

*Journal of the Indiana University
Student Personnel Association
2012 Edition*

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The Journal of the Indiana University Student Personnel Association is published annually by the Indiana University Student Personnel Association with support from the Higher Education & Student Affairs (HESA) Program. The Journal is produced expressly to provide an opportunity for HESA master's students to publish articles pertinent to the field of student affairs. The primary sources of funding for the Journal are alumni donations and support from the students and the HESA department. The important role that each of these contributors has played in the production of this edition is gratefully acknowledged and appreciated.

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Editors' Comments

Tracy L. Teel & Kelly L. Grab

We are proud to present the 2012 Journal of the Indiana University Student Personnel Association, a publication of original scholarly works in the field of student affairs. The IUSPA Journal has a long tradition of providing an opportunity for Higher Education and Student Affairs (HESA) master's students to publish in a peer-reviewed public forum. First debuted in 1967, the Journal has also featured numerous articles by HESA doctoral students, alumni, and others associated with the program. To keep up with modern trends in technology and education, the Journal made the move to an online format in 2010 through the *IUScholarWorks* database, a service provided by the Indiana University Digital Libraries Program. The articles in this year's edition cover a broad range of topics and it is our hope that you will not only enjoy, but be intellectually challenged by the excellent student scholarship.

This edition features articles on special student populations and issues facing both students and practitioners as our college campuses become more diverse. "Delaying the Crossroads: The Impact of Parental Alcoholism on Self-Authorship" opens this edition with a look at how growing up in an alcoholic environment impacts college students' holistic development. Parallels are drawn between Native American college student identity and the experiences of returning adult learners in "From the Reservation: A Theory Regarding the Development of Native American Students." One author explores an important identity development issue facing the growing multiracial/multiethnic student population in "Ethnic Identity Development of Anglo-Oriented Second-Generation Latinos," and the closing article features a theoretical investigation into a population that has recently gained attention in "Heterosexual Ally Identity Development: A Conceptual Model." Another author connects Kolb's (1984) Experiential Learning Theory with students' experiences in web-based courses in "Student Growth in Asynchronous Online Environments: Learning Styles and Cognitive Development." "Exploring Physical Artifacts on the Campus Tour: A Comparison of Institutional Messaging" looks at the educational environment through an assessment of an official walking tour. Finally, in a piece combining in-depth research with current issues in student affairs administration, "The Influence of Campus Protest on Student Conduct Policies: The Case of Indiana University Bloomington" offers a valuable and timely contribution to the IU campus' historical archives.

As editors of this year's Journal, we would like to thank the 11-member review board, our graphic designer, and our advisor, Dr. Danielle De Sawal, for their generous dedication to creating a quality publication that upholds HESA's legacy of strong scholarship. The Journal would not be possible without the continued support of the IUSPA, financial contributions from alumni, and additional resources from the HESA program. Please enjoy the 2012 Journal of the Indiana University Student Personnel Association!

Tracy L. Teel plans to graduate from the Indiana University HESA master's program in May 2012. She received her B.A. in Linguistics from University of California San Diego. At Indiana University, Bloomington, she held a graduate assistantship as a Student Organizations and Leadership Advisor and interned with the ACUI Central Office in Bloomington and for ACUHO-I at the University of Alaska Anchorage. She will begin Ph.D. studies in Higher Education and Organizational Change at University of California Los Angeles in September 2012.

Kelly L. Grab plans to graduate from the HESA master's program in 2013. She received a B.A. with Honors in English, summa cum laude, from Moravian College in 2011. At Indiana University, Bloomington, Kelly serves as a Graduate Supervisor for Residential Programs and Services in Forest Residence Center and holds a practicum with GROUPS.