class of 1981

"I could not have asked for a more challenging assistantship which enabled me to experience a wide range of administrative and educational opportunities. I remember feeling very honored to have had a role in the early development of the SAHE program; even more honored to have Grant as my supervisor." – Heather Burfeind, Class of 1991

"Thank you does not begin to express the depth or breadth of the gratitude I feel for you. We have known each other for such a long time, and during those years, our journey has taken us through wonderful surprises, difficult challenges, and cherished blessings. Your legacy at Colorado State University may be quantified by some who look at a nationally-recognized residence hall program and the best student affairs master's program, but it is so much more because you know that the "whole" always is stronger if its separate parts are strong in their own right. You found ways to make each of us feel special, to feel important and qualified, and to confirm for us that we could make a difference." – Martha Fosdick, Class of 1995

"It was a pleasure being your advisee knowing you as a person and as a professional. Even now that you decided to retire, I still believe that you can still give to the profession and benefit the SAHE graduates. I may not know how you exactly feel about this new phase of your life. What I know is that I feel sad and happy at the same time: sad because the profession will lose a devoted practitioner and SAHE students will miss the opportunity to have Grant as their advisor; happy because I believe you made a difference in the SAHE program at CSU and in the lives of the students you welcomed to the profession." –Jimmy Karam, Class of 2003

"To answer your question, 'How do my decisions impact students?' the answer can be clearly seen in the generations of students who respect you and carry on the lessons you have taught

us. We are better leaders, professionals, students, and people for having known you, worked under your leadership, and been inspired by you. You will always remain our teacher, mentor, advocate, advisor, and friend. You are always a teacher inside the classroom and out; a constant advocate for student voices; a wise advisor of future choices; and a friend who is always ready to lend a heart, a hand, and a smile. Your legacy will live on long into the future." –Heather Eggsware, Class of 2005

We wish to thank Grant for sharing his time and himself with all of us.

In Honor of Dr. Grant P. Sherwood

During his 36-year career at Colorado State University, Grant has cared about students and their education. To honor him for his years of service and to sustain his legacy, Colorado State University has established the *Dr. Grant P. Sherwood SAHE Fund* to support the Student Affairs in Higher Education program and its graduate students. Our goal is to increase the fund to a minimum level of $25,000 over the next several years so it can be permanently endowed.

Under Grant's leadership, the SAHE program has grown in stature nationally. Alumni throughout the United States and other countries have benefited from his commitment, thoughtfulness, humor, and concern for students. We ask for your consideration of a gift or pledge to the fund. Your gift will not only be a tribute to Grant, but will support students for generations to come.

For your convenience, please use the gift/pledge form on page 59. Thank you for your consideration.

Former Program Chair Perspective and Farewell

Dr. Grant P. Sherwood

It is with both sadness and excitement that I am writing what will be my final Program Chair perspective for the *Journal*. In January, I retired from Colorado State after a career that spanned over 36 years at the campus in Fort Collins. The CSPA/SAHE Program has been an important part of my life during most of this time, and serving as Program Chair for the past fifteen years certainly has been a wonderful opportunity that I will cherish forever.

My thoughts are flooded with memories of the many success stories of our alumni, who contribute in many ways both inside and outside of the field of higher education. I have also been blessed to work with a group of faculty colleagues who were dedicated in a variety of ways to the quality and persistence of our effort. Their work was motivated totally by their commitment to both our students and the profession.

The field of student affairs has changed dramatically in the past four decades. Demographics, politics, funding, technology, career opportunities and international issues have all influenced our profession. In spite of these significant changes, the one constant that has served us well is our focus on students – their development and success. The goal of our Masters program has always been to provide a combination of academic and applied experiences that help us all grow both intellectually and spiritually.

Pat and I will continue to make our home in Fort Collins and stay active in the life of Colorado State University. This spring, I will still be connected to SAHE, working with my four advisees through graduation. We are blessed to have three children and their spouses and now three grandchildren all of whom live in Northern Colorado. Spending time with family, writing and consulting, keeping active in professional association work and volunteering in the community and with our church will probably consume a good part of my retirement, but, after only two weeks at it, who knows. Pat said something about traveling, which may take precedence over some of these other plans!

Thank you for being a part of my life and career. Working in the field for so long, enjoying different administrative leadership roles, and being able to work with the quality of graduate students that are attracted to CSPA/SAHE has been an experience for which I am truly grateful. It has been wonderful to hear from so many of you during the past few months. My e-mail will continue to be grant.sherwood@colostate.edu. Keep in touch and, should you ever be in area, our home is always open to you.

Advisors' Perspective

David A. McKelfresh, Ph.D.
Advisor

Jennifer Williams Molock, Ed.D
Advisor

Journal of Student Affairs

During the past year, it has been our pleasure to serve as the faculty advisors to the editorial board of the Student Affairs in Higher Education *Journal of Student Affairs*. It is truly an honor to be associated with the SAHE Journal Board because of their professionalism and integrity. We have been particularly impressed with this year's Editorial Board members and their dedication to journalistic integrity, attention to quality, and commitment to the student affairs profession.

This year is particularly noteworthy in that the SAHE *Journal* received the Publication Award from the National Association of Student Personnel Administrators Region IV-West. The *Journal* was recognized, in part, because of its 1) contributions to the research and literature of student affairs, 2) professional development opportunities for young professionals, and 3) it offers a unique publication for the NASPA region as the only scholarly journal to be published by students in a masters-level graduate program. This recognition is a tribute to the current Journal Board and all those members of SAHE Journal Boards who have come before them.

The Journal Board follows a long thirteen-year tradition of producing a high quality communication tool for SAHE alumni and other professionals in the field of student affairs. We hope you enjoy reading this year's *Journal* and that you find it thoughtful and stimulating.

Managing Editors' Perspective

Marci Colb, '05
Co-Managing Editor

Haley N. Richards, '05
Co-Managing Editor

To change and to change for the better are two different things. – German Proverb

The SAHE Class of 2005 has seen a tremendous amount of transition since arriving at Colorado State University. We are the first class to experience a competency-based curriculum and to complete graduate portfolios rather than professional papers/theses. We have seen curriculum changes to many of the standard classes, as well as new professors in classes already existing. This year has also seen a change in leadership with the Director of SAHE and the future governance of the program.

In keeping with the theme of change, the *Journal of Student Affairs* saw opportunity for modification and growth. Having had the opportunity to view the previous year's process, we built upon the successes of those who came before us and tried to streamline practices to enhance the efficiency of the production process and the overall quality of the *Journal*. One large change we made was to revamp editorial board positions in order to alleviate job overlap and unequal workloads and to maximize the talents of our selected editorial board members. Additionally, after receiving feedback from previous board members and authors, we initiated a more standard and structured basis for evaluating articles with the hope of giving authors more constructive feedback and ensuring a fair and confidential process.

With all the changes, we still strive to meet our mission of creating an educational journal production process that is entirely student focused. Involvement from students in this process comes in many different forms, including reading, writing, and serving on the editorial board. Additionally, we encourage individuals to submit articles that provide relevant information and research for our students, alumni, colleagues, faculty, and friends.

Our success as a student produced journal continues to grow. This year we were truly excited to receive the NASPA Region IV-W Literature/Research Publication Award. We know that the *Journal* will only continue to improve and we look forward to its future achievements.

Acknowledgements

The Editorial Board wishes to thank the following individuals for their contributions toward the success of the 2005 Journal of Student Affairs:

- David McKelfresh, Director of Staff Training and Assessment and SAHE faculty member at Colorado State University, for providing the *Journal of Student Affairs* with a historical and professional perspective, an open ear, and a willingness to do whatever needed to help us be successful.

- Jennifer Williams Molock, Executive Director of Advocacy Programs and Services, Director of Black Student Services, and SAHE faculty member at Colorado State University, for her interest in this year's *Journal of Student Affairs*. We look forward to working with her in years to come.

- Grant Sherwood, retired Program Chair for the SAHE program at Colorado State University, for always supporting and encouraging those who participate in the *Journal of Student Affairs*.

- Members of the Editorial Board for accepting change and being patient through a year of new processes.

- Members of the Content and Technical Reader Boards for their hard work and dedication to editing and analyzing articles.

- Those individuals who chose to submit articles to the 14th Annual *Journal of Student Affairs*. Your research, dedication, and quality contribution made it possible to produce this edition.

- Melissa Camba (SAHE '05) for allowing us to use her photograph for the cover of the *Journal of Student Affairs*.

- Isaac Johnson, graphic designer for Apartment Life 2004-05, for designing the cover of the *Journal of Student Affairs*.

- Anne Hudgens, Director of Conflict Resolution and Student Conduct Services and Executive Director of Campus Life at Colorado State University, for her dedication to the SAHE program as a faculty member. We appreciate your contribution to our learning and will miss interacting with you as a faculty member.

Broadening the Scope of Advocacy: Supporting Students with Mental Health Challenges as Student Affairs Professionals

Jason Borges and Courtney Sandler

Abstract

Mental health disorders are becoming more common on college campuses nationwide (Baverstock & Finlay, 2003). Although many student affairs professionals possess a general knowledge of counseling skills from student affairs preparation programs and practical experience, few have substantial education on specific mental health challenges students may face. This article is meant as an introduction, not an in-depth study of mental health challenges on a college campus. It outlines general characteristics of some more common mental health disorders and offers suggestions on how to best assist students facing these challenges.

Caseloads at college and university counseling centers have been steadily increasing for over 15 years (Twenge, 2001). Mental health disorders, such as clinical depression and Attention Deficit Hyperactivity Disorder (ADHD), are quite common in today's college student population (Baverstock & Finlay, 2003). Many colleges and universities have established counseling and disability resource centers staffed with full-time employees to respond to mental health issues. However, the responsibility of caring for students with these challenges is not confined to university counselors and psychologists. Just as student affairs professionals are advocates for students of underrepresented ethnic minorities, sexual orientations, religions, or faiths, the profession must also reach out to students exhibiting mental health challenges in an effort to help foster success.

Student Affairs Professionals' Goals and Objectives

Student affairs professionals often pride themselves on the level of attention given to each student in a college community. In the American College Personnel Association's (ACPA) *Student Affairs: A Profession's Heritage*, William Blaesser outlines the following goals of student personnel work (Rentz, 1994):

1. the individual student and his [or her] intellectual, social, emotional and physical development;

2. the building of curricula, methods of instruction and extra-classroom programs to achieve the preceding objective;

3. democratic procedures in working with students in order to help bring about their greatest possible self-realization;

4. the performance of student personnel functions rather than on specifically designated individuals to perform them. (p. 125)

Many of the preceding goals guide student affairs professionals' in their efforts to support student success. Living-learning communities have been developed nation-wide to enhance students' understanding of classroom material and often times provide students with more

individual interaction with their instructors. Advocacy programs have been developed for students who may otherwise feel marginalized as part of underrepresented groups on college campuses. Offices or groups have been designed to support students of different ethnicities, religions, and sexual orientations. Additionally, the support networks for these students do not entirely rest on the few individuals responsible for their overall implementation. For example, professionals in student activities or residence life may be trained to answer general questions relating to financial aid or health services. This team-oriented strategy allows students to receive guidance and support from any member of a division with whom the student feels comfortable asking for help.

Since this strategy is so effective in other areas, it is important that mental health challenges receive the same level of attention. Despite their increased presence on campus, mental health disorders are still often considered a taboo subject for discussion since some view them as a potential liability or disability. Nevertheless, front-line staff, such as academic advisors and resident assistants, is often in the best position to first observe signs of difficulty. Some schools have started integrating a basic understanding of mental health challenges within training and staff development, but these practices are still relatively uncommon. Just as assisting students with their college transition is not only the charge of the university's orientation staff, helping students cope with psychological disorders extends beyond counseling and psychological staff to all members of the student affairs division.

Broadening the Scope of Advocacy

Forty percent of all undergraduate students at Johns Hopkins University enter its counseling center each year with issues ranging from high stress to attempted suicide (Gose, 2000). This percentage seems high, but is not significantly higher than national averages. Across the nation, college and university counseling centers are flooded with more students than counselors can serve in a timely manner (Gose).

Baverstock and Finlay (2003), researchers of child care health and development, completed a study of over 40 higher education health centers across the country to determine which individuals on college and university campuses cared for students with ADHD. Their findings showed that while most counselors and psychologists were well-trained and responded to students on an appointment basis, they had difficulty providing the follow-up and extra attention needed by some patients. In order to best provide students with the level of support they require, it is clear that all university faculty and staff, including student affairs professionals, help by offering the necessary time and attention students may need.

One notable disclaimer is that despite professional development and training, student affairs practitioners are rarely certified as professional counselors and psychologists. Even in a small number of cases where a staff member in student activities, leadership development, or residential life comes from a professional counseling background, those staff members would be discouraged to diagnose or treat a student in the absence of counselors who are best educated on the most recent trends and research. However, there are still many ways student affairs professionals can positively impact a student's success through having a basic understanding of mental health challenges commonly faced by college students and an awareness of how to properly care for and support those students. For example, staff in student affairs can observe a student's behavior on a closer level than school counselors and psychologists. They are able to observe warning signs and may demonstrate foresight regarding when to refer a student to counseling even if the professional is not fully aware of the difficulties being experienced. Additionally, having an understanding of the difficulties

experienced with different conditions can help a student affairs professional develop ways to help students succeed despite their specific challenges. This support then provides an extra level of practical support to the guidance the student is already receiving from the professional counselor.

Common Mental Health Challenges in Today's College Student Population

College students may possess a wide-range of mental health disorders. This section will focus on four mental health disorders found most challenging in campus populations: ADHD, clinical depression, bipolar disorder, and obsessive-compulsive disorder (OCD). The following includes brief descriptions of each disorder and information about what counseling centers and disability resource centers have already done to help students with these conditions. After all four descriptions, guidelines or general points of consideration will also be provided so the reader may best advocate for students with these challenges.

Attention Deficit Hyperactivity Disorder (ADHD)

ADHD is thought to be a brain disorder consisting of a chemical imbalance that makes it difficult to sit still and pay attention in some settings. ADHD is characterized by symptoms including being overly active, fidgeting, talking too much, being restless, and having thoughts constantly racing through one's mind (Crist, 2004). Additional symptoms include inattentiveness and impulsivity. Inattentiveness includes difficulty paying attention, mind wandering, forgetting or losing items. Impulsivity can be described as acting first without thinking, interrupting others, or not considering the consequences of words or actions (Crist).

Students may not have all symptoms and can be classified as having one of three types of ADHD: In-Attentive type, Hyperactive and Impulsive type, and Combined type. If an individual only has problems paying attention, this would be classified as Attention Deficit Hyperactivity Disorder In-Attentive type. This type of ADHD was formerly called Attention Deficit Disorder (ADD), a term sometimes still used in common vernacular (Crist, 2004). If an individual were to have problems with hyperactivity or impulsivity, he or she would be classified as having ADHD Hyperactive and Impulsive type, and if an individual were to have both sets of symptoms, it would be referred to as ADHD Combined type (Crist). Students predominantly have trouble in attentiveness. This causes many problems related to paying attention in class, finishing homework assignments, and completing necessary class activities. Students often begin with good intentions of finishing class assignments or activities, but ultimately end up being easily distracted (Crist).

Counseling centers and disability resource centers help students in a variety of ways to overcome the challenges associated with ADHD. First, and most effective, are medications for this disorder. Ritalin, Dexedrine, and Adderall are the most prescribed medications for ADHD and they focus on stimulating certain centers in the brain which are responsible for behavior control, motivation, and attention. Other steps counseling centers undertake to assist students with this disorder include helping students develop better organizational skills, both inside and outside of the classroom, and helping students with different concerns related to ADHD such as depression, low self-esteem, and other personal problems. Counselors have outlined several recommendations on assisting ADHD-diagnosed students with academics. These include, but are not limited to, giving students unlimited testing time or offering students the opportunity to take exams in alternative environments that offer fewer distractions (Crist, 2004). Student affairs professionals should note that despite these challenges, students diagnosed with ADHD are fully capable of the same achievements as students without this disorder.

Clinical Depression

Clinical depression affects one's body, moods, thoughts, and behaviors. In addition, depression may modify an individual's eating habits, how he or she feels and thinks, his or her ability to work and study, and how he or she interacts with various people. Clinical depression is not something an individual can control, and therefore, it is not a passing mood, a sign of personal weakness, or a condition that can be pushed away, ignored, or cured on its own (National Institute of Mental Health [NIMH], 1997).

Symptoms of clinical depression may consist of sadness, anxiety, an empty feeling, decreased energy, fatigue, loss of interest or pleasure in previously enjoyable activities, sleep disturbances, appetite and/or weight change, feelings of hopelessness, guilt and/or worthlessness, thoughts of death or suicide, suicide attempts, and difficulty concentrating, making decisions, or remembering (NIMH, 1997). Depression can also be influenced by family history of the illness or stress. Some common causes directly related to depression and college students include greater academic demands, being on one's own in a new environment, changes in family relations, financial responsibilities, awareness of sexual identity and orientation, and preparing for life after graduation (NIMH).

A wide variety of resources are available for students who suffer from clinical depression. Community agencies offer support including hospital out-patient departments or clinics, private or non-profit counseling centers, and local mental health associations. Within the campus environment, university counseling centers make students with clinical depression a high priority by allowing emergency intakes and offering regular visits to students struggling with the disorder (J. Ritchie, personal communication, September 16, 2004). Furthermore, student health centers often prescribe necessary medications to help clinical depression such as anti-depressants which are seldom available over the counter. Some prescription medications include Prozac, Paxil, Zoloft, Celexa, and Luvox. These drugs treat depression by correcting the chemical imbalances in the brain (Panzarino & Schoenfield, 2003). In severe cases, electroconclusive therapy (ECT) can be used to combat clinical depression. In this process, electric currents are passed to the brain to create seizures. This causes chemicals to be released in the brain, which can also prevent symptoms of depression. Please note, this process is used as a last resort and usually involves a referral from university counselors as few colleges and universities have the resources to perform ECT on campus (Panzarino & Schoenfield, 2003).

Bipolar Disorder

Bipolar disorder is a type of depressive illness that involves mood swings that range from depression to being overly active and irritable. Mood swings can be dramatic and rapid, but most often occur gradually over several weeks. These cycles of mood swings consist of two key components: a manic phase and a depressive phase. The manic phase of these mood swings consists of increased energy and activity, insomnia, impulsive or reckless behavior, and sexual promiscuity. Characteristics of the depression phase are similar to those mentioned earlier for individuals who suffer from clinical depression (NIMH, 1997). Often individuals with bipolar disorder have had one or more major depressive episodes, or phases so severe as to limit the ability or welfare of the individual. Approximately 10-15% of adolescents with recurring major depressive episodes will go on to develop bipolar disorder (American Psychiatric Association [APA], 1994).

Disability resources and counseling centers offer help for students with this disorder. Common treatments used are psychotherapy, antidepressant medications, or a combination of both, which are often available at college and university counseling centers or student health

facilities. Successful treatment often depends on the severity of the case, the willingness of the individual to correct the problem, and the amount the patient is willing to disclose to the mental health practitioner assisting them (NIMH, 1997).

Obsessive-Compulsive Disorder

Obsessive-compulsive disorder (OCD) is a type of anxiety disorder which occurs when there is a problem in the way the brain responds to common or everyday worries and doubts. Patients with OCD are burdened with a substantial amount of worries, doubts, and superstitious beliefs in their everyday life (Obsessive-Compulsive Foundation, 1998). Other symptoms include having upsetting thoughts or images entering the individual's mind over and over, leaving them paralyzed to stop these thoughts and images even though there is often a strong desire to do so. This recurrence of images can be defined as obsessive. In response, the individual will find themselves repeating the same tasks or rituals multiple times in an effort to satisfy the need to meet the impulses the thoughts and images are triggering, also known as compulsion (Hendrick, 2002). Some of the most common examples of obsession followed by compulsion in those diagnosed with OCD include an unreasonable fear of contamination by germs and dirt, excessive washing, counting, ordering or arranging, images of having harmed themselves or others, repeating tasks, imagining losing control of aggressive urges, constant checks and balances, intrusive sexual thoughts or urges, thoughts deemed forbidden, and a need for perfect order (Obsessive-Compulsive Foundation).

OCD can cause distress, take up significant time, and severely interfere with an individual's work, social life, and relationships. Many with OCD realize that their actions do not make sense, and sometimes try to hide it from their family and friends by conducting their actions in private or developing irrational reasoning to excuse their behavior. OCD can also lead to difficulty in maintaining a job because excessive actions can cause a drop in productivity or an inability to relate to others (Hendrick, 2002).

Counseling and disability resource centers strongly recommend treatment for students suffering from OCD. Surprisingly, one of the key methods of treatment is willpower. An individual who can convince himself or herself that he or she has the power to overcome the disease increases the strength needed to control the intrusive thoughts. However, willpower is often not enough. In these cases, psychotherapy may be the next viable option. Counselors can help those with diagnosed OCD determine positive ways to move in a healthier direction such as establishing new behaviors to change the way one thinks and reacts to situations that create fear or anxiety. Some activities may include deconstructing the processes behind irrational thinking, role playing, and developing an action plan for gradual growth in a specific area. Lastly, antidepressants and other medication (or a combination of medication and psychotherapy) can be a major asset in helping students overcome OCD (Hendrick, 2002).

Guidelines for Support & Assistance

Each college student is unique and may respond to or overcome a mental health challenge in different ways. Nevertheless, the following are some guidelines student affairs practitioners may find helpful in developing a successful approach:

1. *Be observant of students who may be experiencing difficulties due to mental health challenges.* These signs can be subtle, yet distinguishable. For example, the average level of anxiety has increased in college students with some studies showing over 30%

of students feeling frequently overwhelmed (Twenge, 2001). Although counseling and psychological service staff would be unaware of a student needing intervention unless the student themselves schedules an appointment, student affairs professionals are in a prime position to notice changes in behavior such as heightened stress and visible lack of sleep. Potentially, a student affairs professional could suggest a referral to counseling services before the student's anxiety worsened or the student's academics suffered.

2. *Focus attention on comments or concerns that may be warning signs.* Statistics show that while the number of students suffering from clinical depression or having seriously contemplated suicide is much higher than the percentage of those who have actually attempted suicide (approximately 1.5%), over 30% of college and universities usually experience a student suicide in a given year (Shea, 2002). Pay special attention to changes in behavior, comments, or actions that may indicate a student is troubled by depression and encourage open dialogue with that student. Remember there is no harm in being cautious when showing concern for a student's well-being.

3. *Practice a higher level of patience when working with students who may be experiencing mental health challenges.* Student affairs practitioners often lead busy schedules and sometimes become frustrated when student employees leave simple assignments or projects unattended or incomplete. While students are sometimes only beginning to develop a higher level of responsibility or dependability, clinical factors may disrupt their success. For example, a student employee with ADHD may have extreme difficulty in completing a repetitive task over a long period of time (Farrell, 2003). Before judging, it is important to observe the student and monitor his or her behavior. Are they creating or succumbing to distractions, or responding to distractions that are mental and not visible? If it is the latter, more attention should be given to the student to see if there may be an uncontrollable reason behind his or her ability to succeed.

4. *Know your abilities and limitations when assessing your involvement with students who need additional support.* Once again, student affairs professionals often have a high level of interaction with students they advise, supervise, or counsel. While they may spend significantly more time with an individual student than a licensed counselor, student affairs professionals must understand when to refer students to those with more experience.

5. *Continually educate yourself on the latest trends and literature concerning mental health challenges in higher education.* Professionals should keep abreast of statistics, practices, legal issues, and research through journals, workshops, teleconferences, and trade periodicals. Additionally, the need for formalized communication between student affairs professionals and an institution's counseling staff is imperative for collaborative learning as both campus entities can learn a lot from each other.

Conclusion

Astin (1993) noted that a significant decline in a student's sense of psychological well-being is observed during the college years. In recent years, students have become more apt to discuss mental health challenges with student affairs professionals (E. Shelly, personal communication, December 14, 2004). With this enhanced communication, practitioners in student affairs are able to better serve students by helping them obtain the resources they need to be successful and assisting them with the challenges they encounter along the way.

Jason Borges ('02) is the Resident Director for Scott Hall at Western Carolina University, as well as the Advisor to the National Residence Hall Honorary. He is a graduate of Colorado State University's Student Affairs in Higher Education graduate program.

Courtney Sandler is the Head Resident for Scott Hall at Western Carolina University, as well as the Advisor to the Residence Hall Council. She is currently a graduate student in Western's College Student Personnel graduate program.

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Psychosocial Adjustment of International Students

Daniela K. Cigularova

Abstract

The psychosocial adjustment of international students is a complex process. This paper discusses the importance of background variables (e.g., age, gender, and cultural distance), personality characteristics (e.g., locus of control and neuroticism), and situational factors (e.g., social support) that impact international students' psychosocial adjustment. Based on a review of literature, a case is made for the need to study these factors in order for higher education institutions to provide a successful and rewarding experience for international students. Student affairs professionals can ease the psychosocial adjustment of international students by being proactive in their efforts to address and meet the needs of this particular student population.

Psychosocial Adjustment of International Students

International students are viewed as an important population in United States' (U.S.) colleges and universities (El-Khawas, 2003). They bring intellectual, cultural, as well as economic benefits to the U.S. International students spend nearly 12 billion dollars annually on tuition, fees, living expenses, and other related costs (Institute of International Education, 2003). In Fall 2002, a record 586,000 international students (4.6% of total enrollment in higher education) attended U.S. institutions. Although the U.S. remains the number one destination for international students, data from the Institute of International Education suggests the number of new international students drastically decreased since 2002. Several factors have attributed to this decline, including economic instability in many countries, safety concerns of international students and their families, problems with obtaining student visas, and an increased competition for foreign students from other countries (Institute of International Education).

In order for the U.S. to retain its attractiveness as a host country and to better accommodate the significant number of international students studying in the U.S., it is crucial to identify and understand the factors that affect the satisfaction and retention of these students. In particular, college administrators need to be more aware of the factors that affect the quality of international students' psychosocial adjustment to university life in the U.S. Such awareness will help institutions identify the adjustment needs of international students; will reduce the frustration, disappointment, and challenge for student affairs administrators when dealing with the transitional problems of international students; and will also provide professionals with guidelines for creating culturally appropriate services and programs. This paper focuses on the concept of international students' psychosocial adjustment, the factors determining that adjustment, and the implications for the work of student affairs professionals.

The Concept of Psychosocial Adjustment

International students face many academic and cultural challenges when beginning their studies in the U.S. Early research from the 1960s and 1970s conceptualized adjustment in terms of academic performance (Halamandaris & Power, 1999). From this research, the

primary goal of many international students was academic success, achieved by expected existence of a relationship between academic performance and adjustment. Further research suggests a more comprehensive definition of adjustment. This definition includes psychosocial aspects, such as satisfaction with social and academic life, lack of loneliness, psychological well-being, and depression (Halamandaris & Power, 1999).

Tseng (2002) differentiates four major categories of adjustment problems faced by international students: general living, academic, socio-cultural, and personal psychological adjustment. General living adjustment includes adaptation to U.S. food, living environment, transportation, climate, and financial and health care systems. Low proficiency in the English language, ignorance of the U.S. educational system, and lack of effective learning skills to achieve academic success are all examples of academic adjustment issues. This paper focuses on Tseng's latter two categories, socio-cultural adjustment (e.g., culture shock, culture fatigue, discrimination, new social/cultural customs, norms, regulations, and roles) and personal psychological adjustment (e.g., homesickness, loneliness, depression, isolation, frustration, and loss of identity or status). Researchers often collapse, socio-cultural adjustment and personal psychological adjustment under the label of "psychosocial adjustment" (Halamandaris & Power, 1999; Poyrazli, Arbona, Nora, McPherson, & Pisecco, 2002).

Psychosocial Adjustment

Psychosocial adjustment of international students is considered to be important because of its positive relationship with academic performance (Pedersen, 1995; Stoynoff, 1997). Many researchers and educators are interested in the psychosocial adjustment of international students in order to find ways to reduce their stress and increase the positive aspects of their experience abroad. The unspoken assumption is that those students who are satisfied with their study abroad experience will serve as spokespeople for the country and the institution where they obtained their education. Positive word of mouth is vital in successful marketing, especially considering the recent increased competition from other host countries (e.g., Great Britain, Australia) and the decline in new international students coming to the U.S. (Ward, Bochner, & Furnham, 2001).

Several stage theories exist to describe the process of cultural adjustment (Adler, 1975; Garza-Guerrero, 1974; Torbiorn, 1982). The most well-known is Oberg's (1960) four stages of emotional reactions related to cross-cultural adjustment. The first stage is the *honeymoon stage*, characterized by the initial excitement, curiosity, and enthusiasm of the newly arrived individual. Some time after the initial contact, the individual is overwhelmed by the difficulties with and requirements of the new culture. Oberg calls this experience the *crisis stage*, which is likely to result in feelings of inadequacy, frustration, anger, anxiety, and depression. In the *recovery stage*, crisis resolution and culture learning take place, and the individual is better able to function in the new culture. Finally, the individual achieves *adjustment* and is able to enjoy and function competently in the new environment or culture (Oberg).

Oberg's (1960) theory describes a U-curve of adjustment, characterized by initial positive experience, crisis, and then recovery. Gullahorn and Gullahorn (1963) further expanded this model and proposed a W-curve, arguing that the adjustment curve is repeated on re-entry to the home culture. Although the U-curve hypothesis of adjustment is popular and intuitively appealing, it is not supported by empirical research. In fact, longitudinal studies have found that, in contrast to the euphoria state in the beginning of the transition as proposed by Oberg (1960), the early period is most stressful, and after the first 4 to 6 months, the adjustment

difficulties drop and then vary over time (Ward & Kennedy, 1996; Ward, Okura, Kennedy, & Kojima, 1998). These findings suggest that immediate assistance and attention to the needs of international students upon arrival are crucial for their psychosocial adjustment.

Determinants of Psychosocial Adjustment and Student Affairs

Those who work with international students at colleges and universities may observe some students adjust more easily to the U.S. culture than others. According to Kagan and Cohen (1990), psychosocial adjustment of international students is the result of the interaction of multiple factors. A number of background variables have been related to international students' psychosocial adjustment, such as age and gender (Hull, 1978; Manese, Sedlacek, & Leong, 1988; Pruitt, 1978), marital status (Surdam & Collins, 1984), nationality (Chataway & Berry, 1989), and previous traveling experience (Basu & Ames, 1970; Bochner, 1972).

Cultural Distance

Cultural distance (i.e., the perceived discrepancy between culture of origin and culture of contact) has also been associated with psychosocial adjustment (Babiker, Cox, & Miller, 1980; Ward & Searle, 1991). Babiker et al. (1980) argued that the degree of psychological adjustment difficulties is a function of the dissimilarities between culture of origin and culture of contact. One possible interpretation is that those who experience more significant cultural distance are likely to experience greater life changes during the cross-cultural transition and consequently, more stress and problems with psychosocial adjustment. Furnham and Bochner (1982) reported that international students in the United Kingdom who came from culturally similar regions, experienced less social difficulties than students from culturally distant regions.

Another route by which cultural distance may influence psychosocial adjustment is through its affect on the ability and willingness of international students to interact with host culture peers (Furnham & Alibhai, 1985). This affect is evident in the study by Redmond and Bunyi (1993), who found that British, other European, and South American students were more able to initiate interactions and maintain interpersonal relations with U.S. host students than Korean, Taiwanese, and Southeast Asian students. Additionally, communication and time spent with host students have been positively related to international students' psychosocial adjustment (Pruitt, 1978; Rohrlich & Martin, 1991; Searle & Ward, 1990, Zimmerman, 1995).

Based on the above research on cultural distance, student affairs professionals in the U.S. should be especially sensitive and proactive in their support of students from regions that are culturally different, such as Asia and Africa. Creating a campus environment conducive to multicultural diversity and amicable relationships between international students and U.S. host counterparts should be a priority. Student affairs professionals can also effectively increase international-host student interactions by organizing peer-pairing programs (Abe, Talbot, & Geelhoed, 1998; Westwood & Barker, 1990), providing pre-arrival information about the target culture and creating opportunities for contact with the U.S. culture before arrival (Pruitt, 1978).

Social Support

Services and activities, such as the ones mentioned above, may increase international students' perceptions of social support, which has been associated with better psychosocial adjustment. Studies have consistently shown that relationships with compatriots (i.e., international students

from the same country), other international students, and host nationals help international students adjust to the new culture (Ward et al., 2001; Barrratt & Huba, 1994). In order to assist international students with finding much needed social support, institutions can encourage campus involvement of international students by organizing cultural activities and engaging international students as volunteers for different events and programs. Universities can also establish formal and informal networks to meet with and address the needs of students, offer orientation and social programs to facilitate interpersonal relationships, and provide living arrangements that foster positive cross-cultural contact.

Findsen (1987) revealed that international students tended to seek most support from compatriots, less from other international students, and least from host national students. Nevertheless, a significant body of evidence exists in support of the positive effect of relationships with host nationals on the psychosocial adjustment of international students (Kamal, 1990; Pruitt, 1978; Ward et al., 2001). However, international students may experience problems establishing and maintaining quality relationships with host nationals. Colleges and universities should seek ways to create opportunities for international students to interact and develop close relationships with host national students. Host national students, on the other hand, should be encouraged to seek interaction with international students, perhaps as peer advisors, conversation partners, or study partners. Cultural training may also prove helpful to international students and host national students for understanding the nature and dynamics of international student relationships.

Language Fluency

A factor which has been found to relate strongly to both social contact with host national students and psychosocial adjustment of international students in general, is fluency in the host country language (Barratt & Huba, 1994; Kagan & Cohen, 1990). Language skills are crucial not only for academic performance, but also for cultural adjustment. For that reason, educational institutions should continuously provide and support opportunities for students to improve their language skills beyond merely setting requirements for language proficiency prior to admission.

Personality

Several personality characteristics have also been associated with the psychosocial adjustment of international students. Positive psychosocial adjustment has been positively related to internal locus of control (Kennedy, 1994; Ward & Kennedy, 1993), extraversion (Halamandaris & Power, 1999; Searle & Ward, 1990), flexibility (Ruben & Kealey, 1979), tolerance of ambiguity (Cort & King, 1979), mastery (Sam, 1998), achievement motivation (Halamandaris & Power, 1999), self-efficacy and self-monitoring (Harrison, Chadwick, & Scales, 1996; Poyrazli et al., 2002). Negative psychosocial adjustment has been positively related to neuroticism (Furukawa & Shibayama, 1993; Halamandaris & Power, 1999; Jou & Fukada, 1996; Leong, Ward, & Low, 2000), authoritarianism (Basu & Ames, 1970; Chang, 1973), and shyness (Joiner, 1997). Although it appears that certain personality characteristics of international students may affect the way they adjust psychologically and socially to cross-cultural transitions, student affairs professionals should consider that most of these characteristics are relatively stable and difficult to change.

Personal assertiveness is highly valued in both U.S. society and in U.S. classrooms. Studies have found that international students from certain countries are significantly less assertive than U.S. students (Thompson, Ishii, & Klopf, 1990; Thompson & Klopf, 1995). As a result

of such differences, some international students may have problems adapting to a relatively more assertive culture. Athen (1991) stated that lack of assertiveness is a problem that affects many international students, especially Asian females. According to Chen (1992), assertiveness may help international students handle their adjustment difficulties. Poyrazli et al. (2002) found that more assertive international graduate students were better adjusted psychosocially. Therefore, a training workshop designed by student affairs professionals to teach students how to be assertive in the U.S. culture may prove helpful. Poyrazli et al. also revealed that academic self-efficacy is positively related to psychosocial adjustment of international graduate students. This finding suggests that training programs related to academic life and the U.S. educational system may help students clarify expectations about academic life and thus increase their academic self-efficacy. For example, student affairs professionals can organize informational orientations and seminars through their university's international office or graduate school.

Conclusion

In this paper, the psychosocial adjustment of international students was examined in terms of conceptualization and factors that were found to relate to the adjustment experience. International students encounter many problems as they adjust to campus life and life in the U.S. in general. This paper reveals that the process of adjustment is complex and affected by a host of factors, including background characteristics, personality traits, and situational issues. Higher education institutions should encourage further study of the adjustment of international students and apply the relevant knowledge in their efforts to provide a successful and rewarding experience for their international students.

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The Students of Color Network: Past, Present, & Future

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Abstract

The Students of Color Network (SOCN) was established in 2001 as a support network for graduate students of color who matriculate into the Student Affairs in Higher Education (SAHE) program at Colorado State University (CSU). This article provides the history behind the development of the SOCN and its current role in the SAHE program. The creation and implementation of the SOCN is examined through both developmental and transitional theories. In addition, quotes and stories from individuals historically involved in the SOCN provide perspective on the support network. Finally, suggestions for the future of the SOCN are made.

The Students of Color Network: Past, Present, & Future

The Students of Color Network (SOCN) was formally established in Spring 2001 to provide a support network for graduate students of color in the Student Affairs in Higher Education (SAHE) graduate program at Colorado State University (CSU). Currently, there are several objectives that the SOCN strives to accomplish: (a) identify issues and concerns specific to graduate students of color in the SAHE graduate program and discuss them as a group, (b) promote the infusion of diversity and multiculturalism into the SAHE course curriculum, (c) develop and implement strategies to recruit and retain students of color in the graduate program, (d) provide a social as well as professional support network to those who participate in SOCN, (e) network with past members of the SOCN and connect with professional organizations to assist with job searches in the field of student affairs and discuss any job search related issues, and (f) provide an opportunity for students of color in the graduate program to celebrate their cultures and customs.

The SOCN has grown dramatically since its establishment in 2001. In order to better understand the network, this article will review theories that demonstrate the necessity of support organizations such as the SOCN. A historical perspective of why the SOCN was created is explored to explain its origins. This article shares personal insight from past and current students involved with the SOCN and illustrates the impact the organization has made in their lives. Finally, current and future challenges and goals facing the SOCN are addressed.

The Theories Behind the Practice

A SOCN member (2001) observed, "When I heard from a classmate that the SOCN is a group that chooses to segregate themselves from their classmates, my heart sank." This belief that the members of the SOCN separate themselves from their cohort displays a lack of understanding as to why the SOCN was initially created. Many SAHE students who question the existence of the SOCN do not understand how significant a role it plays in the understanding, development, and support of the SAHE students of color. In reality, the SOCN is no different from other organizations that choose to come together over common cultural, racial, and ethnic similarities. In *Why Are All the Black Kids Sitting Together in the Cafeteria?*, Beverly Daniel Tatum (1997) states, "Racial grouping is a developmental process in response to an environmental stressor, racism. Joining with one's peers for support in the

face of stress is a positive coping strategy" (p. 53). In fact, Tatum (1997) argues that students of color who seek out each other in an educational setting are exhibiting a healthy part of psychological development in their process to self identity.

The developmental need to explore one's identity with others who are engaged in a similar process is seen throughout colleges and universities across the nation. Researchers acknowledge that people of color share common experiences related to their racial and ethnic identity development because of their shared experiences in regards to discrimination and racism (McEwen, 1996). The minority identity development model (Atkinson, Morten, & Sue, 1993) is a five stage theory that describes one's collective identity based on the perception that he or she shares a common racial heritage with a particular racial group. According to Atkinson, Morten, and Sue, these five stages are the *Conformity* stage, *Dissonance* stage, *Resistance and Emerging* stage, *Introspection* stage, and *Synergistic Articulation and Awareness* stage.

In the *Conformity* stage, minorities value the dominant culture more than their own. Minorities in the *Conformity* stage have greater positive feelings toward the dominant culture and devalue their own culture. In the *Dissonance* stage, minorities gain insight that causes them to question their conforming attitudes toward the dominant culture, resulting in confusion and conflict in identity. They become more aware of racism and oppression. In the *Resistance and Immersion* stage, minority individuals reject the dominant culture and fully embrace their ethnic group and culture. Those in this stage are highly motivated to combat oppression, racism, and prejudice expressed through activist behaviors as an outlet. In the *Introspection* stage, minorities struggle to find an understanding of their total rejection of the dominant culture and total acceptance of their own ethnic cultural group. There is identity confusion regarding loyalty to their ethnic group and personal autonomy. Finally, in the *Synergistic Articulation and Awareness* stage, minorities have gained an appreciation of their own cultural group, which enables them to value and respect the values of other people. The minority person has resolved many of the previously experienced conflicts, resulting in acceptance of their cultural identity (Atkinson, Morten, & Sue, 1993).

In each of these stages, Atkinson, Morten, and Sue (1993) suggest that the minority identity development model is a continual process in which stages intermingle with one another, and the boundaries between stages are not clearly defined. Understanding this process is extremely important because the invisible boundaries between the stages make it difficult to determine exactly where certain individuals lie in relation to the model and their understanding of their own self identity (Atkinson, Morten, & Sue). In relation to the SOCN, students of color who enter the program are at different stages of understanding their self identity, therefore placing them in different stages of the model. For example, some students of color do not understand the value of the SOCN, while others may view the network as a threat to the dominant culture to which they have become accustomed. Other students of color acknowledge the SOCN as a needed support network for their survival in an environment dominated by the White majority culture. Whether or not a student of color wants to actively participate in the SOCN is a personal decision. The network does not make the assumption that every person of color needs to participate or associate with the SOCN.

Understanding the minority identity development theory can help others comprehend the experiences of students of color in colleges and universities. Likewise, for students of color who enter the SAHE graduate program at CSU, the SOCN provides an open place for students to find a cultural support network in order to succeed in a predominantly White college community. Tatum (2003) argues that if college administrators want genuine and productive

dialogue between groups, they need to recognize the psychological struggle students of color face in an environment they identify as hostile. In addition, Tatum (2003) states that feeling connected to one's cultural community and having access to a rejuvenating space increases an individual's academic success and can also improve the cross-group dialogue that many colleges encourage.

A Historical Perspective

The first gathering of the SOCN occurred in 1998 with four SAHE students of color. At this social gathering, they decided to meet regularly to discuss the prejudice they experienced in classroom discussions and the Fort Collins community. During these informal social gatherings, three common themes emerged:

1. The struggle the SAHE students of color had in finding a community who understood what they experienced.
2. The need to actively recruit and retain more graduate students of color into the SAHE classroom, thus providing diverse perspectives for future cohorts.
3. The dilemma of how to attract more graduate students of color to the SAHE program who possess a strong understanding of racial, ethnic, and diversity issues.By early spring of 1999, the informal group increased to 10 SAHE students of color.

The group met for monthly potlucks and discussed daily experiences of being a person of color at CSU. Being in an environment with others who shared similar experiences, participants felt safe to have open and honest discussions. "I would never say what I said in those gatherings in front of my White friends. I am afraid of how they would perceive me afterwards," stated one former SOCN member. "It felt good to just say it out loud and not having to worry about censoring it and explaining what I meant. We just understood."

The group felt that in order to increase perspectives regarding diversity issues in the SAHE program, the SOCN needed to increase efforts to recruit student affairs professionals of color who understood multicultural education and would be willing to come to work at a predominantly White university and teach in the program. In addition, discussions began to focus on strategies to connect current SOCN members with potential SAHE graduate students of color who were interviewed for the program. The group contacted the Director of the SAHE program, who helped the SOCN by providing a list of self-identified prospective students of color prior to their arrival at CSU.

Utilizing this information, the SOCN contacted potential students to provide additional information and answer any questions. The SOCN also attempted to determine if the racial demographics of CSU were a factor for them in their graduate program decision-making process. The group discovered that each prospective SAHE student of color felt differently when making their decision to attend CSU. Some potential graduate students of color did not consider the demographics to be a major factor, while for others it was extremely important to their decision-making process. The discovered attitudes aligned with the various stages in the minority identity development model.

One biracial Korean-Chinese American female who declined the offer to attend the SAHE program at Colorado State University in 2000 stated,

> Colorado State University seemed pretty chilly towards students of color. I didn't see a lot of institutional support, and it had a small network of current SAHE students of color. It would have been a good challenge going to CSU and into a situation that could be isolating, but I had to decide at that point in my life if I had the energy to invest in sustaining my cultural needs.

A Chicana/Latina student who also declined the offer to attend the SAHE program at Colorado State University in 1999 stated,

> Colorado State University was my first choice. I came from California and wanted to be close to home. I went to a high school that served predominantly Latino students, a community college that served Latino students, and a California state school with a high population of Latinos. I heard CSU had a large Latino population. I was wrong. As a first generation student, I wasn't ready to exert the energy needed to find a community that would understand me.

The attempt to recruit students of color to the SAHE program at CSU was difficult. The group felt that in order to effectively recruit graduate students of color who possessed a commitment to diversity, the group needed to formalize and seek the guidance and support from the administrators and practitioners in the SAHE program. In 2000, the SOCN designated a first-year SAHE student to lead the SOCN in this process. This student chose CSU after an in-depth conversation with a member of the SOCN prior to making her decision to attend. The demographics of Colorado were a concern for her, but the network had a positive impact on her decision to come to CSU. With the support of the SOCN, she worked with administrators to officially formalize and lead the group.

In Spring 2001, the SAHE program officially recognized the SOCN. An important component of the group's formation was formal recognition of the network by SAHE faculty and staff, who acknowledged the role that the network could play within the program. For example, the SOCN gave feedback on class experiences and perceptions of inclusiveness. The network also gained a greater role in the graduate program selection process by having a member serve on the selection committee. The SOCN contacted prospective self-identified students of color and acted as a resource for those seeking additional perspectives. In addition, the network met with the Director of SAHE and faculty to discuss issues of curriculum, programming, and support. The formalization ensured the future of the SOCN in the SAHE program as a fully recognized support network.

By Fall 2002, the network was well-established and worked on solidifying and expanding the work already accomplished. The first task was to present the mission and purpose of the organization at SAHE orientation. The presentation met a great deal of skepticism and opposition from individuals of the incoming class and continuing students in the program. Some individuals could not understand why the organization was necessary to provide a safe place for students of color, and others felt they could be open to dialogue and be advocates for students of color in the program. Despite the concerns from some classmates, this interaction reinforced the notion that students of color needed a support network for each other. The network members met bi-monthly in addition to the traditional potlucks.

The Issues Faced Today

The role of the SOCN has evolved since its inception. The network continues to bring students of color together with the purpose of providing support for its members. The network also gained a more prominent role in the SAHE program; the members are formally involved in many of the annual diversity programs and retreats such as the Student of Color Retreat, the · Multicultural Leadership Retreat, and the Diversity Summit on the CSU campus. In regard to these events, SOCN members participate in the standing committees and serve as facilitators. Additionally, some SOCN members have served on the planning committee and led a panel discussion for the CSU Diversity Summit, an annual professional development conference for faculty, staff, and students that address diversity issues facing higher education. SOCN members are also continually asked to speak at college classes in the Rocky Mountain region

and to facilitate campus and local diversity simulations and activities. The SOCN is not only a resource for the SAHE program, but for many other groups in the local community.

Despite the positive impact the SOCN has contributed to the SAHE program, many students still question why the network exists. Chickering and Associates (1981) believe that an environment in which individuals can explore racial identity and experience racial pride away from the majority group is important. Such experiences are provided by the SOCN for many SAHE students of color. Some White students wonder why they cannot attend meetings and advocate for students of color in the SAHE program, and feel that the SOCN is unnecessary, elitist, and a form of segregation. However, this is not the intent or sentiment of the SOCN. According to Kristen Renn (2000), "On college campuses, immersion occurs in friendship groups of others who are like oneself" (p. 401). Even though many SAHE students face transition issues by coming to Fort Collins and CSU, the students of color in the program must also contend with the fact that they are a small minority in the White majority culture. Although the number of students of color being admitted into the SAHE program continues to grow, it is still likely a student of color will be the only person who identifies with his or her specific ethnic culture. Rather than isolating oneself, the network provides an opportunity to connect with other students of color who have similar feelings and experiences. Many members feel that the SOCN becomes an extended family of support and comfort throughout their graduate experience.

The SOCN realizes the importance of having White allies within the SAHE cohort. Allies can help other White students in the program understand and appreciate the network's existence and purpose. It is the network's hope that its continued growth of the SOCN will help all students recognize how essential the SOCN is for the SAHE graduate program. However, each year a new SAHE cohort enters the graduate program and some questions arise regarding the purpose of the SOCN. The educational process begins again, and if the cohort does not have someone who can clearly and effectively communicate the purpose and value of the SOCN, the network struggles to obtain legitimacy with some of the students.

Finally, the network also faces challenges with how to best serve the students of color who do not identify with the network or strongly identify as a person of color. Students of color in the SAHE program are not required to participate in the SOCN. If a student chooses not to participate in the SOCN, the group still conveys they are available to the student if ever needed. One SOCN alumni recalls:

> Even when we first started the program, not all students of color participated in the SOCN potlucks. It was cool though. They knew that they could join us anytime they wanted...and many of them came to our very final gathering of the year.

The network is conscious and sensitive to the fact that a student of color may not strongly identify with it. Many students of color are at different places in their identity development and may choose other support groups consistent with their comfort level. It is important for students of color to understand that the SOCN is one of several resources where they can seek support.

Today, the SOCN faces issues that act as the platform for changes in the future. The outcome of the network will be determined by the changing needs and goals of each respective group. As each year passes, the SOCN gains new members and a larger alumni base. With continued support from the faculty and allies in the SAHE program, the network will continue to be a viable resource for the current students.

A Glance into the Future

Many of the issues that the SOCN faces today lend insight on future issues. As the SOCN continues to reach out to the campus and community, many entities will rely on members of the SOCN as a resource. This process will lead to an increased reliance of members to provide intellectual and physical support.

In the future, the SOCN plans to branch out and begin mentoring undergraduate students of color interested in the field of student affairs. This idea is not new to the field of student affairs. The National Association of Student Personnel Administrators (NASPA), one of the largest student affairs professional organizations, coordinates a mentoring program entitled the Minority Undergraduate Fellows Program (MUFP). The MUFP will serve as a template for a similar program coordinated by the SOCN where undergraduate students of color can seek advice and mentorship from current members.

Another future goal includes the continued development of a SOCN alumni database as a resource for all SAHE students. The permanent establishment of a list of past SOCN members will allow current members to seek guidance and support from alumni members on a variety of issues. Several alumni of the SOCN have already provided strong support to current members by encouraging participation in national organizations and offering advice on interviewing and seeking employment. One current SAHE student who identifies as Asian/Pacific American noted,

> When I arrived at CSU, a member of SOCN took an active interest in helping me improve my interviewing skills [after observing my skills during the SAHE mock interviews]. I really appreciate that someone took the time to meet with me individually to better present myself.

Another former SOCN member shares her experience:

> When I went to the American College Personnel Association conference for the first time it was quite an experience trying to network with people. A SOCN alumnus introduced me to many of his colleagues who he was actively involved with on a national level. I networked with many of them, including my future employer.

The success of the SOCN will be fortified by the continued support and commitment of alumni.

The Legacy of the SOCN Lives On

The network aims to be a welcoming organization for all students of color, regardless of how they self identify or to what degree they wish to be involved with the network. For some students, it has been a place for social interaction, while for others it has been an avenue to effectively create change in the SAHE program. The network hopes to be a strong presence in the SAHE program and the campus community at large. In addition, the SOCN will continue to recognize the different identities that exist within the group.

The SOCN will continue to enhance the SAHE program for current and prospective students through its objectives and initiatives. Additionally, the SOCN will serve as an instrumental voice in development of the SAHE curriculum. By being actively involved in the SAHE selection process, the SOCN will assist the graduate program to recruit and retain a student cohort that is committed to diversity. The SOCN is intentional about being visible during the selection process by serving on committees, hosting students, or attending outings with prospective students. The network hopes to convey that the SAHE program is supportive of students of color by establishing connections with prospective students. Though the network

consists of graduate students with limited time, they are committed to making every effort possible to connect with the people of color coming to interview for the SAHE program. Students in the network try to answer questions the candidates have about the program, the CSU campus, and the Fort Collins community. It is important for prospective students of color to understand that the SAHE program tries to provide as many resources for support as possible. As such, the SOCN will maintain an environment for students of color to be embraced during their tenure at CSU.

Although the Student of Color Network's history is short, the SOCN will continue to advocate for diversity, organizational change, and be a strong support system for many students. The foundation has been set for an integral and valuable role in the SAHE program at CSU.

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Exploring the Experiences of First-Generation, Multiethnic Undergraduate College Students

Jody Donovan and Lehala Johnson

Abstract

This qualitative research paper investigates the experiences of first-generation, multiethnic undergraduate students at two public, four-year universities in the Rocky Mountain region. The existing research paints a negative picture in regard to multiethnic students and first-generation students deciding to go to college, enrolling, and then rarely persisting to earn a degree. This study found that, converse to noted literature, the multiethnic, first-generation students are proud of their multiple heritages and did not encounter exceptional difficulty entering or studying at college. This article presents specific issues faced by multiethnic, first-generation students, discusses emergent themes from individual interviews and focus groups, and provides recommendations for higher education leaders.

Exploring the Experiences of First-Generation, Multiethnic Undergraduate College Students

By the year 2010, it is estimated that students of color at institutions of higher education will rise to 24% of total enrollment (Ortiz, 2002). Many of the incoming multiethnic, first-year students will be the first of their family to pursue higher education (Ortiz). Colleges and universities must acknowledge and prepare for the integration and adaptation of these first-generation, multiethnic students to help them adjust to an academic lifestyle and to improve "the retention rates of an increasingly diverse student body" (Gonzales, 1999, p. 5). The purpose of this paper is to discuss exploratory constructivist research on first-generation, multiethnic students enrolled at two public, four-year universities in the Rocky Mountain region.

Origins and Definitions of Multiethnic Individuals

Currently in the United States, there are more than 6 million people of multicultural ancestry (U.S. Census, 2000). Difficulties in the categorization of multiethnic individuals and confusion of identity selection on the U.S. Census cause imprecise numbers (Denmon & Kahn, 1997). Scholars do not agree on a single expression when speaking of people of ethnically mixed heritage (Fernandez, 1996). Common terms include multicultural, multiracial, and multiethnic (Ortiz & Rodriguez, 1999).

Multiethnic Identity Development in College Students

Three important influences shape students' lives before college and continue to influence students while in college: family, community, and peers (Wardle, 1999). If a child is exposed to a wide variety of cultural influences when growing up, then a college atmosphere devoid of these familiar phenomena tends to make the student feel uncomfortable and more at risk for dropping out of college (Rinn, 1995).

When multiethnic adolescents enter college, it is often the first time they explore their multiple heritages (Wardle, 1999). Multiethnic students may take classes to explore the history and accomplishments of one or all of their racial heritages (Renn, 1999). Others join multiethnic student groups to share ideas and support (Kuh & Whitt, 1988). Recent research

(Kilson, 2001; Poston, 1990; Renn, 2000, 2003; Root, 1996; Wallace, 2001) regarding the identity development of mixed-heritage college students has extended the traditional models of racial identity development by Cross (1971), Helms (1992), and Phinney (1989). Utilizing the analogy of *border crossings*, Root (1996) and Renn (2000; 2003), describe the fluid nature of identity development for multiethnic college students, allowing for students to feel "comfortable with self-definition in, across, and/or in between categories" (Renn, 2003, p. 384). This new identity development model is a significant departure from the *Marginal Man* theory created by Park in 1928 or the perspective shared by Stonequist (1935) that biracial people live in a state of duality but do not completely fit into either culture.

Issues for Multiethnic College Students

Multiethnic students on campus may feel isolated from the student body, face racism (Korgen, 1998), and experience cultural isolation. A lack of diversity on campus, non-recognition of multiethnic individuals, and the lack of understanding and acceptance among peers can cause loneliness. In college classes, a multiethnic student may feel marginalized by ethnocentric curricula (Root, 1996). Finally, "most administrators and faculty are not trained in an environment that emphasizes cultural pluralism, and as well intentioned as they may be, they are likely to be ethnocentric" (Evans, Forney, & Guido-DiBrito, 1998, p. 87).

First-Generation College Students

First-generation college students may share similar marginalizing and isolating experiences as their multiethnic peers on college campuses. Students entering higher education without guidance from a college-educated parent are identified as *first-generation* college students, a term coined by Fuji A. Adachi (Billson & Terry, 1982). First-generation college students are defined based on their parents' level of education. Conflicting definitions exist based on whether the parents have no college education, or some college education, but no degree (Billson & Terry). Some argue that the first-generation college student label should be reserved for those students whose parents have no college experience (Billson & Terry). These definitions are crucial when exploring the impact of the presence or absence of some parental college experience on the first-generation students' collegiate experience.

First-generation students are challenged by their families and friends to continue participating in the familial traditions and daily activities; they may experience conflicts as they may find themselves not fully accepted in either culture (London, 1989, 1992). York-Anderson and Bowman (1991) documented that first-generation students receive less familial support for attending college than their non-first-generation peers.

Characteristics and Issues of First-Generation Students

Three major studies document the postsecondary experiences of first-generation students compared with their non first-generation peers through graduation, and beyond: the 1989-90 Beginning Postsecondary Students Longitudinal Study, the 1993 Baccalaureate and Beyond Longitudinal Study, and the 2000 National Education Longitudinal Study. These studies discuss demographics, aspirations, motivations, and enrollment patterns of first-generation and non first-generation students.

Financing postsecondary education for first-generation students is significant, as they tend to come from lower income households, work a greater number of hours both on and off campus, and give more priority to jobs than classes when conflicts arise (Billson & Terry, 1982; Nunez & Cuccaro-Alamin, 1998; McConnell, 2000). First-generation students may lack information about topics often passed within college-educated families such as financial aid, scholarships, and money management (Richardson & Skinner, 1992).

London (1992) and Terenzini, Springer, Yaeger, Pascarella, and Nora (1996) report responsibilities at work and home may cause first-generation students to leave school before earning a degree. First-generation college students' motivations are often related to financial security, finding a steady job, and being able to provide their own children with better opportunities (Nunez & Cuccaro-Alamin, 1998; McConnell, 2000).

Methodology

Though various articles and studies detail the experiences of first-generation or multi-ethnic postsecondary students, limited research is found on the experiences of multiethnic, first-generation students. This study explores the collegiate experiences of multiethnic, first-generation students and makes suggestions for helping these students persist in earning their degree.

Participants

The researchers located first-generation, multiethnic students through purposive sampling, utilizing participant rosters from federally funded TRIO programs, advocacy offices, and other student support services at two Rocky Mountain region universities. The researchers then contacted these participants and conducted in-depth individual interviews, two focus group interviews and a follow-up individual interview with fifteen multiethnic, first-generation, undergraduate college students. There were two freshmen, two sophomores, seven juniors, and four seniors who participated in this research study.

Design and Procedure

Researchers tape-recorded the interviews and focus group sessions and transcribed the tapes. The researchers read, analyzed, and coded the transcribed data. Constant comparative analysis was used to identify themes and patterns emerging from the interviews and focus groups. Triangulation occurred by using member and peer review. Researchers sent participants a copy of their transcribed interviews for verification of accuracy.

Themes

Recognition and Pride in Multiple Identities

All of the participants of this study reported having their ethnicity questioned by peers, faculty, and staff on campus. As multiethnic students, they want their peers to be aware of their particular ethnicity, but are annoyed when repeatedly asked, "What are you?" For example, Amy, a student with a Bermudan and British Black father and a Mexican mother, shared her frustration:

> People usually ask me what I am, and I always ask back, "What do you think?" I'm really interested in what people think I am. I've gotten everything; it depends on how my hair is combed, what I'm wearing, everything. I get Puerto Rican, I get Indian, like red dot Indian . . . Usually people will say, "Are you mixed with something? I don't know what you are."

Multiethnic students expressed during interviews despite the persistent, insensitive inquiries from strangers and acquaintances, their blend of cultures is a source of pride, and they believe that multiethnic students are more open-minded about the traditions and customs of others. Andrew, raised by an African American father and a Caucasian mother, expressed his appreciation for his mixed background, "You have two different races that are like totally different, so you get the best of both worlds." Other respondents echoed his sentiments, stating that they feel their multiple ethnic backgrounds make them more open to new people and situations. T.Q., an African American, Irish, and Hispanic student, explained:

I love who I am. I love both sides of my family. I know good things about both cultures. I think people should just be open-minded and happy about who they are and what they like and who they like.

Numerous respondents in the study also displayed an eagerness to discover new aspects of their multiple heritages. Nala, an African American and Caucasian student, believes that university courses give her an enhanced look at both sides of her parentage:

I think classes [at the university] have been helpful. African American history was my first class as a freshman. And it was good to have an amazing professor and a topic that filled in the blanks. That got me to take classes like contemporary ethnic relations and classes like that.

Other students agreed with Nala, in that they seek opportunities to learn about cultures different from their own, and extend their peer group to include other multiethnic students. Overall, pride in their multiethnic identity shone throughout the students' interviews.

Pride in the First-Generation Label

As first-generation students, nearly all of the respondents expressed enthusiasm about being the first person in their family to attend college. When asked about what it meant to be a first-generation college student, Irwin exclaimed, "Wow! It's a good privilege to be one, to be the first person in my family to go to college." Most of the respondents agreed that they feel special being the first of their family to pursue higher education. Andrew shared, "It means a lot because I am the first one out of everybody in my family…whoever comes along behind me, they'll know I was the first one to actually even go to college, and get the diploma…"

Flex received one of four awards for being an outstanding first-generation student at the university he attends. Flex believes that being a first-generation, multiethnic student means being a role model to other first-generation, multiethnic people, both college students and potential college students.

Whether it is pride in being the first college student or pride in their academic success, students acknowledged their family's satisfaction as a primary motivator to remain in school, even in times of frustration, depression, or homesickness. Elma's fear of disappointing her family, as well as her mother's constant encouragement and support, keeps Elma from dropping out of school. This connects with the next finding, the importance of family support and encouragement.

Familial Encouragement

Although these parents did not have experience with higher education, they convinced their first-generation students to attend college. These parents emphasized that graduating from college would provide their children opportunities for a better future. Most of the respondents articulated that they received strong encouragement from their families to succeed in college. For example, when Sarah was asked how she decided to go to college, she shared:

My parents actually decided for me . . . honestly, I was going to the Army because my parents were in the Army. And they were like, "Oh no, you're not," because they hated being in the Army . . .

All participants reported that their parents played an integral role in their postsecondary education decision. Nala acknowledged that her parents were an inspiration for her to go to college:

They go every day to jobs they hate. They could both do so much better. The huge thing they're missing is a degree. They're perfectly able to do the different jobs out there, but it's like if you don't have that piece of paper -. . .

Keeping the familial lines of communication open while at school is crucial to the success for these students. Many students, like Roger, talk with their families on a daily basis due to the easy access of cell phones. Similarly, most students reported going home on a regular basis to visit and be surrounded by familiar cultural traditions. Flex's mother helps him with the financial aid forms and applications, and she sends messages of support and pride for his achievements, keeping the lines of communication open. However, he too feels the pressure to succeed and to be a role model.

Michelle thinks her familial stress is a result of her parents' inability to understand how college works. They continually ask her questions such as, "Why don't you go to school all day?"

Kim described the stress felt by many of the respondents, "I feel pressured. If I don't finish school, I've just failed everybody. I failed my family, my mother and my father. And then, I've failed their families. I just feel pressured, like school is real big." T.Q. agreed, "I had a lot of pressure on my shoulders, [but] now I see the happiness in my parents' eyes when they look at me. They're just so proud of how far I've made it..."

Susie's venture into higher education carries more personal significance, "...if I don't succeed I am going to end up like my parents. And that is something that I really don't want to do. I want to be different, you know. Break the cycle..." All the participants talked about the familial pressure and desire to persist and graduate.

Integration of Multiethnic and First-generation Identities

Several participants agreed that their first-generation and multiethnic status intersect and serve them well. Amy believes that although there are disadvantages to being both multiethnic and first-generation, the mixture of the two allows her and other students to identify more closely with each other than with the majority students. T.Q. believes his parents' mixed backgrounds, plus his first-generation status, gets him in the door, thus allowing access to more opportunities.

Overall, the students viewed their multiethnic background and first-generation status as advantages rather than disadvantages. They celebrate all of the dimensions of their background, including the elements that have been challenging. The students who participated in this research strive to earn a degree and pave a path for those coming behind them.

Discussion of Themes

Numerous themes emerged from the interviews and focus groups. As multiethnic students, they want others to be aware of their particular ethnicity but are generally discomforted when repeatedly asked, "What are you?" The respondents also possess an eagerness to discover new aspects of their various heritages. During interviews, multiethnic students expressed that their blend of cultures allows them to be more open-minded about friendships, cultures, and religions.

As first-generation students, the respondents are proud of their status as the first person in their family to enroll in higher education; however, some students expressed skepticism regarding the meaning of the label *first-generation college student*. Many of the students were encouraged by their parents to attend college as a means to a brighter future. Most first-generation respondents reflected on the pressure as well as the support from their families to succeed in college.

Although other themes were identified, this paper focuses on four primary themes of recognition: pride of multiple identities, pride in first-generation label, familial encouragement, and integration of multiethnic and first-generation identities to illustrate the overall positive focus of the interviewed students. These attitudes are significantly different from past assumptions that being first-generation and/or multiethnic might be perceived as an obstacle to be overcome or a status of which to be ashamed.

Limitations

The researchers acknowledge some limitations to the study. First, locating participants meeting the criteria for the research study was complicated by a lack of university identification of multiethnic students at the study institutions. In addition, the researchers hypothesize that because all of the participants were involved in campus organizations outside of the classroom in some way, this positively impacted their sense of connection to their university and to higher education, in general. The researchers acknowledge that the findings may be skewed due to the lack of participants who were disconnected with the university, which is a difficult population to reach.

Implications and Recommendations

The transition to a collegiate setting can be daunting for many students, but perhaps even more overwhelming for multiethnic, first-generation individuals. However, universities should become well positioned to support and retain multiethnic, first-generation students.

At the institutional level, departments can collect, distribute, examine, and fully utilize the demographic statistics collected by the university's institutional research office. Such information can assist faculty, staff, and administrators in curriculum decisions, policy reviews, and program development. Faculty and staff development sessions focusing on current multiethnic identity development models, as well as current research regarding the significant motivation and familial support of first-generation, multiethnic students, could improve the classroom and campus environment for these students.

Richardson and Skinner (1992) suggest, "early intervention to strengthen preparation and improve educational planning, summer bridge programs, assessment and remediation, tutoring, learning laboratories, mentoring, proactive academic advising and career development" (p. 41), to help first-generation and students of color succeed. The creation of peer support groups, peer counseling (Harris, Blue, & Griffith, 1995), and support networks "where older students can guide first year students through the college maze" (Rinn, 1995, p. 13) would be equally helpful. Knowing that there are support networks on campus, in addition to the support from home, can assist students in the academic and personal transition to college. Multiethnic student organizations are beginning to form throughout the nation, as students connect with one other and to their colleges and universities for support to end cultural isolation and to cope with racism.

Institutions of higher education must reach out to family members to bridge the knowledge gap and demystify the higher education experience. Parents and family members of first-generation, multiethnic students have the influence to keep their children enrolled, and thus, they must be seen and treated as partners in this endeavor. This process is a significant retention area that goes beyond supporting students to supporting students' families. Orientation sessions focused on first-generation students' families, additional written communication sent to families, and personalized outreach to these families can make a difference.

As more first-generation, multiethnic students are courageously entering the doors of the academy, higher education leaders must make sure the welcome mat is in place and a consistent

message is heard: *mi casa es su casa*. The previous literature paints an extremely negative picture of first-generation and multiethnic students' experiences; however, the students in this study have pride, receive terrific familial support, and are excelling in college. It is crucial to hear the voices of first-generation, multiethnic undergraduate students succeeding in higher education to encourage more first-generation, multiethnic students to seek a degree. Campus community members must also shift their misperceptions and assumptions to provide a supportive environment, celebrating all the aspects of students' lives.

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Impact of Parent Educational Achievement on First-Generation Student Success

Heather M. Eggsware

Abstract

Studies indicate that college enrollment, student achievement, and retention are directly related to the educational achievement levels of students' parents. First-generation college students, those whose parents have not attended post-secondary education, are at a unique disadvantage in terms of academic preparedness and college success. Characteristics of first-generation students are often similar to those of non-traditional students and others of minority status. These students usually are older, have dependents, commute to university, and possess unique learning needs. Studies demonstrating the correlation between parent educational attainment and first-generation college student success were assessed to create recommendations for student affairs practitioners in higher education to expand their knowledge base and address the educational concerns of this particular group.

Impact of Parent Educational Achievement on First-Generation Student Success

First-generation students, for the purpose of this article, are defined as students who are the first in their immediate families to be enrolled in higher education (Hsiao, 1992). According to Nuñez and Cuccaro-Alamin (1998), typically these students are more apt to enroll in post secondary education at part-time status, do not persist until their third semester, and have lower grade point averages (GPA) than their peers. First-generation students are more likely to fit the description of a non-traditional student in age, level of committed relationship, support of dependents. Additionally, they are likely enrolling for the first time or returning to school after an extended absence. Their specific needs include accessing financial aid, living at home, completing coursework in a timely manner, and holding jobs while attending school (Nuñez & Cuccaro-Alamin). Hsiao indicates the number of first-generation students is continuing to increase, which makes this a relevant and important topic on college campuses today.

The purpose of this article is to evaluate past studies demonstrating links between parents' educational attainment levels and success of their first-generation students for concepts that can be used to support this unique population of students today. The needs of incoming students are changing; through studying past research, ideas can be developed to support students. The closing of this article offers recommendations based on the analysis of these students and how parents and campus support systems can team together to increase persistence and retention rates of first-generation students.

Background

Nuñez and Cuccaro-Alamin (1998) utilized the data completed from the 1989-1990 Beginning Post-secondary Students Longitudinal Study, supplemented with data from the 1993 Baccalaureate and Beyond Longitudinal Study to establish a foundational knowledge base on first-generation students. Nuñez was the first to study these students in-depth, and this researcher's work is often used as a guide for newer research. Nuñez later collaborated with Horn (2000) to recreate the 1998 study, which assessed the success rates of first-generation

students compared to their peers. Their results indicated that first-generation students were typically of minority status, predominately Hispanic or Black. These students were also less likely to participate in academic preparatory programs for enrollment into college. The study also found a connection between those who enrolled in eighth grade algebra, advanced math classes in high school, and a 4-year college within 2 years of graduation from high school. Of first-generation students, 31% were encouraged by their parents to take algebra in eighth grade as compared to the 53% of students who were encouraged by their degree-bearing parents.

Choy (2001), who built upon Nuñez's work, found that students' choice to enroll in college is a reflection of the educational achievement levels of their parents. The study supported earlier findings that college educated parents are more likely to encourage and support their children to pursue post-secondary education. These same students are also more encouraged to take advanced math classes in middle school and high school, and thus later choose to enroll in college within 2 years of graduation (Choy; Horn & Nuñez, 2000; Warburton, Bugarin, & Nuñez, 2001). Choy's studies indicated that regardless of parent educational levels, students were more likely to enroll in college if they had taken advanced math.

Nuñez again followed up on the earlier work with Horn by collaborating with Warburton and Bugarin in 2001. This group compared academic preparation and persistence rates of first-generation students with peers whose parents attended college. Warburton, Bugarin, and Nuñez (2001) found a negative association between first-generation status and student persistence and attainment. Students scored lower on college entrance exams, and they received more encouragement to attend 2-year public institutions rather than public, research-based universities. In their first year of college they had lower GPA scores and were more likely to have taken at least one remedial course.

Choy's (2001) research used data from the same research banks as many previous researchers similar to that of Nuñez and Cuccaro-Alamin (1998) with the addition of the National Education Longitudinal Study of 1988. The duplication is relevant due to the focus on first-generation students of minority status. The study found that among 1992 high school graduates whose parents attained a high school diploma or less, 65% were White, 16% were Black, 14% were Hispanic, 4% were Asian/Pacific Islander, and 1% was American Indian/Alaskan Native. In comparison, the 1992 high school graduates whose parents attained a bachelor's degree or higher were 83% White, 6% Black, 4% Hispanic, 7% Asian/Pacific Islander, and none were American Indian/Alaskan Native. Compared to earlier findings that students whose parents had attained post-secondary education encourage their children to attend college, this puts students of minority parents at a greater disadvantage. The research by Choy showed parents with bachelors degrees or higher were more likely (61% compared to 42%) to discuss college enrollment exams and post-secondary plans, and be involved in other college planning activities.

Tinkler's (2002) research shows that parents minority status are intimidated by teachers and schools and choose not to be involved in matters regarding the school. There is a societal perception that once students leave for college they must become independent of their families, which according to Tinkler is a "White" concept. Trumbull (as cited in Tinkler), found that Latino families hold a value referred to as *collectivism*. This concept focuses on the importance of the group and the family structure over individual choice and success. These two concepts conflict, forcing minority students who attend higher education to exist in two very different cultures (Hsiao, 1992). One culture is of home and the values expressed in that environment; the second culture is of the academic realm, where the knowledge base

increases and the values of other college students, in regard to dress, music, and vocabulary, are explored. Hsiao found the issue of existing in two cultures is particularly stressful for traditional age students who reside at home with their parents.

Somers (2000) also completed research on first-generation students and explored areas regarding background, aspirations, achievement, college experiences, and price of persistence. Her study utilized the work of St. John and Associates as a model (Andrieu & St. John, 1993; Hippensteel, St. John & Starkey, 1996; St. John & Andrieu, 1995; St. John, 1994a, 1994b; St. John & Starkey, 1995 as cited in Somers). The data source was the National Post-secondary Student Aid Survey of 1995-1996. Somers' study supported previous research that first-generation students begin college at more of a disadvantage than their peers. She also provided insight into the concept that this group of students exists within two cultures, which builds on the work of Hsiao (1992).

For students' background, Somers (2000) found "multi-ethnic" students, those who are of more than one ethnicity, were more likely to persist than first-generation White students. Students over the age of 30 were less likely to persist than others of the early 20 age range. Financially independent students are more likely to persist than those who are financially dependent. There was also evidence that if students have plans to achieve the 4 year degree or higher, aspiration and retention rates increased. The study also found that those students who live on campus, take a full time course load, and possess higher GPAs are more likely to persist than those who live and work off campus and attend classes part time.

Students Today

According to Howe and Strauss (2000), the current group of traditional age, undergraduate students are referred to as the Millennials. These students are children of the Baby Boomers who, during their time, attended college at higher rates and rebelled against in loco parentis. The purpose of in loco parentis was to provide a relationship between students and colleges so institutions of higher education could take on disciplinary and governing roles similar to that of parents and families. As a result of the changes created by the Baby Boomers, universities today have the Family Educational Rights and Privacy Act of 1974 (FERPA), which was enacted by the U.S. government to protect the rights of students over the age of 18. FERPA protects against the unnecessary release of student records.

The irony existing today is that many of these Baby Boomer parents, who fought against in loco parentis, are today trying to find their way around FERPA (Bickel & Lake, 1999). Parents want to know about their students' experiences and what the institution is doing to protect and educate them. These parents want to be involved in their students' lives and will often contact schools, faculty, and staff to act on behalf of their student, especially on the topics of room location, roommate, and class schedule changes (Giegerich, 2002). There is a lighter side to the issue; schools who involve parents proactively and carefully often demonstrate examples of high academic achievement and involvement on the part of students (Mercado, 2000). This process allows schools to work collaboratively with parents without violating FERPA.

In their study of Millennial students, Howe and Strauss (2000) reflect that these young people enjoy the involvement of their parents in their lives, as it has been an ongoing trend since they were first enrolled in school. Haworth and Sandfort's (2002) exploratory study investigated attitudes and beliefs of the millennial generation and produced findings that parental pressures on the success of college students are continuing to increase, especially in light of the alternate ways parents are becoming involved. These involvement barriers are

exhibited by parents who have attended post-secondary education. Those parents who have not attended higher education may ultimately become more hindered in the assistance they can provide for their students.

Impact on Higher Education

Nuñez and Cuccaro-Alamin (1998) asked students to assess institution cost, location, and reputation as *important, somewhat important*, or *very important*. Each category was rated very important for students in considering choice of school enrollment. First-generation students were especially concerned about general cost and access to financial aid. Many of these students also voiced they would like to commute to school and continue to work. The factors in reputation that mattered most were whether the school had a program that would provide the skills necessary to find a job after graduation. Studies mentioned previously demonstrate higher persistence rates of those who live on campus, which could potentially put the persistence rates of these students at a disadvantage.

Colorado State University (CSU) features an organization that has seen positive results in its work with first-generation students. The Academic Advancement Center (AAC) staff provides tutoring, peer mentoring, individualized assessment and prescription, basic skills instruction, and information about financial aid. Students are also referred to advocacy offices and other campus resources in order to provide the best support possible. Students at CSU have an 82% third-semester persistence rate and a 28% 5-year graduation rate. Comparatively, students who use the resources at the AAC have an 80% third-semester persistence rate and a 54% 5-year graduation rate (AAC, n.d.). As the data shows, students who utilize the AAC and other student support resources on campus have a better chance at success, persistence, and retention. These resources can provide a great asset to those students who live and work off campus.

According to the AAC report (n.d.), the office receives its funding in part from a grant provided by the United States Department of Education under Title IV of the Higher Education Act of 1965. The design of the program is to provide help to low-income, first-generation, American students to attend college, persist, and become a contributing member of society. Funding from the U.S. Department of Education lends recognition and importance to support of this student group. The AAC is recognized as a part of the *TRIO* program which also includes Upward Bound, McNair Post-Baccalaureate Achievement, Talent Search, and Educational Opportunity Center at CSU. The term *TRIO* ("Federal TRIO Programs," n.d.), as created by the Office of Post-secondary Education of the U.S. Department of Education, originally referred to the compilation of the following three programs: Upward Bound, as an offshoot of the Economic Opportunity Act of 1964; Talent Search, formed by the Higher Education Act of 1965; and Student Support Services by the 1968 Higher Education Amendments. The program expanded to include other government-funded programs to benefit at-risk students. This office is one example of the resources and skill-building opportunities provided to first-generation students without adequate preparation for college.

Choy (2001) shares that between 1971 and 1998 there was increase of people ages 25 to 29 attaining bachelor's degrees. A stronger relationship between higher education and K-12 education could greatly benefit first-generation students who do not receive the same college preparation assistance as their peers would from their parents. As a side note, many first-generation students have dependents who one day may attend college. If current first-generation students receive a quality education and beneficial learning experience, perhaps their children could be better prepared for their academic future.

Recommendations

Hsiao (1992) recommends creating and maintaining programs geared to recruiting and retaining minority students; this is important as data has shown this group most at risk due to the low number of parents who have attended institutions of higher education. The TRIO programs presently at CSU reflect the types of most effective programs. Hsiao also suggests an orientation course that guides students through resources and support options on campus. Otherwise many of these students who possess a limited understanding of college may miss these resources. Hsiao additionally credits progress reports, social interactions, academic support, and communication with faculty as alternate routes of support. This can allow first-generation students to have adult role models to provide academic guidance and support.

There may also be an opportunity for parents not involved in their students' K-12 education to become involved with them at the college level. Students whose parents are involved with college planning have higher enrollment and persistence rates (Horn & Nuñez, 2000). Daniel, Evans, and Scott (2001) caution that post-secondary institutions must find a comfortable and consistent way to work with families of varying financial security, education, and knowledge of higher education. This approach will improve the incorporation of diverse families on campus.

Some schools have established programs to involve parents who have college experience and those who do not. According to Mercado (2000), several programs have seen success for many groups of students. North Carolina State University (NCSU), Washington University (WUSTL), Colorado College (CC), and Northeastern University (NU) have seen an increased level of support from campus and families due to their programs. NCSU offers a parent hotline and a two-day parent orientation session covering housing, financial aid, and student independence. WUSTL distributes an email newsletter to parents. CC organizes a parent directory and offers brief courses for parents who want to gain a taste of their children's educational experience. NU offers a parent office, handbook, and parent advisory board. These resources are in line with what Savage (2003) found as successful college and university parent programs. Parent and Family Weekends were offered at a rate of 74.4%, followed by a type of communication, usually a newsletter, at a rate of 54.9%. This in turn allows all families to be involved and educated about the institution and its resources for students.

At CSU, the College of Natural Sciences provides the Ingersoll Residential College (IRC), which has tutors and mentoring opportunities. Professors in the college are involved and supportive of students. Edwards and McKelfresh (2002) completed a study focusing on students' academic success and persistence in relation to living in the residential learning center. Their study found that minority students have a persistence level that is 7% higher than their White peers. The IRC provides many resources that could help first-generation students succeed including available faculty, tutors, mentorships, and an academic-related living-learning environment.

Conclusion

First-generation students possess profound needs when compared to their peers whose parents attended college and received a bachelor's degree or higher. Often first-generation students are unprepared academically and financially, score lower on entrance exams, and possess low GPAs. Reports indicate these students have lower retention rates and often do not persist past their third semester. There is a link between students' college enrollment and parent educational attainment levels; students with parents who possess college degrees see higher levels of academic preparedness as opposed to first-generation students.

First-generation students are also most often non-traditional aged students and of minority status. Minority students are ultimately put at a unique disadvantage because parents are often uncomfortable being involved in their K-12 education and are more likely to not have degrees nor have experience with preparing for college. These students usually exist in a paradox of two cultures and often opt to live and work off campus which in turn decreases their chances of persisting until graduation.

Higher education could benefit from strengthening relationships with K-12 education and helping to educate parents about the post-secondary enrollment process. For example, students who are often encouraged to take advanced math classes typically have parents with college degrees. Such involvement in advanced math classes can help first-generation students to succeed and persist in college. Institutions can demonstrate their support of diversity by allowing more attention and resources to be provided to first-generation students and their success.

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Up-skirting and Camera Phones

Emily Gaspar and Jennifer Frost

Abstract

Cellular phones have become common place in U.S. culture, and college students' phone practices follow national trends. However, the use of cell phones today transcends traditional phone calling and voice messaging. In particular, camera phones enable the act of up-skirting, or taking inappropriate pictures unbeknownst to a victim. Up-skirting poses significant challenges to institutions of higher education by raising new issues regarding student privacy rights, causing legal implications of inappropriate photographing, and creating the need for effective campus policies. The authors review current trends of institutional responses, suggest points of consideration for policy-making, and share proactive planning techniques designed to assist with the elimination of up-skirting issues within higher education.

Up-skirting and Camera Phones

According to recent studies, over half, and potentially as many as three quarters, of traditional college-age students own a cellular phone (Marklein, 2003; Summerville, 2003). These substantial numbers illustrate the growing trend in cell phone use on college and university campuses. Marklein found that some institutions no longer use landline phones in the residence halls due to waning demand from students. At other institutions, collaboration occurs between institutions and cell phone providers in an effort to offer students the services that best meet their needs (Marklein). The high volume of cell phone use at institutions of higher education is noteworthy, but the trends suggest students use portable phones for more than traditional phone service.

The accessories offered to accentuate ordinary cell phones attract a large portion of consumer attention. According to a Verizon Wireless associate, individuals often express interest in selecting add-ons for their phones, including ring tones, games, faceplates, and headsets (Summerville, 2003). A new addition to this list of options is camera phones, which according to recent reports, "are already outselling digital cameras" (Edwards, 2003, ¶ 6). The Yankee Group and Strategy Analytics, research analysts in the technology field, project that within the next three years nearly half of all cell phones will include a camera (Edwards). However, as with most technological advancements the infusion of camera phones into society presents a variety of new challenges and ethical issues. Institutions of higher education are finding that, "the problem with a new technology is that society has yet to come up with a common understanding about appropriate behavior" (Camera phones incite bad behavior, 2003). Specifically, camera phones present the potential for misuse as seen through the rising trend of up-skirting.

ABC News (2004) describes up-skirting as "a form of voyeurism in which peeping toms either secretly rig up a system of mirrors and hidden video cameras, or simply crouch down with a camera, in order to secretly shoot up a woman's skirt" (¶ 2). Small, inconspicuous devices such as camera phones enable up-skirting to occur on college campuses both with more ease and frequency. Due to the violating nature of the behavior, one might assume it is

both inappropriate and illegal. Surprisingly, legal issues associated with high-tech voyeurism, or the act of deriving "sexual gratification from observing the naked bodies or sexual acts of others, especially from a secret vantage point" (Websters, 2000, n.p.), are quite complicated.

Incidents on College Campuses

In September 2004, both Cornell University and Ithaca College were faced with a violating incident of video-voyeurism affecting their students (James, 2004). A landlord, serving students from both institutions, was charged with placing small cameras in the bathrooms of the apartments he leased to college women in the area. Although New York State considers video voyeurism a felony, the institutions must now respond to the fears and anxieties of the students (James).

At Bowling Green State University (BGSU), Information Technology Services (ITS) maintains a web site that discusses the university's dilemma surrounding the use of camera phones (ITS Information Security and Privacy, n.d.). Nationally reported incidents involving camera phones raised concern at BGSU and commanded a response from university officials. By providing various articles and examples of incidents facing other institutions and organizations, as well as how the campus is responding to the issues of up-skirting, BGSU acknowledges its predicament and demonstrates an effort in working toward a solution.

Finally, an internet search about up-skirting will uncover numerous stories and incidents on college campuses. Many websites are dedicated to displaying inappropriate pictures taken of students on college campuses unbeknownst to the victims. Voyeuristic websites are often used to share pornographic pictures taken specifically with camera phones. These websites illustrate the prevalence of up-skirting and the need to address the issue.

Legal Issues to Consider

As many institutions have uncovered, the legal issues associated with up-skirting involve a person's right to privacy in both public and private places. For example, in the state of Washington the physical location of the individual being photographed rather than the part of the body captured became the determining factor in a court of law (ABC News, 2004). In 2004, the Washington State Supreme Court found the following:

> The state's voyeurism law protects people who are in a place where they 'would have a reasonable expectation of privacy,' such as undressing while by themselves in an area where they could expect to be free of intrusion or surveillance. (ABC News, ¶ 9)

As a result, the law in Washington does not protect individuals from being photographed in a public place. This interpretation of high-tech voyeurism is not shared nationwide, which complicates the ability to consistently address the matter.

Legal or Illegal

Throughout the country a variety of viewpoints exist, several of which consider up-skirting to be illegal. For instance, "Texas is one of only four states that have now made it a crime to secretly photograph people for sexual purposes" (Click2Houston.com, 2004, ¶ 16). This decision evolved as a result of several businesses struggling with up-skirting and led to the establishment of consistent policies. For example, steps are being taken to ensure the physical comfort of individuals using sports clubs and gyms. Because of concerns regarding inappropriate camera phone use, "camera-equipped cell phones have been banned at all 300 clubs in the 24 Hour Fitness chain nationwide" (Searing, 2003, ¶ 7). Institutions of higher education are using the private sector as a guide, illustrated by the Ohio State University, which began deliberations about banning camera phones in work-out facilities (McIntyre,

2003). Such actions demonstrate the widespread incidence of high-tech voyeurism, along with the importance of creating policies to handle inappropriate camera phone use.

Legislation

Inconsistent state laws protecting victims of up-skirting caused federal lawmakers to create new legislation. The Video Voyeurism Prevention Act of 2004, referred to as the anti-snooping bill, is currently being debated by the 108th Congress after being put forth and passed by the Senate. This amendment to Title 18, outlining Crimes and Criminal Procedures, appearing as Section 1801, would be dedicated to video voyeurism and states:

a. Whoever, in the special maritime and territorial jurisdiction of the United States, has the intent to capture an image of a private area of an individual without their consent, and knowingly does so under circumstances in which the individual has a reasonable expectation of privacy, shall be fined under this title or imprisoned not more than one year, or both.

b. In this section –

1. the term 'capture', with respect to an image, means to videotape, photograph, film, record by any means, or broadcast;

2. the term 'broadcast' means to electronically transmit a visual image with the intent that it be viewed by a person or persons;

3. the term 'a private area of the individual' means the naked or undergarment clad genitals, pubic area, buttocks, or female breast of that individual;

4. the term 'female breast' means any portion of the female breast below the top of the areola; and

5. the term 'under circumstances in which that individual has a reasonable expectation of privacy' means –

A. circumstances in which a reasonable person would believe that he or she could disrobe in privacy, without being concerned that an image of a private area of the individual was being captured; or

B. circumstances in which a reasonable person would believe that a private area of the individual would not be visible to the public, regardless of whether that person is in a public or private place.

C. This section does not prohibit any lawful law enforcement, correctional, or intelligence activity.

D. Amendment to Part Analysis - The table of chapters at the beginning of part I of title 18, United States Code, is amended by inserting after the item relating to chapter 87 the following new item: –1801. (108th Congress of the United States of America, 2004, n.p.)

Regardless of future action taken, the legal management of high-tech voyeurism has been reactionary thus far. As a result, it is necessary for institutions of higher education to consider the issue and determine what, if any, action needs to be taken in an effort to appropriately manage this new trend on their campuses.

Potential Responsibility

It is important to determine the legal frame of reference within the college and university setting when addressing the crime of up-skirting, specifically when it comes to negligence. Various institutions have faced charges of negligence when a student was injured or harmed by a person, place, or thing that would, to the average individual, be perceived as presenting a reasonably foreseeable harm (Kaplan & Lee, 1995). Institutions ignoring any issue that raises potential harm to a student may be held responsible for negligence if it can be determined by a court of law that the institution had a duty to respond and the issue was foreseeable. In general, issues involving reasonably foreseeable harm are dealt with in regard to a specific individual or situation, unlike the common, everyday use of cell phones. Circumstances of negligence are dealt with on a case-by-case basis, thus institutions need to consider previous instances of up-skirting to develop policies and procedures for their individual campuses.

Avoiding negligence can be difficult and it is nearly impossible to create guidelines and expectations to prevent liability issues entirely. While institutions cannot protect students from random acts of violence or unforeseeable accidents, it is important they make an active attempt to prevent reasonably foreseeable harm (Kaplan & Lee, 1995). For example, in the case of up-skirting, unless an individual displayed voyeuristic behavior in the past, it would be difficult for the college or university to reasonably foresee such behavior. However, if a student did show signs of voyeuristic tendencies and no action was taken, the university is likely to incur some liability in the event of an incident of up-skirting. In addition to the importance of avoiding liability whenever possible, the implications of the less literal and more philosophical concept guiding institutional action, in loco parentis, must be considered when responding to up-skirting issues on campus.

The Unwritten Responsibility of the University

The concept of in loco parentis has existed since colonial times and gave colleges and universities the freedom "to develop and enforce rules and regulations as if they were the parents" (Komives & Woodard, 2003, p. 66). According to Komives and Woodard, by the 1960s colleges and universities began fostering student independence, as the philosophy of in loco parentis became less influential. However, the concept of universities as parents appears to be increasing as campus officials respond to the needs of the current generation of college students, the Millennials (Howe & Strauss, 2000). The rise of in loco parentis may have great implications for institutions of higher education, particularly surrounding their responsibility to respond to incidents of up-skirting.

The term Millennial is used to define the generation of students born in the 1980s and 1990s (Howe & Strauss, 2000). Millennials are described by Howe and Strauss as optimistic and productive individuals who place emphasis on pleasing and trusting in authority figures. The Millennial generation is considered the "most watched-over generation in memory" (Howe & Strauss, n.p.). Since Millennials rely on relationships with clearly defined authority figures, there appears a demand for more structure and protection at institutions of higher education. As a result, the role of the university may need to be reevaluated in terms of today's traditional college-age students and their specific needs. More specifically, proactively responding to the needs of the Millennial generation and the concerns of up-skirting may require the use of specific guidelines and policy enforcement.

Recommendations

Although institutions may not be able to anticipate specific instances of high-tech voyeurism, it is possible for colleges and universities to make students, staff, and faculty aware of

potential risks. It is realistic to expect institutions to make appropriate changes in response to incidents of up-skirting in order to ensure campus safety. Moreover, it is important to combine awareness campaigns with policy changes to provide information on the trend of up-skirting, as well as to set expectations for appropriate camera phone use within the campus setting.

Policy Adaptation

When planning for policy changes regarding up-skirting, administrators must consider the influence of semantics on the legal interpretation of the policy. The National Center for Victims of Crime (NCVC) (2003) stresses that language choice is critical in creating laws and policies to provide a broad protection of all rights for all students. For instance, it is more appropriate to use the word technology instead of cyber. Restricting a policy with the word cyber limits its jurisdiction to only computers and the Internet (NCVC), whereas technology is an all inclusive term that is unlikely to be outgrown in the future.

Similarly, it is important to look to university policies already in existence, such as sexual harassment and sexual misconduct policies, which protect students from the invasion of up-skirting. For example, the Florida International University (FIU) student handbook identifies sexual misconduct as a behavior for which students, organizations, and clubs can be held accountable (Student Government Association [SGA], 2003). The FIU student handbook defines sexual misconduct as:

1. Any sexual act that occurs, regardless of personal relationship, without the consent of the other person, or that occurs when the other person is unable to give consent. 2. Obscene or indecent behavior, which includes, but is not limited to, exposure of one's sexual organs or the display of sexual behavior that would reasonably be offensive to others. 3. Conduct of a sexual nature that creates an intimidating, hostile, or offensive campus, educational, or working environment for another person. This includes unwanted, unwelcome, inappropriate, or irrelevant sexual or gender-based activities, comments, or gestures. (SGA, 2003, p. 16)

The comprehensive nature of the FIU student handbook encompasses new trends, such as up-skirting, and eliminates the need to relentlessly update university policies. Similarly, policies prohibiting the misuse of technology and disruptive conduct can be created in such a way that includes new trends as they arise. Yet, university policies present only one of many ways to protect students from up-skirting.

Increasing Awareness

Developing preventative measures in response to the growing trend of high-tech voyeurism can educate members of the campus community regarding the issue of up-skirting. Faculty, staff, and students need to be aware of potentially inappropriate behavior associated with camera phones. Self-awareness empowers a community to protect themselves, educate those around them, and use this information for future violations of policy. Information about up-skirting can be disseminated to faculty and staff at departmental meetings, while programming on campus can be utilized to raise awareness amongst students. For example, incorporating a campus safety fair into orientation activities would offer a venue to provide information about up-skirting as well as the university policies responding to it. It is important to raise awareness of self-defense and harassment; equally beneficial is assisting students in their development as ethical decision-makers. In addition to providing information about up-skirting and other inappropriate behaviors associated with technology, students must understand the implications of violating the rights and privacy of others. The overall theme

promotes providing individuals with knowledge that encourages responsibility for personal actions and behaviors.

Restorative Justice

As the occurrence of up-skirting invades institutions of higher education, administrators must meet the needs of victims and the community, while considering the ramifications for the perpetrator. According to Cavanagh (n.d.), restorative justice is the practice of working together with the victim, the offender, and the impacted community in an effort to reinstate balance and right the wrong that has been committed. Addressing the needs of all parties affected by up-skirting is vital to reshaping a community, and restorative justice is one option that can be used in response to incidents of high-tech voyeurism.

Restorative justice is a process in which all involved parties are brought together by a trained facilitator to discuss the incident and determine how best to reestablish a balanced community. Restorative justice allows the victim to regain a sense of control, the offender to better understand the harm caused, and the community an opportunity to contribute to the repair of the problem (Cavanagh, n.d.). Sharing one's point-of-view not only provides all involved a right to be heard, but also an opportunity to understand and empathize with the impact the alleged incident. Once participants have shared their perspectives it is necessary for the individuals to decide how trust and balance can be restored and how the offender can facilitate that process (Cavanagh).

In order to effectively implement restorative justice in the event of incidents of up-skirting, it is necessary to have the willing participation of the victim. According to Cavanagh (n.d.), when victims have the opportunity to share the feelings of violation associated with high-tech voyeurism they help the offender understand the harm caused. This type of interaction also allows the safety of the campus community to be restored because the offender learns from the situation instead of merely being reprimanded. It is important to caution that while restorative justice does provide empowerment and a voice to the victim, it is critical that the individual is not re-traumatized through reliving the experience. While this approach may meet the needs of certain instances of up-skirting, it cannot offer a unilateral resolution for all cases.

Conclusion

Up-skirting is a new form of sexual harassment on campuses that cannot be ignored by university administrators. Officials must acknowledge the violation to student privacy in the event of up-skirting, as well as their obligation to protect students from harm. Although specifically addressing the issue of up-skirting is necessary, many other concerns are presented through the use of cell phones, which require additional research on college campuses. CBS News (2003) reported that camera phones also enable cheating in schools, digital shoplifting of printed material, corporate espionage, and terrorist activity; these are all highly controversial issues that cause concern for both institutions of higher education and our society as a whole.

It is important to make a practice of preparing for technological advances understanding that new issues are constantly developing. A proactive approach promotes awareness and accountability, which is beneficial to both the students being served and the institutions. Policies may help reduce inappropriate behavior, but education about the danger associated with such violations of person and privacy allows individuals to understand the issues and make appropriate choices. Finally, the utilization of education recognizes the importance of student rights and the need to protect them from excessive policy change.

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Class of 2004

The members of the class of 2004 were the last SAHE cohort program to conduct original research in the form of a thesis or prepare a professional paper in order to meet graduation requirements. The Editorial Board is pleased to share the research topics from the Class of 2004.

The following is a list of the current positions of the members of the Class of 2004, followed by the title of their research. Please feel free to contact these people for information about his or her research. A copy of each author's thesis or professional paper is also kept in the SAHE Library on the Colorado State University campus.

Chad Cabral
Resident Manager, Student Housing, University of Hawaii, Hilo, HA
Transition Issues Among Native Hawaiians at a Predominately White College Institution

Ann E. Dawson
Assistant Director of Residence Life, Elon University, Elon, NC
Exploring Perceptions of Competencies Identified by the Student Affairs in Higher Education Graduate Program at Colorado State University

bill foley
Traveling abroad
Sleep Issues Facing College Students

Jen Frost
Residence Life Coordinator, Lehigh University, Bethlehem, PA
The Impact of September 11, 2001 on College Students

Tari Hunter
Program Coordinator, Duke University, Durham, NC
Fostering an Inclusive University for Multiracial Students

Jen Johnson
Community Liaison Coordinator, City of Fort Collins/Colorado State University, Fort Collins, CO
Reentry Adjustment: An Investigation of the Experiences of American, Undergraduate Student Sojourners

Godswill Makombe
Ethiopia
An Investigation of the Likelihood of Using the Rights and Justice and the Ethic of Care Approaches by Caucasian Students and Students of Color

Rustain Morgan
Hall Director, Iowa State University, Ames, IA
Prejudice Reduction

Ashly Nickel
Residence Coordinator, University of North Carolina, Charlotte, NC
*A Competency Based Portfolio Model for the Student Affairs in
Higher Education Program at Colorado State University*

Kyle Oldham
Area Hall Director, North Central College, Naperville, IL
*Differences in Social and Academic Performance of African American Students at a
Predominately White Institution Based on Their Pre-College Environmental Factors*

Becky Palmisano
Interim Assistant Director, Student Leadership and Civic Engagement,
Colorado State University, Fort Collins, CO
Graduating the Engaged Citizen

Carmen Rivera
Assistant Director, Upward Bound, Colorado State University, Fort Collins, CO
*Family Involvement in Higher Education: An Examination of Family Desires and How
Higher Education Institutions Serve the Families of Their Students*

Kelly Swetich
Counselor, Center for Advising and Student Achievement, Colorado State University
Fort Collins, CO
*The Use of GRE Scores in Graduate School Admissions:
College Personnel/Student Affairs Programs*

Marissa Weiss
Program Coordinator, Duke University, Durham, NC
Transfer Student Marginality in Relation to Specific Background Variables

Christine Whang
Apartment Living Coordinator, University of California, Santa Barbara, CA
*Asian American College Students' Experiences with Stereotypes
on a Predominantly White College Campus*

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. Treat the methodology concisely; and most importantly, 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). Manuscripts not in accordance with APA standards will not be considered. Exceptions should be discussed with the editors prior to submission.

Suggestions for Writing

1. Prepare the manuscript, including title page and reference page, in accordance with the Publication Manual of the American Psychological Association, Fifth Edition.
2. Include an article abstract and brief description of the author. The abstract should clearly state the purpose of the article and be concise and specific, limited to 120 words.
3. Double-space all portions of the manuscript, including references, tables, and figures.
4. Avoid bias in language.
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, singular/plural.
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/citations before submitting your draft.
10. Use Microsoft Word (7.0) or higher, PC version whenever possible.
11. Any article under consideration for publication in a nationally distributed journal may not be submitted to the Colorado State University *Journal of Student Affairs*.

*Adapted from the National Association of Student Personnel Administrators

Past Leadership

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

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