

*Journal of the Indiana University  
Student Personnel Association  
2010 Edition*

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# INDIANA UNIVERSITY STUDENT PERSONNEL ASSOCIATION

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Autumn T. Harrell and Mark E. Houlemarde

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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**

**Autumn T. Harrell & Mark E. Houlemarde**

The Journal of the Indiana University Student Personnel Association is an annual publication by the Indiana University Student Personnel Association. First published in 1967, it provides the opportunity for current master's students and those associated with the Higher Education and Student Affairs (HESA) program to publish scholarly works. This year marks a significant change to the 43<sup>rd</sup> edition of the IUSPA Journal. We've successfully transitioned online with the aid of IUScholarWorks, a service provided by the Indiana University Digital Libraries Program. It is our hope that this move will promote scholarship and learning by ensuring the preservation of the Journal and enabling open access to all those interested in better serving college students. In keeping with tradition, the 2010 edition features a diverse selection of articles that cover a wide range of topics in higher education and student affairs.

First, a retrospective look at a lively student organization popular throughout the 1800s is provided by "The College Literary Society: The Athenian Society of Indiana University during the Nineteenth Century." Next, "Indian International Students in American Higher Education: An Analysis of India's Cultural and Socioeconomic Norms in Light of the International Student Experience" features a comprehensive view of Indian international students and includes challenges to consider when working with this student population. The authors of "A Cultural Perspective for Understanding How Campus Environments Perpetuate Rape-Supportive Culture" write a thought provoking article, making connections between campus life environments and a culture that may support unsafe notions about sex. "The International Mobility of the American Faculty – Scope and Challenges" examines faculty and their relationship with global concerns. Finally, we gain more insight into college student experiences through a qualitative study in "Black Student Leaders: The Influence of Social Climate in Student Organizations." We hope you enjoy these pieces as much as we have.

We would like to take this opportunity to express our heartfelt thanks to the peer review board and our advisor, Danielle De Sawal. This publication has been a concerted effort that took many hours of planning and hard work from the review board team.

Last but not least, this publication would not be possible without the financial contributions of the HESA alumni. It is with their support that the Journal is able to provide opportunities for students to experience the publication process and give back to the field of student affairs and higher education through scholarship.

Working with this publication and serving as the editors of the 43<sup>rd</sup> edition of the Journal has been an honor and rewarding experience. We are proud to present the 2010 IUSPA Journal!

*Autumn T. Harrell earned a Master of Science degree in Higher Education and Student Affairs from Indiana University Bloomington in 2010. She received a Bachelor of Arts in English from Florida State University in 2007. Autumn served as the graduate assistant for the Community & Leadership Development Center and completed a practicum with the National Survey of Student Engagement.*

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