NASPA

Bold Without Boundaries:
The Annual Knowledge Community Conference Publication

contents

NASPA Knowledge Communities:

Bold Without Boundaries

Welcome from the National Director of Knowledge Communities

Dear NASPA Colleagues,

I have had the privilege to serve as NASPA's National Director for Knowledge Communities (KC) since 2011. One of the expanded initiatives I am most proud of during my term is this KC publication produced bi-annually in the Fall and Spring.

The articles in this Spring publication are inspired by the 2013 NASPA conference theme, Bold Without Boundaries. Topics range from embracing a post-modern student identity submitted by the MultiRacial KC; to issues impacting access to higher education for Southeast Asian and Pacific Islanders submitted by the Asian Pacific Islanders KC; to factors impacting college persistence and academic success in adult learners submitted by our newest KC, Adult Learners and Students with Children KC, and many more. These articles are of extreme interest, provide best practices, and teach us about specific student populations or areas within student affairs worth learning more about. If an article piques your interest, feel free to reach out to the KC authors for more information.

This will serve as my last official publication introduction; there are many people to thank who have been on the journey. With deepest appreciation I wish to thank the NASPA staff and University Parent Media for their commitment to the production and quality of these publications. My predecessor, David Zamojski (National KC Director 2009-11) is to be thanked for being open to the idea and launching the first Spring publication. And to all the National KC Chairs during my term who have either written an article, shaped final topics, or recruited their KC members from vast professional backgrounds to write articles...I appreciate the time and steady leadership you have given to provide some intriguing and innovative subjects about our student affairs work.

I am continually amazed at the dedication of so many members across the KCs and the expertise that each individual brings to strengthen our association. I have been honored and delighted to serve and work alongside you in collectively creating and sharing knowledge for NASPA.

Gratefully,

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ADMINISTRATORS IN GRADUATE AND PROFESSIONAL STUDENT SERVICES KNOWLEDGE COMMUNITY
Supporting and Engaging Online Graduate and Professional Students: How To Do So While Accommodating Student Preferences

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A critical need exists for institutions of higher learning to provide support and engagement for online graduate and professional students. Best practices for orienting and engaging students to online learning ensure that students are aware of academic, social, and technological support services such as registration, advising, technical support, and library resources (Marando, 2008). This article will review a variety of student support and engagement initiatives recently implemented at Drexel University. These practices can be duplicated at any college or university to enhance the online graduate student experience.

Resource Awareness Through Student Orientation

The process to engage and retain online graduate students begins at orientation. To provide effective transition programs, institutions should provide comprehensive orientation materials for all online graduate students. Orientation materials that are virtually and asynchronously accessible prepare students to leverage online tools, standardize their learning experience, and explore institutional policies and services. Throughout the Fall 2012 graduate student orientation, Drexel University's Office of Graduate Studies collaborated with various support services to create a collection of online video resources including library services, writing assistance, financial aid, campus involvement, and counseling resources. This provided a compilation of central resources so that online graduate students could be informed of services and offices available, while also streamlining the message and information that all online graduate and professional students receive during orientation.

One-Stop Shop

Since online graduate students are typically adult learners with busy schedules, institutions should ensure that the resources their students need are easily accessible at any time. Drexel University established a one-stop shop website titled Drexel Express, specifically for our online students. This comprehensive tool allows online graduate students to find support services quickly without navigating through resources that are specific to the on-campus population only. Institutions should work to develop a learning community through a centralized website or portal for graduate online learners.

Peer Mentoring

Peer mentoring at any level is a key retention initiative, and therefore, program-specific mentoring should also be established for online graduate students. Since many of them work full-time jobs, have family responsibilities, and may struggle financially, peer mentors can not only serve as a resource in navigating the institution, but also be an exemplar in engaging and motivating students to persist in their academic program. The graduate online mentors at Drexel are selected by their academic college through an application process; they receive specialized mentor training, and they are required to uphold their contract guidelines throughout their mentor term.

Online Student Events

Engagement of online students occurs at a variety of touch points, and it is important to ensure accessibility of on-campus events for the online graduate and professional population. For example, Drexel's Online Learning Council, Student Support and Engagement Committee regularly collaborates with Student Life and academic departments to enable leadership, career, academic, and other campus events to be viewed through live webcasting. Promoting virtual events to the online student population is critical, since creating awareness of institutional resources serves as a catalyst to cultivating engagement. Since many of Drexel's online graduate students reside within a 200-mile radius of its main campus, hosting on-campus events for new online students proved to be resource-worthy. This past fall, Drexel held its first Student Success Workshop dedicated to online students. Staff-led stations were hosted to highlight available resources, while allowing new students to meet with representatives from these departments. Stations included library resources, student life, financial aid, and a station highlighting best practices in online learning hosted by a Drexel alum. Graduate Student Success Coach Elana Betts was able to meet some of the students she would be coaching, not only establishing rapport but also building the level of comfort that students need to be successful (Hughes, 2004). Additionally, a faculty member took the audience through a tour of Drexel's learning management system. Eighty-one percent of attendees surveyed agreed that they felt more engaged with Drexel as a result of the workshop.

One of the most important factors to consider is that institutions should make engagement opportunities available to online students in a variety of venues to accommodate their schedules. Through orientation, one-stop shops, peer mentors, and events, institutions can engage and support their online graduate students. Supporting and engaging online graduate students is well worth the effort, since both drive persistence and, therefore, institutional sustainability. ■

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ADULT LEARNERS AND STUDENTS WITH CHILDREN KNOWLEDGE COMMUNITY
Community, Connection, and Collaboration: Factors Impacting College Persistence and Academic Success in Adult Learners

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Adult learners are accessing higher education at increasing rates. With the rapid transition toward a knowledge- and technology-based job market, this rise in enrollment among adult learners is expected to continue as members of our changing workforce seek to expand their career options. Nearly 24% of all college students are also parents, half of whom are single heads of households (Miller & Gault, 2011). The nontraditional characteristics these students bring to campus go beyond age differences and potential parenting status, and typically include financial independence from parents, first-time college attendance, full- or part-time job

responsibilities, higher debt and related burdens, and preexisting lives and social networks formed beyond campus.

Compared with typical-aged students, adult learners are at a disadvantage for persisting in college because of their increased responsibilities, lower socioeconomic status, and lack of social integration within their institutions (Alhassan, 2012). Given current trends and the unique needs these students bring to campus, student affairs professionals at all levels will need to evaluate how effectively they are providing support for these students, who will have limited time and opportunity to seek support for themselves (Rice, 2003).

Social integration is known to be a key factor affecting student retention. Tinto's 1975 model of persistence stressed the important role that academic and social integration plays in student retention. Tan and Pope (2007) found that participation in cocurricular activities not only improves

retention rates but also is linked to "bachelor's degree attainment, to graduate school attendance" and "improvements in cognitive development, in interpersonal and communications skills … and in job-seeking skills and actual employability" (p. 2). A review of the retention literature clearly shows that adult learners benefit academically when institutions help them build community, increase their on-campus connections, and work to coordinate efforts among administration, faculty, policies, and programs. However, we must reevaluate how we define connection and engagement when considering the needs of adult learners.

Increasing social integration and building a sense of community is important for retention rates as well as for adult learners to excel academically (Albers, 2006; Alhassan, 2012; Wyatt, 2011). Students with children often have a greater need for community and support than traditional students (Carney-Crompton & Tan, 2002)

but often are less likely to attain it. When a student is nontraditional in terms of both parenting status and age, finding a community of like peers becomes even more difficult. Community building tends to occur more naturally for typical-aged students because they have greater access to cocurricular activities, tend to have fewer demands on their time, and are more likely to live in the highly structured and program-rich residence hall environment. Often campus activities are developed to meet the needs and interests of typical-aged students are not family friendly, or are held at times that are inconvenient for adult learners (Alhassen, 2012).

Adult learners also have many nonacademic obligations, resulting in less time and less interest in participating in campus events (Wyatt, 2011). Thus, activities that assist adult learners in building a community of like peers and allow them to engage in activities benefiting their academic, family, or career performance are most attractive to these students. Tan and Pope (2007) found that nontraditional students believed that participating in their campus community "helped them become better students academically, opened their minds to diverse opinions and lifestyles, increased their commitment to the university and changed their academic outlook or occupational choice" (p. 6).

Friends and family can provide great support for adult learners with children, but they can also be a reason for why student parents are unable to complete their education (Carney-Crompton & Tan, 2002). When this is true, institutional sources of support may become more important, as can campus-based peers. Interacting with peers who have already achieved the delicate balance of home, work, and academic responsibilities can prove invaluable. Alhassan (2012) reports that "faculty can substitute for family support" and "[w]hen the college environment is considered, the primary impact on adults often ▶

stems from involvement in relationships with faculty and in class related learning" (p. 12). Other institutional sources of support can be in the form of academic and mental health services or support groups. Rice (2003) explains that it is important to offer support groups for adult students so they do not feel isolated, can share and validate their feelings, and so they feel "normal" throughout their college career. While at college, adult learners and other nontraditional students are more focused on the classroom than on-campus involvement (Alhassan, 2012). Therefore, building community through connections with faculty, other class-related learning, and contact with like peers often becomes a dominant influence on adult learners' outcomes (Gilardi & Guglielmetti, 2011).

Given these factors, the future success of student affairs programs and colleges as a whole may depend on their ability to accommodate and coordinate efforts to meet this population's unique needs (Carney-Crompton & Tan, 2002). Engstrom and Tinto (2008) suggest that institutions may need to change the way they do

business and "collaborate in constructing coherent places of learning where students are connected not only to each other and the faculty but also to other support services on campus" (p. 50). Cross-campus collaboration, from advising through administration, is needed to ensure appropriate referrals and to increase community building for adult learners. High-need programs such as financial aid, health, and counseling services should offer alternative hours and convenient locations so busy adult learners can readily access them (Rice, 2003). Researchers have found that many nontraditional students are not interested in planned activities that are not family friendly and inclusive (Alhassan, 2012; Wyatt, 2011). Institutions lacking a designated program for students with children may need to consider collaborating with community-based agencies to bring this programming to campus. Whether through interprogram collaboration or utilization of resources external to campus, higher education must be willing to find a different way of doing business to meet the needs of adult learners effectively. ■

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AFRICAN AMERICAN KNOWLEDGE COMMUNITY
Ghana Study-Abroad: An African American Male Transformational Experience

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Introduction
For the past decade, a select group of undergraduate students from a Midwest 4-year research university have participated in a summer study-abroad program in Ghana. The program mainly consists of underrepresented minority, low-socioeconomic, and first-generation students. Twenty-one students participated during the spring of 2011. The group included 6 male students (2 African American, 2 Latino/Hispanic, 1 Senegalese, and 1 Caucasian) and 16 female students (7 African American, 4 Latina/Hispanic, 2 African American/Caucasian, 2 Latina/Caucasian, 1 nonindicated). This research describes the transformational experience of two African American males who participated in this study-abroad experience.

Data Collection
The two African American male participants were given predeparture and postexperience questionnaires to assess their expectations and perceived outcomes of the experience.

Additionally, the students were observed in the field throughout the study-abroad experience, which included their interactions at historical sites and with the Ghanaian people. Following the experience, the students participated in loosely structured interviews. The author of this article is a researcher who participated in the study-abroad experience as an instructor and chaperone.

Data Analysis
The questionnaire data were compiled to gather demographic and overall data with regard to their perceptions and expectations of the experience. The observational data within the field and the interviews were coded for themes. The list of themes was generated by compiling all data derived from the data collection methods (Weiss, 1994; Merriam, 2009).

Findings
The results revealed a number of themes. Primarily, the participants expected the study-abroad trip to be life-changing,

and a means to learn more about Ghanaian culture and their own culture. Moreover, the results indicated that the experience impacted the students' personal development and racial identity. ▶

As one participant mentioned while reflecting on the trip:

> I almost shed a tear. I don't want to say I cried. But I almost shed a tear just thinking about it. Because you never think about your ancestors and what they went through just to get us here today. It's amazing, and I am truly grateful for everything. I am grateful for being in the position that I am today. Being as blessed as I am today and being thankful because I know a lot of peoples' situations are not as good as mine are.

This particular statement indicates that the experience was emotionally impactful for him. Additionally, he gained more insight and connections to his ancestral roots. He also credits his current situation with his ancestors' sacrifices, while acknowledging his privilege.

The experience in Ghana also validated the students' racial identities. Following the trip, one participant described how the experience impacted his identity and self-identification:
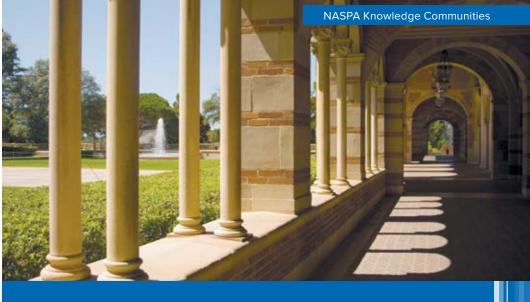
> I never really considered myself African American. I would say that I am an American African because I never lived in Africa and I never been there. But actually going there, I now consider myself African American. … I felt in touch with my ancestors and the history of my people and everything. So now definitely I can consider myself African American and not just being Black or just American. … Even though I was already proud to be an African American, it just gave

me reassurance that there's nothing else I want to be or anything else I wanted to be. This is, like, who I am.

The impact of the experience provided strength, confidence, pride, and a sense of identity that was not present prior to the experience. Both students were influenced by the welcoming nature of the Ghanaian people and the nonhostile environment of Ghana, which gave them a sense of belonging.

Discussion

As mentioned, the students expected the study-abroad trip to be a life-changing experience. As a result of their experiences in Ghana, the participants indicated personal growth and racial identity development. Placed in the context of concerns related to the success of African American males, and coupled with the negative impact of the hostile social environment that exists for African American males, it appears that experiences that enhance personal development and racial identity can foster greater success. Although this study is limited by the small sample, its results point to the need to conduct further research to confirm the possibility of a positive correlation between study-abroad programs and the racial identity development of African American males. Additionally, the impact of study-abroad programs to Ghana or other nations with a Black critical mass needs to be further researched to study the effect that these programs have on all African American students. Student affairs practitioners may be able to use these programs to implement initiatives targeted toward this particular group. ■

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ALCOHOL AND OTHER DRUG KNOWLEDGE COMMUNITY
Research Findings on Restorative Justice and Alcohol Violations

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Restorative justice (RJ) is gaining popularity on college campuses as a philosophical and practical response to student misconduct. RJ is a collaborative decision-making process that includes harmed parties, student offenders, and others seeking to hold offenders accountable by having them (a) accept and acknowledge responsibility for their offenses, (b) to the best of their ability repair the harm they caused to victims and communities, and (c) work to reduce the risk of reoffense by building positive social ties to the community (Karp, 2013).

Restorative practices are used for a wide variety of alcohol violations, from underage possession to driving while intoxicated. For example, at the University of California-Santa Barbara, some students were entertaining themselves in their residence hall lounge by binge drinking and lighting their leg hairs on fire (Karp & Allena, 2004). One of the students, "Steve," accidently set fire to the upholstered arm of his chair. While stamping it out, he got carried away, and proceeded to demolish several pieces of furniture. The damage was estimated to be more than $500, subjecting Steve to felony vandalism charges as well as campus disciplinary review.

Model Conduct Codes

Without knowing much about Steve, it is easy to ponder sanctions proportionate to the offense. We might, for ▶

Restorative Justice Practice vs Model Code Hearing

Restorative Justice Practice

More like mediation

People-centered
* Focus on social support

Identifies harm

Invites participation
* No private deliberation

Victim-focused/Balanced

Strengthens membership
* Trust-building sanctions

Model Code Hearing

More like criminal court

Procedure-centered
* Focus on authority/legitimacy

Identifies code violation

Limits participation
* Private deliberation, role limitations

Offender-focused

Limits membership
* Restricts behaviors/privileges

example, place Steve on probation, ask him to pay restitution, and suspend him from the residence hall. Most conduct administrators write their disciplinary policies based on "model" codes of student conduct published by national leaders in the field such as Pavela (1980) or Stoner and Lowery (2004). These model codes enumerate a typical list of potential sanctions: warning, probation, loss of privileges, fines, restitution, residence hall suspension, academic suspension, expulsion.

Although these sanctions are commonplace, we rarely examine their underlying philosophy.

Notably, this is a model of progressive exclusion. As the offense becomes more severe, the strategy is to further separate the student from the institution. This makes perfect sense if the goal is simply to protect the campus community from further harm or risk, but most conduct offices also have a goal of helping students learn from their mistakes. Indeed, the Council for the Advancement of Standards in Higher Education argues that "Student Conduct Programs in higher education must enhance overall educational experiences by incorporating student learning and development outcomes in their mission" (Dean, 2009, p. 359).

Conduct Processes as Education

Learning in student conduct often comes in two forms. First, Steve could learn that his behavior was morally wrong because it was harmful to the community. Second, he could learn that membership in a community implies a social contract and there are costs to nonconformity. The first has to do with a moral actor, one who considers whether an act is right or wrong. It assumes that Steve can feel the pangs of conscience. The second refers to a rational actor, one who calculates risk and reward, costs and benefits. A conduct process can address both, but an educational process should always begin with a moral dialogue.

A discussion of harm is inherently a moral dialogue because it focuses on the impact of the behavior on others. We would call a person who simply does not care about others amoral. It is not unusual for offenders to have tunnel vision, focusing solely on themselves in a self-interested way. Calling attention to the harm through restorative practices redirects their attention, eliciting empathy and conscience. Most often, offenders "get it," feel remorseful, and are then ready to take responsibility by trying to make amends. This is the ideal outcome in a conduct case because all parties may be reassured that the offender shares the same moral standards, and only needed to be reminded of them. Steve participated in an RJ conference and learned about the impact of his actions on an understaffed maintenance crew, how he had betrayed the trust of a residential life staffer who had stood up for him in the past, and how he had disappointed and worried his mother about his drinking and whether he would successfully complete college.

Consider the kinds of sanctions that emerged from Steve's RJ conference. He was asked to pay for the damage

to the furniture and volunteer to work with the maintenance crew. Because of the group's concern about his alcohol use, he agreed to attend 30 Alcoholics Anonymous meetings. Because of his betrayal of trust with his resident assistant, the two agreed to work together on floor programming. Rather than distance Steve further from the campus community, these responses helped to strengthen his ties to the community by building positive relationships and strong mentoring opportunities.

Research Findings on Restorative Justice in Alcohol Cases

To explore the effectiveness of campus restorative justice, we recently conducted a study called the STARR Project (STudent Accountability and Restorative Research Project). We gathered data on 659 conduct cases from 18 schools in the United States, including large public institutions, small liberal arts colleges, and secular and faith-based institutions. We compared restorative practices with traditional model code hearings. As one might predict, alcohol violations were common, and we concentrate our findings in this report on 207 cases where alcohol was the primary violation.

Student Learning

As educators, student affairs professionals recognize that when students get in trouble, we have an opportunity to use the conduct process to teach them important life lessons about the responsibilities of community membership. In the STARR Project, we explored six dimensions of student learning and found that restorative practices created an excellent opportunity for learning (each dimension was constructed of multiple indicators). In each case, RJ yielded statistically significant improvements in learning over model code hearings.

Student Offender Learning Outcomes in Alcohol Cases

Chart with vertical axis labeled (top to bottom): A Great Amount (16), A Fair Amount (12), Just a Little (8), Not at All (4)

Horizontal axis categories: "I had a voice", "I took responsibility", "I talked it out", "I belong here", "That was fair", "I'm ready to move on"

Legend: Restorative Justice Practice | Model Code Administrative Hearing

"I had a voice" — The active participation of the offender in the decision-making process, with the student development goal of internalizing community standards so behavior is guided by conscience and recognition of the ethical responsibilities inherent in community membership.

"I took responsibility" — How much offenders understand not only that the behavior was a violation of rules, but also the consequences of the behavior on others and their willingness to take responsibility for making things right.

"I talked it out" — The ability to listen to others' perspectives, express remorse, and repair fractured relationships at least to the point that students in conflict can safely and civilly coexist in the campus community.

"I belong here" — The student's social ties to the campus community, including a positive, nonadversarial orientation to campus administrators and police.

"That was fair" — Belief that the conduct process was fair, which helps create a sense of legitimacy for the rules and standards of the institution.

"I'm ready to move on" — Satisfaction with the process leading to closure: facing up to the misconduct, learning from it, but not letting it become an obstacle to future success.

Campuses wishing to learn more about the STARR Project findings and use the STARR questionnaires for their own assessment efforts can download them at CampusRJ.com ■

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ASIAN PACIFIC ISLANDERS KNOWLEDGE COMMUNITY
Southeast Asians and Pacific Islander Students –
Issues Impacting Access to Higher Education

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Although Asian Americans and Pacific Islanders (AAPIs) have become the fastest growing minority group in the United States according to the 2010 census (U.S. Census, 2012, the higher education literature lacks focus on this particular group. In a review of five higher education journals, 1% of articles focused on AAPI students (Teranishi, 2010). Both the absence of AAPI students in the literature as well as a lack of programmatic support of this population on college campuses likely perpetuates the model minority myth.

AAPIs as an aggregate group have high levels of educational attainment. However, many different ethnic groups face challenges that hinder their success in the P–12 environment and their access to higher education. Differences in levels of educational attainment within the AAPI group are a result of many factors, including the history of immigration patterns, levels of education of adults in those ethnic communities, and cultural and social capital resulting from those levels of education attainment. Southeast Asians and Pacific Islanders are two AAPI ethnic groups that experience many of those challenges.

The majority of Southeast Asians, including Cambodians, Hmong, Laotian, and Vietnamese, arrived in this country as refugees and not immigrants, which distinguished them from other groups like the Chinese or Japanese. Southeast Asians immigrated to the United States fleeing the war and certain persecution prevalent in their homeland. Many adults in these communities grew up ▶

during wartime and often lacked formal education (Takaki, 1989). In addition, the educational experiences of both Southeast Asians and Pacific Islanders are impacted by many other factors, including rates of degree attainment within the community as well as household poverty. Disaggregated U.S. Census data show that the rates of bachelor's degree attainment for both Southeast Asian and Pacific Islander adults are much lower than the national average of 25.9%, with Cambodian Americans at 9.1%, Hmong Americans at 7.4%, Lao Americans at 7.6%, and Vietnamese Americans at 19.5% (Ngo & Lee, 2007). Pacific Islanders, including Native Hawaiians, Samoans, Tongans, Guamanians, and Fijians, also experience lower levels of bachelor's degree completion within their communities. The bachelor's degree completion rate for Native Hawaiians is at 15%, at 11% for Samoans, 9% for Tongans, 14% for Guamanians, and 9% for Fijians (Takeuchi et al., 2008), all of which are well below the national average.

In addition to low educational attainment levels of among adults in these communities, poverty is another issue that impacts the educational experiences of students. Through the use of disaggregated data, Ngo (2006) demonstrates that Southeast Asians have high rates of poverty. For example, the average U.S. population poverty rate is 12.4%, while Cambodian Americans have a rate of 29.3%, Hmong Americans 37.6%, Lao Americans 19.1%, and Vietnamese Americans 12.4%. Meanwhile Pacific Islander groups also experience poverty issues, with Native Hawaiians at 16%, Samoans and Tongans at 20%, Guamanians at 14%, and Fijians at 11% (Takeuchi et al., 2008).

Educational pipeline issues are impacted by many factors, including poverty and adults levels of education, which affect both Southeast Asians and Pacific Islander students. Potentially because of the model minority myth, higher education continues to lack programmatic support for both Southeast Asian and Pacific Islander students. As administrators within higher education, we must seek to educate other administrators on the challenges that both of these groups face, and ensure more recruitment and retention support for Southeast Asian and Pacific Islander students. ◼

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ASSESSMENT, EVALUATION AND RESEARCH KNOWLEDGE COMMUNITY
Pushing the Boundaries of Assessment with Emerging Research Methods

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Higher education professionals continue to be called to greater levels of accountability. Time Magazine (2012) reported in November 2012 that U.S. Education Secretary Arne Duncan articulated "high prices, low completion rates, and too little accountability" as key problems of higher education. These themes were identified at a conference on "Reinventing College" and indicated a strong connection to the public's focus on the rising cost of college and the pressure for administrators to demonstrate tangible student outcomes.

NASPA's Principles of Good Practice for Student Affairs prompt professionals to "use systematic inquiry to improve student and institutional performance" (2012). This principle calls us to serve as practitioner-researchers by utilizing research and assessment to inform our practice. Further, Learning Reconsidered 2 (Keeling, 2006) emphasized the need to rethink the ways that learning occurs and how it is measured. Many current perspectives place a strong emphasis on quantitative assessment. However, in the 1980s, researchers began to turn to cultural anthropology to address limitations in quantitative design (Staller, Block, & Horner, 2008). Emergent qualitative

design formed across disciplines, addressing gaps around social justice and action-based research. Practitioners may consider qualitative design as another means to explore and understand the complexity of student learning. The following emergent qualitative designs may fit well in higher education settings.

Photovoice

As the saying goes, a picture is worth a thousand words. The photovoice method allows a researcher to collect qualitative data through taking pictures. However, photovoice is more than just giving participants cameras. The process of photovoice involves identifying the problem/research question, training the participants on the method of taking pictures, and then, after pictures are taken, using the pictures as a basis of discussion and dialogue. Photovoice is a method for advocacy; therefore, Wang, as cited in Holm (2008), indicated that participants are asked to take pictures of things that they feel "identify, represent, and enhance their community" (p. 329).

Journaling

Where photovoice seeks to understand one's surroundings and environmental needs, journaling can be used as a tool for autoethnography research, a method that uses personal recollection to understand one's experience and how it connects to culture (Wall, 2006). Journals provide a written account of personal thoughts, feelings, and experiences (Spalding & Wilson,

2002). Journaling allows researchers to better understand their participants in certain situations and provides an opportunity for administrators to build a better connection with their students.

Social media

Another emergent method employs a content analysis approach, specifically the content found on social media websites like Facebook and Twitter. These websites are rich with potential data for the tech-savvy researcher interested in understanding students' experiences, student networks, and overall engagement on campus. However, there are many privacy issues that a researcher should consider when using these websites as a potential data source. Zimmer (2010) implores researchers to consider the following points when using data collected from social media:

- Understand the challenging nature of consent;

- Consider individual's privacy settings;

- Create procedures for data anonymization; and

- Utilize institutional review boards.

Implications for policy and practice

Many professionals already employ an emerging qualitative framework in their everyday work. How many of us have asked students to engage in camera projects, assigned blogs or reflection questions, or noted interesting trends that emerged from Facebook or Twitter? However, the intentionality of developing a research question and aligning appropriate methodology and methods to fully investigate these questions is often lacking. Practitioners must consider the important role of research and assessment in their practice. By using qualitative data, we can develop a richer understanding of students' experiences and the elements that best enhance their learning. ■

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CAMPUS SAFETY KNOWLEDGE COMMUNITY
Unprecedented Campus Crisis: Is Your Campus Prepared for a Nonspecific Bomb Threat?

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In early Fall of 2012, several universities were targeted with nonspecific bomb threats that resulted in campus-wide evacuations. Nonspecific bomb threats target an entire campus, as opposed to a specific institution location or building. Utilizing the crisis matrix developed by Zdziarski, Rollo, and Dunkel (2007), a nonspecific bomb threat can be described as a campus emergency intentionally caused by a human. At Louisiana State University in Baton Rouge, a nonspecific threat regarding bombs in multiple

locations across campus was made in a 911 call to the local sheriff's office. The LSU Emergency Operations Center quickly informed all staff, faculty, and students on campus that a bomb threat had been received and that everyone on campus needed to evacuate. Traffic became congested as people began to leave campus. Bomb-sniffing dogs were called in, but it quickly became apparent that using this resource was a time-consuming process. These highly trained dogs can work only in 30-minute intervals with equal rest times required. Buses were used to transport residential students who had no access to vehicles. Eventually, university staff, faculty, and students were used to sweep for suspicious items in areas of campus that they knew well. No loss of life or property damage resulted from the threat, and within 24 hours a suspect had been apprehended.

Many lessons were learned from that unprecedented day. We suggest that any institution can better prepare itself by asking the following questions regarding bomb threat safety, evacuations, and general campus safety.

1. Does your institution have policies or procedures for responding to a nonspecific bomb threat targeting multiple or unspecified locations on campus?

2. Does your campus designate some staff "essential"? If so, does this status change based on the nature of the emergency? Does your Emergency Operations Center or other crisis decision-making body differentiate these essential personnel within their general instructions of evacuation?

3. Does your campus have a location or facility that is considered essential? Are you able to request that your law enforcement partners begin a bomb sweep with this essential facility so that essential staff can obtain a "safe haven" or "command center" to operate in while managing the crisis?

4. Does your campus have an evacuation route or routes planned out for a campus-wide evacuation? Is a plan in place for those who do not have vehicles? Does your office that handles traffic on campus have personnel in place to assist with the traffic caused by the evacuation? Would an on-foot evacuation be feasible or more appropriate than one by vehicle?

5. What access does your institution have to a bomb response team? Does your campus or local law enforcement have access to bomb-sniffing dogs, and if so, how many?

6. Who on your campus will be responsible for sweeping facilities for suspicious packages? Are these individuals provided with ongoing training to conduct such searches?

7. Does your university have extensions, such as a child care center or a laboratory school, and do they receive campus emergency notifications? Are parents able to access campus to pick up their children during an evacuation?

8. If your buildings operate with a card access system, does this system provide the ability to limit or deny access to students who may attempt to reenter a building during an emergency? ▶

9. Is there a public address system or siren on your campus? Do you have a way to communicate an evacuation order to students, faculty, and staff who may not have access to a mobile/ smartphone or a computer with Internet access?

10. Does your institution have official social media accounts, such as Facebook and Twitter, and do you post emergency updates through these media?

11. Are you aware of the emergency response protocol of enterprises that are located adjacent to your campus (e.g., retail stores, off-campus apartments)? In the event of a campuswide evacuation, do they remain open and operational or evacuate?

12. What protocols does your campus have for determining whether your campus is safe to return after a full

evacuation? What plan do you have for residential students, if clearance is not given within a 24-hour window?

13. Do you have a plan for recognizing courageous acts after the crisis has been averted? If extended work hours are required for essential staff during a crisis, do you have a means of providing additional compensation for hours worked above and beyond their normal schedule?

The above questions are a direct result of the learning process that occurred when our campus experienced this unprecedented crisis. Developing a plan that is intentional, flexible, and executable is paramount to managing significant threats like a nonspecific bomb threat. Asking difficult questions and finding answers are the first steps in develop an appropriate response. Don't wait to identify your weaknesses in real time: it could be costly in both time and safety! ■

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DISABILITY KNOWLEDGE COMMUNITY
Inclusive Practices for Graduate Students With Disabilities: A Writing Coach Model

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Academically successful students with disabilities (SWDs) who enter competitive graduate programs may encounter obstacles to continued academic success when they find that the strategies and supports they used as undergraduates are inadequate or not available. Disability services offices are challenged to provide leadership in creating inclusive accommodations for students with cognitive differences, in partnership with academic stakeholders.

What academic challenges do graduate SWDs face?

For students with cognitive differences, such as Asperger's, executive functioning deficits, learning disabilities, and anxiety disorders, the skills necessary to develop

and sustain research projects and lengthy and complex written reports, analyses, and dissertations challenge functional limitations in planning, scheduling, communication, and organizational abilities. Sophisticated skills and stamina are needed to design independent work and manage research in collaboration with faculty and colleagues. SWDs will falter or fail without scaffolding (Rose, Meyer, and Hitchcock, 2005) such as direct instruction, modeling, and access technologies. The literature offers little in the way of delineated strategies and supports for advanced graduate SWDs. The Americans with Disabilities Act Amendments Act (ADAAA) (U.S. Equal Opportunity Employment Commission, 2008) requires an interactive process that leads to appropriate and reasonable modifications, adjustments, and strategies, giving SWDs equal access. We are developing a model for identifying skill gaps and providing support to advanced graduate students with such nonvisible disabilities as executive functioning disorders, learning disabilities, and anxiety disorders. Although a ▶

variety of scaffolding initiatives are possible, we focus on those used for dissertation or thesis writing.

What is the collaborative writing coach model?

A collaborative writing coach model that conforms to our institutional policies and resonates with an inclusive community culture offers a powerful form of access to advanced graduate SWDs who have encountered barriers to completion and need external scaffolding to gain confidence, skill, agency, and connections to academic achievement.
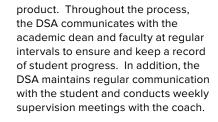
A collaboration of stakeholders—academic dean, faculty advisor, disabilities services administrator (DSA), and student—work together to reach an agreement on reasonable and appropriate timelines resonant with institutional standards. The writing coach specifically targets organizational, planning, and scheduling issues, and the academic dean and faculty guide its alignment with academic standards and degree completion policies and benchmarks. The DSA functions as a case coordinator. The process provides situational, specific, and dynamic support for individual students and operates over a semester or a full academic year.

How does the model work?

The DSA recruits a coach and closely supervises both coach and student throughout the process while maintaining communication among the student, faculty members, and the academic dean. The process requires consistent input from all stakeholders and adjusts according to their needs, with the DSA acting as a case coordinator.

The student, coach, and DSA develop a timeline for the student's writing product. Throughout the process, the DSA communicates with the academic dean and faculty at regular intervals to ensure and keep a record of student progress. In addition, the DSA maintains regular communication with the student and conducts weekly supervision meetings with the coach.

The timeline includes process deadlines, which help to break the writing assignment(s) down into manageable parts. These deadlines allow the student to see the work in "chunks" and help to develop the skills of structuring time, generating work focus, and communicating with a support team at appropriate intervals. The writing coach and the student use process deadlines in their meetings, which focus on the structure and organization of the writing and on supporting the writing process itself. The coach and DSA make sure the student keeps to the timeline, maintaining a consistent cycle of accountability among student, faculty, DSA, and academic dean.

What are some student and institutional outcomes?

The student, coach, and DSA reflect on the process throughout. The student learns new strategies to manage her written assignments and becomes more confident in her skills as a writer and a scholar. She reinvigorates the scholarly relationship with her faculty advisor and also reconnects with the institutional policies and procedures, rediscovering roles and responsibilities for herself and collaborating stakeholders. She gains a deeper understanding of her cognitive functioning and what allows her to do her best work. An important feature of this process is the student's development of a sense of agency.

Even though the student ultimately may not complete the work required for her degree or may fail to meet academic standards in coursework, she acknowledges the support but assumes ultimate responsibility for her successful completion of work or her choice to move in a different direction professionally and personally.

By making use of this and other strategies for supporting SWDs, the institution increases inclusive practices and mines the talents of an ever more diverse student population. ■

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FRATERNITY AND SORORITY KNOWLEDGE COMMUNITY
How Two Major Inter-Fraternal Projects Help Strengthen the Fraternity and Sorority Movement

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We are excited to report that in 2013, the Fraternity and Sorority Knowledge Community is cosponsoring two significant "summits" that will pull together various constituencies and have been designed as highly collaborative and interactive experiences. It is also planning for a successful conference in March.

Held at the University of Central Florida in March, immediately before the annual conference in Orlando, the Interfraternal Summit aims to clarify and articulate institutions' vision—from the perspective

of senior student affairs officers—of a "desired future state" for the fraternity/sorority movement. Interfraternal partners will be engaged as collaborators to discuss trends, identify gaps, and inform the vision.

To further the dialogue and bolster the experience, attendees are completing a presummit survey to identify key change catalysts and barriers (issues and opportunities), as well as emerging themes related to the fraternity/sorority movement. In addition, assigned readings will focus on relevant literature and outcomes from the 2011 Interfraternal Summit held in Philadelphia.

Later this year, the Fraternal Movement Research Summit is being planned to better coordinate the assessment and research agenda surrounding fraternal organizations. It is the desire of the Knowledge Community to promote, coalesce, and employ resources to achieve shared goals.

Working with its interfraternal partners, including the Association of Fraternity & Sorority Advisors, the Center for the Study of the College Fraternity, and various umbrella groups, the Fraternity and Sorority Knowledge Community seeks to—

- Centralize data on the number of members across the diverse aspects of our movement.

- Centralize information on the staffing of fraternity and sorority life offices and international headquarters.

- Coordinate efforts to better understand approaches to recruitment and intake.

- Determine the topics for which we need research conducted.

- Collect and disseminate research already existing on the fraternal movement.

The outcome is to have the entire fraternal movement on the same page with regard to the future of research over the next 5 to 10 years. The Fraternal Movement
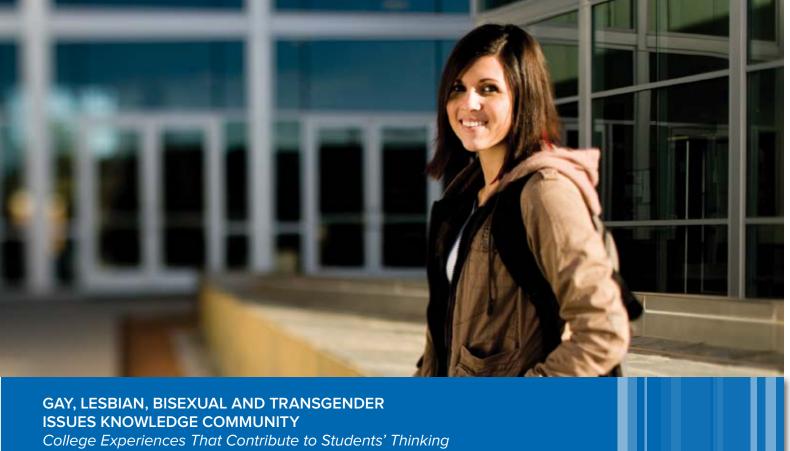
Research Summit, hosted in 2013, will create a framework for the generation of new knowledge in the fraternity and sorority movement.

The Interfraternal Summit and the Fraternal Movement Research Summit provide distinct platforms to convene constituencies and direct resources to address many issues facing fraternal organizations and their campuses; they are integral to the Knowledge Community's successful implementation of its recently adopted strategic plan (NASPA Fraternity & Sorority Knowledge Community, 2012). The summits are only two of the many agenda items for the Fraternity and Sorority Knowledge Community in 2013, with the annual conference in Orlando providing multiple opportunities for Knowledge Community members and institutional partners to share best practices, stimulate collaborative ventures, and prompt meaningful action. Our goal is to once again bring together our higher education members and interfraternal partners in our continuing dialogue on how we can better position these vital groups to enhance our students' collegiate careers. ■

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GAY, LESBIAN, BISEXUAL AND TRANSGENDER ISSUES KNOWLEDGE COMMUNITY
College Experiences That Contribute to Students' Thinking About Their Sexual Orientation Identity

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On election night, voters in three states approved marriage equality legislation, and more gay and lesbian characters can be seen on television than ever before. People are thinking and talking about sexual orientation, and if sexual orientation is salient in society, we can also expect it to be salient on our campuses. The following article, adapted from a paper presented at the 2012 Association for the Study of Higher Education conference, presents the findings of a study conducted to identify experiences that relate to a higher salience of sexual orientation among college students. Salience is essential to "coming out" and developing a sexual orientation identity (Cass, 1979; D'Augelli, 1994; Troiden, 1989), because it relates to a critical awareness of oppression (Hurtado, Alvarez, Guillermo-Wann, Cuellar, & Arellano, 2012) and, among heterosexual students, leads to greater empathy for their lesbian, gay, and bisexual (LGB) peers (Morgan, 2011).

Literature Review
Prior research has determined that salience of sexual orientation can be an indicator of stigma consciousness (Pachankis & Goldfried, 2006; Troiden, 1989). Studies have also shown that heterosexual students do think about and question their heterosexuality (Morgan, 2011; Mueller & Cole, 2009). Finally, several studies have examined aspects of the campus environment where sexual orientation may be salient, such as the curriculum and the cocurriculum (Lopez & Chism, 1993; Renn, 2007). However, none of these studies specifically examined how the college environment may affect salience—a knowledge gap that our study intended to fill.

Methods
The data for this study were taken from the 2010 and 2011 administrations of the Diverse Learning Environments (DLE) survey, the only ongoing national survey of college students that includes a sexual orientation demographic item, by the Higher Education Research Institute (HERI) at the University of California, Los Angeles (UCLA). Two smaller samples were drawn for comparison—one consisting of all gay, lesbian, bisexual, and "other" students, and a similarly sized sample of heterosexual students, matched by institution. Salience was measured as the frequency with which students thought about their sexual orientation over the past year, and independent variables included demographic characteristics and items asking students about college experiences. Descriptive statistics and ordinary least squares regression were used to analyze the data.

Results
For both groups, sex significantly related to salience; heterosexual women think about their sexual orientation more frequently than men, but among LGB and other students, men think about their sexual orientation more frequently. Participation in a lesbian, gay, bisexual, and transgender (LGBT) student organization relates to a higher frequency of thinking about sexual orientation for both groups, as does experiencing bias. An inclusive curriculum and cocurricular diversity activities, like LGBT Resource Center activities, also were associated with a higher frequency of thinking about sexual orientation for both groups. Tests of our regression coefficients demonstrated no differences between groups on any of these variables except for sex, indicating campus practices work in the same manner across groups.

Discussion and Implications

College students think about sexual orientation. Much of this awareness is due to the work of student affairs practitioners and faculty, who provide students with formal and informal opportunities on campus to engage across difference, including diversity courses, cocurricular diversity activities, and LGBT student organizations. Yet we also see evidence of stigma consciousness among students, including heterosexual students, which further demonstrates the importance of improving the campus climate for all members of our campus communities. For further discussion of the full study, which was presented at the 2012 ASHE conference, our paper is available on the DLE page at the HERI website (heri.ucla.edu/dle). ◼

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HEALTH IN HIGHER EDUCATION KNOWLEDGE COMMUNITY
Healthy Campus 2020: Transforming the Health of Our College Campuses

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Introduction

In recent years, there has been a heightened sense of awareness about the state of health in the United States. Particularly in the case of increases in chronic disease, the overall health of the population is deteriorating. As the percentage of the population with health concerns grows, it is the duty of higher education to address this escalating concern for current college students and future generations. The Healthy Campus 2020 initiative contributes to the efforts of higher education by providing objectives and practices that guide college campuses in promoting lifelong healthy habits through health programming; environments that foster balance and wellness; and services that encourage students, faculty, and staff to live healthier lifestyles and engage in the multifaceted concept of "being well."
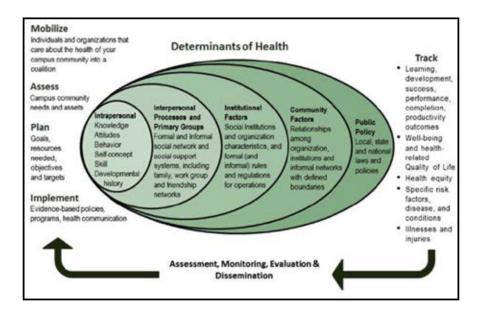
History and Theoretical Support

Healthy Campus 2020 is a framework of wellness objectives derived from the government initiative, Healthy People. Healthy Campus 2010 was the initial supporting document to the Healthy People initiative, and featured two overarching goals: to increase the quality and years of healthy life and to eliminate health disparities. The Healthy Campus 2010 document provided leading health indicators for 10 major public health issues, 28 areas of focus, and 467 specific objectives, with 178 of those pertaining directly to college campuses. Although the action plan was thorough, it was so broad that professionals had difficulties identifying As the action plan for Healthy Campus 2010 moved forward into 2020, several key organizations formed committees to reevaluate the priorities of the Healthy Campus Initiative: American College Health Association (ACHA), American College Personnel Association, The Bacchus Network, NASPA – Student Affairs Administrators in Higher Education, and the National Intramural-Recreational Sports Association. With ▶

input from more than 600 professionals, representing various institutions and national organizations, Healthy Campus 2020 became much more than a set of objectives; it evolved into a toolkit to assist campuses in implementing health initiatives. Healthy Campus 2020 provides baseline data, target goals, implementation tactics, and measurement and tracking tools. These tools help administrators institute health initiatives that will have a lasting impact on the entire campus community. Healthy Campus 2020 features 11 topic areas, 54 student objectives, and 21 faculty/staff objectives—a new focus for the Healthy Campus Initiative (ACHA, 2012). The new, minimalist version of Healthy Campus was a product of many brainstorming and writing sessions through ACHA's Healthy Campus Coalition. The coalition also used feedback from multiple institutions

to guide the development of the Healthy Campus Action Model (see below). This model provides an empirical approach to help institutions of higher education address health on multiple levels—where we live, learn, work, and play (Robert Wood Johnson Foundation, 2010, p. III). Through this model, healthy campus communities are developed and promoted through the Socio-Ecological Model.

The Socio-Ecological Health Model provides a multifaceted view of the significant and dynamic relationships that exist among the different levels of wellness determinants, and provides the intersections for effective health interventions and learning opportunities. This model is composed of levels to help institutions develop programs and services that will provide safe and healthy learning environments. Determinants

include self-discovery (Individual); learning within social environments (Interpersonal); cultures of wellness (Organizational); relationships, networking, and boundaries of organizations in relation to other organizations (Community); and laws and policies that allocate resources to establish healthy campus environments (Public Policy).

Practical Application

Healthy Campus 2020 provides a framework for successful adaptation of initiatives for institutions of higher education. The MAP-IT Model uses the path of Mobilize, Assess, Plan, Implement, and Track (ACHA, 2012). The Mobilize step assists campuses in gaining traction to start a healthy campus coalition. Tools in this section support the brainstorming phase: planning potential campus and community partners, determining a vision and mission, and identifying roles and responsibilities of the coalition. The Assess section includes tools to help institutions assess already established resources, assets, and needs. During this step, a college campus collects baseline data,

determines the needs of the campus, and sets priorities for the coalition's focus. In the Planning stage, the coalition sets goals and plans with a solid timeline and action steps in order to complete the goals. This stage also uses baseline data and target goals to determine how the coalition should measure progress. The Implementation phase details a work plan with responsibilities outlined for all coalition members, and includes a communication plan to showcase milestones and accomplishments. The last stage, Tracking, includes regular evaluations to help measure and track progress over time. This can include quantitative and qualitative data to prove that the initiatives and goals established by the coalition are being reached.

Healthy Campus 2020 will lead higher education administrators to foster healthier environments for campus communities. With the new implementation model, baseline data, and step-by-step guides, institutions of higher education will now successfully engage, track, and measure students, faculty, and staff in the multifaceted concept of wellness. ■

Model for Health Determinants. (McLeroy, Steckler, & Bibeau, 1988)

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INDIGENOUS PEOPLES KNOWLEDGE COMMUNITY
Tribal Colleges and Universities: Forty Years of Success

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Acknowledgment:
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In 1884, the United States Indian Industrial Training School was opened in Lawrence, Kansas. The school was built under the auspices of the government's adaptation of Captain Richard Pratt's concept for education of American Indians. In a speech presented in 1892 at the Nineteenth Annual Conference on Charities and Correction in Denver, Colorado, Captain Pratt stated that the approach to educating American Indians was to "kill the Indian in him and save the man" ("Kill the Indian, and save the man"). Practically overnight, boarding schools were built across the country.

Fast-forward to 1968, the year the first tribal college was established. The overall mission of Navajo Community College, later renamed Diné College, was to serve Navajo students within the boundaries of the Navajo Nation's 26,000-square-mile reservation. The initiative to begin this journey was undoubtedly considered a

bold move. Forty years later the college continues to serve the Navajo (Diné) people through innovative programs and services, enhancing the economic development for the Navajo Nation.

The success of Diné College is cited as the impetus for the subsequent tribal college movement. Over the course of the past 40 years, tribally and federally chartered institutions have come into existence in Alaska, Arizona, Kansas, Michigan, Minnesota, Montana, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota, and Washington. These institutions afford more than 16,000 American Indian and Alaska Native students the opportunity to attend an institution of higher education that combines personal attention and cultural relevance (AIHEC, 2012). The philosophy of the first Tribal College—and all those to follow—is simple: To succeed, American Indian higher education must be locally and culturally based, holistic, and supportive (Carrie Billy, personal communication, November 30, 2012).

The approach by tribal colleges and universities (TCUs) to supporting student success focuses on creating a "sense of belonging" for the student. This is important, as the issues that can curtail a tribal college student are unlikely to occur in a mainstream institution. According to Guillory and Wolverton (2008), the important predictors of academic success for Native American students are family support, sense of tribal community, and on-campus social support systems (p.

61). Carrie Billy, executive director for the American Indian Higher Education Consortium, stated, "TCUs are academic institutions, but they are so much more: TCUs are community catalysts, economic drivers, health promotion advocates, community gathering places, life-long learning providers, caretakers of children and families, protectors of our land, air, and water." She further stated, "Every day TCUs respond to the needs of their students through services, programs, and a supportive environment" (Carrie Billy, personal communication, November 30, 2012).

One of many examples is documented in a 2006 article in the Tribal College Journal, in which Dr. Cynthia Lindquist, president of Candeska Cikana Community College, discusses the causes for nonattendance at her college: lack of transportation and child care (Hernandez, 2006). The solution to the lack of transportation was simply to "go and get the student." Dr. Lindquist stated, "We are small, we function culturally as a family" (Hernandez, 2006). The sentiment expressed by Dr. Lindquist is indicative of the indelible spirit of the presidents at TCUs. Dr. Lindquist and other notable individuals such as Dr. David Yarlott, Little Big Horn College;

Dr. David Gipp, United Tribes Technical College; and Dr. Verna Fowler, College of Menominee, all aspire to continually improve and create opportunities for their students and communities. This work is accomplished by the leadership at TCUs constantly seeking and identifying partnerships in support and advancement of their respective colleges. The leadership at TCUs also receives valuable support and technical assistance through membership in the American Indian Higher Education Consortium. This year, AIHEC celebrates more than 40 years in service as the "collective spirit and unifying voice of our nation's 37 Tribal Colleges and Universities" (AIHEC, 2012)

Increasing and enhancing alliances with TCUs through NASPA membership is our goal. Equally important is attracting participation of student affairs professionals from TCUs with IPKC and NASPA. Inevitably, if our goals are met, NASPA will be enriched and continue to "lead advocacy efforts that shape the changing landscape of higher education" (NASPA – Student Affairs Administrators in Higher Education, 2012) through developing meaningful relationships with TCUs. ■

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NASPA – Student Affairs Administrators in Higher Education

INTERNATIONAL EDUCATION KNOWLEDGE COMMUNITY
Intercultural Knowledge and Global Competence:
Are We Making a Difference?

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The rapid globalization of society has broad implications for the tertiary education sector. In an effort to internationalize, colleges and universities around the world have undertaken efforts to embrace rapid expansion and capitalize on the emerging global marketplace. The number of students studying abroad globally has increased dramatically over the past half century; for example, today the United States hosts almost 800,000 international students, compared with approximately 50,000 students in 1962 (Institute of International Education, 2012).

The increased mobility of students, the expansion of brick-and-mortar campuses, and open online courses necessitate a reconceptualization of many aspects of the college experience and what it means to be globally competent. International educators in student affairs and services need to include the campus community as a whole to meet the objective of developing global citizens. Supporting and educating students about the world is critical for their success, and for that of our institutions and communities. The focus of this article is how student affairs and services can use learning outcomes to highlight global and intercultural competencies that align with institutional mission, to help produce a global citizenry.

An institution's global learning mission must first develop and operationalize learning outcomes and associated educational programs and services that can work within its culture. Kuh and Ewell (2010) state, "it is the broad range of intended outcomes that students attain during college that yields the personal, economic, and societal benefits promised by higher education" (p. 11). Learning outcomes in student affairs and services typically measure students' noncognitive gains, which normally align with "general education" outcomes that institutions set for their students.

Intercultural competence and global competence are outcomes most closely aligned with international education in student affairs and services work. Intercultural knowledge and competence is defined by Bennett (2008) as "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (p. 1). It is imperative that the creation of learning outcomes associated with programs and services be intentional and directly affect students and their future success.

On the Association of American Colleges and Universities (AAC&U) website, McTighe and Hovland (2011) present a global learning inventory that can be used as a framework for colleges and universities to complete this charge in a practical rubric format. Within this framework, specific learning outcomes can be identified and operationalized across various areas and functions of the institution. Braskamp, Braskamp, Merrill, and Engberg (2012) and Braskamp and Merrill (2011) outline three essential developmental areas and associated critical questions when working in international education: cognitive (How do I know?), intrapersonal (Who am I?), and interpersonal (How do I relate?). International educators can influence student growth using these questions to frame learning outcomes toward internationalization.

The AAC&U Intercultural Knowledge and Competence VALUE rubric consists of six categories:
1. Knowledge: cultural self-awareness

2. Knowledge: of cultural worldview frameworks

3. Skills: empathy

4. Skills: verbal and nonverbal communication

5. Attitudes: curiosity

6. Attitudes: openness ▶

The rubric defines minimum understanding as "benchmark" and high-level understanding as a "capstone achievement." By framing programs and services with learning outcomes that focus on these competencies and adjusting them to fit their institution's mission and goals, international educators can ensure that students are completing higher education prepared for a global market (Bennett, 2008).

In conclusion, international educators in student affairs and services can align their student learning outcomes with their institution's strategic internationalization plan by using discrete learning outcomes as part of the student engagement process. Educators can demonstrate to what extent students are gaining valuable life skills and knowledge through their programs and services by using rubrics and direct assessment methods (Maki, 2004). By utilizing the different methods mentioned, educators can begin to align learning outcomes with institutional missions and help students become prepared, global citizens. ■

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LATINO/A KNOWLEDGE COMMUNITY
Serving Students Without Documentation: The Experiences of Student Affairs Administrators in the South

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For the past 20 years, Latinas/os have steadily migrated to the southern United States. With a strong economy and the need for unskilled labor in the 1990s, the South welcomed Latinas/os, including those who did not have documentation. However, as the population began to settle in the area and the economy faltered, "hostility [was] apparent in local sentiment, state action, and the resurgence of hate groups" increasingly stigmatized Latinas/os, "regardless of their immigrant status, as a second-class minority group" (Lippard & Gallagher, 2011, p. 15). The pro-immigration script that originally depicted Latinas/os as "hardworking, loyal, religious, family-oriented, and willing to take work no one else wants" has now constrained Latina/o communities, who are denied "the prerogative to complain about working conditions, inadequate housing, and racism at school, and to seek work and opportunities that others want…" (Hamann, Wortham, & Murillo, 2002, p. 7). Although political leaders are crafting legislation seeking to curb the growth of this population, which is projected to increase by 70% by 2030, Latinas/os and those without documentation continue to settle in Georgia (Brown & Hauer, 2010). The "New Latino South" has potential to set the standard for other regions of the country with emerging Latina/o populations, particularly with regard to educational attainment (Wainer, 2006) and yet, through various forms of state action and institutional policy, Georgia is facing an education crisis rooted in de facto segregation.

As a scholar who focuses on Latina/o educational pathways, I was concerned with the extent to which college administrators, as agents of the state, were trained to serve Latina/o students and students without documentation (who are often conflated with this student population) and were supported by their institutions to create pathways for Latina/o college access. In particular, I was intrigued by the various ways that university administrators would address the anti-immigrant sentiment evident in several of Georgia's state laws and educational policies, such as House Bill 87, a bill similar to Arizona's anti-immigrant bill SB1070, and the University System of Georgia's (USG) policy that bars students without documentation from seeking admission to five selective institutions in the state. Few studies have analyzed Latina/o higher education concerns and the experiences of students without documentation in the South; therefore, I outline findings from a case study (Espino, 2012) that focuses on the opportunities and challenges faced by four university administrators as they developed strategies for increasing access for college-eligible Latina/o students at a university in Georgia.

Based on the analysis of transcribed interviews with the administrators and data gathered from literature, policy analysis, and population projections, I found that mechanisms of support for Latina/o college students such as private scholarships and targeted college outreach programs in the southern part of Georgia have diminished in the past 10 years as the Latina/o population increased. Administrators are challenged with the task of finding ways to support Latina/o students while keeping many of their efforts hidden from legislators and funding groups that are now targeting Latina/o populations and students who are

perceived to be undocumented. In addition, administrators do not feel adequately prepared to educate the campus community about policy changes, such as the enforcement of House Bill 87 and the USG Board of Regents' policy that prohibits students without documentation from attending five selective public institutions in the state. The establishment of Freedom University by faculty at the University of Georgia illustrates the counterspaces that are developing to serve students without documentation and those who are feeling "cooled-out" from higher education (Muñoz, Espino, & Antrop-Gonzalez, 2012). The (un)intended consequences regarding immigration have created a culture of fear among those who do not fit in the Black and White paradigm of the South, and students are left with little support from universities that have limited infrastructure to matriculate and retain Latina/o students.

Based on the findings of the case study, there are concerns about the ways that administrators and institutional leaders can create and sustain recruitment and support programs for communities of color, especially Latinas/os. Future research should focus on the specific knowledge, awareness, and skills that institutional agents should develop to support Latina/o college students. In what ways do personal beliefs and professional values affect how student affairs practitioners serve students without documentation? Rather than ignore this population, student affairs administrators and higher education scholars need to engage in critical discussions with community groups, high schools, and families about this population's educational pathways. NASPA's commitment to addressing policies for students without documentation is an important start.
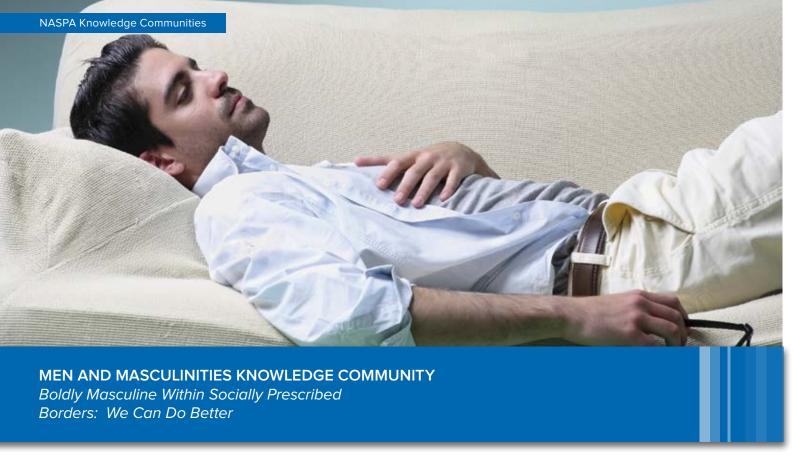
We must stay committed to creating inclusive environments that support

Latina/o students, who are the future of the South and already represent a large proportion of the U.S. population. I am reminded that our work continues through one participant's plea for support and advocacy:

> I need my brothers and sisters to understand that I need them here in Georgia because I am not allowed to speak out here, but they are. Dr. King did not stay home. Corky [Gonzalez] did not stay home. [Cesar] Chavez did not stay home. Our civil rights leaders did not stay home and keep their money in their community that was safe. Because if we don't go to where the problems are, we are going to wake up one day and every state is going to have the same laws. And then the fight is lost. We can't fight in every state, but we can fight in four! We can divide our professional power in four states….[A]nnual conferences need to be hosted in every hostile state that we have in this nation because we need an influx of educated powerful, Ph.D., Master's level professionals in those states to say, "No, this is unjust, this is unfair"…and not just to have the influx of talent in those states but also to tell our brothers and sisters in those states, "Hang on, hang in there." ■

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Boys and men experience psychological conflict as a result of having to fit their behavioral selves inside a box that does not fully describe them, if at all. Depending on the strength of social pressure (reinforcement) pushing up against the edges of the box, that psychological strain or conflict can result in a range of outcomes, including social condemnation, depression, exaggerated and inauthentic role behaviors, anxiety, compensatory hyperaggression, sexual promiscuity, or suicide.

MEN AND MASCULINITIES KNOWLEDGE COMMUNITY
Boldly Masculine Within Socially Prescribed
Borders: We Can Do Better

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Carl Joseph Walker-Hoover was a sixth-grade student in Springfield, Massachusetts, in the spring of 2009. An academically motivated sixth-grader in a charter school, this eccentric and polite young Boy Scout and football player was not like the rest of his class. He was expressive, fun, smiley, and active in his church; served the homeless; loved his homework; and … was ruthlessly taunted at school. Carl endured antigay slurs and bullying on a daily basis, where "girlie" and "gay" were among the tamest of the names he was called. Tragically, Carl hanged himself in his own bedroom one spring day after school, before his mother came home. As an 11-year-old boy at the time of his death, according to his mother, his actual sexual orientation will never be known. It has been a few years since his death, but Carl's terrible story still haunts me. I have to believe that we must expect—no, demand—something much better for our young people.

Boys begin to develop their beliefs regarding social expectations about "what it means to be a man" from such things as social cues, families, friends, and media between grades three and six. By the time they arrive in our residence halls and classrooms, many of these social expectations are rigidly formed in the psyche of our freshman classes. For several decades now, we have referred to these expectations as those which comprise the Man Box. Brannon (1976) claimed that the traditional hegemonic version of masculinity fits into a narrow box, whose boundaries are reinforced by antifemininity, homophobia, physical strength, success, and breaking social rules or conventions. More recently, research on gender role conflict has identified that traditional conceptions of masculinity have been described as encouraging boys and men to be emotionally restrictive, controlling, competitive, and power- and status-seeking; to avoid affectionate interaction with other boys or men; and to define one's personal success exclusively through work and financial gain (O'Neil, Helms, Gable, Laurence, & Wrightsman, 1986). These characteristics further explain and reinforce the narrow box described above by Brannon.

In the United States, we can reasonably say that this hegemonic man dresses himself with the clothing of antifemininity and homophobia. Young men are socially punished for acting in perceivably feminine ways. For example, some of the most prevalent insults slung on the average field or court—"you throw/act like a girl" or "don't be a sissy"—carry strong behavioral repercussions, often retaliation. Of course, "sissy" doesn't just underscore a young man's concern to not be feminine. Pascoe (2007) writes poignantly about the discourse that emerges as adolescents and emerging adult men perform and negotiate gender identities in groups. She maintains that antigay and misogynistic discourse "is central to boys' and young men's joking relationships. Joking cements relationships among young men and helps to manage anxiety and discomfort" (Pascoe, 2007, p. 60). They use derogatory language about gay identities as a common lexicon through which to build and reinforce the boundaries of socially acceptable masculine self-expression. This explanation is not meant to justify the behavior, but merely
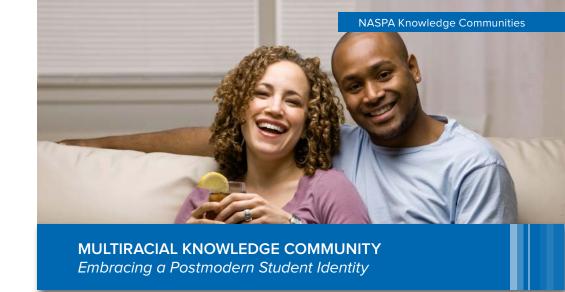
to deconstruct its motivation before we attempt to interrupt it. Homophobia is not just fear, but also hostility and intolerance of sexual attraction or behavior between persons of the same sex. In the examples above, the actual sexual orientation of the boy or young man has little relevance, but the socially reinforced insult of being perceived as gay—to young adolescents or college men—tragically carries more weight because they have already developed rigid masculine gender ideologies.

Male students' gender boundaries are limiting and socially policed. Lamentably, in many communities, boldness is acceptable for college men only to the extent that it is consistent with the gender code—and inside the box. The problem is that nobody fits fully inside this ridiculous and antiquated Man Box. Can we please get rid of this box already? With its limitations on any kind of emotional expression or human vulnerability, it is not a healthy space to occupy. Yet still, college men remain motivated to try to occupy it, year after year, broken arm after broken relationship. But all is not lost,

and there are also counter-stories on our campuses of men who express themselves productively, manage their emotional valence, lead and work collaboratively, seek help when needed, value and affirm relationships with women and other men—and learn to say so. These men are rarely the loudest voices in the room, but their gender transgressions have the power to shout against the hegemonic norm without saying a word. And we, as student affairs professionals, hold unique positions of being able to amplify voices and build up the confidence of those who have yet to fully hear their own voices as they stride against social conventions toward a more authentic self. We try to do this for all of our students, college men included. As we gather to reflect on being "Bold Without Boundaries" this year, the Men and Masculinities Knowledge Community implores us to consider all of those boundaries that continue to pervade and limit our students' ability to engage fully and authentically in our college and university communities. Carl Joseph Walker-Hoover would have been one of your favorite students. How would your community have embraced him? ◼

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MULTIRACIAL KNOWLEDGE COMMUNITY
Embracing a Postmodern Student Identity

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Support for marginalized students, data collection, and retention make up the trinity of higher education diversity and social justice work. As higher education continually aims to support historically underrepresented students, paying specific attention to identities and demographic categories has become the focus. However, a new generation of students inhabits our campuses, and the present demographic markers, check boxes, and categories often fail to coincide with how today's students choose to identify. Lorber (2005) describes identity categories as culturally constructed and made up of symbols and meanings. Many students today deconstruct the symbols and meanings of identity categories and embrace postmodern ideas of identity. The simplicity of providing students a box to check for their sex, gender, or race are long gone; moreover, as institutions begin to consider collecting sexual orientation data, the boxes become even more complex.

The beautiful complexity of identity is that experiences and conflicts do not happen in isolation, sequentially, or as a one-time event. In their model of multiple dimensions of identity, Jones and McEwen (2000) describe how aspects of identity are salient at different times and context greatly affects identity. Students' identities change throughout their time in college, and what is most important to them will also evolve, revert, and fluctuate. Two identities—which are not mutually exclusive—that challenge institutions' data collection methods are multiracial students and lesbian, gay, bisexual, transgender, and queer (LGBTQ) students. Multiracial people are the fastest growing racial group (Saulny, 2011) and may identify as many racial categories or none at all. Prior forms pushed students to choose the one category with which they most closely identified. Thanks to the works of Poston (1990), Renn (2004), and Wijeyesinghe (2001), many institutions have altered forms to include an option for people who are multiracial. However, even with this alternative category, multiracial students may choose to identify with one race at one time and another at other time, as "other," as "mixed," or in multiple boxes even if the form restricts it.

To add to the challenge of data collection, a number of institutions—including the University of California system—are considering gathering sexual orientation information on students (Curry, 2012). However, with students embracing a greater diversity of sexual and gender identities, collecting student data is not a simple task. As institutions consider collecting this valuable information, it is crucial to understand the unique identities that students may embrace. As Rankin, Weber, Blumenfeld, and Frazer (2010) experienced while gathering data for the national campus climate study for LGBTQ people, the identity categories caused challenges. Although many people do identify as LGBTQ, many others choose to identify as man-loving-men, woman-loving-women, pansexual, same-gender-loving, questioning, and others. When considering gender and sex, the options are also more expansive than "man or woman" or "male and female." Students who identify as intersex, genderqueer, and transgender are rarely given an option that fits their identities. In the study by Rankin, Weber, Blumenfeld, and Frazer

(2010), respondents were allowed to name their identity, and if a respondent identified with a gender identity other than their "assigned birth sex," they were placed into one of three categories: transmasculine, transfeminine, and gender nonconforming.

As students continue to embrace postmodern ideas of identity and challenge the boxes presented to them on admissions forms, housing applications, and student records, institutions must evolve to fully support students and the many complexities of their identities. Supporting students' evolving identities can lead to challenges within information systems. However, before an institution dismisses students' unique identities as costly nuances, it should investigate how these new data could lead to improving campus climates and retention of students from marginalized and often multiple-marginalized populations. Without accurate student information, many of these vulnerable populations become neglected simply because they do not fit into a clearly defined check box. ■

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NEW PROFESSIONALS AND GRADUATE STUDENTS KNOWLEDGE COMMUNITY
Emboldening Your Job Search: Advice from a Mid-Level Professional

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Job Searching as a Young Professional

Springtime is readily upon us, signifying one particular recurring event for the field of student affairs: hiring season. There will be a new generation of freshly minted young professionals who are eager to make an impact, to grow in their respective interests, and to be welcomed by seasoned colleagues. The job search process undoubtedly induces anxiety, similar to the transitional anxiety we observe when new students step foot onto campus. New professionals searching for a job, however, are not new students—they bring a unique set of needs and challenges to a job search.

This article will demystify the nebulous process of job searching in student affairs, with specific advice for navigating job conventions and strategizing for search committees.

Approaching Job Conventions

When I was a graduate student preparing for The Placement Exchange (TPE), I sought the advice of a mentor in the field; the mentor did not have any formal ties to me and consequently offered unfiltered guidance. The mentor confirmed my decision to enter the profession, and more concretely helped me visualize the experience of interviewing at a table surrounded by hundreds of other candidates also interviewing at tables within audible range. The interviewing basics of maintaining eye contact and keeping focused on one's responses, I realized, would require increased resolve with all of the surrounding commotion.

Following TPE and several interviews with a variety of institutions, I concluded two lasting takeaways related to job interviews:

1. Be bold with what you can control.
2. Recognize and release what you cannot control.

Be Bold With What You Can Control

Having sat on both sides of the job search for an entry-level student affairs position, I will offer insight into what I believe many search committees evaluate in new student affairs professionals. Here are three traits over which you have control:

1. **Confidence:** If hired, you would become one of the faces of the department, so conveying to (potential) future colleagues an air of poise and conviction will go further than anything else: further than the color of your tie or blouse or how firmly you shook hands. If, rather, you are confident in how you illuminate your experience, your messaging will not go unnoticed, especially with a group of people who specialize in social cues (ACPA and NASPA Joint Task Force, 2010). However, displaying an affect of self-deprecation—often a trait exhibited for humor or attention—is not the most appropriate first impression to make during an interview.

2. **Optimism:** There can be some long days and even longer weeks in student affairs. The half-day to day-long campus interview will be a microcosm for the pace that occasionally may be replicated if you end up employed at that institution. Will you have what it takes to "grind

it out" with a positive attitude, or will you succumb to negativity in the midst of a grueling interview process that day? You are always being evaluated, so put in the extra effort to save negative comments or criticism (unless criticism is specifically solicited, in which case you should frame it constructively) for after the interview when you have had time to decompress and re-center yourself (ACPA and NASPA Joint Task Force, 2010).

3. **Initiative:** Easier said than done, demonstrating initiative can be accomplished even during the campus interview. Although you will want to provide examples of having previously taken initiative, having the foresight to come prepared to an interview validates this trait (McClellan, 2010). Bring a copy of your research, your internship binder, your poster presentation—anything to substantiate your skills. One specific tip: no matter your opinion regarding campus newspapers, read the campus newspaper in the days leading up to your interview. Doing so will provide you with a student perspective of current campus events on which you might capitalize during the interview.

Recognize and Release What You Cannot Control

Naturally, there are elements that search committees might prioritize that are beyond your control and will not always be expressed clearly, if at all, in a job description.

1. **Experience at a certain institutional type:** Some search committees may

care strongly about your previous institutions (public, private, small, large), and specifically whether you could transition seamlessly from one institutional type to their institutional type (McClellan, 2011). Be prepared to answer questions concerning such a transition.

2. **Personality:** Departments may be seeking a certain personality to balance the dynamic of their office (DeRuiter & VandeWaa, 2010). Do not attempt to intuit the desired personality, but rather present your genuine self. Reciprocally, you also need to observe if you would work well with the personalities of your potential colleagues.

3. **Understanding of relative terms:** There are common terms in student

affairs, such as social justice, diversity, and assessment (ACPA and NASPA Joint Task Force, 2010), and your interpretation of such terms may not dovetail with that department's ethos. However, do not misrepresent your viewpoints; if you are hired, the outcome may not be rosy—for example, a tenuous relationship with your supervisor or a tense departmental culture.

In conclusion, job candidates often grapple with the following dilemma: how does one balance advocating for oneself without being perceived as self-absorbed? Although no reliable blueprint exists, disregard elements outside your control and be bold with what you can control: your confidence, optimism, and initiative. ■

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PARENT AND FAMILY RELATIONS KNOWLEDGE COMMUNITY
The Changing Boundaries of College Parents

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It has been more than a decade since Howe and Strauss (2000) introduced us to the Millennial generation of college students. In addition to describing Millennials' unique characteristics, the authors provided valuable insights about the parents of these students. At that time, the vast majority of those parents comprised the Baby Boomer cohort group. We learned that these parents were passionate, righteous, prophetic, and hard working. They wanted social justice for all and a safe and nurturing environment for their children (Strauss & Howe, 2007). They also desired to minimize or eliminate adverse conditions for them.

The parents of Millennials today are about equally divided between the Baby Boomer generation and the Gen Xers. This shift in the parents' backgrounds and the vastly different experiences during their formative years have yielded a shift in overall parental responses to their children's college experience. Like the Baby Boomer parents, the Gen X parents tend to intercede in their students' issues. These parents, however, have become an increasingly demanding force on college campuses. They assist their students in the admissions process, orientation programs, residential life issues, academic progress, athletic events, and career counseling (Habben, 1997; Lehmann-Haupt, 2004).

Gen X parents are involved in the lives of their students and continue to guide and direct them while the students are attending college. Unlike the parents of previous generations of college students, parents of Millennial students remain involved in their students' college process. The challenge for student affairs professionals is to balance helping college students develop independence and maturity while not discouraging parental engagement, which has been shown to be crucial to assisting this development.

When students encounter academic, social, health, or disciplinary matters, Gen X parents are prone to immediate intervention, which poses a major challenge for faculty, health care professionals, and administrators because of the legal climate. Both the Family Education Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) limit and even sometimes prohibit faculty and administrators from discussing a student's situation with his or her parents because the parents are identified as "third parties." This restriction of information has created a sense of distrust, angst, and frustration in the parents. Administrators, however, must abide by the law and respect the confidentiality of the student's academic performance and health issues.

So how do we as student affairs professionals guide Gen X parents in the process of allowing their students to make decisions? First, the technology of cell phones, smart phones, computers, social media, and apps has allowed students to maintain communication with their parents. The closeness that Millennial students have with their parents circumvents much of the parental concerns with information because they receive it directly from the student. This information, if accurate, can reassure them that their student is developing. The key is for parents to offer information, not to direct the student to what she or he should choose.

A second method to guide parents in assisting their student to make independent decisions is to inform them at college orientation of the university's policies and procedures. Including access to the student handbook, which contains all the regulations and processes for the curriculum, organizations, and judicial proceedings, can reduce parental suspicions by allowing them to review those rules. Creating time in the orientation schedule for parents to meet faculty and staff who provide support services, such as academic support, student health, and student activities, can generate a positive, reassuring approach to student success.

Third, student affairs professionals should use printed publications, websites, or other means to explain to parents that students are going through a growth and development phase as they transition from high school to college. Explaining this change to parents can help reduce frustration and provide perspective. It is imperative that parents understand the college student developmental process, and that the transition to college is an exciting but often confusing time for students. Administrators can be proactive in educating parents on what is to come rather than being reactive to difficult situations and their outcomes. Student affairs professionals must be bold in orienting parents of today's Millennial college students. ■

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SPIRITUALITY AND RELIGION IN HIGHER EDUCATION KNOWLEDGE COMMUNITY
The Boldness of Dialogue: Models of Spiritual, Interfaith and Interreligious Exchanges

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North American spirituality and religion are diverse to a near-confounding degree. With the *U.S. Religion Census 2010* (2012) counting millions of adherents, hundreds of thousands of places of worship, and hundreds of denominations, the differences can be overwhelming, and innumeracy becomes a challenge. Even as our boldness may know no bounds, we cannot help but recognize the boundaries that divide us based on religion, faith, practice, tradition, spiritual approaches, and ways of knowing.

Dialogue is one way to simultaneously acknowledge those boundaries and transcend them, if only temporarily and in part. Robert Putnam and David Campbell, among others, have highlighted the role of conversation and activity in bridging differences and encouraging respect for others, regardless of their religious or spiritual identities (Putnam & Campbell, 2012).

In considering Muslim-Christian dialogue, Jane Idleman Smith (2007) outlines multiple models of dialogue, some of which are bolder than others, each of which has its benefits and limitations and all of which are applicable to interfaith, interreligious, and other dialogue forms. Many of Smith's models are particularly appropriate

for a college or university campus: The "Get to Know You" model is often billed as "the safest kind of dialogue" (Smith, 2007, p. 67). This model creates space, often through organizational relationships, in which persons with different ways of knowing can learn about others' traditions. These informational conversations can be superficial, with a focus on areas of agreement, and unidirectional, especially when there is an imbalance in awareness of each other's beliefs and practices, but they can lay the relationship groundwork for more advanced conversations.

The "Dialogue in the Classroom" model is similar to the "Get to Know You" model. It differs in that it has as its setting an academic classroom, where a deeper interest in learning and more structured interactions are presumed. This form of dialogue can be particularly engaging for emerging adults who are less likely to affiliate with religious institutions, although it requires intentional efforts to bridge gaps between the classroom and individuals' lived experiences. In addition, there is also the question of whether this model truly is "dialogue," a factor that depends largely on the instructor's teaching methods.

The "Theological Exchange" and "Ethical Exchange" models are similar, as both center on examinations of religious principles and belief systems. The former is constrained by the requirement that each participant have a decent grasp on his or her own theology, an aim that can be quite difficult to achieve. The latter can be compelling in that it

applies general principles to specific, day-to-day situations. At the same time, conversations about ethics can highlight the often marked differences between a principle or belief that a particular religion or way of knowing endorses and the way that its adherents act.

One can also pair Smith's (2007) "Dialogue About Spirituality" and "Dialogue About Ritual," each of which focuses the conversation on a specific topic. Conversations about spirituality are accessible to dialogue newcomers, especially because of their emphasis on individual perspectives and experiences. Idiosyncratic beliefs can lead to opinions that reflect on the particular participants only and are not generalizable to others, but using traditional sources can provide more solid grounding for discussions. In the ritual-based model, participants demonstrate commonly practiced rituals and might move on to take part in each other's worship or even to jointly plan a religious service. Although the educational benefits can be substantial, such efforts can require a serious time commitment, come across as "performance," and

butt up against belief-based barriers. Finally, the "Cooperative Model for Addressing Pragmatic Concerns" is one that appeals particularly to those drawn to more hands-on action and problem solving. Engaging in this model means setting a goal, often one with a strong community service component, and working to achieve it together, along the lines of Interfaith Youth Core's work (Patel, 2007). Although dialogue might not be at this model's center, informal conversations that arise as people plan and share efforts can be transformative and powerful.

Whether taken separately or together, these models of dialogue provide a rubric for essential conversations in student development and growth. They require us to be courageous and even audacious in weighing which ones are most appropriate for our students, setting forth a vision for engagement and education. Even though boldness does not erase boundaries of religious and spiritual identity, it can push us and those we work with to reach across what might otherwise divide us and learn about others and ourselves in the process. ■

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increments can add up to significant dollars—$33,000 in the case of WJU. Eventually, the hope is that these donors can be cultivated to give more, and it gets them in the habit of giving to their institutions.

Many colleges and nonprofit organizations have turned to social media to engage donors and solicit gifts. It is now possible to charge a donation online to your iTunes account or use a text message to add the contribution to your phone bill. At Indiana University, anyone who owns a mobile device can make a one-time $10 donation to support scholarships for student-athletes simply by sending a text message to the number 20222 with "IU VARSITY" in the message field. It is just that simple to donate through social media.

Charitable contributions to colleges and universities in the United States reached $30 billion in 2011 (Council for Aid to Education, 2012). Only a small percentage of that $30 billion can be credited directly to social media, but the small donor on Facebook today may turn into a larger donor in person tomorrow. Cultivating the relationship is important, and social media is a good way to do that.

Follow the conversation on Twitter with hashtag #NASPAdev. ■

STUDENT AFFAIRS FUNDRAISING AND EXTERNAL RELATIONS KNOWLEDGE COMMUNITY
Social Media and Fundraising Success For Student Affairs

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How did a small liberal arts college with approximately 1,000 students raise more than $33,000 in 1 day? They did it through the power of social media. On September 8, 2011, William Jessup University (WJU) held an online fundraising event known as Give: 24. The 1-day, cause-driven social media campaign was an effort to encourage WJU faculty, staff, and students to give just $24 within a 24-hour period and then to contact 24 more friends to give. Much of the 24-hour campaign was promoted through social networking sites like Facebook and Twitter. WJU even provided suggestions for tweets, hashtags, and email messages as part of the Give: 24 campaign. The money benefited student affairs, athletic, and academic programs, as well as WJU student scholarships. Ten percent of donations went to local charities selected by university departments.

Eric Hogue, WJU's Vice President of Advancement, said, "Social media is a powerful tool to connect with our community and build relationships. We know that a large number of these contributors are new financial supporters of the university, significantly increasing our existing donor base" (WJU, 2011). Social networking sites can be a good way to reach donors, especially younger ones and new ones. Typically, small amounts are contributed online, but the smaller

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STUDENT AFFAIRS PARTNERING WITH ACADEMIC AFFAIRS KNOWLEDGE COMMUNITY
From Alumni to AlumNOW: Student Affairs Partnering with Alumni Affairs

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Too often in our roles in higher education, we are reluctant to do that which we encourage our students to do: go outside our comfort zone. We become comfortable with our own areas of responsibility, and it is easy to use excuses of overcommitment to dodge opportunities for partnering. These self-imposed boundaries often frame our student interactions in ways that limit our potential for impact.

Alumni affairs and development units are often adept at partnering with academic affairs to identify engaged alumni or those with the potential to be engaged. The literature supports that alumni prefer to give to specific programs over the institution in general (Sun, Hoffman, & Grady, 2007). This leads to the assumption that the academic connection serves as the primary relational point for the institution; however, this assumption is not necessarily true. A small segment of literature has indicated that identity as an alumnus is a significant factor in defining the nature of graduates' relationships with their alma mater (Arnett, German, & Hunt, 2003). Typically, identity development has been the purview of student affairs. Much of the literature in the area of student development places a strong focus on individual development during college (Torres, Jones, & Renn, 2009) but fails to address how development of identity, specifically as it relates to the institution and as an alumnus, continues to develop after graduation.

Much of the work in student affairs places an emphasis on supporting students while they are at the institution. The end goal may be to develop significant and meaningful learning experiences, but those support networks are often severed or severely limited once a student graduates. According to NASPA–Student Affairs Administrators in Higher Education

(n.d.), "People who work in student affairs provide services, programs, and resources that help students learn and grow outside of the classroom" (para 1). Alumni affairs needs to be included as part of this process, rather than be on the periphery.

Independent research on alumni identity conducted as part of the author's dissertation research has identified that the informal social relationships that students form during undergraduate education remain their primary interaction with other alumni once they graduate (Pung, 2012). The most important thing to note regarding this study's findings is that everything important to the alumni identity began while the participants were students. This suggests that both alumni relations and student affairs professionals could benefit from working closely to establish connections that are more likely to last beyond graduation. A salient, institutionally framed student identity will more easily transition into a salient alumni identity if there are anchors to which to link it (Burt, 2001). Alumni and student affairs can put on joint programs connecting alumni with current students, teaching students about their expectations as alumni, and so on. Academic areas must also be a part of this process, as they hold substantial responsibility for creating future professionals who can hire interns, host classes, be guest speakers, and mentor current students.

There is a need to move beyond the preconceived boundaries of alumni affairs, academic affairs, and student affairs into an approach that considers the three areas as complementary functions that build on one another. To do this, institutions must take a closer look at those aspects of student affairs and academic affairs that influence how students will engage the institution as alumni. They must also consider those aspects of alumni affairs that would benefit from connecting with alumni before they graduate. If creating lasting impacts on students is indeed a value of student affairs and academic affairs, institutions need to reconsider how what they do now will impact students as alumni for years to come. ■

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STUDENT LEADERSHIP PROGRAMS KNOWLEDGE COMMUNITY
Instilling a Culture of Reflection: A Valuable Contribution

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A quick glance at a student's iPhone calendar may reveal an hour-by-hour schedule filled to capacity with class, organizational commitments, study hours or research, athletic practice, community service, and a part-time on-campus job. Kreider's (2012) "The 'Busy' Trap" offers that the "present hysteria is not a necessary or inevitable condition of life; it's something we've chosen, if only by our acquiescence to it" (para. 5). What is the leadership educator's responsibility in coaching students to take a step back and reflect on their academic and cocurricular experiences?

What role do educators play in modeling this intentional, reflective behavior?

Reflection is to think or ponder beliefs, values, attitudes, and emotions for the purposes of self-awareness and action. In its best form, active reflection creates self-aware individuals who model the way (Kouzes & Posner, 2007) and live the values they espouse. In short, one leads by first knowing self. The value of reflection includes helping students become more aware of how others perceive them, encouraging students to examine how their multiple identities influence who they are in group situations, and challenging students to look at a situation from multiple perspectives in order to gain new ideas or approach a situation differently (Fincher, 2009). Reflection can be a catalyst for change.

Kolb and Fry's (1975) experiential learning model intentionally builds reflective observation into the learning process. The model lends itself to a series of questions that can be helpful to guide a student through a reflective practice: "What? So what? Now what?" When tension exists between what is expected and what occurs, an opportunity for learning is present. A leadership educator might ask a student: "What happened in that situation? Tell me more." The next step requires a student to examine what learning moments are important from the experience: "So what? What did you learn? What sticks with you about what happened?" Finally, Kolb and Fry's model brings the learning experience full circle and challenges the student to apply lessons learned to future situations: "Now what? What will you do with this information in the future?" This process is often referred to as meaning-making. Through reflection, students can "[think] about what happened, what can be learned from it, and how to go about it next time" (Drechsler & Jones, 2009, p. 421).

Understanding that individuals learn in different ways, leadership educators can encourage reflection through many shapes and forms. Meditation, journaling, lighting a candle, a few moments of silence, or a quiet space may be all that is needed for a student to slow down and reflect upon a potential learning experience. Kreider (2012) suggests "the space and quiet that idleness provides is a necessary condition for standing back from life and seeing it whole, for making unexpected connections" (para. 10).

Today's students have an insatiable appetite for filling empty space and time. A moment of inactivity as a student walks across campus can be filled with a quick glance at one's Facebook page or a text to a peer about dinner plans. Is this incredible time management or an inability to slow down and reflect upon one's beliefs, values, attitudes, and emotions? Instilling a culture of reflection, if only for a moment of silence, is a valuable contribution that leadership educators can make in the lives of students. ■

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SUSTAINABILITY KNOWLEDGE COMMUNITY
Building a Foundation for Sustainability

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In the past few decades, numerous issue advocates have attempted to define "sustainability," and more important, to develop a universally accepted characterization and understanding. Although there have been successes in this effort, this process has met with several challenges. These challenges have been exacerbated when higher education professionals attempt to more narrowly define the term for its practice in a higher education setting. At times, higher education professionals even struggle to create a common understanding within a singular institution. The issue then becomes the implementation and development of sustainable practices. Therefore, institutions, student affairs, and even higher education as a whole all struggle to present a common front when discussing and promoting sustainability.

If we are able to establish this common understanding within individual institutions and, in doing so, are able to implement a cohesive effort toward sustainability at each of those institutions, higher education as a whole can then take the next step to define and execute interconnected efforts. Interconnectedness is a concept essential to a prosperous and sustainable society (Clough, Chameau, & Carmichael, 2006).

The first step is to concentrate on the energies of each institution separately. Numerous institutions have already made an effort to bring together their efforts through a task force or committee. However, we are discussing the steps to be made before that group is even brought together. As student affairs professionals, we have the opportunity to address this endeavor through a process that we commonly refer to as a social change process. If the ultimate goal is truly positive change in our approach to sustainability issues on our campuses, we need to create the proper environment to allow that effort to happen.

What is needed initially is a thorough assessment of the practices and procedures of the institution's efforts. Institutions have numerous opportunities to integrate sustainable practices into their long-term vision and daily practices. Whether institutional initiatives are designed to have major sustainability impacts or not, "those who follow green tenets are concerned not only about the long term well-being of a particular school or university and its students and staff, but also about the well-being of society at large and the whole planet" (Kennedy, 2007, p. 23). The information provided by a review of the practices of an institution needs to be all-encompassing. Those who are reviewing these practices need to collect information from all initiatives, not just the common "green initiatives." When

we first attempt to collect this information, we tend to look to the staples in sustainability practices such as recycling, carbon neutrality, building green buildings (Leadership in Energy and Environmental Design [LEED] certification), energy consumption, and waste management/composting. The commitment to sustainability involves more than building green residence halls; sustainability is considered within the context of the intersections of the social, economic, and environmental impacts. All decisions and choices must pass through filters that question these areas as well as their local and global impact and the impact on future generations (Trinklein, 2009). We need to question, review, and address all decisions, choices, procedures, and even the institutional mission and vision.

In this assessment, we are addressing the "consciousness of self" and "congruence" of social change. We must first look at our institutional values and discuss if and how sustainability is addressed, and then evaluate how our methodology throughout the institution is addressing those ideals. Once we as an institution can establish how we view sustainability and promote sustainable practices, and determine how our actions align with these views and actions, we are able to present our commitments as a whole. Through this research, we are able to see what we have currently committed ourselves to address, and what changes, if any, are needed to deepen that commitment.

As mentioned previously, this is where task forces, green practices/sustainability committees, and other university-wide organizations play such an important role. There needs to be an opportunity for different areas in an institution—even those areas not commonly thought of when discussing issues of sustainability—

to come and work together to create a common purpose. The common purpose of the institution is of most importance. When addressing sustainability, we tend to look at each effort individually. Residence life may be addressing sustainability in one manner, and student activities in another. Academic affairs may be promoting a message of sustainability through a completely different set of goals. "Educating for environmentally responsible citizenship requires appropriate instruction; however, instruction alone doesn't seem to be able to bring about the behavioral change necessary to become sustainable" (Torres-Antonini & Dunkel, 2009, pp. 12–13). All parties need to come together in order to develop or implement numerous practices and then create an educational experience for the students in a way that enhances those practices.

Today, institutions are cultivating diverse innovations to promote sustainability education, practice, and development. Residence life may have a sustainability-themed living-learning community, and student activities may have an environmental club or "eco-reps" program. Facilities management may recycle and use fair-trade products and make purchasing decisions considering human rights. A professor in the humanities and social sciences may discuss sustainability with students by analyzing a documentary about those issues, while another may use service-learning techniques to address sustainable practices and social justice. However, if a common thread does not tie them all together, we cannot provide an environment for positive change.

If the members of each individual institution are able to assess their practices and procedures, and then combine resources and efforts to reach a common goal through a common message, that institution can more clearly define and practice sustainability. This is the first step. The next is to bring those entities together, and to start the process again. Only then will you begin to infuse sustainability into the fabric of your campus culture. ■

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TECHNOLOGY KNOWLEDGE COMMUNITY
F2F or IRL: Alphabet Soup in Online Communities and Networks

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Online communities allow students to choose the "how" and the "when" of their engagement (Cogmon, 2010). The global, real-time, interactive, easily accessible nature of the Internet helps these communities expand and continue to grow, allowing participants to transcend the many obstacles of face-to-face (F2F) collaboration such as time, distance, and geographical/ideological boundaries. Technology is breaking down the geospatial walls that used to confine the definition of community (Brady, Holcomb, & Smith, 2010; Switzer, 2008).

It has become increasingly difficult to define the term "community" in an online environment, but the benefits are well documented. Online communities help individuals develop internally (through the development of self) or externally (through the coordination of work with others), and provide people with a sense of connectedness/belonging (Brady, Holcomb, & Smith, 2010; Cogmon, 2010; Switzer, 2008). Integrating social media into communities can add a layer of fun and also call on skills that most students already possess, reducing the learning curve needed for full integration. As Cogmon (2010) stated, online environments must be built to allow for the integration of other technologies that are designed to engage students with a "21st Century Approach" (p. 157).

This 21st-century approach to student engagement, however, still carries much older challenges. Building on the individual need for collective belonging, the very notion of community creates an "in group": those who, by some set of criteria, form this online collective. Once an "in group" is defined, an "out group" emerges as its logical opposite. ▶

Social integration is therefore just as challenging, if not more so, for students in the online realm as they work to integrate a still-developing identity into a rapidly changing and fluid set of "in group" norms.

This dichotomy creates a new and foreboding dynamic for social integration because students are not only participants in established communities, but also architects of their communal experience. The use of technology has broadened gaps in healthy connection and collaboration, as every misstep is magnified larger and shared faster. Creating community involves a subtle and often delicate interplay of social cues that can be misconstrued or outright lacking in the digital environment. As the speed and breadth of communication increases, the apparent depth of conversation thins out, creating an expectation for free-flowing information that must be concise and timely, while also profound and free from errors.

These fragmented, highly distributed communities exist on a virtual plane too unstructured for some and too nebulous for most. Noting this and other challenges, Katzenbach (2012) advocated moving away from creating communities, which he refers to as teams. A closed team replicates the problem of a selective "in group," which Katzenbach sees

as coming at the expense of valuable expertise and knowledge that may not be possessed by any or all members. Removing the artificial boundaries of community, networks instead acknowledge what many in student affairs already work to create: an interconnected web of distributed responsibility for a collective purpose.

Interactions that begin in these online networks can quickly spill over into the classroom, just as in-class discussions can be continued beyond the allotted few hours on a social media platform. This makes the oft-used term "IRL" (in real life), a misnomer. Conversation using technology is no less real than that done without these aids, and limiting these interactions to distinct "worlds" creates artificial boundaries that limit, rather than extend, students' learning. The "world" that these students live in is as real on paper as it is on the screen, blending instead of separating the content of the written word with the interpersonal dynamics of F2F interaction. Our charge as professionals is now to help students use these new tools and harness their skills to move seamlessly between different realms, encouraging them to create their own hybrid network where the artificial boundaries between the "real" and virtual worlds are dismantled. ◼

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VETERANS KNOWLEDGE COMMUNITY
Boldly Breaking Through the Boundaries of Student Veteran Theory Development

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Many scholars of student veterans, particularly those of us who are veterans ourselves, have been wondering for years why others have used Tinto (1975, 1993) and Schlossberg (1981) in researching and trying to understand student veterans. To be fair, scholars exploring student veterans did not enjoy the universal agreement we have today that student veterans are nontraditional students. Even though many of us felt unsettled with the use of Tinto and Schlossberg, we did not have the agency to question this early research. Fortunately, a groundswell of doctoral work, the primary source of student veteran research, is on the cusp of demonstrating the questionable applicability of Tinto and Schlossberg for student veterans.

Questionable Application of Tinto's Theory (1975, 1993)

The empirical and anecdotal evidence of the insufficiency of Tinto's Theory for most students is overwhelming. The primary shortcoming is that the theory emerged from a study of a White upper-class student body at an elite private campus. Unfortunately, scholars in the late 1970s failed to stand up and say, "Wait, Tinto's Theory doesn't make sense for most students." Well, on behalf of the growing body of scholars that feel this way about trying to apply Tinto to student veterans, "Wait, Tinto's Theory does not work

for heterogeneous, nontraditional populations such as student veterans!"

Unlike Tinto's (1993) assertion that students must adapt socially and academically in order to avoid departure, Bean and Metzner (1985) found that nontraditional students do not require social adaptation to the campus. Suggestions that veterans have to make social connections on campus in order to succeed do not enjoy empirical validity.

Bean and Metzner's (1985) work is not isolated and enjoys the support of subsequent scholarly work. Rendón (1993) assertions that paradigms that presume all students must assimilate in order to succeed have adverse effects on campus diversity and nontraditional student success. Berger (2000) offers that institutions may have to adapt in order to support the success of unique student populations. Besides starting to break free from Tinto's Theory, another positive development is a growing skepticism of the utility of Schlossberg's Theory for student veteran transitions.

The Struggle to Apply Schlossberg's Theory (1981)
Schlossberg's Theory of Adult Transition (1981) enjoys great acceptance in the counseling psychology field and her 4S Model (Situation, Self, Support, Strategies)

was developed for counselors to help adults develop individual strategies to transition between careers in midlife. The trouble with applying Schlossberg is that student veterans are likely undergoing identity transitions. Further, student veterans are not all adults, nor are they experiencing midlife career transitions.

The majority of research (DiRamio, Ackerman, & Mitchell, 2008; Livingston, Havice, Cawthon, & Flemming, 2011; Rumann & Hamrick, 2010) struggles to adapt Schlossberg's Model for student veterans, as Van Dusen's (2012) study demonstrates. These studies presume that transitions from combat status to being a student are a single transition, when as many as five transitions may be taking place simultaneously. The variety of transitions student veterans undergo may include:

1. Combat to noncombat

2. Being in the military to being out of the military

3. Being on active duty to being in the part-time military

4. Being an adolescent to being an adult

5. Being a nonstudent to being a student

When multiple transitions overlap, Schlossberg's Theory breaks down for student veterans because of its inability to support simultaneous transitions. Many of these studies suggest panacea-like solutions to student veteran transitions, such as student veteran lounges and student veteran clubs. Merely creating these services may not help the transition to college for veterans; college success improves when veterans utilize informal peer support, which may not require a club or a space for most veterans. Supporting the success of student veterans requires individual consideration of their needs.

Advancing the early thinking about student veterans is the best way to move forward and support the degree attainment of this unique student population. Many veteran and nonveteran scholars have been looking for alternatives to Schlossberg (1981) and Tinto (1975, 1993) for several years. Additionally, several theories are emerging as better ways to explore the entire academic experience of veterans, not just the transition of student veterans, which may not be the most difficult aspect of the student veteran experience. ■

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WOMEN IN STUDENT AFFAIRS KNOWLEDGE COMMUNITY
Pay Equity Issues: A Persistent Social Justice Issue for Women (and Men)

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Even though the Equal Pay Act was signed into law in 1963, women are still paid significantly less than men in almost all types of occupations (Corbett & Hill, 2012). Based on the median income of full-time workers, women still earned only 77% of what men earned in 2011 (AAUW, 2012).

This continuing pay gap impacts different types of families in different ways. Families tend to make career decisions based on the higher wage earner (Corbett & Hill, 2012) and heterosexual women experience a negative impact on their future employment by prioritizing a husband's career (Boyle, Feng, & Gayle, 2009; Lichter, 1980). For female same-gender couples, one would expect that the pay equity issue would be more pronounced because both partners are likely to be paid less than their male counterparts, resulting in an even greater gap. However, recent work using

2000 U.S. Census data has found that lesbian couples have incomes that are comparable to heterosexual couples, possibly because of early career-related decisions such as majoring in nontraditional fields, working longer hours because of the knowledge that she will be entering into a relationship without traditional gender-based expectations, or viewing higher education as a means to avoid employment discrimination (Black, Sanders, & Taylor, 2007).

Race and ethnicity further complicate the wage gap issue. Because white men have the highest median salaries, their income can be used to compare racial/ethnic groups in terms of wage disparities. Latina women earn only 61% of what a White male does, followed by African American women at 71%, White women at 82%, and Asian women at 88% (AAUW, 2012). There are also substantial within-group differences by race/ethnicity. For example, African American women make almost 91% of what African American men make (a smaller pay gap than the 82% national average stated above);

however, regardless of gender, African Americans make less than White women, resulting in less of a within-group gap but a greater disparity overall.

There are a number of predictors for this persistent pay equity gap in addition to obvious racial/ethnic disparities. Among college graduates, the choice of major is an important factor. Men tend to choose higher-paying careers in traditionally male-dominated fields such as engineering and computer science, while women tend to pick lower-paying fields such as education (Corbett & Hill, 2012). Women who leave the workforce or work part-time to care for children experience a "motherhood penalty" that men who leave to care for children do not; women who are mothers are offered lower salaries than women who do not have children (AAUW, 2012). Women are also less likely to negotiate for higher salaries (Compton & Palmer, 2009; Corbett & Hill, 2012). These issues persist across one's career. A recent study of women in senior-level positions in higher education found that salary gaps due to gender

differences and limited opportunities for career advancement were among the top reported equity issues (Compton & Palmer, 2009).

There are things we can all do right now to work to narrow this wage gap disparity. On the personal level, we can learn how to negotiate salaries and encourage our students to develop salary negotiation skills. At the federal policy level, we can advocate for the passage of the Paycheck Fairness Act. Equity, of course, is not equality (Bailyn, 2003), and we should not confuse them. Even with equal pay for the same jobs, this is not the same as equal opportunity for those jobs. Pay equity will not result in equality across different racial, ethnic, sexual identity, disability, or any of the other ways that difference becomes disparity. In keeping with this year's conference theme of "Bold Without Boundaries," it is important to take bold actions to tackle big problems. Pay equity is not "just" a women's issue—it is a family issue that needs everyone's attention to continue to narrow this gap as part of ongoing social justice work. ■

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