2006
15th Anniversary

Journal of
Student Affairs

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 education 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 skills, 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.

Table of Contents

Editors' Perspective

Thomn Bell and Kristen Harrell

In the past year, it has been an honor to be a part of one of the few student-produced entities within the Student Affairs in Higher Education (SAHE) program. Not only have we had the opportunity to be a part of the *Journal*, but we have had the opportunity to be a part of the *Journal* during a very important landmark in the life of its publication. Participation with the process of creating the *Journal of Student Affairs* provides an excellent opportunity for development of skills in management, editing, creativity, writing, and research for our students. The ability to provide and receive constructive feedback allows for a great deal of personal development which will ultimately be invaluable to our future professionals.

In the 15th year of publication, the *Journal of Student Affairs* sought to incorporate quality research articles with reflections from seasoned professionals. This year's editorial board aimed to maintain our values by creating a process that was more equitable, meaningful, and educational for the authors, readers, and board members. Through quantitative and qualitative assessment of articles we attempted to produce a phenomenal journal to engage and educate our readers.

Our hope with the 15th Anniversary Edition of the *Journal* has been to build upon the legacy of excellence. In an effort to achieve greater quality, less subjective criteria, and more empowerment for the reader board, the *Journal of Student Affairs* created a system that utilized a quantitative scale that evaluated multiple aspects of each article that included content, technical, and topic-related items. Furthermore, this process provided for qualitative feedback from the readers which enabled them to have a greater input in the outcome of each article.

It has been a privilege to work with this year's *Journal of Student Affairs* members. We have great hopes for the future of this journal and believe that with continued student empowerment and commitment to excellence, this journal will continue on a path of scholarly works and developmental opportunities.

Colorado State University
Journal of Student Affairs

Volume XV, 2006

Past Leadership

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

MANAGING EDITORS

2004-2005	Marci Colb and Haley N. Richards, '05
2003-2004	Ann Dawson, '04
2002-2003	Lea Hanson, '03
2001-2002	Jody Jessup, '02
2000-2001	Chris Bryner, '01
1999-2000	Greg Kish, '00
1998-1999	Kirsten Peterson, '99
1997-1998	Beth Yohe, '98
1996-1997	Ray Gasser, '97 and Jocelyn Lowry, '97
1995-1996	DeEtta Jones, '96 and Michael Karpinski, '96
1994-1995	Jeremy Eaves, '95 and Alicia Vik, '95
1993-1994	Mary Frank, '94 and Keith Robinder, '94
1992-1993	Jodi Berman, '93 and Brad Lau, '93
1991-1992	Marie E. Oamek, '92

FACULTY ADVISORS

2000-2003	Paul Shang, former Director of HELP/Success Center, Colorado State University.
1996-2000	Martha Fosdick, '95, former Assistant to the Vice President for Student Affairs, Colorado State University.
1991-1998	Keith Miser, former Vice President for Student Affairs, Colorado State University.

Advisor's Perspective

David A. McKelfresh
Journal of Student Affairs

This year marks the 15th Anniversary of the publication of the *Journal of Student Affairs*. It has now firmly established itself as an annual quality publication of the Editorial Board composed of students from the Student Affairs in Higher Education graduate program.

Serving as the faculty advisor to the Editorial Board is always a fulfilling experience. This year's group of students has paid special attention to the quality of the journal through their numerous technical and content edits. The editorial board has also created and established helpful rubrics to assist current and future Editorial and Reader Board members. I have especially enjoyed the students' humor, wit, hard-work and dedication. I am exceedingly proud to be associated with such a diverse, challenging and thought-provoking group of students.

We hope you enjoy reading this year's *Journal* and find it thoughtful and stimulating.

State of the Program

Linda Kuk and Linda Ahuna-Hamill
SAHE Program Co-Coordinators

Contrary to popular belief, the "C" in the original program acronym of CSPA did not stand for change. Change, however, has been a characteristic of our master's program as it has evolved through the years. The College Student Personnel Administration Program, now known as the Student Affairs in Higher Education Program is proud of its history of educating students and preparing them for careers in Higher Education.

In 1968, the first graduating class of two earned their Masters of Education in Liberal Arts with a major in education. These initial alumni were followed by several other small, but growing numbers of graduates. By 1975, there were 17 graduating students who received their Masters of Education degree in Professional Studies, College of Liberal Arts. Members of the class of 1987 were the first to earn their Masters of Education in Professional Studies from the School of Education within the College of Applied Human Sciences, the same college with which the program remains affiliated today. In 1990 the proposed curriculum was approved that included specific research coursework and additional credit requirements. Consequently, the degree name changed from a Masters of Education to a Master's of Science. At that same time, the program name was changed to Student Affairs in Higher Education.

Most recently, curriculum changes were approved that will go into effect in Fall 2006 that added an additional research course requirement along with course changes that strengthen the overall program and place it in full compliance with the new national preparation program standards. In addition, a thesis or position paper is no longer a graduation requirement. Instead students must complete a portfolio that encompasses reflections and documentation of competencies that are based on national standards. The use of the professional portfolio adds an additional dimension that fosters stronger integration of the learning and experiential process and enables students to tailor the program to their individual needs and professional goals in a way that was not achievable in the past.

There are many individuals who have played a significant leadership role in the development and growth of the program beginning with Dr. Bob Hubble, Associate Dean of Students (1967-1970); Dr. James Kuder, Assistant Dean of Students, Associate Director of Student Relations, and Director of Student Relations, (1970-1984); Dr. Rich Feller, Professor in the School of Education (1983-1990); and Dr. Grant Sherwood, Director of Housing and Food Services, Interim Vice President for Student Affairs, Assistant Vice President for Student Affairs (1990-2005). Currently, Dr. Linda Kuk, Vice President for Student Affairs and Dr. Linda Ahuna-Hamill, Executive Assistant to the Vice President for Student Affairs serve as Program Co-Coordinators.

While many aspects of the program have changed through the years, including degree and program name, college affiliation, curriculum and required credit hours, there have been some constants. Perhaps most notably has been the faculty and staff commitment to the program. Unlike many other graduate preparation programs, Colorado State University's program has never had a full-time faculty member Program Director. Program decisions are made in collaboration with faculty members who teach SAHE courses and serve as graduate advisors. Another aspect of the program that has not changed is the caliber of the students who are currently enrolled in the program and the over 600 others who we are proud to claim as alumni and colleagues.

Thank you to all the faculty, staff, and students who have been, or are currently a part of Colorado State University's CSPA/SAHE program. You have played an important role in what the program is today. More importantly, you have undoubtedly had more impact than you can ever know in making a positive difference in the lives of students.

Acknowledgements

A Fifteen Year Comparison of Professional Issues Covered by Student Affairs Journals

Linda Kuk

Abstract

This article explores three student affairs professional journals during two distinct periods, 1991-93 and 2004-05. This exploration was to determine what student affairs related topics were published in the journals, the topics published within each period regarding changes that may have occurred, and to examine if the topics that were published were reflective of student affairs practice. The analysis determined that there were some changes in the topics that were published. All topics were consistently in accord with emerging interests in student affairs practice.

Fifteen years! It does not seem like a long time in the life of a profession, but it is significant in terms of the work life of a practitioner. It is also an interesting span of time, more than a decade and less than a generation. In this time span significant changes occur, new issues emerge, and older issues take on a new perspective. It is intriguing to explore the extent to which changes in issues are shaping the professional literature and whether they represent and inform professional practice in student affairs.

The *Journal of Student Affairs* was first published in the spring of 1992 and has been published every spring for the last fourteen years. The *Journal of Student Affairs* continues to be published by masters-level students in the Colorado State University (CSU), Student Affairs in Higher Education (SAHE) program. The contributions to this journal come from graduate students enrolled in the program as well as from the faculty and alumni of the program. The goal of this journal is to encourage students to develop an interest in conducting student affairs based research and scholarship and to assist them in acquiring the skills needed to actively publish scholarship while serving as student affairs practitioners.

In celebration of the fifteenth anniversary of the publishing of the *Journal of Student Affairs*, one of only two student affairs graduate preparation program professional journals in the country, it was suggested that it would be interesting to explore what issues are currently being researched and written about within the profession and how these issue have changed over the fifteen year life of the preparation program's journal. This article attempts to address the following four questions: What types of issues are being written about in student affairs professional journals; what issues were written about in the early 1990s versus fifteen years later; are there differences and changes in the nature of the issues that were researched and written about; what impact might these changes reveal about the focus and work of the profession?

This analysis focused on reviewing the content of articles and reviews published in three journals, The *Journal of Student Affairs*, published by CSU's SAHE graduate program; the NASPA Journal, published by The National Association of Student Personnel Administrators (NASPA), and the Journal of College Student Development, published by The American College Personnel Association (ACPA). The two professional association journals were chosen to be included in the study because they cover the broad range of interests and perspectives within student affairs work. In both cases, these journals are published more frequently than the *Journal of Student Affairs* and include contributions from faculty in

professional preparation programs as well as from seasoned practitioners in the field. Masters and doctoral students are, however, also encouraged to contribute to both journals. Each of these journals have been in publication many years prior to the first volume of the *Journal of Student Affairs* and each have a long history of representing the wide range of issues that are of concern to the student affairs profession. Including these journals in the study provided a broader perspective of the field and included the contributions of a larger number of seasoned professionals who are more likely than graduate students and their faculty to be involved in the breadth of issues and concerns facing the profession.

The focus of the study was to examine the issues covered in the editions of all three journals, which overlapped during the first two inaugural years of the *Journal of Student Affairs* and then again in the most recent two years of their journals' publication. This analysis includes articles published in all three journals during the periods of 1991-93 and 2004-05. While the number of articles and the number of editions within each of the time periods varied, the focus of the study was not necessarily to distinguish the differences among and between the three journals. Instead it was to examine the issues being written about across the journals to determine if there was a difference in the nature of the issues being addressed in each of the two time periods and to determine if and how the nature of the issues had changed from the earlier time period to the later period. Since each of the three journals' publications include contributors who are students, practitioners, and faculty within the student affairs profession from across the United States, it is assumed that the issues being researched and written about within these publications are those reflecting the concerns and issues facing the profession as a whole.

Methodology

During the period of 1991-93, the *Journal of Student Affairs* published two volumes consisting of 23 articles. The NASPA Journal published two volumes, with four editions in each volume, for a total of 45 articles and reviews in Volume 29, and 44 articles and reviews in Volume 30. The Journal of Student Development published two volumes, each consisting of four editions, for a total of 119 articles in Volume 32, 101 articles in Volume 33, and 39 articles from the first two editions of Volume 34.

During the period of 2004-05, the *Journal of Student Affairs* published two volumes consisting of 13 articles and reviews. The NASPA Journal published two volumes with four editions in each volume, for a total of 40 articles and reviews in Volume 41, and 32 articles and reviews in Volume 33. The Journal of Student Development published two volumes, one consisting of six editions, for a total of 55 articles and reviews in Volume 45 and five editions (to date), for a total 57 articles and reviews in Volume 46.

The articles within each of the volumes published by the three journals during the two prescribed time periods were evaluated regarding the main topic(s)/issue(s) covered within the articles. This content analysis resulted in 371 articles and reviews that were included in the analysis for the 1991-93 time period and 242 articles and reviews that were included in the analysis for the 2004-05 time period. The number of articles included in the content analysis totaled 613.

During the review of content for each article, it was clear that many of the articles contained more than one major issue or content focus. This was especially true for the period of 2004-05. As a result, each of the major topics/issues presented in the content of an article were counted in the appropriate content categories. For example, if an article examined race and gender

issues and their relationship to academic performance, then all three issues, race, gender and learning, were noted as being content issues. As a result, the content summary numbers are greater than the total number of articles evaluated. The total number of content topics identified was 746.

Once the content analysis was completed for each article within each of the three journals, the topics were compiled to produce groupings within broader theme/issue categories. (See the appendix at the end of this article, Content Summary Analysis, for a total summary of topics contained in the journal articles.) The data was also explored in relation to the time periods and a decrease or increase in the number of publications containing a theme or issue from the earlier to the later time period. This exploration resulted in the creation of top ten lists for the total publications and for each of the time periods. These lists were then compared to determine the relationship of topics across the periods and in relationship to topics not found in the top ten lists. The following is a summary of the findings from the entire analysis of the content data.

Summary of Findings

Within the 613 journal articles published by the three journals during the 1991-93 and 2004-05 periods, there were 51 different topics/issues covered. These topics were grouped within five broad themes:

- Specific student populations (201 articles)
- Student development and student characteristics such as cognitive development or identity development (99 articles)
- Specific student related issues and processes (258 articles)
- Professional issues within student affairs (76 articles)
- Broader issues or processes beyond students such as town-gown relations, the campus environment, and/or parent relations (112 articles)

The number of articles focusing on a specific topic or issue also varied considerably from 1 article to 83 articles. The top ten topics across all articles are as follows:

- Racial and Ethnic Diversity (83 articles)
- Learning (53 articles)
- Retention/Transition (49 articles)
- Student Development (46 articles)
- Gender (46 articles)
- Assessment/Research (37 articles)
- Mental Health (34 articles)
- Alcohol/Drugs (29 articles)
- Campus Environment (28 articles)
- Student Conduct (25 articles)

The top ten topics in each period of time are as follows:

1991-93	2004-05
Racial and Ethnic Diversity (44 articles)	Racial and Ethnic Diversity (39 articles)
Gender (28 articles)	Learning (33 articles)
Assessment (28 articles)	Retention/Transition (26 articles)
Retention/Transition (23 articles)	Student Development (24 articles)
Student Development (22 articles)	Campus Environment (19 articles)
Alcohol/Drugs (21 articles)	Gender (18 articles)
Learning (20 articles)	Mental Health (14 articles)
Mental Health (20 articles)	Legal Issues (11 articles)
Student Conduct (15 articles)	Gay Lesbian Bisexual Trans [GLBT] (10 articles)
Leadership (15 articles)	Student Conduct (10 articles)
	Student Affairs Work (10 articles)

(See the appendix, *Content Summary Analysis*, for a total summary of the number of articles for each topic.)

While many of the topics/issues written about during the 1991-93 time period were still being explored in 2004-05, there were a number of changes. One of the most noticeable changes in the articles was the complexity in the research designs that compared multiple topical variables with at least one other topical variable. This pattern appeared in articles in 2004-05 and it was not noticeably present in the 1991-93 articles. This complexity required the analysis to count two or three topic areas for a single article content review.

There were seven topics that were written about in the 1991-93 journals that did not appear in any of the 2004-05 journals. These topics included: Student Peer Training, Admissions and Recruiting, Orientation, Advising, Town-Gown Relationships, Future, and Fundraising.

There were also three new topics in the 2004-05 articles that had not been present in the journals of 1991-93. These topics included: Values, Student Employment, and Recycling. The topics of First Generation Students, Technology, Spirituality/Religion, and Graduate Students each appeared in only one article in the 1991-93 period and appeared in five or more articles in 2004-05. It would appear that these topics may have become more significant areas of interest over the years.

Within the topic of Student Development, the articles appearing between 1991 and 1993 were predominantly focused on general student development. By 2004-05, the focus of studies appears to have shifted to single or more specific student development characteristics, such as autonomy, and processes such as moral, cognitive, and identity development and learning. For example, of the 23 articles with content focused on student development in 2004-05, 18 of these articles focus on identity development, primarily related to specific student groups. Many of these articles explore the intersection of multiple identity factors, such as race, gender, and sexual orientation.

Of the overall top ten topics, seven of them appear on the top ten lists for both the 1991-93 and 2004-05 time periods. The 2004-05 top ten topic list actually lists eleven topics because there is a tie for the tenth place on the list. The topics include Race and Ethnic Diversity, Gender, Student Development, Learning, Retention/Transition, Mental Health, and Student Conduct.

Two of the topics which were on the top ten overall list, Assessment/Research, and Alcohol/ Drugs were on the top ten topics in 1991-93, and not in 2004-05. One of the top ten overall topics, Campus Environment, was on the top ten list of topics for 2004-05 and not on the 1991-93 list.

There are four topics that are on at least one of the period top ten lists that are not on the overall top ten list. Leadership was among the top ten topics for 1991-93 and Student Affairs Work, Legal Issues, and GLBT were on the 2004-05 list. None of these topics were consistently high enough across both periods of time to make the overall top ten list which combined the total number of articles for both periods of time. For example, the topic of leadership appeared in 15 published articles in 1991-93 and only in three articles in 2004-05. During the same time, Legal Issues increased from 2 in 1991-93 to 11 in 2004-05, and GLBT went from three articles in 1991-93 to ten articles in 2004-05.

It is important to note that one edition of the *NASPA Journal* in the 2004-05 time period was devoted to Judicial Issues, which included articles on both Legal and Student Conduct Issues, and appears to be the predominant reason for the increased number of articles on those topics. However, having such dedicated focus in a single edition of the *NASPA Journal* indicates there was a strong level of concern and importance for this issue within the profession during this time period.

Two other topics that increased in 2004-05 were Technology and Parents/Families, which both more than doubled in the number of articles when comparing the periods. However, their initial numbers in 1991-93 were small and neither are in the top ten topic numbers overall.

Discussion

From this rather limited content review of the articles published in three student affairs journals during two distinct periods of time, interesting findings emerge. While the results are not conclusive, observations can be drawn from the findings.

The number of topics published over both periods of time were counted at 51. The top ten topics combined accounted for over 61% of the topics covered in the published articles. Racial and Ethnic Diversity, Learning, and Retention/Transition account for over 24% of the topics covered in the total articles for both periods. This indicates that while the number of topics being explored and published in the three journals may be broad and diverse, ten topics received nearly two-thirds of attention within the profession's exploration and research agendas. In reviewing these top ten topics, they appear to be many of the more significant topics that practitioners are currently struggling with in their work. These top ten are also consistently among the top ten topics across both periods of publication, with seven of these topics appearing on all three lists.

Even though issues related to race, ethnicity, gender, and the GLBT community remain critical areas for research within the profession there are also a number of specific student groups for which the research is surprisingly absent. These groups include commuter students, students with disabilities, international students, Greek students, multi-racial students, and students from lower socioeconomic status. Additional research related to these populations could be key sources for future research.

The two topic areas of Student Development and Learning together comprised over 13% of the articles published in the three journals. The focus on Learning was considerably stronger

in 2004-05 than the previous period. The topics of Identity Development and Multiple Identity Development, with a strong presence within the Student Development topic area in the 2004-05 period, along with the increased focus on learning, reflect the changing focus of the profession over this period of time. In this case the change in research emphasis and focus clearly matches the change that also seems to have occurred in the area of practice.

The topics that focus on student issues and process, including Retention/Transition, Mental Health, Student Conduct, Alcohol/Drugs, and the Campus Environment continue to be the areas of strongest focus in the three publications across both periods of time and also continue to be the areas of consistent concern among practitioners.

The topic areas of Volunteer/Service Learning, Community Development, Spirituality/ Religion, Values, Parents/Families, Technology, and Assessment/Research, which have either emerged as topics or increased in number in the 2004-05 period, seem also to reflect new and emerging areas of focus within student affairs practice. These topics, along with the issues of Recycling and Student Employment, both appearing in single articles in 2004-05, could become stronger areas of research in the future. This is based on the assumption that these topics are current issues within the student culture from the practitioner perspective.

The grouping of article comparison that was the most surprising to the author contained the articles that dealt with the student affairs profession. This group by far was the lowest in total articles written, with only 76 articles. Second, most of the topic areas declined by more than 50% in the number of articles published when comparing the 1991-93 time period to the number of articles in 2004-05. None of this group of topics made the top ten list of topics overall and only the topic of Student Affairs Work was on the top ten topic list for the 2004-05 period.

It was surprising to see that issues of continued and increasing practitioner concern such as town-gown relationships, crisis intervention, professional preparation, and professional development have not received more attention in the literature. These areas may also provide sound topics for future exploration.

Conclusions

In conclusion, the collective research literature reviewed within the three journals appears essentially to have done a good job of reflecting a consistent portrayal of the concerns of practitioners with regard to what is being published. A number of topic areas have diminished in the attention they have received when comparing the two periods of time and additional topics have emerged within the literature over the same time period. Issues that have been and remain important and pressing concerns among practitioners appear to retain a strong presence in the journal publications. All of the topics that were in the top ten numbers of published articles are strong areas of concern to practitioners. Topics that increased dramatically in the number of publications and their positioning on the top ten list between the two periods of time were also topics that appear to be issues of increasing concern and/ or emerging areas of concern to practitioners. At the same time, there are some issues that have not received the level of attention from research that one would have expected given the current concern about this topic within the profession. These issues provide continued opportunities as topic areas for future research. It will be interesting to pay attention to the research and writing trends within our professional publications to see if they continue to reflect the collective concerns and inform professional practice over the next fifteen years.

Linda Kuk, '73 is the Vice President for Student Affairs at Colorado State University.

Appendix: Content Summary Analysis

	JSA		NASPA		JCSD		Total 91-93	Total 04-05	Delta	Grand Total
	91-93	04-05	91-93	04-05	91-93	04-05				
Student Populations										
Racial and Ethnic Diversity	3	3	9	10	32	26	44	39	-4	83
Commuter/Residence Students	0	0	1	0	1	2	2	2	0	4
Greek Students/Orgs	0	0	1	2	3	2	4	4	0	8
Adult/Non Trad Students	0	0	1	0	7	2	8	2	-6	10
Students w/ Disabilities	0	0	2	0	5	1	7	1	-6	8
Gender	3	1	1	1	24	16	28	18	-10	46
GLBT	0	0	1	2	2	8	3	10	7	13
International Students	1	2	0	1	4	0	5	3	-2	8
First Generation	0	1	0	1	1	3	1	5	4	6
Athletes	0	0	0	0	5	4	5	4	-1	9
Graduate Students	0	0	0	0	1	5	1	5	4	6
Characteristics and Development of Students										
Student Development	1		4	1	17	23	22	24	-2	46
Learning	0	0	3	6	17	27	20	33	13	53
Student Affairs Profession										
Preparation Programs	1	0	3	4	6	0	10	4	-6	14
Org Behavior/Management	0	0	7		4	5	11	5	-6	16
Professional Development	1	0	8	2	4	1	13	3	-10	16
SSAO	0	0	3	2	1	0	4	2	-2	6
Student Affairs Work	1	0	4	5	6	5	11	10	-1	21
Future Issues	0	0	1	0	1	0	2	0	-2	2
Fund Raising	0	0	1	0	0	0	1	0	-1	1
Student Issues and Processes										
Volunteer/Service Learning	0	0	1	1	3	1	0	2	2	2
Leadership	1	0	6	1	8	2	15	3	-12	18
Community Development	1	0	0	1	2	7	3	8	5	11
Student Peer Training	2	0	0	0	4	0	6	0	-6	6
Admissions/Recruiting	0	0	1	0	1	0	2	0	-2	2

Appendix: Content Summary Analysis

	JSA		NASPA		JCSD		Total 91-93	Total 04-05	Delta	Grand Total
	91-93	04-05	91-93	04-05	91-93	04-05				
Student Conduct	2	2	6	5	7	3	15	10	-5	25
Retention/Transition	1	1	4	8	18	17	23	26	3	49
Alcohol/Drugs	0	0	3	5	18	3	21	8	-13	29
Orientation	1	0	0	0	2	0	3	0	-3	3
Health and Wellness	2	0	2	0	6	1	10	1	-9	11
Mental Health/Counseling	1	1	0	3	19	10	20	14	-6	34
Spirituality/Religion	0	0	0	3	1	4	1	7	6	8
Values	0	0	0	1	3	1	3	2	-1	5
Student Activities/Co-Curricular	0	0	0	1	2	2	2	3	1	5
Sexual Assault	0	0	0	2	12	0	12	2	-10	14
Career Choice	0	0	0	0	13	5	13	5	-8	18
Advising	0	0	0	0	5	1	5	1	-4	6
Sexual Behavior	0	0	0	0	4	0	4	0	-4	4
Relationships	0	0	0	0	4	2	4	2	-2	6
Mentoring Programs	0	0	1	0	0	0	1	0	-1	1
Student Employment	0	0	0	1	0	0	0	1	1	1
Other Issues and Processes										
Town Gown Relations	0	0	1	0	1	0	2	0	-2	2
Legal Issues	0	0	2	10	0	1	2	11	9	13
Campus Environment	1	2	6	5	2	12	9	19	10	28
Prof. Employment	0	0	1	0	3	6	4	6	2	10
Crisis Intervention	0	0	0	1	1	1	1	2	1	3
Technology	0	0	0	2	1	2	1	4	3	5
Parents/Families	0	1	0	0	4	7	4	8	4	12
Recycling	0	1	0	0	0	0	0	1	-1	1
Financial	0	1	0	0	1	0	0	1	-1	1
Assessment/Research	1	0	9	4	18	5	28	9	-19	37
TOTALS							416	330		746

Bibliography

Bender, B. (Ed.). (1991, Fall). *NASPA Journal*, 29(1).

Bender, B. (Ed.). (1992, Winter). *NASPA Journal*, 29(2).

Bender, B. (Ed.). (1992, Spring). *NASPA Journal*, 29(3).

Bender, B. (Ed.). (1992, Summer). *NASPA Journal*, 29(4).

Bender, B. (Ed.). (1992, Fall). *NASPA Journal*, 30(1).

Bender, B. (Ed.). (1993, Winter). *NASPA Journal*, 30(2).

Bender, B. (Ed.). (1993, Spring). *NASPA Journal*, 30(3).

Bender, B. (Ed.). (1993, Summer). *NASPA Journal*, 30(4).

Berman, J. & Lau, B. A. (Ed.). (1993). *Journal of Student Affairs*, 2.

Caple, R. B. (Ed.). (1991, January/February). *Journal of College Student Development*, 32(1).

Caple, R. B. (Ed.). (1991, March/April). *Journal of College Student Development*, 32(2).

Caple, R. B. (Ed.). (1991, May/June). *Journal of College Student Development*, 32(3).

Caple, R. B. (Ed.). (1991, July/August). *Journal of College Student Development*, 32(4).

Caple, R. B. (Ed.). (1991, September/October). *Journal of College Student Development*, 32(5).

Caple, R. B. (Ed.). (1991, November/December). *Journal of College Student Development*, 32(6).

Caple, R. B. (Ed.). (1992, January/February). *Journal of College Student Development*, 33(1).

Caple, R. B. (Ed.). (1992, March/April). *Journal of College Student Development*, 33(2).

Caple, R. B. (Ed.). (1992, May/June). *Journal of College Student Development*, 33(3).

Caple, R. B. (Ed.). (1992, July/August). *Journal of College Student Development*, 33(4).

Caple, R. B. (Ed.). (1992, September/October). *Journal of College Student Development*, 33(5).

Caple, R. B. (Ed.). (1992, November/December). *Journal of College Student Development*, 33(6).

Caple, R. B. (Ed.). (1993, January/February). *Journal of College Student Development*, 34(1).

Caple, R. B. (Ed.). (1993, March/April). *Journal of College Student Development*, 34(2).

Cobb, M. & Richardson, H. N. (Ed.). (2004). *Journal of Student Affairs*, 14.

Dawson, A. E. (Ed.). (2004). *Journal of Student Affairs*, 13.

Hamrick, F. A. (Ed.). (2004, January/ February). *Journal of College Student Development*, 45(1).

Hamrick, F. A. (Ed.). (2004, March/April). *Journal of College Student Development*, 45(2).

Hamrick, F. A. (Ed.). (2004, May/ June). *Journal of College Student Development*, 45(3).

Hamrick, F. A. (Ed.). (2004, July/August). *Journal of College Student Development*, 45(4).

Hamrick, F. A. (Ed.). (2004, September/October). *Journal of College Student Development*, 45(5).

Hamrick, F. A. (Ed.). (2004, November/December). *Journal of College Student Development*, 45(6).

Hamrick, F. A. (Ed.). (2005, January/ February). *Journal of College Student Development*, 46(1).

Hamrick, F. A. (Ed.). (2005, March/April). *Journal of College Student Development*, 46(2).

Hamrick, F. A. (Ed.). (2005, May/June). *Journal of College Student Development*, 46(3).

Hamrick, F. A. (Ed.). (2005, July/August). *Journal of College Student Development*, 46(4).

Hamrick, F. A. (Ed.). (2005, September/October). *Journal of College Student Development, 4*(5).

Jablonski, M. (Ed.). (2003, Spring). *NASPA Journal, 40*(1).

Jablonski, M. (Ed.). (2004, Winter). *NASPA Journal, 41*(2).

Jablonski, M. (Ed.). (2004, Spring). *NASPA Journal, 41*(3).

Jablonski, M. (Ed.). (2004, Summer). *NASPA Journal 41*(4).

Jablonski, M. (Ed.). (2004, Fall). *NASPA Journal, 42*(1).

Jablonski, M. (Ed.). (2005, Winter). *NASPA Journal, 42*(2).

Jablonski, M. (Ed.). (2005, Spring). *NASPA Journal, 42*(3).

Jablonski, M. (Ed.). (2005, Summer). *NASPA Journal, 42*(4).

Oamek, M. E. (Ed.). (1992). *Journal of Student Affairs, 1*.

Mirrors of Privilege: A Personal Narrative

James H. Banning

Abstract

Personal narratives share personal stories. This is a story of seeking to understand my privilege as a White, able-bodied, middle-upper class, and heterosexual male by looking in the mirror, looking in the rearview mirror, and finally by looking in an interpretive mirror to see what lessons there are to be learned. Finally, the lessons discovered are framed as steps in the process of the discovery of privilege.

I am often asked to tell the story of how I came to understand oppression, diversity, and privilege. As a White, able-bodied, middle-upper class, heterosexual male, it is a story about privilege. On one level, being a full member of the privileged and dominant group, I am reluctant to write this story. I am already feeling my resistance although I am only typing the fourth sentence. Real men don't eat quiche and they don't reveal their vulnerabilities. Real privileged men feel they understand everything and this understanding usually fits quite well for them into nice scientific, or at least uncluttered, categories. I am now beginning to understand some of the resistance. I have not used the word I as many times in any of my professional writing as I have done here in just these opening few sentences; my writing is cluttered and unscientific. So why should I continue to try to write my story? It is already feeling uncomfortable. On the other hand, to live in a society where one receives special privileges due to a set of unearned conditions calls for a need to challenge and change the system. That call is particularly loud to those of us who have some understanding (even if minor) of how the privileged White male system works to an unfair advantage for those of us who happen to fit the dominant categories. And to know at the same time, it works to an unfair disadvantage for those who do not happen to have the same categorical *fitness*. White male guilt is a deserved feeling if one does nothing to help eliminate the unfairness of society's privilege system. So my story will go on. Everyone should attempt to tell their story, on the chance that it might make a difference in understanding and changing the system. I should make an effort to make a difference.

How to start the story? My academic side is calling for me to introduce the concept of *authoethnography* as the methodology for the story. Authoethnography is an acceptable and recognizable qualitative research methodology that calls for a systematic method of introspection (Fiske, 1990), a methodological approach for examining personal experience (Neumann, 1996), and a way to share a personal narrative. I feel better now. I slipped in an academic sentence with two citations! On the other hand, it is probably not necessary to invoke a formal methodology, but by mentioning it I have re-affirmed my privileged position in the academic community. This story may never get started if I continue the *self-analysis*. But this is exactly the vulnerability, the scary part; will my story reveal useful insights or will it just reveal my lack of awareness of privilege? Albert Einstein is reported to have said, "Fish are the last to know water." Ann Wilson Schaef (1981) makes the same point with a pollution analogy:

> I like to think of the White Male System as analogous to pollution. When you are in the middle of pollution, you are usually unaware of it (unless it is especially bad.) You eat in it, you sleep in it, work in it, and sooner or later

start believing that is just the way the air is. You are unaware of the fact that pollution is *not* natural until you remove yourself from it and experience non-pollution. (p. 4)

Removing yourself as a White male from the White Male System in order to experience awareness of the system is not fully possible. Schaef (1981) speaks to this difficulty:

It is very difficult to stand back from the White Male System because it is everywhere in our culture. You can get away from pollution by leaving New York and going to the mountains, but you can not get away from the White Male System as easily as that. It is our culture. We all live in it. We have been educationally, politically, economically, philosophically, and theologically trained in it, and our emotional, psychological, physical, spiritual survival have depended on our knowing and supporting the system. (p. 5)

I will write my story, but I will never be looking in from the outside. I cannot be removed from the privilege about which I am writing. My standpoint is well within the pollution. What I will try to do in my story is three things. One, I will hold up a current mirror to allow the reader to know my viewing position. Second, I will hold up a rearview mirror to try and discover which events in my past have helped me to crack open, ever so slightly, the door to privilege awareness. Third, I want to hold up an interpretive mirror to these historical events to see if there can be lessons learned.

Current Mirror

Reflections from the current mirror support my opening sentences that I am well within the category of White male privilege (McIntosh, 1988). I am a 68 year-old White, able-bodied, heterosexual male professor. My doctoral training was in clinical psychology, but after a few years working as a therapist/trainee in neuropsychiatric hospitals and nearly six years as a psychotherapist working in a university counseling center, I became involved in university administration. For the next 15 years, I served two institutions as Vice Chancellor and Vice President for Student Affairs. This upward mobility reflects the expectations of the White Male System. For the past 17 years I have served as a faculty member first in the Department of Psychology and more recently in the School of Education (again moving "upwards" from assistant professor to full professor). I teach qualitative research courses (a slight move away from the science expectations of the White Male System). My research and consulting interests are in visual ecology, particularly how behavior in educational settings impacts the promotion and hindrance of the celebration of diversity, and how this impact can be captured in photographs.

Perhaps these consulting and research activities represent only another slight step away from privilege expectations. I say *slight* not to belittle the interest or the effort, but to recognize in addition to working to bring about positive social change, the effort also contributes to my academic writing responsibilities as well as to my professional income. I use the diversity photographs in many undergraduate classes having a multicultural focus. Often at the end of the class, students will ask, "How did you get involved in working to support a more diverse and multicultural society?" In addition, the question is often asked in the following manner: "Why are you involved as a White middle-upper-class, heterosexual, able-bodied male?" I never seem to have a satisfactory answer, but this is the purpose of this narrative! This is where I need to bring out the "rearview" mirror.

Rearview Mirror

The use of a rearview mirror is not without problems. One of the side-rearview mirrors on my car even warns of the danger: *OBJECTS IN THE MIRROR ARE CLOSER THAN THEY APPEAR*. I assume this will be the case throughout this story as well. I will focus on events that appear to have some explanatory value in shaping my current understanding of privilege. These events are early childhood experiences, adolescent experiences, relationship experiences, early professional experiences, mid-life professional experiences, and finally the influence of age.

Early Childhood Experiences

I was born and raised in a small White farming community in Kansas. Both of my parents graduated from high school. My father was an auto mechanic and maintenance worker for an oil company. My mother was home throughout my growing up, but later worked as a part-time clerk in a local dry goods store. The family was very church oriented. There is nothing particularly unusual about this description, but the oddity of my growing up is related to my mother's extended family. I grew up in almost daily contact with 16 cousins, all of whom were female. This was my first experience in privilege! Grandparents, uncles, and aunts responded to me differently and in positive ways. I was always chosen to participate, always given special considerations, and always made to feel superior.

Adolescent Experiences

One experience of my adolescence stands out. After a high school football game in Topeka, Kansas the coach stopped the bus at a roadside café so we could order something to eat. Before the entire team was able to get into the door the coach came out telling us to get back in the bus. He said, "The café will not serve Negroes so we will go on home." We had two African American players on our squad. Looking back, I think the significance of this event was that for the first time I saw someone take action against social injustice.

Relationship Experiences

Critical to the steps that have allowed me to gain a better understanding of my privilege as well as the need to find better ways of relating to the world have been my nearly 50 years with my partner. It has been a relationship that both initiated and nurtured change. I have a better understanding of how to get away from society's blueprint for gender by her challenges when necessary and by her nurturance and care when needed.

Early Professional Experiences

Two aspects marked my early professional experiences. My clinical work in mental health settings brought home to me the issue of human pain. People hurt and sometimes they hurt a lot. I came to believe much of this pain was inflicted by sick systems and societal and institutional changes were needed to reduce human pain and needless suffering. The second aspect of this early experience was that of timing. It occurred during the sixties. The juxtaposition of knowing human pain and the sixties resulted in my personal involvement in the anti-war movement and commitment to civil rights. While my involvement was primarily participating in marches, protests, and giving speeches, these activities began to open the door to understanding privilege. As a young professional, I was *the military industrial complex* unless I participated in counter measures.

Mid-life Professional Experience

My mid-life professional experience was primarily administrative. In looking at the mirror, it reflects my serving as the chief student affairs officer at two institutions as well as some odd images:

- There is the image of publicly supporting the campus gay and lesbian group at the same time the institution was fighting to deny their rights before the U. S. Supreme Court.

- There is the image of removing a 70-year-old icon supporting the *Confederacy* from the campus at the request of Black student leaders.

- There is the image of finding a public radio outlet to chastise the campus for its racial attitudes and policies regarding Greek Life on campus.

- There is the image of attempting to stop the campus marching band from participating in a racist parade (which was overruled by the university president).

At one time these images formed a picture of personal activism, now in clearer focus the mirror reflects the image of a White guy on white horse riding to the rescue without obtaining community involvement and leadership. The images are of a solo effort, not of a community working together for social change.

Influence of Age

Somewhere in one of the Greek tragedies there is a line that goes something like "old men wear skirts and feel no shame." I think age helps to understand privilege. From my current perspective, my activism as an administrator, while well intended, did not really bring about the empowerment of others. It could have been seen as the privileged taking care of the unprivileged, an active and benevolent approach, but I did little to involve or empower others. It is much more difficult to get out from under the pollution of privilege when one is young. The male system is still demanding advancement through competition and the promotion of individual identity. It is always easier to be more thoughtful about the game after you have scored the touchdowns.

The Interpretive Mirror

Some of the discomfort I have felt in writing this is beginning to subside. I feel as though I am moving from the more personal to the more interpretive. This is much more comfortable. The questions are the following: What lessons can the interpretive mirror reflect from the foregoing personal experiences; and, can these reflections and their interpretations help those who hold privilege by category to become more understanding of their own position and more committed to breaking down society's frameworks of privilege? I think so. Here is my look at the images reflected by the interpretive mirror.

To understand privilege, one has to have life experiences that make it self-evident and extremely clear. The fog of pollution will not roll out quietly. You need to be *jerked-out*. Coming to understand the extreme unfairness of the treatment I received versus my female cousins was a *jerking* experience for me. Witnessing the refusal of a café to serve a fellow teammate also made the notion of privilege clear. This *jerking-out* could come in a number of ways, but the lesson to be learned is that diversity classes or multicultural curriculum experiences must include experiential learning. The possibilities are numerous, for example, working in a soup kitchen for the homeless or participating in any experience that brings home in a clear and vivid way the unfairness of one's privilege.

The second lesson that is reflected back through the interpretative mirror is formed by the image of relationships. It is neither easy to understand privilege nor is it easy to make changes, but both are assisted by relationships which are challenging and nurturing. In our efforts to bring greater understanding of privilege to those who occupy this position, I think we will make little progress if we do not challenge belief systems; if any progress is going to occur, nurturance must be present as well.

A third lesson is that society can inflict pain through its processes and systems. These dysfunctional systems have to be addressed, but the privileged must also be aware that the solutions that focus on symptomatic problems like removing icons, public chastising, and preventing racist activities may often be self-serving to the change agent. Actions must involve and provide opportunities for empowerment to those outside the privilege system. The most important changes are those which serve to change the privilege system itself.

Finally, age plays an important role, and we often forget that young White males are in a different place than older White males. The lessons to be learned here are many. We must spend more time trying to understand the issues facing young White males as they struggle with the realities of privilege. What does it mean for their identity? What does it mean to work to give up privilege? What new socialization blueprints outside of privilege are available for models? Who and where are the role models? These are tough, yet important questions to be addressed in our educational efforts.

Conclusion: A Process to Discover Privilege

The following is a simple guide to assist in the discovery of privilege. It involves a series of steps that follow from the "lessons learned" and may assist in personal and societal change:

Step One.   Think about privilege and define it. Use written resources to help you understand the full meaning as well as examples of privilege. (See the bibliography following the reference section.)

Step Two.   Describe your earliest experience of privilege. How did it happen? What explanation did you give of the event(s)? How would that explanation be different today? What were the elements of your discomfort?

Step Three. Describe ways in which systems can cause human pain for groups of people. Describe how the system of privilege also causes pain.

Step Four.   Describe ways that the current privilege system can be changed. How can change processes empower groups rather than just fix problems?

Step Five.   What specific actions will you take today to make our society a more just, fair, and caring place for everyone?

The process of understanding privilege is never over! There are opportunities for learning as we look back at our lives, as we look at ourselves in the present, and as we prepare to take action in the future. I hope this personal narrative has provided some insights into my journey of learning. I have much more to learn and to do.

James H. Banning is a Professor of Education at Colorado State University.

References

Fiske, J.(1990). Ethnosemiotics: Some personal and theoretical reflections. *Cultural Studies, 4*, 85-99.

McIntosh, P. (1989 July/August). White privilege: Unpacking the invisible knapsack. *Peace and Freedom*, 8-10.

Neumann, M. (1996). Collecting ourselves at the end of the century. In C. A. Ellis & A. P. Bochner, (Eds). *Composing ethnography: Alternative forms of qualitative writing.* (pp. 172-198). Walnut Creek, CA: Altamira Press.

Schaef, A. W. (1981). *Women's reality: An emerging female system in a White male society.* San Francisco, CA: Harper & Row, Publishers.

Bibliography

Anderson, S., & Middleton, V. (2005). *Explorations in privilege, oppression, and diversity.* Belmont, CA: Brooks/Cole.

Fussell, P. (1992). *Class: A guide through the American status system.* New York: Simon & Shuster.

Goodman, D. (2001). *Promoting diversity and soical justice: Educating people from privileged groups.* Thousand Oaks, CA: Sage.

Gray, E. (1982). *Patriarchy as a conceptual trap.* Wellesley, MA: Roundtable Press.

Helms, J. (19901). *Black and white racial identity theory.* Westport, CT: Praeger Press.

Katz, J. (1978). *White awareness: Handbook for anti-racism training.* Norman, OK: University of Oklahoma Press.

Liachowitz, C. (1988). *Disability as a social construct.* Philadelphia: University of Pennsylvania Press.

Neisen, J. (1990). Heterosexism: Redefining homophobia for the 1990's. *Journal of Gay and Lesbian Psychotherapy, 1*(3), 21-25.

Pedersen, P. (1994). *A handbook for developing multicultural awareness.* Alexandria, VA: American Counseling Association.

Scott, D., & Robinson, T. (2001). White male identity development: The key model. *Journal of Counseling and Development, 79*(3), 415-421.

Sue, D. W., & Sue, D. (2003). *Counseling the culturally diverse: Theory to practice* (4th ed.). New York: Wiley.

Terry, R. (1970). *For whites only.* Grand Rapids, MI: William B. Eerdmans Publishing Company.

Project GO: The Evolving Legacy of Advocacy

Jennifer Williams Molock, S. Mikiko Kumasaka, and Rosemary Kreston

Abstract

This article is a brief history of the genesis and the legacy of a Colorado State University-designed program created in the late 1960s. Project GO (Generating Opportunities) is intended to recruit and retain Black, Chicano, and low-income students. The foundation of the article is based on several interviews with student activists, Project GO participants, faculty, and administrators of the time. As a result of this pioneering program, a unique and effective multicultural model has evolved at Colorado State University as demonstrated through its Advocacy Offices (Asian/Pacific American Student Services, Black Student Services, El Centro Student Services, Native American Student Services, Women's Programs and Studies, Resources for Disabled Students and Gay, Lesbian, Bisexual and Transgender Student Services).

The Genesis

This year marks the 38th anniversary of the implementation of Project GO (Generating Opportunities), which is the first Colorado State University (CSU) program designed to assist with the recruitment and retention of students of color, particularly students who self-identified themselves as Black or Chicano. What began as a small project with little financial support is now a significant and crucial part of the University's mission to recruit and retain underrepresented students and its commitment to providing needed resources and encouraging diversity. Colorado State University includes in its mission: to create an intellectual community and workplace that respects, welcomes, and promotes diversity through teaching/learning; research, scholarship, and artistry; outreach and other university programs and practices.

There is now a legacy of students who were able to successfully complete their degrees at CSU as a result of their participation in what started as Project GO, beginning in the late 1960's.

Project GO, implemented during the 1968-1969 academic year, was developed in an effort to incorporate the needs of diverse students in an academic setting. The program targeted students from ethnically diverse backgrounds and low-income households. Its overall purpose was to identify and encourage Black and Chicano students to continue their education beyond high school and to provide these students with financial aid and academic support.

Understanding the development of why Project GO began when it did is part and parcel of recognizing what was happening in the nation at that time. Astronomical changes were occurring throughout the country during the late 1960's and early 1970's. Major events pierced the soul of America, including: the assassinations of three of the nation's most influential and promising young leaders, Reverend Dr. Martin Luther King, Jr., and brothers President John F. Kennedy and Senator Robert Kennedy (Wikipidia, 1960s); the onset of the Vietnam War; expansion of financial aid programs; awareness of changing ethnic and racial demographics due to the expansion of the civil rights movement; and, increased sensitivity to multicultural backgrounds (CAS Standards, 2003), all of which had significant impact that still is felt today.

The Civil Rights Movement

According to the website of the African American Odyssey (2002), the post-Vietnam war era marked a time of second-class citizenship standards for African Americans across the nation. Resistance to racial segregation and discrimination in the form of civil disobedience, nonviolent resistance, marches, protests, boycotts, freedom rides, and rallies received national attention as the media documented the struggle to end racial inequality. These practices included continuing efforts to legally challenge segregation through the courts.

The success of these efforts resulted in the Brown v. the Board of Education decision in 1954, the Civil Rights Act of 1964, and the Voting Rights Act of 1965, which helped to bring about the demise of legislation that bound blacks as devalued members of society (African American Odyssey).

With Lyndon B. Johnson and Richard M. Nixon serving as Presidents of the United States during this time of turbulence and national change, the nation's colleges and universities experienced student activism at its height with anti-war protests, while racial inequality was among the most critical issues plaguing college students. The confrontation between government authority and popular resistance embodied America's campuses. As a result, Kent State University and the historically black college Jackson State suffered the tremendous loss of student lives, while the University of Wisconsin and the University of North Carolina experienced issues related to the Civil Rights Movement (Wikipidia, 1960s, 1970s). Universities such as Kansas State University and CSU lost campus infrastructures with the burning of buildings as a result of civil unrest on their campuses. The loss at CSU was one of the oldest buildings on campus, Old Main (Wikipidia; Hansen, 1977). This onset of student activism was not happening in isolation, but was part of what was occurring throughout the country. The Vietnam War was losing support from the nation, anti-war protests were becoming increasingly common, and the initial battles for civil rights were spawning new groups to continue the fight, as well as demanding new responses to inequality (Wikipidia).

The Community

No institution exists in isolation from the surrounding community and CSU is no exception. Not only did students of color experience the turmoil of the nation, the Fort Collins community reflected such divisiveness as well. According to former students and administrators of the time period, the Fort Collins community was not one which welcomed people of color. There were recollections from many of those interviewed describing the sight of signs in store and restaurant windows that read: "No Mexicans Allowed" (personal communication). Discrimination in off-campus housing units also plagued black/African American students. As a result, black/African American students often found white friends to locate and rent apartments and houses on their behalf. While racism and discrimination were prevalent in the Fort Collins community, fortunately there was little recollection of discrimination in university housing facilities. Former students did, however, comment that it was challenging to live with non-students of color because of the racial and cultural differences between the groups.

There were many contributing factors for the genesis of Project GO, but most important were the student activists whose purpose was to create access and opportunities for all students, especially students of color. Project GO enabled the university to create social change for thousands of Colorado State University students. In 1969, approximately 15,361 students were enrolled in the university. The project put major emphasis on recruitment and retention of students of color and was in response to the demands placed on the University by these students. The perspectives from some of these students in the development of Project GO

gives insight into the struggle that helped spawn the development of the Advocacy Offices presently found on the CSU campus (Hansen, 1977).

Experiences of Participants

In interviews with early activists, former students are still able to recall how the University was predominantly white and many remembered being one of the few students of color (personal communication). Students saw a lack of access to the University and began to demand that the University begin to provide more opportunities for students, particularly low-income and ethnically-diverse students. As was common for the times, there were confrontations between students and top administrators, including then-CSU President William Morgan (Hansen, 1977).

Media coverage heightened the demands made by students and highlighted the dissatisfaction felt by students regarding the role of the University to create a more diverse student body. Committed to the issue of social justice, students would miss classes and exams in order to attend rallies. Faculty, too, felt the issues students addressed were critical to the livelihood of the institution and supported the activists by allowing for loss of class time and make-up tests.

One student attending CSU on the G.I. Bill noted: following his return from Vietnam where people looked more like him, it seemed as though there was another war to fight on university campuses. He recalled in high school he was discouraged from taking college preparatory classes and encouraged to pursue an education in a trade. He returned from Vietnam determined to graduate from CSU and to fight a war he felt needed to be fought, the war for equal opportunity education.

One event stood out for all interviewees, the Brigham Young University (BYU) protest rally at a basketball game held on CSU's campus. BYU was sponsored by the Mormon Church and had discriminated against people of color within the church structure. CSU students protested by attending the game and filling the gym floor as a message that BYU students and supporters were not welcomed at Colorado State University.

Many of the early student leaders were first generation college students and did not have the networks of support at home, CSU, or at any other university. Scholarships and academic support from the University, as supported by Project GO, enabled them to be the first college graduates in their families. One of the interviewees recalled attending one of the first bridge-type programs supported by Project GO to help students with the transition to the college environment. Accordingly, this former student also felt the critical component for his academic success was the mentoring and academic support he received. He also mentioned that he became politicized during his college experience and gained life-long friends.

Students during the late 1960s and early 1970s were heavily involved in recruiting other students of color. To draw more students of color to campus, many then-enrolled students of color, faculty, and administrators traveled to Denver, parts of the South, and Historically Black Colleges and Universities. As a result of the success of Project GO, there are more lawyers, doctors, and administrators who are not only alumni of CSU, but can also attribute their success to the support they received from CSU's Project GO program.

Although the students were primary catalysts for Project GO, a necessary contribution to the development of the program came from the early administrators. These administrators, all people of color, were hired during the genesis of Project GO and included Penfield Tate II, Claude Gallegos, Don Lucero, and Abel Amaya. Each of these individuals played a critical role during the formative years of the program. These administrators served as special assistants to the president and worked with other directors and faculty. They were

each instrumental in developing, designing, and implementing the program initiatives and served as advocates for student participants and activists to the University. It was through the impassioned efforts of these individuals that recruitment and retention issues of low-income students and students of color became a priority for the University.

The administrators were passionate about the Civil Rights movements of the time. These movements include the Chicano Civil Rights Movement under the leadership of Corky Gonzales and the movement to empower African Americans under the leadership of the Reverend Dr. Martin Luther King, Jr. and Nation of Islam leader Malcolm X. Administrators interviewed recalled how their passion allowed them to work effectively with the students. However, it also made for challenging relationships with senior-level University administrators.

After over 30 years, the resistance from faculty and senior-level administrators regarding Project GO remains memorable. In more than one case, Project GO administrators were relieved of their administrative responsibilities because they were either too connected or not connected enough to the student movement. If it was believed they were too connected to the student movement, then the University asked them to leave. In this case, they were seen as "enemies of the institution" (personal communication). If they were not connected enough, then the students encouraged their departures. Ultimatums were also given to some of these administrators regarding their allegiance to either the students or the University.

Regardless of their personal stressful experiences, these former administrators are proud they were involved in assisting students in an unprecedented educational journey. Each recognized they helped to provide an opportunity for the students who might not otherwise have attended college. Although a large percentage of Project GO students may not have graduated from CSU, many did graduate from other institutions (personal communication). However, what is significant is that their first exposure to higher education came from their CSU experience through Project GO.

The Legacy

According to the Council for the Advancement of Standards in Higher Education (2003), programs for underrepresented students are important to the recruitment, retention, and graduation of diverse student populations in American higher education. Currently there are approximately 24,947 students attending CSU. Of these students, 2,950 are self-identified as students of color: Asian American (726), Black (484), Hispanic (1,396), and Native American (344), translating to 12.6% of the overall student population (CSU Fact Book 2005-2006).

Today the legacy of Project GO is reflected in the expansion of university programs available for students of color. Project GO has evolved into four autonomous and individual offices: Asian/ Pacific American Student Services (est. 1984), Black Student Services (est. 1976), El Centro Student Services (est. 1976), and Native American Student Services (est. 1979). The directors of these offices are part of a seven-member team of advocacy professionals that also include the directors of the Office of Women's Programs and Studies (est. 1974), Resources for Disabled Students (est. 1977), and Gay, Lesbian, Bisexual, and Transgender Student Services (est. 1998).

Collectively, the Advocacy Offices serve all students with their personal, academic, career, cultural, and educational development. By providing support for all students at all levels to successfully matriculate through the university system, these offices are committed to enriching the cultural experience of all students, faculty, and staff. Since their inceptions, each of the offices has evolved, creating changes in both the composition of the Advocacy Team, and its place in the university's organizational structure. Each of the seven Advocacy

Offices now has its own budget, staff, and office space. The offices function as mutually-supportive agencies to promote diversity at Colorado State University and to engage in joint programmatic efforts centered on issues of diversity.

As a land-grant institution, the mission of CSU must be responsive to external constituents. The ethnic Advocacy Offices, in particular, serve as resource, referral agents, and consulting units of the University regarding issues affecting the diverse population of the state. Internally, these offices serve as the key contact for information concerning issues of people of color, culture, educational experiences, and job opportunities. They also disseminate to students of color information specific to these areas from other agencies and departments. These offices also provide culturally educational experiences thus contributing to the cultural competency of the campus and the surrounding community of Fort Collins. These opportunities include, but are not limited to, workshops, programs, speakers, and class lectures.

All of the Advocacy Offices have become viable and visible resources that serve as examples of the University's commitment to diversity. In support of the University's Diversity Plan, the ethnic Advocacy Offices constitute the fundamental basis for many of these efforts as they relate to students of color, staff, faculty, administrators, and the overall Fort Collins and University community. The general objectives of these four offices serving students of color consist of the following:

- To assist incoming students in making the transition and adjustment to university life at CSU by serving as a resource and referral agency as well as by providing direct counseling, advising, and programming to meet the needs of all new students.
- To increase the likelihood of persistence, success, and a positive experience for all students at CSU.
- To develop an appreciation and acceptance throughout the campus for the potential contributions students of color can make/have made to the growth and development of the University.
- To continue to serve as positive role models to students of color and the total University community by developing strong liaisons with the total campus community.
- To take an active role in the recruitment and retention of students of color at CSU and assist the Office of Admissions, the Graduate School, and the Office of Undergraduate Student Retention in increasing the enrollment/retention of students of color.
- To serve as a base for cohesiveness for students, staff, faculty, administrators, and Fort Collins community members who are people of color.
- To serve as advocates for issues concerning all students of color and to work in conjunction with representatives of the Student Affairs Advocacy Team.
- To act as a change agent regarding environmental, educational, and social issues at the university level.
- To identify and establish a research bank of pertinent data related to the problems, issues, and factors of success for students of color at CSU.

As is evident from the objectives, these four Advocacy Offices focus on systemic change. These efforts do not exist without the key element found in providing individual support for students of color. By providing a place on campus where students can relate to others who may share similar cultural experiences, students need no longer feel as if they are one of a few and for some, they may even find a home away from home.

Conclusion

As Project GO demonstrated nearly four decades ago, it takes more than good intentions and good will to create opportunities for underrepresented populations in higher education. It takes the efforts of a committed and dedicated team of individuals as well as a systematic approach to social change.

Project GO provided one response to promote social justice at CSU amid a divisive time on college campuses. The legacy of this pioneering program is illustrated not only in the success of the participants who went on to become lawyers, doctors, and other professionals, but also in the continuing confirmation for social change CSU exhibits through the support of the offices that grew out of Project GO. With changing times come changing responses to social inequality. While the response appears in a different form today, the passion and commitment of Project GO remains and is alive and well, as exemplified now within the Advocacy Offices.

The Advocacy Offices that now comprise the primary energy for diversity on campus recognize that Project GO opened the door for more than simply student achievement. It gave legitimacy to social change that continues into the 21st century through the new generation of systemic change, support, and advocacy for those who may still be disenfranchised from opportunities in higher education.

Special thanks to Abel Amaya, Paul Chambers, Don Lucero, Mary Ontiveros, Penfield Tate III, Manuel Ramos, Ray Ramirez, and Greg Jaramillo.

Dr. Jennifer Williams Molock serves as the Executive Director of the Advocacy Offices and is the Director of the Office of Black Student Services. Dr. Molock has been employed at the University for 8 years and is a Colorado State University alumna.

S. Mikiko Kumasaka just completed her second year as the Director of Asian/Pacific American Student Services. Ms. Kumasaka also served in the role of Assistant Director in the A/PASS office for two years.

Rosemary Kreston is the Director of Resources for Disabled Students and has served in this capacity for the past 25 years. She is currently a doctoral student at Colorado State University in Sociology.

References

Hansen, J. E. (1977). *Democracy's College in the Centennial State: A History of Colorado State University*, Fort Collins, Colorado.

Library of Congress. (2002). *African American Odyssey: The Civil Rights Era-Part 1*. Retrieved January, 2006, from *http://memory.loc.gov/ammem/aaohtml/ exhibit/aopart9.html*

Multicultural Standards: CAS Standards and Guidelines. (2003).

Wikipedia. (2006). *1960s*. Retrieved January, 2006, from http://en.wikipedia.org/wiki/1960s

Wikipedia. (2006). *1970s*. Retrieved January, 2006, from http://en.wikipedia.org/wiki/1960s

Beyond the Gender Gap: Exploring the Male Student Experience in Higher Education

Ryan Paul Barone

Abstract

A projection from the Department of Education indicates higher education will continue the trend of enrolling more women than men (Hussar, 2005). With discussions surrounding reasons and implications for the gender gap, student affairs professionals are afforded an opportunity to examine the male student experience in higher education, discuss why some portion of the representative cohort group act out in detrimental ways, and make recommendations as to how student affairs professionals may address this population. This discussion will utilize qualitative data from a sampling of male college students at six institutions. Themes of gender socialization and the hegemonic masculinity which influence men are presented and given voice through the presentation of direct quotations.

The purpose of this discussion and the presented study is to explore the male experience, examine the ramifications of this experience, and explore opportunities for engaging men on college campuses. The male student experience in higher education is inseparably linked to the socialized hegemonic masculinity men perform before and while enrolled in higher education. Subsequent gender role performance can be stifling and insalubrious. While gender role socialization is not new, the current and anticipated national attention given to the gender gap, and resulting discussion about men presents an opportunity to explore the socialized male experience. Throughout this article, *male* is used as a biological category while being a man will refer to the socially-constructed gender norm, or the hegemonic man.

Statistically, the ratio of women to men in higher education in the United States (U. S.) is changing rapidly. Since 1978, the number of female students in college has exceeded the number of male students (U. S. Department of Education, 2003). Currently, women earn 66% of all Bachelor of Arts degrees and 58% of all Master's degrees awarded in the U. S. (Conlin, 2003). Men are proportionally entering higher education at lower rates than women and are simultaneously not engaged, as demonstrated by a lack of co-curricular participation (Clayton, Lucas Hewitt, & Gaffney, 2004). Men utilize fewer campus services as compared to women, save recreation centers (Clayton et al.). This lack of participation is demonstrated by men accounting for only 35% of study abroad and service participants, including service-learning, community service, or volunteerism, in the U. S. (Salgado, 2003).

In addition to a lack of co-curricular participation, men are at much greater health risks mentally and physically. Men have been shown to have similar reasons and needs for mental assistance, yet college men seek such services at half the rate of college women (Cochran, 2005; Good & Wood, 1995). College-aged men are at far greater risk than women for sexually transmitted diseases/infections; however, these men seek treatment at much lower rates than college-aged women (Courtenay, 2004). Fatal injuries overwhelmingly claim male victims, with three of four injury deaths among 15-24 year-olds being men (Courtenay). Suicide is the third-leading cause of death among men ages 13-39, behind motor vehicle accidents and

homicide, and young men kill themselves at four times the rate of young women (Centers for Disease Control and Prevention, 1998).

Men are not only harming themselves at alarming rates, they are also perpetuating violence against women. It is estimated that one in four college women will be the victim of an attempted or completed sexual assault by the time she is 25 years old, with men perpetuating the vast majority of these sexual assaults (Douglas, Collins, Warren, Kann, Gold, Clayton, Ross, & Kolbe, 1997). Men's violence adversely affects both men and women; subsequently, a deconstruction of the male gender role socialization, which perpetuates violent masculinity, will benefit all people.

This discussion focuses on the messages males in our society receive about being men and how these messages impact male behavior. The author's intention is not to re-center men in a patriarchal-affirming manner, but to discuss the ramifications of male gender role solicitation (hooks, 1984). In order to further explore the experience of the hegemonic man and make recommendations on engaging this population, research was conducted and ensuing quotations will be presented to illuminate some male students' experiences.

Purpose of the Study
The gender identity research project presented was undertaken to explore the messages males receive about their gender, and the origin of these messages. The research aimed to present anecdotally-observed themes of confusion about multiple intersections of identity and societal messages dictating gendered behavior, as well as to help inform student affairs professionals on how to engage men.

Methodology
The research used purposeful sampling and selected 25 men from institutions of higher education nation-wide representing six public degree-granting institutions. The male participants were traditionally-aged college students from the millennial generation (Howe & Strauss, 2003). The presented convenience sample is limited in applicability due to sample size and because each of the participants has a previous mentoring relationship with one of the researchers. Appropriate confidentiality measures were implemented to maximize authentic self-disclosure. A list of research questions can be found in the Appendix. The interviews were conducted over e-mail and responses were sent to the primary investigator, who subsequently removed identifiable information. These interviews were then analyzed and coded through a comparative analysis for emergent themes.

Exploring the Socialized Male Experience
In this section, original research will be presented while highlighting some significant contributions illuminating the gendered male experience. One male student who participated in the study shared that he "received the classic American gender education. Be tough. Don't cry." This student was able to identify and normalize the gender scripts communicated to him. Pollack (1998) writes that boys and men experience life in a *gender straightjacket*:

Society places a unique set of expectations on boys to deal autonomously with life, hide pain, avoid behavior that shames themselves or family...Confused by society's mixed messages about what's expected of them as boys, and later as men, many feel a sadness and disconnect they cannot even name. As a result, it is often difficult for us to notice when boys are experiencing difficulty...Boys are failing at school, succeeding at suicide, engaging in homicide, and disconnecting from their own inner lives; losing their genuine voices and selves. (p. xxi, 7)

This gender straightjacket dictates student behavior (Pollack, 1998). According to Cochran (2005), when students realize they cannot achieve the hegemonic ideal of masculinity some act out behaviorally. Another male student in the study reported that:

> As a child, being a boy meant that I was to play sports, get in fights, and fix things. I remember one instance where my friends and older brother told me that in order to 'be a man' I had to get in a fight....they picked the other boy...and told me how to pick the fight...I picked the fight and got beat very quickly.

Boys and young men are socialized to conform to the confining societal definition of hegemonic masculinity, which includes the above-demonstrated aggression. The ramification of this masculinity is unhealthy behavior that is detrimental to their success (Davis, 2002).

In order to understand the male experience, one must address men as gendered beings, sometimes for the first time. Kimmel and Messner (1998) assert the following:

> The important fact of men's lives is not that they are biological males, but that they become men. Our sex may be male, but our identity as men is developed through a complex process of interaction with the culture in which we both learn the gender scripts appropriate to our culture and attempt to modify these scripts to make them more palatable. (p. ix)

Consciously and unconsciously, men are permitted and encouraged by society to avoid active gender identification. Men have the privilege of being the default gender to which other genders are compared. Therefore, men do not spend meaningful time contemplating what it means to be a man (hooks, 1984). Men of color, specifically at predominately White institutions, have often thought thoroughly about their ethnicity but not their gender (hooks). Several students studied expressed this sentiment, with one African American student reporting, "I never really focused on my gender because my race is more of a major separating factor." Both men of color and White men have the privilege of being men, and likely have not intentionally explored the connotations of their gender. While it is true that traditional student development theory used predominately or exclusively male subjects, they were not studying the men as men, but as the generic persons (Kimmel, 2004). Liu (2005) has found that practitioners often lack a demonstrated multicultural competence when working with men of color on college campuses. This incapacity to explore multiple intersections of identify for men of color may impact students' matriculation and graduate rates due to dissonance associated with an undeveloped identity, including an often unexplored gender identity (Liu). A lack of identity development, for both white men and men of color, may hinder one's ability to deconstruct gender messages encouraging destructive behaviors such as excessive drinking, unprotected sex, and violent behaviors (Caparao, 2000; Cochran, 2005; Good & Wood, 1995).

Processes reaffirming hegemonic masculinity can be exemplified on college campuses in ritualistic organizations and activities. Specifically, all-male environments such as fraternities, residence hall floors, and male sports teams have the potential to strongly impact behavior due to the persuasive pressure to conform to a defined peer group (Boswell & Spade, 2004; Cryus, 1993; Messner, 2004). Behaviors impacted by these all-male groups may include the performance of heterosexuality, which typically manifests itself in hyper-sexualized heterosexual behavior, and intentionally homophobic behavior and language (Messner). Additionally, men in these groups often take more risks resulting in physical injury due to peer-influenced behavior modification (Harper, Harris, & Mmeje, 2005; Luderman, 2004). This behavior modification can manifest itself in gang rape in proportions dissimilar to other male groups. In higher education, 55% of gang rapes are committed by fraternities,

40% by sports teams, and 5% by others (Maguire & Pastore, 1995). All of these socialized destructive behaviors before and during college impact the enrollment and retention of men. When men are unable to achieve the embodiment of the hegemonic man, some become apathetic, violent, and destructive to themselves and others (Davis, 2002).

Implications

When discussing the changing gender demographics of higher education, it is important to note that the implications of the gender gap are potentially positive for higher education and society as a whole. The increased prevalence of women on college campuses may be a welcome change to 350 years of male, primarily White male, dominance. This educational ascendancy by men has lead, in part, to current nationwide systemic discrimination, resulting in the well-documented wage disparity for the same jobs between men and women (Horn & Carroll, 2005). With proportionally more women enrolling and graduating in higher education, one outcome may be an overall decrease in the wage gap.

While more equitable wages may become a benefit of the gender gap, the declining percentage of men on college campuses, and the increasing percentage of disengaged men who underutilize campus resources have become significant issues in higher education because college-aged men are disproportionately the perpetrators of violence, the consumers of alcohol, and the participants in university judicial hearings (Harper, Harris, & Mmeje, 2005; Ludeman, 2004). Kilmartin writes, "Males are pressured to avoid 'feminine' behaviors, dominate women, take risks, be sexual conquerors, eschew any appearance of dependence, get the job done, and never take 'no' for an answer" (Kilmartin, 2001, p. 2). The students in the presented study know this pressure and are able to articulate how it impacts their behavior. One man recognized his perceived need to be a provider, "For me, the clearest message about being a man is that a man must support his family...to me that was the ultimate sign of manhood...being able to provide for the people who depend on you." Another student articulated his sense of entitlement as a man, "I have more rights, that in a way men are better than women...and therefore should have more decision power and different rights." All these messages are socialized to be truths for many men, and if these pressures and perceived rights are questioned, men are confronted with gender role dissonance (Davis, 2002).

Direct results of this gender role socialization, and subsequent dissonance for both men of color and white men include negative attitudes about seeking help, low self-esteem, negative attitudes toward homosexuals, depression, and an often very visible endorsement of a traditional masculine ideology (Davis, 2002). This is a crucially important issue to not only acknowledge but also to address in both a proactive and reactive manner. In many ways, the men entering college have been socialized for their entire lives to espouse patriarchy and perpetuate constraining definitions of masculinity. Men are often told to *be a man*, and this restricts men's full range of emotionality (Davis & Laker, 2004). Men are the *default* gender, and have the privilege of assuming a place in history, politics, and the media (Kimmel, 1997).

It has been shown that men often exaggerate, embellish, and report higher perceptions of ability when compared to women (Belenky, Clinchy, Goldberger & Tarule, 1997; Kimmel). These perceptions of ability are learned and internalized before men even enter higher education (Sax & Harper, 2005). However, student affairs professionals have the opportunity to intervene and help male students develop their gender identity and understand the inherent privilege that comes with being a man. When engaged and challenged, subsequent self-awareness can be powerful, as effectively articulated by a student in the research study:

I can get any job I want. I have never looked in the mirror and cried. I have never been used for only my body. The size of my thighs does not bother me. I walk home from the bars at night free from terror. I do not get stared at when waiting at a red light. I do not have to pull down my shirt to cover my naval or my skirt to cover my legs. I can be content with wearing a t-shirt to school everyday. I did not have to spend hundreds of dollars on a prom dress. It is fine for me to fart and curse when around friends. I do not have to pay to get my toe nails painted. I can have dry skin. I can easily urinate when camping or hiking. I can wear overalls and watch sports and not be judged. I do not have to take my birth control pill or deal with my period. I do not always have to smell like flowers. I am not weird if I play poker.

Many college-aged men, such as this individual, are ready and willing to engage in the deconstruction of their gender socialization, though it is not an easy process. The men in the study were willing and eager to examine their gender, some for the first time. When a non-judgmental and caring safe-space is created for men, this gender examination can be both empowering and engaging. Men may realize their socialized apathy and violent behavior can be unlearned. Honest self-reflection may manifest itself in greater retention of men and less performance of hegemonic masculinity, which often becomes behaviorally visible with violence.

Recommendations

When discussing male engagement, it is important to note men express affection in ways often neglected by untrained student affairs professionals (Davis, 2002). Men typically enjoy communication involving less eye-contact and body positioning that is side-by-side (Tannen, 1994). Davis studies this phenomenon by interviewing men whose responses indicate enjoyment in taking long car-rides with other men; in this setting, some of the greatest male bonding takes place. Student affairs professionals should embrace activities men often partake in, such as playing video games and poker, creating environments in which open and authentic communication is acceptable despite socialized messages to the contrary (Davis). Challenging professionals to meet men where they are at, by encouraging productive forms of male bonding and self-reflection, will allow for men to begin their own gender role deconstruction.

Another recommendation for the field of student affairs is to focus more research studies on issues related to men's development. Davis and Laker (2004) write, "Student affairs professionals are taught to consider identity dimensions when working with women, people of color, openly gay people, and other students who possess an obvious target identity" (p. 49). Student affairs professionals therefore develop a better understanding of the complexities of identity development, and are able to relate to students with a theoretical understanding of how experiences may shape behavior and interactions. However, a tendency exists to ignore gender or race in white male students, "which refines the privilege of those agent groups to the extent that invisibility perpetuates privilege" (Davis & Laker, p. 49).

The third recommendation, highlighted by *Learning Reconsidered*, involves establishing routine ways to hear student voices (2004). It is extremely important for student affairs professionals to establish routine ways to engage men to speak about issues of gender. It has been established that gender differences originate prior to college entry (Astin, 1977; Levine & Cureton, 1998; Sax & Harper, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001). However, when safe spaces are intentionally created, men will open up and explore gender socialization in meaningful ways, helping them identify pervasive and persuasive messages.

One such safe space exists at Colorado State University. Through the university's first Men's Project, 25 men voluntarily meet two hours each week for 10 weeks to discuss issues related to gender socialization. The group critically discusses parental, religious, media and peer messages that impact gendered behavior in an effort to create new ways of "being men" that do not revolve around aggression, violence, and living emotionless lives. The Men's Project curriculum includes honest examinations of privilege, how to support a survivor of sexual assault, and how to effectively intervene in situations that may lead to gendered violence. Student affairs professionals should embrace such programmatic efforts, examining gender and hegemonic masculinity. Efforts toward engaging men in their own self-reflection on gender are relatively new in student affairs; therefore, assessment of analogous endeavors is important to the sustainability of such programs (Berkowitz, 1994). While few models for structurally engaging college men exist, this presents an opportunity to be creative and the responsibility to share successes and struggles.

With sincere reflection on gender privilege, cognitive dissonance may manifest itself in defensiveness. When the beneficiary of oppression has his gender privilege identified and questioned, he may respond defensively, though that very reflection may have a positive impact. A glaring omission in student development theory is male gender identity development. Therefore, student affairs professionals engaging men about gender are left without a formal descriptive model, highlighting an area for future research. Critical examinations of hegemonic masculinity also denote responsibility to offering non-hegemonic models for being men. Researchers would do well to simultaneously develop such alternatives and present them as viable options to violent and destructive masculinity.

Conclusion

Tatum (1997) writes that in order to end racism, change agents need to move in the right direction, but must also be actively and vigorously working against the societal forces oppressing their plight. The same is true in the struggle to engage college men. An understanding of the origins and implications of men's gendered experience will increasingly become important as the percentage of women in college continues to increase over the percentage of men attending higher education. College admissions offices across the country are contemplating affirmative-action-type programs to help enroll men, and speculation is that some have already informally employed such practices (Conlin, 2003). Being educated on the larger systemic reasons for the lack of male participation in higher education will help student affairs professionals work with men, benefiting all students. The opportunity exists to engage men programmatically, and subsequently, becomes a responsibility to support and challenge men in an authentic and safe self-reflection of gender identity. Male-focused gender programming, will help to challenge the perpetuation of hegemonic masculinity which currently manifests itself in male disengagement and violence; therefore, these programs benefit the entire student population.

Ryan Barone ('05) is the Men's Project Coordinator in the Office of Women's Programs and Studies at Colorado State University. Ryan graduated with an MS in Student Affairs in Higher Education from Colorado State University, in May 2005.

Research presented also conducted by Chris Linder, Jody Jessup Anger, and Eric Jessup Anger.

Appendix

"Creating Meaning Around Male and Female" Questionnaire

How has being female/male impacted your life?

Is there a moment that sticks out when you first saw yourself as female/male? If so, please explain.

Throughout your life, what messages have you received about being male or female?

From who or what have you received those messages?

What mixed messages have you experienced about being female/male?

Who were your role models for what it means to be female/male?

If you had a younger brother or sister what advice would you give them about being male or female?

Age:

Ethnicity (ies): (Optional)

Sexual Orientation: (Optional)

References

Astin, A. W. (1977). *Four critical years.* San Francisco: Jossey-Bass.

Boswell, A. A., & Spade, J. Z. (2004). Fraternities and collegiate rape culture: Why are some fraternities more dangerous places for women? In M. S. Kimmel & M. A. Messner (Eds.), *Men's Lives* (6th ed). Boston: Pearson.

Belenky, M.F., Clinchy, B. M., Goldberger, N.R., & Tarule, J.M. (1997). *Women's way of knowing.* New York: Basic Books.

Berkowitz, A. D. (Ed.). (1994, Spring). A model acquaintance rape prevention program for men. *New Directions for Student Services, 65,* 35-42.

Caparao, R. L. (2000, May). Why college men drink: Alcohol, adventure, and the paradox of masculinity. *Journal of American College Health, 48,* 307-315.

Centers for Disease Control and Prevention. (October, 1998). *Guide to clinical preventive services: An assessment of the effectiveness of 169 interventions.* Retrieved April 30, 2005, from http://wonder. cdc.gov/wonder/prevguid/p0000109/p0000109.asp

Clayton, O., Lucas Hewitt, C., & Gaffney, E. D. (Ed.). (2004, Fall). Reflecting on reconnecting males to higher education. *New Directions for Student Services, 107,* 9-22.

Cochran, S. V. (2005). Evidence-based assessment with men. *Journal of Clinical Psychology, 61*(6), 649-660.

Conlin, M. (2003, May). The new gender gap: From kindergarten to grad school, boys are becoming the second sex. *Business Week Online.* Retrieved October 3, 2005, from http://www.businessweek. com/magazine/content/03_21/b3834001_mz001.htm

Courtenay, W. H. (Ed.). (2004, Fall). Best practices for improving college men's health. *New Directions for Student Services, 107,* 59-74.

Cyrus, V. (1993). *Experiencing race, class and gender in the United States.* Mountain View, CA: Mayfield Publishing Company.

Davis, T., & Laker, J. A. (Ed.). (2004, Fall). Connecting men to academic and student affairs programs and services. *New Directions for Student Services, 107,* 47-58.

Davis, T. (2002). Voices of gender role conflict. *Journal of College Student Development, 45*(4), 508-521.

Douglas, K. A., Collins, J. L., Warren, C., Kann, L. Gold, R., Clayton, S., Ross, J. G., & Kolbe, L. J. (1997). Results from the 1995 national college health risk behavior survey. *Journal of American College Health, 46,* 55–66.

Good, G. E., & Wood, P. K. (1995, September/October). Male gender role conflict, depression, and help seeking: Do college men face double jeopardy? *Journal of Counseling & Development, 74,* 69-75.

hooks, b. (1984). *Feminist theory: From the margin to center.* Cambridge: South End Press.

Harper, S. R, Harris, F, III, & Mmeje, K. K.C. (2005). A theoretical model to explain the overrepresentation of college men among campus judicial offenders: Implications for campus administrators. *National Association of Student Personnel Administrators Journal, 42*(4), 565-588.

Horn, P. L. H, & Carroll, C. D. *Gender differences in participation and completion of undergraduate education and how they have changed over time* (NCES 2005-169). U.S. Department of Education, National Center for Education Statistics. Washington, DC: Government Printing Office.

Howe, N., & Strauss, W. (2003). *Millennials go to college.* Great Falls, VA: American Association of Collegiate Registrars and Admissions Officers and LifeCourse Associates.

Hussar, W. J. (2005). *Projections of education statistics to 2014* (NCES 2005-074). U.S. Department of Education, National Center for Education Statistics. Washington, DC: Government Printing Office.

Kilmartin, C. (2001). *Sexual assault in context: Teaching college men about gender.* Holmes Beach, FL: Learning Publications.

Kimmel, M. (1997). Integrating men into the curriculum. *Duke Journal of Gender, Law, and Policy, 4*(1), 181-196.

Kimmel, M., & Messner, M. (Eds.). (1998). *Men's Lives* (4th ed.). Boston: Allyn and Bacon.

Kimmel, M., & Messner, M. (Eds.). (2004). *Men's Lives* (6th ed.). Boston: Allyn and Bacon.

Learning Reconsidered: A campus-wide focus on the student experience. (2004). National Association of Student Personnel Administrators (NASPA) & American College Personal Association (ACPA).

Levine, A., & Cureton, J. S. (1998). *When hope and fear collide.* San Francisco: Jossey-Bass.

Liu, W. M. (2005). The study of men and masculinity as an important multicultural competency consideration. *Journal of Clinical Psychology, 61*(6), 685-697.

Luderman, R. B. (Ed.). (2004, Fall). Arrested emotional development: Connecting college men, emotions, and misconduct. *New Directions for Student Services, 107,* 75-86.

Maguire, K., & Pastore, A. L. (1995). *Source book of criminal justice statistics.* Washington D.C.: U.S. Department of Justice.

Messner, M. A. (2004). Becoming 100 percent straight. In Kimmel, M. S., & Messner M. A. (Eds.), *Men's Lives* (6th Ed). Boston: Pearson.

Pollack, W. S. (1998). *Real boys: Rescuing our sons from the myths of boyhood.* New York: Holt.

Salgado, D. M. (2003). *Campus compact annual membership survey.* Retrieved October 3, 2005, from http://www.compact.org/newscc/stats2003/

Sax, L. J., & Harper, C, E. (2005, May). Origins of the gender gap: Pre-college and college influences on differences between men and women. Paper presented at the Annual Meeting of the Association for Institutional Research, San Diego, CA.

Tannen, D. (1994). *Talking from 9 to 5.* New York: HarperCollins.

Tatum, B. D. (2003). *Why are all the black kids sitting together in the cafeteria?: And other conversations about race.* New York: Perseus Books.

U.S. Department of Education, National Center for Education Statistics (2003). *The condition of education 2003* (NCES 2003-067). Washington, DC: Government Printing Office.

Whitt, E. J., Pascarella, E. T., Terenzini, P. T., & Nora, A. (2001). Influences on students' openness to diversity and challenge in the second and third years of college. *Journal of Higher Education, 72,* 172-204.

Residence Hall Room Design:
Researching Sense of Place and Sense of Self

David A. McKelfresh, Stephanie A. Clemons and James H. Banning

Abstract

Student attitudes regarding the comfort and effectiveness of residence hall room design related to functionality, personalization, and aesthetics were measured using a mixed-methods approach. Quantitative and qualitative results indicate that a college student's sense of self and sense of place can be positively impacted by the design of residence hall rooms. Sense of self involves the use of symbols to communicate to others one's personal identity. Sense of place refers to feelings of belonging to an environment and security within it. Factors contributing to a feeling of belonging, a sense of identity, and a sense of security are identified. Policy and practice recommendations are made for the future design of residence hall rooms.

Editors Note: This is the third article in a series of pieces focusing on residence hall room design as it relates to the concepts of sense of self and sense of place (Clemons, Banning, & McKelfresh, 2004; Clemons, McKelfresh and Banning, 2005).

The design of residence hall rooms has recently become an important topic for institutions of higher education (Peshkov, 2005; Shouse, 2005; Weber, 2005). Newly built residence hall rooms are designed to provide more flexibility and better amenities than most traditional dormitories. Closets are larger, walls are more colorful, and rooms offer more privacy. According to Weber, "the interior design of a student's living space has moved away from being purely functional – desk, bed, computer, TV – and has transcended to the realm of the creative and artistic" (2005, ¶10). This recent focus on residence hall room design is in sharp contrast to where the emphasis has been historically placed.

Higher education administrators have been examining the design of interior spaces in their residence halls for over a decade in an effort to improve their condition. Millions of dollars have been spent to remodel old dormitories or build new residence halls to attract and retain students. New residence hall models have focused primarily on the public, shared, and common spaces (Godshall, 2000).

A review of literature indicates that until early in 2000 there has been little attention given to the design of private spaces, including residence hall rooms (Clemons, Banning & McKelfresh, 2004). Issues discussed in the literature revolve around the functional aspects of the private interior spaces. Limited amounts of literature exist concerning how the concepts of *sense of place* and *sense of self* have been applied or discussed in relation to the design of residence hall rooms, shared or private.

Sense of place refers to feelings of belonging to an environment and security within it. Sense of self involves the use of symbols to communicate one's personal identity (Clemons, Searing & Tremblay, 2004). How are current first-year students creating a sense of place and sense

of self in residence hall rooms? How are housing administrators designing residence hall rooms to support students' personalities and value systems? The purpose of this study is to assess student perceptions and attitudes toward residence hall rooms and to examine how they modify their room interiors to reflect a sense of place and sense of self. Although exploratory in nature, the impact of these concepts may inspire effective designs for residence hall rooms.

Review of Literature

The majority of residential buildings on college campuses, constructed in the late 1950's and 1960's, were designed with large community bathrooms and small residential rooms accommodating only two students (Corbett, 1973). In the 1980s, colleges and universities faced declining enrollments. As a result, institutions of higher education were competing for a shrinking student population (D'Apice, 1994). After conducting research, colleges began making significant changes in residence hall living accommodations.

Literature indicates dilemmas existed with the general design of these early residence hall rooms, including overcrowding, lack of privacy, and students arriving on campus with twice as many personal items as their predecessors (Donnelly, 1992). Today, traditionally-aged students appear to be seeking greater privacy and increased control over personal spaces (Banning, 1995). To accommodate the changing student body and desired feeling of home, residence hall facilities, and room design policies need be more flexible.

Status of Residence Hall Room Design

College students who entered college since 2000 are consumers who need the freedom to control aspects of their surroundings (Reynolds, 2001). D'Apice (1994) offers the following recommendations to college administrators: (a) cover concrete walls with upscale, fire retardant materials to enhance the environment visually and absorb sound; (b) use lamps rather than overhead institutional lighting; and (c) use industrial-grade (but attractive) carpeting, thereby replacing the once-exclusive use of linoleum. Biddison & Hier (1994) also suggested: (a) carefully chosen color palette applied to walls and floors; (b) textured patterns on the floor to introduce warmth into the environment; (c) mobile file pedestals; (d) closet storage systems; (e) one inch blinds to create a uniform look on the exterior of the building; (f) wall hung shelves to save on floor space; and (g) contemporary lighting solutions, such as track and recessed fixtures to cut down on energy costs.

Thompson (1996) added to the list and suggested: (a) flexible, versatile bed system with safety side rails (easy adjustment to multiple heights, meets ADA requirements, and can be safely lofted); (b) increased size of desk tops for more surface use; (c) supported technology needs; (d) modified dressers to maximize vertical space; (e) improved security issues addressed (computer and storage); (f) enhanced residential atmosphere; and (g) multiple furniture configurations.

More recently, Reynolds (2001) contributed to the list of recommendations by suggesting: (a) stackable, movable beds and bookshelves; (b) wider and deeper desks to comfortably allow room for computer monitors and other items; (c) individual heating and air conditioning units for control over temperature in environment; and (d) wider doorways for universal design.

All of the above recommendations and suggestions relate to functional, aesthetic and personalization factors that may enhance residence hall interior space. Functional factors can include items that give an individual a perception of control over their space and the ability to induce relaxation and enhance creativity (McCoy & Evans, 2002). Aesthetic factors relate

to perceived beauty and personal well-being (Ritterfeld & Cupchick, 1996). Personalization factors include establishment of status, depiction of family in the space, identity, and a home-like environment (Thompson, Robinson, Graff & Ingenmey, 1991).

Importance of Sense of Place and Sense of Self in Residence Hall Rooms

A study concerning personalization, a factor of sense of place and sense of self, was conducted at the University of Utah in the mid-1970's. Hansen and Altman (1976) analyzed how college students personalized their dormitory rooms. Photographs were taken of walls above each subject's bed. Results indicated that students who more quickly personalized their residence hall and who decorated a large area of their dormitory walls had higher grade point averages and lower university dropout rates than others. Interestingly, a relatively high proportion of students decorated their rooms within the first two weeks of coming to the university thus reinforcing the belief that personalizing was a rapid process. Students who dropped out of college decorated more with photos of family and friends, reflecting loneliness and ties with home (Hansen & Altman, 1976). The limitation in this study concerns the documentation of two-dimensional pictures and posters over a student's bed rather than other types of three-dimensional memorabilia.

Methodology

To assess perceptions of students concerning their ability to reflect a sense of place and sense of self in their residence hall rooms, 300 residence hall students at Colorado State University were randomly selected to participate in a web-based survey during the fifth and sixth week of fall semester 2004. Participants were selected from three different residence halls – a "standard hall" with a centralized bathroom on the floor, a "suite hall" with a semi-private bathroom between every two rooms, and a brand new "suite hall" in its first semester of operation.

Participants received an email invitation to participate and were directed to a link where they were able to complete the web-based survey. Fifty-seven students responded to the survey for a 19% response rate. The instrument was used to measure student attitudes and opinions regarding comfort and effectiveness of room personalization, functionality, and aesthetics. Additionally, the instrument was used as a qualitative assessment to determine what students would do if they had the resources and motivation to modify their residence hall room.

The instrument consisted of 20 Likert-scale questions measuring comfort and effectiveness and is keyed in a positive direction ranging from (1) Ineffective to (7) Effective, and from (1) Uncomfortable to (7) Comfortable. Within the instrument, the constructs for personalization were: effectiveness in personalizing room and effectiveness in personalizing bathroom. The constructs for functionality were: room lighting, physical comfort of seating, space configuration of bed provided, amount of social space provided, working surfaces (desktop, etc.), storage in room, technology in room, placement of power outlets and internet access, privacy, acoustics, display of personal items, room security, ability to see from room windows, window treatments, and entry door placement. The constructs for aesthetics were: color of room, surface textures of room, and overall beauty of room. Participants were asked to respond to each construct regarding the changes they would have made to their residence hall room space if given the opportunity.

A mixed-methods survey was employed combining both qualitative and quantitative approaches using a simultaneous and complementary strategy (Tashakkori & Teddlie, 1998). Mean scores were calculated for each of the Likert-scale questions, and they are reported in the findings. The researchers analyzed the qualitative responses and present the thematic components.

Results

Functionality – Effectiveness

The percentage of responses and mean scores related to functionality - effectiveness constructs are shown in Table 1. As shown, the highest mean scores regarding effectiveness are related to technology in the room (6.0), entry door placement (6.0), room security (5.9), and display of personal items (5.8). The lowest mean scores, although higher than a neutral score of 4.0, are room lighting (4.2), window treatments (4.5), and storage in room (4.7).

Table 1

Mean scores and percentage responses related to Functionality – Effectiveness*

Functionality constructs					Effectiveness – percentage of responses			
How effective is:	1	2	3	4	5	6	7	M
Room lighting	9.4	7.6	15.1	24.5	18.9	13.2	11.3	4.2
Storage in room	7.7	5.8	9.6	21.2	23.1	9.6	23.1	4.7
Technology in room	0.0	0.0	5.8	9.6	13.5	25	46.2	6.0
Placement of power outlets and Internet access	9.6	1.9	1.9	32.7	11.5	15.4	26.9	4.9
In finding privacy	5.8	1.9	13.5	15.4	23.1	13.5	26.9	5.0
Managing the acoustics of your room	1.9	0.0	1.9	36.5	19.2	17.3	23.1	5.2
Display of personal items	0.0	0.0	7.7	15.4	11.5	19.2	46.2	5.8
Room security	1.9	0.0	0.0	15.4	13.5	23.1	46.2	5.9
Ability to see from room windows	0.0	11.5	7.7	15.4	5.8	13.5	46.2	5.4
Window treatments	7.7	3.9	13.5	34.6	5.8	11.5	23.1	4.5
Entry door placement	0.0	0.0	1.9	19.2	5.8	25.0	48.1	6.0

* 1 = ineffective, 4 = neutral, 7 = effective

When asked, 40% of the respondents indicated they would make changes to technology in the room. A large number of students surveyed indicated that they would add wireless technology, a more conveniently located phone and cable jack, and a consistently operating internet connection. Ten percent of respondents indicated they would make changes to the placement of the entry door, either by placing it by the side of the room or by the sink. Twenty-one percent of respondents indicated they would make changes to room security. Some students indicated they would add lockable windows and curtains that close all the way. Nineteen percent of the respondents indicated they would make changes in the way they

can display personal items. Students indicated they would want the ability to hang items from or attach items to the walls and would add more shelf space.

Fifty-eight percent of the respondents indicated they would make changes in room lighting. The majority of students indicated that they would increase the lighting and make it brighter. Thirty-eight percent of the respondents indicated they would make changes in window treatments. Many students indicated that they would make the window treatments more modern and more attractive. A small number of students indicated they would want to add their own window treatments. Additionally, 52% of the respondents indicated they would make changes to storage in the room. The majority of students indicated that they would make the closets larger and add more shelves.

Functionality – Comfort

The percentage of responses and mean scores related to functionality - comfort are shown in Table 2. As shown, the highest mean scores regarding comfort are related to working surfaces (5.2) and space configuration of the bed provided (5.2). The lowest mean scores, even though they are higher than a neutral score 4.0, are the amount of social space provided (4.3) and the physical comfort of seating provided (4.4).

Table 2

Mean scores and percentage responses related to Functionality – Comfort*

Functionality constructs				Comfort – percentage of responses				
How do you feel about:	1	2	3	4	5	6	7	M
Physical comfort of seating provided	3.8	3.8	15.1	28.3	28.3	13.2	7.6	4.4
Space configuration of bed provided	1.9	0.0	11.5	23.1	19.2	15.4	28.9	5.2
Amount of social space provided	13.5	5.8	9.6	23.1	15.4	17.3	15.4	4.3
Working surfaces (desktop, etc.)	0.0	5.8	11.5	19.2	7.7	32.7	23.1	5.2

* 1 = uncomfortable, 4 = neutral, 7 = comfortable

Half of the respondents indicated they would make changes to the working surfaces. The majority of students surveyed indicated they would make the desks bigger with a larger desktop that was computer compatible. A small number of students indicated they would add more shelf space. In addition, 37% of the respondents indicated they would make changes to the bed configuration. Many students indicated that they would loft the beds and make them more accessible.

Fifty-one percent of the respondents indicated they would make changes in room seating. The majority of students indicated they would make chairs more comfortable with more additional cushioning. A small number of students indicated they would want chairs that were

adjustable or swivel, and would add couches or futons. Moreover, 56% of the respondents indicated they would make changes in the social space in the room. Many students indicated that they would add more and larger social spaces. A small number of students indicated they would add lofted beds to create more social space.

Personalization

The percentage of responses and mean scores related to personalization constructs are shown in Table 3. The highest mean score regarding effectiveness is related to personalizing your room (5.9). The lowest mean score is personalizing your bathroom (3.9).

Table 3

Mean scores and percentage responses related to Personalization*

Personalization constructs								Personalization – percentage of responses
Do you feel that you have been effective in:	1	2	3	4	5	6	7	M
Personalizing your room	1.8	1.8	1.8	8.9	19.6	21.4	44.6	5.9
Personalizing your bathroom.	16.4	1.8	9.1	49.1	7.3	3.6	12.7	3.9

* 1 = ineffective, 4 = neutral, 7 = effective

Fifty-four percent of the respondents indicated they would make changes in personalizing their room. The majority of students indicated that they would place many more items on their walls such as framed pictures, posters, and tapestries. A small number of students indicated they would add plants and rugs to their room. When asked to list items that would allow students to express themselves or their identity, 96% listed personal items brought from home or purchased at a store. The majority of items listed were: photographs of friends, family and close friends, posters, colorful bedspreads, colorful sheets, plants, stuffed animals, fish tank, additional lighting, video system, personal computer, and mini-fridge. Finally, 40% of the respondents indicated they would make changes in personalizing their bathroom. Students' suggestions for changes were many and varied, and included installing a different shower head, installing some kind of ledge or shelf for shower accessories, putting up "fun and decorative" shower curtains, and adding matching shower mats.

Aesthetics

The percentage of responses and mean scores related to aesthetics - effectiveness constructs are shown in Table 4. As shown, the mean scores regarding aesthetics - effectiveness are all 4.5 or below: surface textures of your room (4.0), overall beauty of your room (4.2), and color of your room (4.4).

Table 4

Mean scores and percentage responses related to Aesthetics*

Aesthetics constructs				Effectiveness – percentage of responses				
How do you feel about:	1	2	3	4	5	6	7	M
Color of your room?	5.3	5.3	8.8	54.4	10.5	5.3	10.5	4.4
Surface textures of your room?	12.3	8.8	15.8	29.8	10.5	5.3	17.5	4.0
Overall beauty of your room?	5.3	8.8	7.0	43.9	19.3	8.8	7.0	4.2

* 1 = ineffective, 4 = neutral, 7 = effective

Sixty-one percent of the respondents indicated they would make changes to the room color. Many indicated that they would make the room a lighter or brighter color. In addition, 54% indicated they would make changes in the surface textures of the room. Students suggested changes in three areas including changing the ceiling panels to something less drab, updating floor carpeting, and altering the texture of the walls so that it would be easier to attach posters, pictures and other items to the surface. A large number of students indicated a strong preference for something other than brick walls. Furthermore, 60% of the respondents indicated they would make changes to make their room more beautiful. Students' suggestions ranged from improving carpeting, window treatments and ceiling tiles; to having larger windows and better lighting; to having larger closet and additional room space. There was a clear theme that students were interested in the ability to put up posters, hang items on the walls, and personalize their room.

Conclusion

Residence hall room design has entered a revolutionary new period, one in which the landscape of individual room design has begun to change. Based on this mixed-methods study, changes in residence hall room design have the potential to positively impact a student's sense of self and sense of place with regard to certain aspects of functionality and personalization. Factors such as technology in the room, entry door placement, room security, display of personal items, working surfaces, space configuration of the bed, and the ability to personalize your room, all receive high ratings of comfort and effectiveness.

Results from this study indicate that residence hall rooms at Colorado State University continue to have a negligible or negative impact on a student's sense of self and sense of place in the following areas:

1. Functionality: Room lighting, window treatments, storage in room, amount of social space provided, and physical comfort of seating provided.
2. Personalization: Personalizing the bathroom.

3. Aesthetics: Color of the room, surface textures of the room, and overall beauty of the room.

With astute planning and implementation housing administrators can begin to positively impact a college student's sense of self and sense of place. Through focused attention to residence hall room personalization, functionality, and aesthetics, housing staff can more effectively manage the impact on students. Clemons, McKelfresh and Banning (2005) make policy and practice recommendations for the future design of residence hall rooms which include:

1. Students have important and varied ideas regarding their residence hall room and how it can be helpful to them in achieving a sense of place and sense of self – therefore policy should ensure significant student involvement in the planning of campus housing construction/renovation.

2. Current policies regarding the personalization of residence hall rooms should be reviewed – with the goal to establish a better balance between "protection of the room" and the students' need to personalize.

3. Housing departments should institute a practice of surveying first-year students regarding their experience in creating a sense of place and self. As student cohorts change, so may their needs for self-expression.

4. Housing departments should implement a practice of providing students with a clear statement of policy guidelines regarding personalization along with a "kit" that would include the appropriate tapes, glues, and wall fasteners.

An emphasis on room lighting, window treatments, storage space, social space, seating comfort, bathroom personalization, room color, room surface textures, and the overall beauty of the room have all become part of the mix of factors that have the potential to contribute to a feeling of belonging, sense of security, and sense of identity. The era of residence hall room design and its impact on a student's sense of self and place has begun.

David A. McKelfresh is the Director of Employee Development and Assessment for Housing and Dining Services and also serves as an Assistant Professor for the Student Affairs in Higher Education graduate program at Colorado State University.

Stephanie Clemons is an Associate Professor of Design and Merchandising at Colorado State University.

James H. Banning is a Professor of Education at Colorado State University.

References

Banning, J. H. (1995). Cocooning: A qualitative analysis of the ecology of college housing trends. *Campus Ecologist, 13*(2).

Biddison, G. & Hier, T. (1994, October). Revolutionizing student housing interiors: Planning for the 21st century. *Association of College and University Housing Officers - International Talking Stick*, 10-12.

Clemons, S. A., Banning, J. H., & McKelfresh, D. A. (2004). Importance of sense of place and sense of self in residence hall room design. *Journal of Student Affairs, 13*, 8-16.

Clemons, S. A., McKelfresh, D. A., & Banning, J. H. (2005). Importance of sense of place and sense of self in residence hall room design: A qualitative study of first-year students. *Journal of the First-Year Experience, 17*(2), 1-14.

Clemons, S.A., Searing, E.E., & Tremblay, K. R. (2004). Perceptions of sense of self through interiors of homes. *Journal of Housing and Society, 31*(2), 129-144.

Corbett, J. A. (1973). Student-built housing as an alternative to dormitories. *Environment and Behavior, 5*(4), 413-504.

D'Apice, L. (1994, October). The evolution of residence halls from institutional to hospitable. *Association of College and University Housing Officers - International Talking Stick*, 8-10.

Donnelly, C. A. (1992). *Student's and administrators' perceptions of residence hall housing facilities.* Unpublished masters report. Colorado State University.

Godshall, R. (2000). Creating communities. *American School & University, 72*(12), 150-155.

Hansen, W. B. & Altman, I. (1976, December). Decorating personal places: A descriptive analysis. *Environment and Behavior, 8*(4), 491-504.

McCoy, J. M. & Evans, G. (2002). The potential role of the physical environment in fostering creativity. *Creativity Research Journal, 14*(3-4), 409-426.

Peshkov, A. (2005, September). Students pleased with new digs. *The Republican.* Retrieved October 14, 2005, from http://www.masslive.com/metrowest/republican/index.ssf?/base/news-1/1126770560299190.xml&coll=1

Reynolds, C. (2001, June). Dorm updates for the 21st century. *College Planning & Management*, 38-47.

Ritterfeld, U. & Cupchick, G. C. (1996). Perceptions of interior spaces. *Journal of Environmental Psychology, 16*(4), 349-360.

Shouse, K. (2005, October). IWU hall offers sweet suite life. *Marion Chronicle Tribune.* Retrieved October 14, 2005, from http://www.chronicle/tribune.com/apps/pbcs.dll/article?AID=/20051014/NEWS01/510140323/1002

Tashakkori, A. & Teddlie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches.* Thousand Oaks, CA: Sage Publications.

Thompson, L. (1996, December). Furnishings for the future. *Association of College and University Housing Officers - International Talking Stick*, 14-17.

Thompson, T., Robinson, J., Graff, M., & Ingenmey, R. (1991). Home-like architectural features of residential environments. *American Journal of Mental Retardation, 95*(3), 328-341.

Weber, T. (2005, October). Extreme makeover: Dorm edition. *The Chronicle Online – The Independent Daily at Duke University.* Retrieved October 14, 2005, from http://www.chronicle.duke.edu/vnews/display.v/ART/2005/10/05/4343b172455e8

Transfer Student Marginality

Marissa L. Weiss, David A. McKelfresh and Raymond K. Yang

Abstract

The purpose of this study is to assess the level of marginality of transfer students at a large, public university in the Mountain West region. The Demographic Information questionnaire, Basic Human Needs survey, and My Life Then and Now survey were e-mailed to all 1,473 transfer students entering the university in the Fall semester of 2003; 135 usable survey responses were received. Factor analyses were conducted yielding findings indicating that transfer students feel marginalized at the university.

The size of the population of *transfer* students at four-year institutions combined with the uniqueness of their transition issues contribute to the importance of and need for research efforts focused on the transfer student experience. For the purpose of this study, transfer students are defined as students "who have graduated from high school and completed more than nine credits at other institutions" (*General Catalog,* 2002, p. 20). Transfer students make up nearly half of the students at some public, four-year universities (Eimers & Mullen, 1997; "Fall 1997 Transfer Student Profile," 1997, as cited in Kodama, 2002). United States Department of Education data predicts that almost one third of all college students will transfer to another institution before completing their degrees (Associated Press, 2003). Specifically in regard to one large, public university in the Mountain West, 42.7% of all new entering students during the Fall 2003 semester were transfer students (Office of Budgets and Institutional Analysis, 2003), and over half of the students in each graduating class between 1995 and 2000 were transfer students (Undergraduate Student Retention Council, 2000).

Despite the large proportion of transfer students, it appears that this group of students often perceives a gap between themselves and the "normal" population, which can lead to feelings of isolation and depression (Grant & Breese, 1997; Kodama, 2002). It is possible that the disconnection from the campus community stems from the lack of attention, support, and resources provided for transfer students by the institution (National Survey of Student Engagement, 2005; Porter, 1999). This failure to attend to the needs of transfer students is especially troubling in light of the difficulties that transfer students experience in regard to social adjustment. Davies and Dickmann (1998) found that transfer students had negative emotional experiences of dehumanization and depersonalization. In their own words, students described these experiences with poignant phrases including "'I cried because I was different'. 'I cried because nobody cared', 'I felt isolated'" (Davies & Dickmann, 1998, p. 552). Participants in Britt and Hirt's (1999) the study of Spring semester transfer students conveyed similar sentiments; one student noted that "the hardest part of transferring is making friends. Everyone already has 'groups'. I always feel like an oddball" (p. 204). Unlike traditional first-year students, transfer students vary greatly in terms of age, number of credit hours transferred, number of institutions attended, type and size of previous institutions, as well as other personal background variables (Alpern, 2000; Eggleston & Laanan, 2001; Eimers & Mullen, 1997; Kodama, 2002). The lack of a distinct image of the "average" transfer student hinders these students' ability to readily identify with a campus group with recognizable norms and characteristics. Thus, many transfer students feel like marginalized individuals who do not belong at the institution.

The volume of research on transfer students does not match the size or significance of the transfer student population (Alpern, 2000; Jacobs, Busby, & Leath, 1992; Laanan, 2001; "Maryland researchers discover," 2002). The majority of the existing research focuses solely on the academic indicators of GPA and graduation rates, thereby ignoring the important concepts of social integration and emotional and psychological development (Alpern; Kodama, 2002; Laanan, 1999; Laanan, 2000). In addition, the existing research almost exclusively studies students who have transferred from community colleges, which discounts the numerous transfer students from other four-year institutions. At a large, public university in the Mountain West region during 1999-2000 and the Fall 2003 semester, the majority of entering transfer students came from four-year institutions (Undergraduate Student Retention Council, 2000; Office of Budgets and Institutional Analysis, 2003) which shows the need to broaden the scope of research to include transfer students from all higher education institutions.

The combination of the gaps in research on transfer students, the isolating experience of transfer students, and the relatively high proportions of these students on college campuses shows the necessity for institutions to place a high priority on assessing and supporting the needs of transfer students. In order to add to the existing research and literature on transfer students and to explore the dynamics of the transition experience, this study utilizes the framework of marginality to analyze the social adjustment of transfer students. This analysis tests the hypothesis that transfer students feel marginalized at a large, public university in the Mountain West.

Mattering and Marginality

The concept of mattering and marginality, the extent to which an individual feels a sense of belonging and connection to his or her surroundings, is especially relevant to the transfer student population due to the lack of attention they receive from the university and the challenge of a non-normative transition (Kodama, 2002). The elements of Rosenberg and McCullough's (1979) and Schlossberg, Lynch, and Chickering's (1991) studies of mattering and marginality resonate with the issues of transfer students on many levels. Rosenberg and McCullough first studied the concept in relation to adolescents' relationship with their parents. They found that adolescents' perception of the level at which they mattered to their parents had an effect on their behavior. Adolescents who felt that they mattered little to their parents exhibited signs of lower self-esteem, depression, anxiety, and propensity for delinquency. Thus, Rosenberg and McCullough concluded that "mattering is a motive; the feeling that others depend on us, are interested in us, are concerned with our fate, or experience us as an ego-extension exercises a powerful influence over our actions" (p. 4). To relate this idea of mattering as a motivating force in transfer students, it can be hypothesized that a transfer student's perception of an institution as unconcerned and inattentive to their own unique needs as a transfer student will result in negative emotions and behaviors (Woosley, 2005).

Schlossberg et al. (1991), in applying Rosenberg and McCullough's (1979) theory to adult learners (students over the age of 23) on college campuses, found that non-traditional students' success in an environment in which they are outside of the mainstream student population is dependent upon their feelings of being noticed and appreciated. This type of support is essential for non-traditional students because they are experiencing a challenging transition in which "they are altering their roles, routines, and relationships at home, in the community at large, and in the educational setting" (Schlossberg et al., p. 14). Transfer students also experience a significant transition in which they deal with specific difficulty in

making friends and fitting in, finding appropriate resources to address their unique issues, and feeling a general lack of connection to the campus community (Ose, 1997).

Method

Participants

A total of 1,473 new transfer students entering one public university in the Mountain West for the Fall 2003 semester were the population for this study. A cover letter, demographic information questionnaire, and survey instruments were e-mailed to the entire population on October 15, 2003, and a reminder message was sent on October 24, 2003. The students' e-mail addresses were obtained from the institution's Office of Budgets and Institutional Analysis. On the due date of November 1, 2003, 135 (9.16%) responded with surveys sufficiently complete to permit analyses. The low response rate may be due to the length of the survey (14 pages).

Survey Instruments

The Basic Human Needs (BHN) survey was originally developed by Ossorio (1979). In creating the instrument, Ossorio operated under the assumption that basic human needs in many areas become important in moving to a new community. These areas include physical health, safety and security, self-esteem and worth, love and affection, adequacy and competence, identity, belonging and acceptance, disengagement, and personal and social legitimacy. Thus, the BHN is a useful instrument in determining the marginality associated with the transition into a new community. Yang, Byers, Ahuna, and Castro (2002) modified the BHN to measure the adjustment of college students by making the questions specifically applicable to campus life. In their use of the modified BHN to study the transition of Asian American students to a college campus, they found the instrument to possess construct validity and to display results that are concurrent with Tinto's model of the need for academic and social integration.

My Life Then and Now (MLTN) (Yang et al., 2002) is an original scale designed to compare a person's current context to his or her culture of origin. Fifteen items compare recollections of life growing up as a child to life now (i.e., in college). Each item is a phrase (i.e., "My cultural heritage..."; "Compared to what I experienced at home...") followed by four Likert-like stem phrases from which respondents select the one that most accurately describes their feelings (i.e., "...is very/somewhat/not very/not at all important to me [now]"; "where I am now is no/only a little/quite a bit/totally different"). For this study of transfer students, the MLTN items were modified to allow respondents to compare life at their former college with their experience at the public university in the Mountain West.

Data Analysis

Once the surveys were received and coded, the study proceeded in two steps: 1) Students' survey responses were factor analyzed to reduce the items to a smaller set of empirical dimensions reflecting students' self-descriptions, and 2) these dimensions were related to the demographic characteristics of students.

Results

Factoring the BHN and MLTN: Marginalization Emerges

Varimax rotated factor analyses of the BHN and MLTN generated 12 and 5 factors, respectively (with eigen values greater than one). A single factor analysis of the BHN and MLTN combined yielded no clear factors. For the BHN, the 12 factors explained 67.7% of the

variance. Of the 12 factors, the first factor (12.54% of the variance) appears to be an indicator of marginality. Ten BHN items with coefficients greater than .400 formed this factor:

There is someone on this campus who really cares for me (-.805)

I do not have enough good friends on this campus (.786)

On this campus, there is no place where I really belong (.702)

There is a group of people who like and accept me (-.676)

I have a good understanding of people on this campus and how they think (-.661)

On this campus, I am of not much use to anyone (.657)

On this campus, I am misunderstood and different (.542)

It is difficult for me to relax and forget about my problems (.510)

Life on this campus is confusing (.494)

Nobody listens to what I have to say (.420)

The high factor coefficients and reliability (Cronbach Alpha = .88) suggest that this is a coherent and stable factor. A student with a high score on this factor is fundamentally lost, disconnected, friendless, and anxious – a marginalized student.

This marginalized student was also found in the factoring of the MLTN scale. Varimax factoring generated five factors (with eigen values greater than one) which explained 63.4% of the total variance. The first factor (18.3% of the variance) contained 4 items (with coefficients greater than .400):

The people I know here are (not) the kinds of people I'll be with in the future, and I (do not) like most of them (.790)

Things I enjoyed doing at my previous college (like doing fun things, eating good food, and just relaxing) I (do not) have an easy time finding many people to do these kinds of things with (.730)

Most of the people I know here I found (hard) to get to know, and I (do not) like (any) of them (.677)

Overall, I am (not) very comfortable at the university (.642)

As with the first BHN factor, the first MLTN factor had high coefficients and acceptable reliability (Cronbach Alpha = .74). The MLTN factor items paint a picture of a student with a high score on this factor who does not have many friends, is uncomfortable at the university, and is not connected to a supportive social group. This unfavorable description presented by the MLTN factor combined with that of the BHN factor shows that feelings of marginality are clearly present among transfer students.

Conclusions and Recommendations

Conclusions

The overall theme from the results is that transfer students feel marginalized at one large, public university in the Mountain West. The comparisons of the descriptive analyses of the personal background variables of the sample and the characteristics of the entire transfer student population, as well as the first year student population, showed that the sample was representative of the population. This similarity adds validity to the inferences made from the sample to the population.

The emphasis on the need to feel a sense of belonging as an influential factor in the level of marginality fits with the findings of research that examines the value of social connections (Astin, 1993; Berger & Malaney, 2001). This research supports the notion that an integral part of college student satisfaction centers on the formation and maintenance of close ties to other individuals. As shown specifically in the results of the My Life Then and Now survey instrument, without these social ties students can begin to feel like they do not belong at the university and are thus not satisfied with their college experience.

These conclusions, combined with the information from the literature review, present a clearer view of the transfer student experience and how to improve that experience. The following recommendations are offered for further research and programs.

Programmatic Recommendations

1. A mentor program should be initiated in which admitted students would be paired with current students. This type of program would foster a feeling of connection to the campus community and create a sense of belonging. The University of Washington provides mentoring through its Transfer and Returning Interest Group (TRIG) Program in which transfer students can enroll in a learning community of common courses, including General Studies 199: The University Community. This General Studies course is taught by an undergraduate Peer Instructor who is a fellow transfer student; the instructor serves as a mentor to the TRIG students and helps them to adjust socially and academically to the university (University of Washington, 2005). The University of Texas at Austin has a similar program, which is called TRIGS (ACC/UT Transfer Guides, 2004).

2. A similar mentoring program, which matches incoming transfer students with native (non-transfer) students, could be a valuable means for transfers to make connections with students who are familiar with the campus and surrounding community. In addition, the native students have groups of friends to whom they can introduce the transfer students, which would help to lessen transfers' self-image of being outsiders (i.e. students who are out of place.)

3. To further assist with friendship formation, transfer student orientation sessions should be geared more toward establishing relationships than administrative tasks. At the State University of New York at Buffalo's orientation, new transfer students are given the opportunity to join the Transfer Peer Mentor Program, which matches these students with peers who had transferred to the university (University at Buffalo, 2005).

4. After orientation ends, on-going social events should be planned for transfer students to maintain social connections. The University of Washington provides this support through their chapter of the Tau Sigma National Honor Society. The organization's goals include "creating a sense of community for students at their new institution and helping students make connections that may benefit them in the future" (Hill, 2005, ¶ 7). To reach this goal, Tau Sigma organizes community service projects, intramural sports teams, design and purchase of group t-shirts, Transfer Café socials, and happy hour gatherings (Tau Sigma, 2005). The Transfer Student Association at the University of California at Los Angeles also serves to help transfer students to form relationships. The group's parties and programs have helped many transfer students to form a supportive group of friends and to find their niche on campus (Briones, 1999).

5. To make students feel like valued members of the campus community, a program should be created in which current transfer students call all newly accepted transfer students to congratulate them and to answer any questions they may have about transitioning to the university. The George Washington University runs a similar program through its GW Transfers student group, which "helps support transfers before they arrive and when they get to campus by answering questions and helping with anything from house-hunting to grocery shopping, while connecting transfers with some really fun people" (Student Activities Center, 2005, ¶ 3).

Research Recommendations

1. In order to firmly establish the distinct experience of marginality among transfer students, a study should be conducted using traditional first-year students as a control group. This study should also include the option for a follow-up qualitative interview with participants. Another study should also be conducted with spring semester transfer students to compare their level of marginality to those surveyed in the fall. Making this comparison will enable researchers to see if mid-year transfer students experience increased levels of marginality due to their extreme non-normative situation.

2. Further studies should also be conducted with transfer students from historically underrepresented groups to determine if these students are experiencing increased difficulties connecting to campus.

3. An additional questionnaire asking about the quality of support services should be added to the survey instruments in order to identify specific ways to improve services for transfer students.

4. This study should be replicated at other universities to determine if transfer student marginality is a national phenomenon. In order to increase the response rate, future researchers may want to decrease the length of the survey and try an alternate distribution method instead of e-mail.

These recommendations attempt to utilize the findings of this study and existing literature on transfer students to suggest methods for improving social support for transfer students and designs for future research that will help to strengthen and clarify the inferences made from the findings of this study. These suggestions will help institutions of higher education assist transfer students in forming connections and developing a sense of belonging, which will help to decrease their feelings of marginality.

Marissa Weiss graduated from the SAHE program at CSU in May 2004. Currently, Marissa is a Program Coordinator in the Office of Student Activities and Facilities at Duke University.

Dave McKelfresh is the Director of Staff Training and Assessment for Housing and Dining Services at Colorado State University.

Ray Yang is a Professor of Human Development and Family Studies in the College of Applied Human Sciences at Colorado State University.

References

ACC/UT Transfer Guides. (2004). *Words of wisdom for transfer students from some sage UT advisors.* Retrieved November 13, 2005, from http://www.austin.cc.tx.us/transfer/Words%20of%20Wisdom%20UT.htm

Alpern, B. E. (2000). *Factors that influence community college transfer students' satisfaction with their baccalaureate institutions.* Walsh College, MI. (Report Clearinghouse No. JC010171). (ERIC Document Reproduction Service No. ED 449854)

Associated Press. (2003, March 11). Admission season reveals more transfers. *CNN Student News.* Retrieved March 11, 2003, from http://www.cnn.com/2003/EDUCATION/03/college.transfers.ap/

Astin, A. W. (1993, Fall). What matters in college? *Liberal Education, 19*(4), 4-15.

Berger, J. B., & Malaney, G. D. (2001, March). *Assessing the transition of transfer students from community college to a university.* Paper presented at the annual conference of the National Association of School Psychologists, Seattle, WA. (ERIC Document Reproduction Service No. ED 453489)

Briones, J. (1999, September). Transfer worries eased by UCLA network. *Daily Bruin Online.* Retrieved November 13, 2005, from http://www.dailybruin.ucla.edu/db/issues/99/09.27/view.briones.html

Britt, L. W., & Hirt, J. B. (1999, Spring). Student experiences and institutional practices affecting spring semester transfer students. *NASPA Journal, 36*(3), 198-209.

Davies, T. G., & Dickmann, E. M. (1998, Fall). Student voices in the transfer process: Do we hear them? Do we listen? *Community College Journal of Research and Practice, 22,* 541-557.

Eggleston, L. E., & Laanan, F. S. (2001, Summer). In A. M. Cohen (Series Ed.) & F. S. Laanan (No. Ed.), *New directions for community colleges*: No. 114. *Transfer students: Trends and issues* (pp. 87-98). San Francisco: Jossey-Bass.

Eimers, M., & Mullen, R. (1997, Winter). Transfer students: Who are they and how successful are they at the University of Missouri? *College and University, 72*(3), 9-19.

General Catalog. (2002). Fort Collins, CO: Colorado State University.

Grant, K. G, & Breese, J. R. (1997, July). Marginality theory and the African American student. *Sociology of Education, 70*(3), 192-205. Retrieved April 20, 2003, from JSTOR.

Hill, T. (2005, Winter). *Tau Sigma spells success for UW transfer students.* Retrieved November 13, 2005, from http://depts.washington.edu/trnews/wi05/article.php?ar_id=6

Jacobs, B. C., Busby, R., & Leath, R. (1992, Fall). Assessing the orientation needs of transfer students. *College Student Affairs Journal, 12*(1), 91-98.

Kodama, C. M. (2002, Spring). Marginality of transfer commuter students. *NASPA Journal, 39*(3), 233-250.

Laanan, F. S. (1999, April). *Any differences? Comparative analysis of White and Non-White transfer students at a university.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, Canada. (ERIC Document Reproduction No. ED 429654)

Laanan, F. S. (2000, April). *Beyond transfer shock: Dimensions of transfer students' adjustments.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. (ERIC Document Reproduction No. ED 442494)

Laanan, F. S. (2001, Summer). Transfer student adjustment. In A. M. Cohen (Series Ed.) & F. S. Laanan (No. Ed.), *New directions for community colleges*: No. 114. *Transfer students: Trends and issues* (pp. 5-14). San Francisco: Jossey-Bass.

Maryland researchers discover myths about their transfer students. (2002). *Student Affairs Today,* *5*(3), 16.

National Survey of Student Engagement. (2005). *Exploring different dimensions of student engagement.* Bloomington, IN: Indiana University, Center for Survey Research.

Office of Budgets and Institutional Analysis. (2003). *Fact book 2003-2004.* Retrieved January 10, 2004, from http://www.colostate.edu/Depts/OBIA/pdf/fbk/0304/fctbk0304.pdf

Ose, K. (1997, Spring). Transfer student involvement: Differences between participators and nonparticipators in extracurricular activities. *College Student Affairs Journal, 16*(2), 40-46.

Porter, S. (1999). *Assessing transfer and native student performance at four-year institutions.* Paper presented at the annual forum of the Association for Institutional Research, Seattle, WA. ERIC Document Reproduction Service No. ED 433790.

Rosenberg, M., & McCullough, B. C. (1979, March). *Mattering: Inferred significance and mental health among adolescents.* Paper presented at the annual meeting of the American Sociological Association, Boston, MA. (ERIC Document Reproduction Service No. ED 179903)

Schlossberg, N. K., Lynch, A. Q., & Chickering, A. W. (1991). *Improving higher education environments for adults.* San Francisco: Jossey-Bass.

Student Activities Center. (2005). *Welcome to colonial inauguration.* Retrieved November 13, 2005, from http://gwired.gwu.edu/sac/NewStudentPrograms/

Tau Sigma: University of Washington. (2005). *Latest news and events.* Retrieved November 13, 2005, from http://students.washington.edu/tausigma/index.htm

Undergraduate Student Retention Council. (2000, October). *Transfer students at Colorado State University: A preliminary look.* Fort Collins, CO: Colorado State University, Undergraduate Student Retention Programs.

University at Buffalo. (2005). *Transfer students: Special clubs and programs.* Retrieved November 13, 2005, from http://transfer.buffalo.edu/specialclubs.php

University of Washington. (2005). *Transfer and returning interest group (TRIG).* Retrieved November 13, 2005, from http://depts.washington.edu/trigs/info.htm

Woosley, S. (2005, July). *Making a successful transfer: Transfer student expectations & experiences.* Retrieved November 9, 2005, from http://www.sc.edu/fye/resources/assessment/newessay/author/woosley.html

Yang, R. K., Byers, S. R., Ahuna, L. M., & Castro, K. S. (2002, December). Asian American students use of a university student-affairs office. *College Student Affairs Journal, 36*, 448-470.

International Houses: Maintaining an Ethnorelative Perspective on Campus

Jeremy N. Davis

Abstract

International students face a myriad of difficulties when studying in the United States. In addition to the general adjustments of housing accommodations, culinary differences, and climate variations, international students sometimes face prejudice and adverse personal psychological adjustments. Through these adjustments, students might experience feelings of isolation, loneliness, depression, and loss of status or identity from their former culture. The implementation of strong international programs and International Houses (specific international living centers) can help international students through this experience. This paper discusses the importance and benefits of bringing international students together in an ethnorelative community, such as an International House, and maintaining a positive environment for cross-cultural exchange.

The importance of international students in higher education should not be understated. The empirical evidence is apparent in monetary contributions to higher education and the United States (U.S.) economy. During the 2004-2005 academic year, there were 565,039 international students studying in the United States (Institute of International Education, 2005). Over 70% of international students pay full tuition and add 12 billion dollars to the U.S. economy each year (Jacobson, 2003). As significant as this evidence may seem, it is a narrow justification for the existence of international students. The greatest impact of these students is not found in their monetary contributions, but in the unique characteristics they bring to a U.S. higher education institution.

The chief benefit to having an international presence on campus is the diversity that results from an intentional intercultural exchange. For many domestic students, this exchange may be the first meaningful contact or relationship with a person from a foreign culture (Johnson, 2003). International students also impact diversity inside the classroom. In addition to bringing a unique perspective, they regularly fill under-enrolled science classes and hold teaching or research assistant positions (Johnson). The benefits of international students do not end when they have completed their studies. When these international students return home, they potentially bring memories of a positive experience from the United States. This can benefit U.S. institutions by generating favorable publicity and possibly bringing new international students, but most importantly, it promotes a mutual friendship and respect for citizens of both countries (Peterson, Briggs, Dreasher, Horner, & Nelson, 1999).

To provide a positive experience and ensure that these benefits are reaped, student affairs professionals must be cognizant of international students' needs and actively work toward accommodating them. According to Tseng and Newton (2002), practitioners should be aware of several major obstacles to international student adjustment. The greatest challenge is the adjustment to the new living and housing environment, culinary differences, and climate variations. Other significant challenges include acclimating to the socio-cultural climate, facing prejudices, and dealing with unfamiliar cultural standards. Finally, international students face the personal psychological adjustment which might include isolation, loneliness,

depression, and the loss of status or identity (Tseng & Newton, 2002). Peterson et al. (1999) argue that if these needs are not met, students congregate in disaffected "international ghettos" (p. 71). The friendships and comfort found in these communities are derived from the commonality in adjustment rather than the intended intercultural experience.

Meaningful interaction between international students and the host culture requires strong international support programs and special living environments such as an International House (I-House). An I-House is defined as a non-profit institution without religious or political affiliation that seeks to integrate international and domestic students (Warrick, 1977). By the definition established at the 1992 National Association of Foreign Student Advisors (NAFSA) Conference, an I-House must be composed of at least 30% international students and 25% domestic students. There are numerous organizations and locations housing international students, but in order to fit the NAFSA criteria, there must be a certain number in population. Any residence with 100 people or less is considered a small I-House. Those with 100-400 residents are medium sized and those with 400 or more residents are deemed large I-Houses (NAFSA, 1992).

The Early History of International Houses

As nascent as some international communities may seem, they have a rich history dating back nearly a century. The first International House was established in 1924 by Harry Edmonds of the New York Young Men's Christian Association (Warrick, 1978). Edmonds derived the idea for such an institution from a touching experience he had in New York. One day he was exiting a building and passed a Chinese scholar from Columbia University. As Edmonds passed he gave a regulatory "good morning" to the man. The scholar replied, "I've been in New York for three weeks and you are the first person who has spoken to me" (Mosher, 2001, videotape). Inspired by this interaction, Edmonds developed a passion for assisting foreign students. With $3,000,000 of financial assistance from the industrialist and philanthropist John D. Rockefeller, Jr., the first I-House was constructed in New York (Warrick). After I-House New York was established, several other I-Houses were created, mainly on or near urban campuses that could support these institutions. Other I-Houses that followed were in Paris, London, Chicago, and Berkeley (Lowrie, 1937).

While these larger cities offered more diversity, I-Houses were met with considerable hostility. In a time when segregation still dominated the American South, these institutions housed whites and a variety of ethnicities in one facility (Mosher, 2001). Further compounding criticism, International Houses were co-educational. When I-House Chicago opened in 1932, there were 89 men and 87 women residing there (Carnovsky & Johnson, 1936). The concept of housing both genders drew considerable resistance from social conservatives who felt young men and women should not live under the same roof. Despite the progressive nature of I-Houses, they generated favorable press and were successful in meeting the needs of international students (Lowrie, 1937).

How I-Houses Meet the Needs of International Students

In today's student affairs practice, I-Houses no longer represent an experimental experience, but rather a project influenced by theory. To meet the challenges delineated by Tseng and Newton (2002), I-Houses strive to achieve and maintain ethnorelativism. Bennett (1993) defines ethnorelativism as having no absolute standard of rightness. Cultural difference is neither good nor bad, just different. Bennett explains:

> People [who are ethnorelativists] are likely to recognize the need to live
> together in a multicultural society, and they are willing to accord respect as

well as demand it. Emphasis in intercultural relations may expand from an exclusive concern with countering the negative effects of racism, sexism, and other forms of prejudice to include building positive channels for understanding cultural differences. (p. 27)

In a community without a dominant or homogenous population, such as an I-House, there is a possibility that residents could be more inclined toward this cultural understanding. It is envisioned that the community would be founded on the strengths of differences and interest in fundamental commonality. However, not everyone who enters an I-House is culturally sensitive. Each individual brings a unique perspective that may include biases. In response, an I-House must strive to minimize any negativity and promote positive intercultural exchange. Through intentional programming and community building practices, I-Houses can foster individual development in intercultural sensitivity.

In Bennett's (1993) model of intercultural sensitivity there are six stages of intercultural development. Three are categorized as ethnocentric and the other three are considered ethnorelative. The latter of the six are Acceptance, Adaptation, and Integration (Bennett). Acceptance emphasizes a respect for behavioral and value differences (Bennett). The next stage, Adaptation, is designed to avoid what might appear to be assimilation. In this stage, individuals develop the skills for relating and communicating with people from different cultures instead of being absorbed into another culture (Bennett). The final stage is Integration in which an individual's identity vacillates between various cultural and personal frames of reference (Bennett). A person of this nature is "always in the process of becoming a part of and apart from a given cultural context" (Adler, 1977, p. 26). By providing a welcoming and regulated medium to share diverse experiences, an I-House can build respect and encourage individual development into these stages.

New Approaches to Reach Ethnorelativism

The success of International Houses has encouraged many universities to create their own I-Houses or develop new innovative approaches to foster a sense of ethnorelativism (Rubin, 1996). In a letter to *The Chronicle of Higher Education*, Hugus and Pasquale (1996) remind practitioners of other initiatives for intercultural exchange. For example, at the University of Massachusetts there is an international living learning community which specifically focuses on language exchange. The organizational composition of this residential area is divided into *Language Corridors* (Hugus & Pasquale). Each corridor houses half domestic students studying in a foreign language such as German, French, or Spanish. The other half is comprised of fluent speakers of various languages (Hugus & Pasquale). This unique setup enhances the efficacy of studying a foreign language while also providing a venue for inevitable cultural exchange. Additionally, this arrangement helps international students with their transition, as learning a new language is often a factor in adjustment (Barratt & Huba, 1994).

Not all approaches involve a residential community. Dating back as far at the 1930s, there have been non-residential international centers affiliated with universities to promote cultural exchange (Warrick, 1978). Today there are even more innovative approaches. At the University of Oregon, there is an International Cultural Service Program that grants resident tuition to selected international students in exchange for their cultural perspective (Peterson et al., 1999). These students visit Oregon public institutions and use class time to exchange different life perspectives (Peterson et al.). While it can be moving for students in class, this cultural exchange can be one-sided. Other than the financial incentive, it is difficult to see how this approach benefits the foreign scholar.

Conclusion

Residency in international communities effectively accommodates the needs of foreign students while creating an environment of ethnorelativism. Without a dominant culture in the community, students are encouraged to retain their cultural identity and share it with others. Furthermore, having such a unique community on or near campus attracts prospective international students and continues to diversify populations. International Houses are one of the most effective tools to achieve and maintain ethnorelativism on college campuses.

Jeremy N. Davis ('07) is the Associate Manager of the International House at Colorado State University and is a current graduate student in the Student Affairs in Higher Education program.

References

Adler, P. (1977). Beyond cultural identity: Reflections upon cultural and multicultural man. In R. W. Brislin (Ed.), *Culture learning: Concepts, application and research*. Honolulu: University Press of Hawaii.

Barratt, M. F., & Huba, M. E. (1994). Factors related to international undergraduate student adjustment in an American community. *College Student Journal, 28*, 422-435.

Bennett, M. J. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. In R. M. Paige (Ed.), *Education for the intercultural experience* (2nd ed., pp. 1-51). Yarmouth, ME: Intercultural Press.

Carnovsky, L., & Johnson, H. (1936). Recreational reading of graduate students: A study of recreation reading of graduate students in the international house of Chicago. *Journal of Higher Education, 7*(1), 7-12.

Hugus, F. & Pasquale, T. (1996, March 15). International houses on college campuses [Letter to the editor]. *The Chronicle of Higher Education*. Retrieved September 15, 2005, from http://chronicle.com

Institute of International Education. (2005, November 10). *Open doors 2004: International students in the U.S.* Retrieved November 28, 2005, from http://opendoors.iienetwork.org/?p=69692

Jacobson, J. (2003, November 7). Foreign-student enrollment stagnates: New security measures lead to declines among Muslim countries. *The Chronicle of Higher Education*. Retrieved September 15, 2005, from http://chronicle.com

Johnson, V. (2003, April 11). The perils of homeland security: When we hinder foreign students and scholars, we endanger our national security. *The Chronicle of Higher Education*, Retrieved September 15, 2005, from http://chronicle.com

Lowrie, D. A. (1937). A new project in international friendship. *The French Review, 10*(5), 373-376.

Mosher, B. (Executive Producer). (2001). *International House: battling prejudice and racial profiling one friendship at a time* [Television broadcast]. Philadelphia: Public Broadcasting Service and Visionaries, Inc.

National Association of Foreign Student Advisors. (1992). The distinctive characteristics of international houses/international living centers. NASFA National Conference in Chicago, USA.

Peterson, D. M, Briggs, P., Dreasher, L., Horner, D. D., & Nelson, T. (1999). Contributions of international students to campus diversity. *New Directions for Student Services, 86*, 67-77.

Rubin, A. M. (1996, February 2). University of Toledo's international house promotes cultural exchange. *The Chronicle of Higher Education*. Retrieved September 15, 2005, from http://chronicle.com

Tseng, W. C., & Newton F. B. (2002). International students' strategies for well-being. [Electronic Version] *College Student Journal, 36*(4).

Warrick, S. W. (1978). International houses and centers. In A. S. Knowles (Ed.), *The international encyclopedia of higher education.* San Francisco: Jossey-Bass Limited.

Identity Theft: The Importance of Increasing Awareness on Campus

Lauren Streitfeld

Abstract

Identity theft, one of the fastest-growing crimes in the United States, occurs when an imposter steals an individual's personal and financial information to use for his or her own gain. Various forms of identity theft exist; college students are at a higher risk for becoming victims of the crime. It is critical that higher education administrators proactively respond by educating students on preventive behaviors and increasing awareness of identity theft on campus. This article suggests a call for action and strongly encourages higher education administrators to reconsider institutional practices.

Identity theft is one of the fastest-growing crimes in the United States. It occurs when an imposter steals an individual's name and reputation and uses this information for his or her own financial gain (Department of Education [DOE], 2005). Information collected from the Identity Theft Resource Center indicated that seven million individuals in the United States were victims of identity theft in 2003, which equates to 19,178 people per day (Identity Theft Resource Center [ITRC], n.d.). It is "a hurricane that's picking up speed—and our colleges and universities are directly in its path" (Identity Theft 911, LLC, 2005, ¶ 1). This article will explore various forms of identity theft and describe why college students are at a higher risk for becoming victims of the crime. Based on the research, the author suggests a call for action and encourages student affairs professionals to increase awareness of identity theft on their campus.

Identity thieves are particularly attracted to college students because they "often have a clean credit history and are cavalier about guarding their privacy" (Foster, 2002a, p. A27). It is essential that student affairs practitioners respond to the rapidly growing crime by increasing awareness and educating students about preventive behaviors. Student affairs professionals typically inform students on how to take care of themselves physically, emotionally, and intellectually. However, students lack the necessary training on how to protect their personal information (Carlson, 2004a).

Typically, when a personal item is snatched away from a student, he or she is immediately aware of the crime. It frequently takes years, however, before an individual realizes he or she is a victim of identity theft. Foster (2002a) explains that imposters usually steal personal information to open a credit card in someone else's name and run up enormous credit card debt. The imposter arranges for the bill to be sent to an address other than the victim's home so the victim remains unaware of the accumulating charges (Foster, 2002a). An estimated 85% of victims find out about the crime due to an adverse situation, such as denied credit or a notification from a collection agency (IRTC, n.d.). *Phishing* attacks, pre-approved credit card applications, and frequent use of Social Security numbers are three factors increasing identity theft among college students.

The Phishing Trend

Phishing is a form of identity theft that occurs via e-mail and tricks people into revealing personal financial information (Goldsborough, 2005). The Anti-Phishing Working Group defines phishing as "a form of online identity theft that employs both social engineering

and technical subterfuge to steal consumers' personal identity data and financial account credentials" (Anti-Phishing Working Group [APWG], 2005, p. 1). *Context-aware phishing* occurs when the e-mail's context makes one think it is legitimate because it incorporates information about personal relationships. Goldsborough explains that an e-mail appearing to be sent by the individual's supervisor or friend warns him or her about a new Internet scam involving his or her credit card company or bank. The e-mail then encourages the person to change his or her password by clicking a link in the message that appears to direct the person to the company's website. Although the website appears to be legitimate, it links the person to the scammer's website and allows the scammer to record the user's personal information. Once the scammer has obtained a victim's financial information, he or she can purchase merchandise or choose to sell the information to other scammers through online news groups, chat rooms, and message boards (Lynch, 2005).

Another recent phishing scam, known as *phishing redirectors*, does not require an individual to click on a link; "it takes advantage of security vulnerabilities within [Microsoft] Windows to trigger a script within the e-mail message that changes how Microsoft Internet Explorer reads web addresses" (Goldsborough, 2005, p. 40). When a person types in his or her banking website address, it will automatically redirect the person to a fraudulent website, even though the correct website address is displayed. The individual will be directed to the real site after entering their information into the fake website (APWG, 2005).

Officials of Symantec, a company known for its anti-virus software, predict that spam and phishing attacks will continue to rise (Foster, 2004). The APWG (2005) reports that the number of phishing attacks in the United States has been growing rapidly. In November 2005 alone, 16,882 phishing attacks were reported, an increase of 7% from October 2005 and an 88% increase from November 2004. Education and awareness of phishing attacks are especially important because many students are unaware of the sophisticated tricks of the crime. If students are aware of the phishing trend, they may be less likely to enter their personal information on fraudulent websites. However, "an uneducated recipient may fall for the bait, enter her personal information, never realize that was how her identity was stolen, and thus thwart any chance for law enforcement to track and catch the thief" (Lynch, 2005, p. 299). Aside from phishing attacks, other practices also place college students at risk for identity theft.

College Students as Targets for Credit Card Companies

Nearly half of all college students receive mailings for pre-approved credit card applications at least once a week (DOE, 2005). Many students fail to shred these mailings before they throw them away, allowing them to become potential victims of identity theft. Identity thieves can easily access the credit card application by dumpster diving (Lynch, 2005), apply for a credit card in the student's name, and rack up thousands of dollars in charges (DOE). Credit card companies often set up marketing tables at campus events and entice college students with free giveaways and other promotional items. This marketing is yet another risk for college students since it encourages students to share personal information and opens the door to identity theft (DOE).

As more college students get sucked into these appealing credit card marketing campaigns, more information regarding privacy rights and finance tracking will need to be disseminated to the students. Student affairs professionals can help students acquire this information by introducing them to consumer legislation, such as The Fair and Accurate Credit Transactions Act (FACTA) of 2003. On December 4, 2003, President George W. Bush signed FACTA to assist in preventing identity theft (Linnhoff, 2004). FACTA "requires merchants who accept

credit or debit cards to truncate the printing of credit card numbers and expiration dates on credit card receipts" (Linnhoff, p. 206). However, the requirement is not yet extended to include receipts from automatic teller machines. FACTA also requires credit agencies to issue a free credit report annually upon request from each of the three major credit bureaus: Experían, TransUnion, and Equifax (Linnhoff). Although FACTA has improved credit procedures, it still leaves students at risk for identity theft.

Use of Social Security Numbers on College Campuses

College students are vulnerable to identity theft because students' Social Security numbers are stored in several database systems campus-wide. Laws have been passed in several states limiting the use of Social Security numbers on college campuses (Holub, 2003; Rutgers, 2005; Ulyanova, 2005). Although colleges and universities are beginning to switch to unique identification systems, approximately half of United States colleges still use Social Security numbers as the primary way to identify students in academic databases, and nearly 80% of colleges display students' Social Security numbers on official transcripts (Foster, 2002a). Many colleges are out of compliance with the Privacy Act of 1974, which states that when an institution requests a student's Social Security number, they must inform the student whether the disclosure is required or optional (Foster, 2002b). Students have a right to know why institutions need their Social Security number and how they plan to use it. Currently, many administrative databases are online, and any insecurity in the system will allow thousands of Social Security numbers and other personal information to be exposed (Foster, 2002a).

Several high-profile institutions, including Boston College, New York University, University of California at San Francisco, and University of Nevada, Las Vegas, have suffered from security breakdowns, which allowed public access to thousands of student records (Carlson, 2004b; Carnevale, 2005; Lipka, 2005). Northern Illinois University stopped using Social Security numbers to identify students in December 2001. However, prior to the change, class attendance was taken by using Social Security numbers, and grades were publicly posted using a student's name and Social Security number (Foster, 2002a). Although numerous institutions have suffered leaks in personal information, financial limitations often impede the colleges and universities' ability to provide safer alternatives. The transition into a new student identification system is both time-consuming and costly. Revamping computer systems in departments such as housing, academic records, and admissions could cost a university over half a million dollars (Foster).

Addressing Identity Theft on Campus

Campuses are budgeting more money to hire information security officers and other full-time staff members who will develop plans to increase network security on their campus (Foster, 2004). According to a 2004 survey, approximately 22% of colleges had a chief information security officer in 2003, and by 2004 the figure increased to 42% (Foster). The survey also found that 68% of universities have one or more full time security staff, whereas only 33% of four-year colleges and 46% of two-year colleges have an information security officer. Universities are more likely to have information security officers than two and four-year colleges because universities have more information to protect (Foster).

Schools are starting to limit the amount of information accessible to campus employees (Foster, 2001). Over 1,500 employees at the University of California, Los Angeles have access to general student information, but employees can only access the information they need to know (Holub, 2003). In order to retrieve additional information, faculty and staff members must fill out a form detailing what they need to view and why. A systems manager in the registrar's

office must approve the request before the employee can access additional information. This practice prevents unnecessary dissemination of student records (Holub, 2003).

Rutgers University is the first institution of higher education to sign an agreement with Identity Theft 911, an Arizona-based company that assists victims of identity theft through the crisis resolution process ("Rutgers Offers," 2005). The service is free to students, faculty, and staff members who are victims of the crime. Each victim is assigned to an expert who helps the victim notify the appropriate agencies and restore his or her identity. The service also tracks identity theft statistics and will make appropriate recommendations to the university. In addition to the Identity Theft 911 initiative, Rutgers University offers further information on identity theft through their Office of Compliance, Student Policy and Judicial Affairs website ("Rutgers Offers").

Recommendations

Identity Theft 911, LLC (2005) outlines a threefold approach to defending against identity theft on campus. First, the campus community must fully understand the dangers and preventive measures of the crime. Second, institutions must implement secure practices when handling Social Security numbers and other personal data. Finally, students, faculty, and staff who are affected by this crime need the appropriate tools and support in order to respond quickly and effectively (Identity Theft 911, LLC).

Student affairs professionals are strongly encouraged to educate themselves and their students on identity theft and preventive measures against the crime. College students need to be better informed about protecting their personal information. Approximately one-third of students rarely or never check their account balances and credit card statements (DOE, 2005). Therefore, students must be reminded to regularly check their billing statements to monitor any irregular activity and to shred any documents containing personal information, including pre-approved credit card applications (Identity Theft 911, LLC, 2005).

Students should be notified to use caution when applying for loans with a commercial financial aid service over the Internet or phone. The DOE (2005) encourages students to apply for federal aid through the secured Free Application for Federal Student Aid (FAFSA) website. It is also important to remind students to never reveal their Personal Identification Number to anyone, even if the person is helping them fill out the form. Students should also keep track of the amount of financial aid they applied for and the amount that has been awarded (DOE).

Obtaining a credit report is one of the easiest ways to detect identity theft. However, few students exercise the right to their free credit report because of lack of awareness (Linnhoff, 2004). The Federal Trade Commission (FTC) sponsors the only authorized online source for free credit reports (n.d.). Student affairs professionals should encourage students to order their free annual credit report and practice other preventive measures, such as using non-obvious passwords, placing outgoing mail in post office drop boxes, guarding their incoming mail from theft, and keeping their Social Security cards in locations other than their wallets (Milne, 2003).

Higher education administrators are encouraged to switch to a unique identification system and limit the use of Social Security numbers campus wide. Institutions can provide a safer environment by hiring information security officers to ensure that student records on their network are secure. Anti-virus and protective software should be readily available for students to use on their personal computers in order to prevent phishing attacks and other Internet scams that lead to identity theft (Goldsborough, 2005).

Conclusion

It is essential to inform students about their privacy rights and when to use Social Security numbers. When a business asks for a Social Security number, students should ask the company why they need it, learn how it will be used, and find out what will happen if they do not disclose that information. Likewise, if a campus employee asks a student for his or her Social Security number, the employee should tell the student why he or she needs it and how the information will be used.

It often takes years before an individual realizes his or her identity has been stolen and may take a lifetime for an individual to overcome the monetary losses and emotional distress caused by the crime (Foster, 2002a). It is important for institutions to provide the necessary resources and support for students, faculty, and staff who are victims of identity theft (Identity Theft 911, LLC, 2005). Administrators may utilize an outside service, such as Identity Theft 911, to help victims restore their identity or may develop their own web-based resource ("Rutgers Offers," 2005).

Student affairs practitioners are strongly encouraged to increase awareness of identity theft on campus. Campus officials must give critical attention to educating students, faculty, and staff on the various forms of identity theft as well as ways they can protect themselves from the hurricane heading in their direction. It is imperative that colleges nationwide address the issue of identity theft on campuses and reconsider institutional practices.

Lauren Streitfeld, '07 graduated from Towson University in 2005 and is a current first year graduate student in the Student Affairs in Higher Education program at Colorado State University

References

Anti-Phishing Working Group. (2005). *Phishing activity trends report: November 2005.* Retrieved January 12, 2006, from http://www.antiphishing.org/reports/apwg_report_Nov2005_FINAL.pdf

Carlson, S. (2004a, January 9). Education Department creates web site to help students protect against identity theft. [Electronic version]. *The Chronicle of Higher Education, 50,* A36.

Carlson, S. (2004b, January 30). NYU's error makes students' Social Security numbers available online. [Electronic version]. *The Chronicle of Higher Education, 50,* A28.

Carnevale, D. (2005, May 6). Why can't colleges hold on to their data? A string of high-profile security breaches raises questions about the safety of personal information. [Electronic version]. *The Chronicle of Higher Education, 51,* A35.

Department of Education Office of Inspector General. (2005). *Misused.* Retrieved September 10, 2005, from http://www.ed.gov/about/offices/list/oig/misused/index.html

Federal Trade Commission. (n.d.). *Free annual credit reports.* Retrieved September 18, 2005, from http://www.ftc.gov/bcp/conline/edcams/freereports/

Foster, A. L. (2001, May 11). The struggle to preserve privacy: Computer networks contain a wealth of student data, but who should see it? [Electronic version]. *The Chronicle of Higher Education,* A37.

Foster, A. L. (2002a, August 2). ID theft turns students into privacy activists: Colleges respond by reducing reliance on Social Security numbers in databases [Electronic version]. *The Chronicle of Higher Education,* A27.

Foster, A. L. (2002b, August 2). University of Illinois may be a model in protecting privacy. [Electronic version]. *The Chronicle of Higher Education,* A28.

Foster, A. L. (2004, December 17). Colleges face rising costs for computer security: Institutions spend more to defend their networks, a *Chronicle* survey finds. [Electronic version]. *The Chronicle of Higher Education, 51*, A1.

Goldsborough, R. (2005). Don't let phishers steal from you. *Teacher Librarian, 32*, 40.

Holub, T. (2003). *College student records: Legal issues, privacy, and security concerns.* Washington, DC: ERIC Clearinghouse on Higher Education. (ERIC Document Reproduction Service No. ED480467)

Identity Theft 911, LLC. (2005). *Identity theft 911.* Retrieved November 8, 2005, from http://www.identitytheft911.com

Identity Theft Resource Center. (2005). *Facts and statistics: Find out more about the nation's fastest growing crime.* Retrieved September 12, 2005, from http://www.idtheftcenter.org/facts.shtml

Linnhoff, S. (2004). Identity theft legislation: The Fair and the Accurate Credit Transactions Act of 2003 and the road not taken. *Journal of Consumer Affairs, 38*, 204-216.

Lipka, S. (2005, April 1). Hacker breaks into database for tracking international students. [Electronic version]. *The Chronicle of Higher Education, 51*, A43.

Lynch, J. (2005). Identity theft in cyberspace: Crime control methods and their effectiveness in combating phishing attacks. *Berkeley Technology Law Journal, 20*, 259-300.

Milne, G. R. (2003). How well do consumers protect themselves from identity theft? *Journal of Consumer Affairs, 37*, 388-402.

Rutgers offers identity theft victim service. (2005, October 15). *On-Campus Reports*, 5.

Ulyanova, E. (2005, September 28). University works to prevent identity theft. *The Rocky Mountain Collegian, 114*, pp. 1, 3.

Class of 2005

The class of 2005 was the first class of SAHE graduates to create and defend a professional portfolio, addressing professional competencies.

Congratulations Class of 2005

Hosam Ahmad

Tiffany Bailey

Ryan Barone

Amy Bechtum

Mary Branton-Housely

Melissa Camba

Marci Colb

Annalyn Cruz

Eric Dunker

Brian Durick

Heather Eggsware

Emily Gaspar

Paul Giberson

Lisa Ingarfield

Amanda Mills

Haley Richards

Julie Rozek

Amanda Thwing

Betsy Trapp

Andrew Way

Joy Whitney

Jason Wimbley

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. Refer to page 12 of the Publication Manual for assistance.
3. Double-space all portions of the manuscript, including references, tables, and figures.
4. Avoid bias in language; refer to page 61 of the Publication Manual for assistance.
5. Do not use footnotes; incorporate the information into the text.
6. Use the active voice as much as possible.
7. Check subject/verb agreement, 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

Colorado State University
Dr. Grant P. Sherwood SAHE Fund

Enclosed is my/our check for a gift of: ❏ $500 ❏ $250 ❏ $100
❏ Other $ _____ *(Payable to the **Colorado State University Foundation**)*

Name _____

This gift is from: ❏ me ❏ my spouse and me ❏ my partner and me

Spouse's/Partner's Full Name _____

Address _____

City, State, ZIP _____

Home Phone (_____) _____

Email _____ ❏ Home ❏ Work

❏ Charge this gift of $ _____ to my/our: ❏ VISA ❏ MasterCard ❏ American Express

    Card Number_____ Expires_____/_____

    Name on Card _____

    Signature_____

❏ I/We prefer to pledge $ _____ to be paid:

    ❏ Monthly ❏ Quarterly ❏ Semi-Annually ❏ Annually

    ❏ First payment of $ _____ is enclosed.

    ❏ Will be sent : _____ (mm/dd/yy)

    Signature_____

Please apply this gift to:

❏ $ _____ Dr. Grant P. Sherwood SAHE Fund (56255)

❏ $ _____ Other: _____
                               (College, department, or fund name)

❏ A matching gift form is enclosed.

For more information, please contact:

    Colorado State University
    Linda Ahuna-Hamill
    Office of the Vice President for Student Affairs
    Fort Collins, CO 80523-8004

    Email: lahuna@lamar.colostate.edu
    Phone: (970) 491-5312

Please return this form with your gift to:
CSU Foundation, P.O. Box 1870, Fort Collins, CO 80522-1870

sahe
Student Affairs in Higher Education
COLORADO STATE UNIVERSITY

COLORADO STATE UNIVERSITY
STUDENT AFFAIRS IN HIGHER EDUCATION GRADUATE PROGRAM
201 ADMINISTRATION
FORT COLLINS, CO 80523-8004