

# GRJ

Graduate Research Journal

VOLUME 8



**INDIANA UNIVERSITY**  
SOUTHEAST



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VOLUME 8

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**Acknowledgment:**

Welcome to the eighth volume of the Indiana University Southeast's Graduate Research Journal. This journal's mission is to provide a public platform for the best and most original research papers produced in the Business, Education, and Interdisciplinary Studies graduate programs. The editors of the GRJ would like to thank everyone who submitted work for consideration for this edition, with a special thank you to those whose contributions were selected to appear in this edition. Additionally, we extend our gratitude to Kathryn Combs, Kayla Feuquay, Edward Feuquay, Jamie Campbell, and the IUS Design Center for the cover design and layout. We express our appreciation to our faculty advisors, Dr. Deborah Finkel, Dr. Kathleen Arano, Dr. Sara Walsh and Dr. Faye Camahalan. We would like to thank the university for its support of the work of graduate students and extend a special thank you to all university students whose activity fees help to make this journal possible.

# Table of Contents

<b>P510 Psychology in Teaching Reflective Teaching Paper</b> <i>Brittany Becht</i> .....	02
<b>Comfort Care and Comfort Theory: Promoting Palliative Care for Lung Cancer Patients</b> <i>Rachel Huster</i> .....	14
<b>Sexuality and Relationship Education for Autism Spectrum Disorders</b> <i>Anita Kraft</i> .....	30
<b>The Effects of Hollywood on Our National Collective Memory Concerning The Events of World War II</b> <i>Calvin Lewis</i> .....	36
<b>Green Housing: Social, Economic and Political Relationships Between Environmental Sustainability and Public Housing</b> <i>Jennifer Mason</i> .....	50
<b>The Opioid Dialogue</b> <i>Katrina Pate</i> .....	62
<b>Hibakusha: The Intricacies of Memory in Postwar Japan</b> <i>Jordan Ricks</i> .....	72
<b>Alternative Revenue Sources for Universities</b> <i>Marshal Wease</i> .....	90
<b>Author Biographies</b> <i>Meet the Authors</i> .....	114

# P510 Psychology in Teaching

## Reflective Teaching Paper

*Brittany Becht*

## **Introduction**

As stated by Schunk (2016) in his book on learning theories, "Effective top-down processing depends on extensive prior knowledge" (p. 179). This is the type of processing needed to go beyond decoding text in order to comprehend it. Because of this, prior knowledge must be built prior to reading texts in which students have very little knowledge about the topic. Making comparisons to this prior knowledge also helps students monitor their learning progress (Schunk, 2016). In low-income student populations, students often have a lack of knowledge on non-fiction topics they read about. Because of this, the focus for my field experience project was to examine how providing shared experiences to increase schema would affect reading comprehension of nonfiction texts for low income students with limited experiences.

I worked with four students over the course of two weeks in language arts class. During this time, I conducted ten 20-minute guided reading sessions with these students. During these sessions, I worked with students on building background knowledge, making connections, and asking questions while reading a nonfiction text. I then assessed comprehension through summarizing and written response to the text. All of these students were slightly below grade level in reading and receive free and reduced lunch through the school.

## **Strategies and Theories**

During the planning and implementation of my guided reading lessons, I took into account multiple learning theories and strategies. As part of the Social Cognitive Theory, I set short-term goals for my students for each lesson and encouraged them to set their own goals. I did this by going over the day's objective at the beginning of each session and giving time for students to discuss whether they met each objective at the end. These goals included listing interesting information from the video as a way to build background knowledge, making connections between the video and prior knowledge as a way to activate schema, generating questions that were likely to be answered in the text based on the headings, marking and writing down connections between the text and prior knowledge, recording answers to questions posed before reading, posing new questions based on what

was read each day, making an outline with the main point from each section, writing a 5-7 sentence summary, identifying the central idea of the text and evidence to support it, and using the central idea and evidence with the RACE format to answer a written response question over central idea.

Still taking into account the social cognitive theory, I encouraged students to set their own goals by having them come up with questions before reading that they looked for during reading and added to throughout the implementation of the lessons. This way, students had a part in setting their purpose for reading. At the beginning of my 2nd, 3rd, and 4th lessons, I used metacognitive modeling to make connections and pose questions based on the headings in the book. This was important because it helped students identify the “what, where, when, and why” for the strategies they would be using during reading (Schunk, 2016, p. 249). By setting multiple short-term goals for my students, I was promoting their self-efficacy by making the material less cumbersome and more manageable to students. I also promoted this through encouraging students and pointing out what they were doing well when reading with them individually. During this time, I also spoke with each student about what they could do specifically to improve on skills and strategies they were struggling with and provided “goal progress feedback”, commenting on each student’s connections and questioning (Schunk, 2016, p. 188). I also provided repetition by having students summarize the content after reading (Schunk, 2016).

As part of the Information Processing Theory, I also took into account the Cognitive Load Theory by breaking down my instruction to short periods of modeling and instruction (5-10 minutes), followed by guided practice for each lesson I taught (Schunk, 2016). This increased retention of the information being taught, did not overwhelm students, and took into account the “limited capacity” on working memory (Schunk, 2016, p. 80). I also limited outside stimuluses during my lessons by having previously establishing routines and procedures where students were only aloud to whisper in the guided reading group, and students independently reading in the classroom were not allowed to talk or get out of their seats. I also spoke at a whisper when conferencing with students in the group so as not to distract others. This way, students were able to focus more of their conscious attention on read-

ing (Schunk, 2016). In accordance with this theory, I also made sure I varied instruction by providing time for students to work individually, one-on-one with me, with a partner, and with the small group.

Also in accordance with the Information Processing Theory, I made learning meaningful for my students during these lessons by picking a book over a topic the students were interested in and would be engaged in (Pompeii). I knew students were interested in this topic because of the curiosity they showed when we mentioned the city in Social Studies class when learning about Rome. In order to help these students from poverty encode information from the text, I focused on building their prior knowledge and schema. I did this through presenting a shared experience in the form of a time-lapse video of the eruption of Mt. Vesuvius and the destruction of Pompeii before introducing the text. After watching the video, students filled out the first two sections of a KWL chart about what they knew about the city of *Pompeii*. After filling out the KWL chart, students shared what they knew and what they wanted to find out. This allowed students who did not previously have schema on this topic to discuss what they observed in the video and allowed other students to share additional information they knew about the topic. I also helped build my student's schema by going over vocabulary from the book, referencing the video, providing visuals for each word, and encouraging students to use these words in discussion and when summarizing the text. Students also flagged and shared connections they were able to make during reading each day. I knew the more I could build their schema, the more likely they were to be able to make connections to information that comes into working memory in order to move it to long term memory (Schunk, 2016).

As suggested by Schunk in his chapter about Information Processing Theory, I also used the COPE method with my student group. This involved having students pay attention to conditions, operations, products, evaluations, and standards as they read (2016). By having students build their schema before reading, I changed the condition they were reading in. I provided certain operations and products with the KWL chart, connections list, summary, and written response. Students also evaluated their connections, questions, and answers after reading and set standards for themselves to improve the next day.

According to Schunk, in reference to the Information Processing Theory, “learning is enhanced by classifying and grouping bits of information into organized chunks” (2016, p. 183). Because of this, I had students use a KWL chart while reading to organize their prior knowledge, questions, and what they learned from reading the text. I also had students create an outline using the headings and main ideas from the text before writing a summary in order to group the important information. I encouraged elaborations by having students take notes on their KWL chart while reading, asking questions based on the headings, and encouraging students to visualize what the text was saying by thinking about what they saw in the video (Schunk, 2016).

Taking into account the cognitive learning process of students, the strategies I emphasize in guided reading groups depend on the individual needs and levels of my students. Being from poverty, the students I worked with for the project had a severe lack of background knowledge on many non-fiction topics because of a lack of exposure. Because of this, I chose to focus on making connections and questioning, but I provided a shared experience in order for students to apply these strategies. I scaffolded students in their use of this strategy by modeling, providing guidance when reading with students one-on-one, and providing time for students to practice the strategies independently. I also included summarizing in order to encourage elaboration and assess comprehension because this is also a skill this group struggles with. Since “children are more likely to think of external things” when thinking about strategies, I had the group take notes on the KWL chart and on the back when using the strategies to record their thinking (Schunk, 2016, p. 249).

During my lessons, I also encouraged self-regulated learning by having students make their own questions to look for each day, evaluate the answers, and determining if there were new questions they wanted to look for the next day (Schunk, 2016). I had them select and organize information with the KWL chart and outline before summarizing. Another part of self-regulation I focused on was monitoring. When reading with students individually, I had them go back and re-read when what they read did not make sense to get them used to the process of monitoring their own reading. This is something I do daily in guided reading groups.

## Influences on Data

The most influential aspects of my instruction to increase learning were the use of technology to create a shared experience and the small group instruction. By using a time-lapse video of the eruption of Pompeii, students had something to connect with when trying to visualize the events discussed in the text while reading. Being from poverty, many of these students had no background on Pompeii, Italy, or volcanoes. By providing this shared experience, students were able to build background on the concept before reading and had something to connect with while reading. This increased comprehension made it easier for students to identify the main points of each section and express the central idea of the text. It also made it easier for students to summarize what they read. This was evident because, by the end of the unit, three out of four of the students were able to summarize the text and receive full credit on the summarizing rubric. In order to get full credit, the summary had to be 5-7 sentences in length, contain all of the main points from the text, and use all of the vocabulary words we had discussed prior to reading the text. The one student who did not receive full credit, did not include the main point from the last section of the text. Because of this, he received 4/5 (80%) on the rubric, showing that he still mastered the skill.

All four students were also able to identify the central idea of the text on a written response question. Unfortunately, three out of four students only received 6/8 (75%) on the RACE rubric (Restate, Answer, Cite, Explain) for this question because they did not adequately explain how their evidence supported their answer. This shows me students comprehended the text in order to determine the central idea after the building background video, but they still need additional instruction in responding to reading.

Implementing this unit in a small group and taking anecdotal notes allowed me to individualize instruction to meet the needs of each student in the group. By listening to each student read and asking them questions over the course of the lessons, I was able to provide additional modeling and guidance on different aspects of the instruction for different students. For example, when reading with Michael on day 1, he was unable to connect the reading to the video we viewed.

He was not stopping to really think about what he was reading and how it related. Because of this, I went back to the previous page and modeled stopping at the end of the page to think about what was read and how it connected to my background knowledge (from the video). I then had him re-read the page and he was able to make a connection about the smoke rising like he had seen in the video. By the end of the reading, he had listed two additional connections on the back of his KWL chart on his own. Vanessa also had trouble making connections between the text and the video, so I pointed out individual lines from the text she read and explicitly asked her what it reminded her in the video. I then had her read a paragraph and make connections, then a page. After this, she was able to generate two connections on her own.

When listening to Emma read, I noted that she was reading in choppy, 3-4 word phrases and pointing to each word. When I discussed this with her, she expressed a concern over losing her place while reading. Because of this, I gave her a cue card to hold her place on the line she was on without having to look at each word separately. When I came back to read with her on day two, I noted that she was reading fluently, without unnatural pausing while using the card. She also received full credit on her summary and written response question over the central idea at the end of the unit, showing her strong comprehension of the text after reading it more fluently. On the first day of reading, Ethan struggled to come up with questions to look for while reading. When I worked individually with him, I provided scaffolding by going through each heading before he read the section, having Ethan read it, and asking him what he thinks he could find out in that section based on the heading. After doing this, Ethan was able to come up with four questions to look for while reading the next day.

The aspect of instruction that negatively affected student results was not spending enough time reviewing and modeling using the RACE rubric to respond to written response questions over the text. Because we had already covered this concept in class, I only did a quick review of this type of written response with this group of students before having them answer the question "What is the central idea of the text *Pompeii*?" After reviewing the results of my assessment, I now see that students needed more instruction on the concept, specifically

on how to explain how the evidence cited from the text supports the answer given. This was evident because 3/4 students did not receive points on this part of the rubric. They just restated their answer instead of explaining the evidence in relation to the answer.

## **Reflections**

Because of the success students experienced summarizing and identifying the central idea after having the shared experience before reading, I am going to start using some type of shared experience at the beginning of each of my guided reading groups and whole class texts. This will be especially beneficial because 75% (based on free and reduced lunch statistics) of my students have limited background knowledge due to growing up in poverty. When providing a shared experience with my small group, all of the students were able to list at least two connections while reading the text independently, and they would have had nothing to connect to if it weren't for this experience. I know this because, prior to the shared experiences, only one student could tell me anything about Pompeii, and she could only tell me something happened with a volcano. I want to build this background knowledge for each of my students in order to increase their schema and their ability to comprehend non-fiction text, indicated by being able to summarize it and find central ideas.

Since all of the students in the group mastered summarizing the text, this is something I will have them continue to do to show comprehension of texts they read independently. At this time, three out of four of the students do not need any additional instruction on how to summarize, so it can be used as an assessment tool to gauge comprehension. Since Michael only missed one point and left out a main point from his summary, I will have him submit his outline of main points from a text to me before writing a summary to see if he is able to list each main point. If not, I will put him in a guided reading group that is focusing on main ideas and details in order to strengthen this area. Since all students were also able to identify the central idea of the text, this is also something I will have students practice when reading independently without direct teacher guidance. Based on the results from the written response questions, I will regroup my students for the next sessions of guided reading groups. All of my groups were

using the RACE rubric to answer a questions about their books, so I will look at specific areas of weakness and focus on those areas of weakness when responding to the next text. Because three out of four of the students in this group mastered all parts of the RACE rubric except for explaining the evidence, I will group them together again with one to two more students who struggled with the same part of the rubric. I will then focus my instruction with this group on modeling and explaining the explanation part of the rubric before having students respond to a question about their text. Since Emma did master using all parts of the RACE rubric to respond to the text, I will regroup her with other students on a similar reading level who also showed mastery and begin working with them on a different type of written response after reading the next text.

## **Challenges**

One challenge I faced during implementation of these lessons was the attendance of two of my students. Out of the ten days I taught these lessons, Ethan was absent on three. Because of this, I had to try to catch him up on a one-on-one basis while moving on with the other students. This made it a challenge to make sure all of the students were on the same page. I also had to adjust some of the partner activities and make them small group activities with the three remaining students. Michael also missed the day when students worked together to make an outline of main points, so he had to do part of the outline by himself. This may have contributed to him leaving out an important point from his summary.

Another challenge I faced when implementing these lessons was trying to connect the content to the real world in order to make it meaningful. This was easier to do when reading the last sections of the book because I had students discuss what people today can learn from those in Pompeii and what scientists and leaders have done since then to ensure that type of disaster does not devastate a population of people in that way again. Looking back, I wish I would have found a way to introduce the concept this way from the beginning so students could have seen the relevance of it before reading.

## Changes

If I had a chance to teach these strategies again using the book *Pompeii*, I would only have students write down the answers to questions on their KWL chart when reading instead of having them do that and flag connections. I constantly had to remind students to do both in my lessons, and they got a little overwhelmed. Two students forgot to flag connections each time they were reading, and being reminded distracted them from focusing on what they were reading. If I taught the lessons again, I would have students fill out the KWL chart and discuss connections at the end of each reading. Then I could have them do a second read, flagging places where they were able to make connections to the video or other prior knowledge. In doing this, I would be providing repeated exposure to the text and allowing students to elaborate more on what they learned during the first reading. This would only further increase comprehension.

If implementing the lesson this way, I would follow this second reading with a discussion about the connections students were able to make, broken down by section. I would also have students discuss in pairs what each individual section focused on. This would make outlining quicker and easier for students. Only after this discussion would I have students work together to create an outline of the text. During my lesson implementation, I had students go back and look over each section with a partner when creating their outline after reading, but discussion before-hand would have given students a better idea of what to look for.

## Peer Review

In order to design my project, I took into account the comments and ideas of others on the discussion board for the class. After reading responses from others for the discussion on the Social Cognitive Theory, I read about and chose to include the COPE strategy as part of my lessons and make sure I set individual goals for my students, as others had suggested (Schunk, 2016). When discussing Information Processing Theory, a student in the class name Abigail Gardner suggested teaching vocabulary by defining the word, connecting it to prior knowledge, relating it to the text, using it in a sentence, and

turning and talking to a neighbor and using it in a sentence. I already do most of this process when going over vocabulary with my students, but I implemented the idea of having students turn and talk about the words with a partner and come up with a sentence during my lessons for the project. By doing this, I was able to see which words students needed additional information to understand. For example, I had to go back and show students on the video what a “tremor” was because they were not able to use it in a sentence.

To group my students for this project, I also utilized the help of the literacy coach in my building. She helped me give guided reading assessments to my students in order to determine reading levels and specific areas of growth for each student. Based on this information, we grouped students based on ability and strategy need. This is how I came up with the small group I chose to work with for the implementation of this project and knew that they lacked background knowledge and struggled with summarizing. The literacy coach has also provided a model for me of how to conference with students one-on-one during their reading to guide strategy use. I modeled my conferencing during these lessons after what I have seen her do effectively with students.

### **Future Action Plan**

Based on the connections students listed, summaries, and identification of central ideas, it was evident that the shared experience of a video increased comprehension of this nonfiction text for these students in poverty. Because of this, I will share my results and suggestion of using shared experiences before reading nonfiction with my PLC at our next ELA department meeting on Tuesday. I will provide the video and text for teachers who would like to try this approach with this book. I will also share the results of this with my literacy coach and discuss ways this idea can be implemented across grade levels and in reading intervention classes.

To confront issues of diversity in my classroom, I will continue to use shared experience to build background for all of my students to help “level the playing field” and give each student schema to be able to share and make connections to what we read in class, regardless of their previous experience or background. Because of the

importance of schema in making inferences and being able to comprehend text, this is an especially important concept in literacy. By providing a shared experience, no matter what neighborhood or economic situation a student comes from, they all have common points to discuss when building background on a topic and having discussion. This makes learning more equitable and accessible for all of my students. I will also continue to use fiction and nonfiction texts that highlight people from different races and backgrounds as positive members of society in order to include positive role models that students can relate to. By doing this, I am also making the text more relevant and meaningful, which is effective according to the Information Processing Theory (Schunk, 2016). I will continue to preview texts to ensure I do not unintentionally expose students to a biased representation of any group of people as well.

## **Conclusion**

As a result of this project, it has become evident to me that I can increase comprehension of non-fiction texts for my students in poverty by providing shared experiences before they read in the form of videos, read-alouds, or pictures. The added technology of a video only enhances the use of this practice. Because of this, I will continue this practice in my classroom when reading in whole group and small guided reading groups in order to increase my students' schemas. I will also continue to share this suggestion with my PLC and literacy coach in order to increase the comprehension of non-fiction texts for students from poverty throughout the school. This way we can make learning more accessible for these students with limited experiences and background knowledge as a result of poverty.

## **References:**

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# **Comfort Care and Comfort Theory: Promoting Palliative Care for Lung Cancer Patients**

*Rachel Huster*

## **Abstract**

Lung cancer is statistically the main cause of cancer-related death worldwide, with a 16.6% patient survival rate at five years post-diagnosis, regardless of the initial disease stage at diagnosis (Li & Li, 2016, p. 2387; Ferrell, et al., 2015, p. 758). Over 15% of advanced stage cancer patients pursue aggressive chemotherapy, without beneficial results, even in the 30 days leading up to their death (McLennon et al., 2013, p. 427). This futile pursuit of aggressive medical care is attributable to a lack of communication from medical professionals with the patients and families about the cancer prognosis (McLennon et al., 2013, p. 428). When patients and family members lack this vital information, they cling to false hope of an unrealistic life expectancy and are more than twice as likely to continue life extending and life supportive treatments (McLennon et al., 2013, p. 428). Research has established the efficacy of providing care for lung cancer patients with a collaborative approach including early palliative involvement along with standard oncologic treatment measures (King et al., 2016, p. 1028). The following discussion analyzes the complexities of this failure to care for patients and examines methods for nurses and the healthcare system to reconcile the inadequacies found in the care of the lung cancer patient population.

## **Comfort Care and Comfort Theory: Promoting Palliative Care for Lung Cancer Patients**

Lung cancer is statistically the leading cause of cancer-related deaths worldwide (Li & Li, 2016, p. 2387). This is true of non-small-cell lung cancer in the United States as well, with a 16.6% patient survival rate at five years post-diagnosis, regardless of the stage of disease at initial diagnosis (Ferrell, et al., 2015, p. 758). While these numbers have been reliably documented in research, they do not reflect the reality of patient and family expectations concerning the disease process or outcome. Pursuing the best outcomes for patients and families first requires delving into the contributing factors.

## Practice Dilemma

### Barriers to Comfort Care

**Lack of understanding.** The decisions patients make are influenced by their understanding of their disease and prognosis. McLennon et al. (2013) write that the number of patients who receive chemotherapy during the last month of life grew from 9% to more than 16% of patients (p. 427). Chemotherapy provided at that stage of disease is not only futile, but has the potential to harm patients (McLennon et al., 2013, p. 427). When patients and families are adequately informed about the prognosis and receive palliative care along with standard oncologic care, the patients experience a better quality of life, improved ability to participate in healthcare decisions, and have the capability to move on or transcend their diagnosis (McLennon, 2013, p. 428).

**Communication challenges.** Communication concerning a terminal prognosis or end of life issue with a lung cancer patient and their family is never comfortable; but is crucial. According to McLennon et al. (2013)

Patients who did not understand their prognosis overestimated their life expectancy (compared with physician estimates) and were 2.6 times more likely to choose life-extending treatments (Weeks et al., 1998). Mack et al. (2012) found that 90% of patients with advanced cancer received EOL discussions, but half took place within a month of death and occurred with physicians other than oncologists" (p. 428). Unfortunately, this type of communication is too little, too late. In order for lung cancer patients to receive the benefit of being involved in palliative care, they should receive it from the day they receive their diagnosis.

**Patient outcomes.** The research performed by Temel et al. (2010) supports the practice of early palliative care initiation (within the first 8 weeks of a metastatic non-small-cell lung cancer diagnosis) (p. 733). When palliative care and oncological care are provided in unison, patients receive the benefits of: improved quality of life, less depression, and longer survival; despite not receiving aggressive EOL care or chemotherapy in the last month of life (p. 733).

**Nursing obstacles.** Nurses experience what McLennon et al. (2015) describe as being “stuck in the middle” (p. 430). When a patient has not received an adequate explanation of their disease prognosis from their care provider, nurses are faced with the challenge of how to communicate with their patients in a realistic and honest way. Nursing staff are also often the ones to hear patients with a metastatic terminal cancer diagnosis and family express their expectations about plans for the future when they are better, or how long they think they have to live. Even when physicians hold family conferences concerning patient prognosis, nurses are left to translate what was said into comprehensible terminology for the patients and their families (McLennon et al., 2013, p. 428). Both practice and policy changes are needed to address the harm that is occurring to the patient population with lung cancer.

## **Comfort Theory**

### **Definitions**

Within Comfort Theory (CT) there are several key terms that are important to define prior to discussing what the theory entails. Comfort is defined as the intentional outcome of nursing care and is a “holistic experience of being strengthened through having comfort needs addressed” (Smith & Parker, 2015, p. 382 & 384). Health-care needs are needs that arise specifically related to challenging health circumstances and that are not dealt with using the patient’s typical support system (Smith & Parker, 2015, p. 384). Any variables that are difficult to modify (age, past experiences, support system, prognosis, finances, education, and culture) are considered intervening variables (Smith & Parker, 2015, p. 384). Whatever goal patients seek as the outcome of their care and what they do to accomplish that goal is described as health-seeking behavior (HSB) (Smith & Parker, 2015, p. 384). Finally, institutional integrity is related as organizations that are able to have qualities such as wholeness, uprightness, ethicalness, and sincerity (Smith & Parker, 2015, p. 384). CT supports this integrity by the implementation of best practices and best policies (Smith & Parker, 2015, p. 384).

## Explanation

**Overview of Comfort Theory.** Katherine Kolcaba developed her middle range theory of nursing to re-center nursing on its focus of caring (Smith & Parker, 2015, p. 382). She argued that comfort ought to be the outcome of caring (Smith & Parker, 2015, p. 382). Further, according to Kolcaba, comfort is brought about by being “strengthened greatly” (Smith & Parker, 2015, p. 382). Kolcaba writes that the comforting process requires “the intention to comfort, to be present, and to deliver comforting interventions based on the patient’s and loved ones’ unmet comfort needs” (Smith & Parker, 2015, p. 385).

**Types of comfort.** Nurses provide comfort by relieving the needs of their patients. Ease is the type of comfort that involves the mental state of the patient being content, while the comfort of transcendence is experienced when the patients and families “rise above” the challenges of their lives (Smith & Parker, 2015, p. 382). Comfort is experienced within four contexts: physical, pscyhospiritual, environmental, and sociocultural (Smith & Parker, 2015, p. 383). Utilizing the comfort grid comprised of the types of comfort and the contexts in which comfort is experienced allows the nurse to perceive comfort needs, plan comfort interventions, and measure responses to those interventions (Smith & Parker, 2015, p. 382).

**Comfort Theory propositions.** CT is made up of three independent or interdependent elements:

- Effective comfort interventions increase the comfort of the patients and families.
- When individuals are comforted, they are also strengthened for upcoming responsibilities or HSBs.
- This engagement in HSBs allows for growth of institutional integrity (Smith & Parker, 2015, p 383).

Ultimately, comfort care turns into quality care which provides for enhancing the financial structure of the hospital (Smith & Parker, 2015, p. 383).

## **Comfort Care Application**

**Nursing interventions.** Comfort is achieved through the care provided by nurses. Nurses enhance comfort in three basic ways: implementing technical interventions, “coaching,” (or the communication and collaborative aspects of nursing care), and by providing “comfort food for the soul” (or care that approaches the patient and family needs holistically, often using therapeutic presence or “being with”) (Smith & Parker, 2015, p. 385). Basic nursing competency is met by the technical interventions, while coaching and soul comfort care mature with the experience and confidence of the nurse (Smith & Parker, 2015, p. 385).

## **Theory Application in Hospitals**

Improving the patient experience through CT application is achieved by:

1. Therapeutic use of self (as the nurse).
2. Assessing comfort needs of patients and families and using this information to guide interactions.
3. Intentionally focusing on providing comfort in a culturally sensitive manner.
4. Consistently reassessing comfort levels and recording this data

(Smith & Parker, 2015, p. 388).

According to CT, this approach will allow comfort to be achieved for the recipients of the care.

## **Comfort Theory in Practice**

In order to determine the validity and applicability of CT to the care of lung cancer patients, it is valuable to review previous situations where CT has been effectively utilized. While there are numerous

instances of CT applications present in research, the following examples were selected as they address the multidimensionality of the theory and demonstrate how it may be applied in different settings and for different populations.

### **Hepatocellular Carcinoma - a Case Study**

As part of a research project published in the Singapore Nursing Journal, a nursing student in Singapore applied Kolcaba's Comfort Theory to her care plan for her patient (NG, 2017, p. 16). The patient studied was diagnosed with late stage hepatocellular carcinoma (HCC) and was hospitalized due to respiratory distress from ascites, a complication of this disease process (NG, 2017, p. 17). Based on his symptoms of respiratory distress, abdominal pain, and generally weakened physical state, the nursing student presented a plan that addressed his comfort needs using Kolcaba's taxonomic structure grid. Using this grid, the nursing student was able to thoroughly address each of the patient's needs, even his environmental needs at home to allow for his continued mobility and his sociocultural needs which required him to be able to support his family (NG, 2017, p. 19). This in-depth break down of Kolcaba's CT provides an easy guide for how all nurses may incorporate the method of pursuing comfort for their patients into their daily care.

### **A Patient Population Study - Caregivers' and Patients' Comfort at EOL**

Novak, Kolcaba, Steiner, and Dowd (2001) researched the effectiveness of specific assessment tools in determining the comfort of patients and families in end-of-life circumstances (p. 170). The objective of the research was to provide an evidence-based means of measuring the holistic comfort of patients and families (Novak et al., 2001, p. 170). Two assessment tools are compared in the research; General Comfort Questionnaire (GCQ) and Comfort Lines. Data from the research indicated that the longer the questionnaire, the more specific and accurate results it gave, however, in a population of patients at EOL, time is valuable, and so the loss of specificity may be worthwhile in instances where the patient is only able to complete a shorter assessment (Novak et al., 2001, p. 178). This research sets a precedent of evaluating comfort interventions for their effectiveness in providing relief and ease for

patients and in enabling transcendence.

## **Institutional Integration of CT**

A non-profit New England hospital followed the route of implementing Comfort Theory on an institutional level (Kolcaba, Tilton, & Drouin, 2006, p. 538). During the execution process, hospital leaders honed in on the aspects of CT that promote staff comfort and care. This allowed for improved staff retention and satisfaction scores, which lead to improved patient care and advanced the financial stability of the hospital (Kolcaba et al., 2006, p. 542). The focus on patient comfort and adequate assessment of comfort needs and satisfaction produced better patient satisfaction scores and interdisciplinary communication (Kolcaba et al., 2006, p. 542). When comfort is optimized, patient and family engagement in health-seeking behaviors flourishes; which leads to increased compliance and minimizes length of stay and associated costs (Kolcaba et al., 2006, p. 539). This successful implementation of CT on a hospital-wide level indicates that CT has applications that are both specific to patients and generic to include staff and even the financial integrity of an institution.

## **Comfort Theory for Lung Cancer Patients**

The patient population dealing with the repercussions of lung cancer undeniably have unmet comfort needs. Walling et al. (2016) summarizes their comfort needs: "Patients with life-limiting illness often have unmet needs for symptom management and communication" (p. 511). This makes these patients and their families ideal recipients of comfort care delivered through the lens of CT. Smith and Parker (2015) describe comforting a patient as "the intention to comfort, to be present, and to deliver comforting interventions based on the patient's and loved ones' unmet comfort needs" (p. 386). Each role of nursing, technical, coaching, and "providing comfort food for the soul," is required in order to meet the comfort needs of lung cancer patients and their families (Smith & Parker, 2015, p. 385).

## **Implementation - Best Practices**

**Nursing.** As the members of the healthcare team who spend

the most time interacting with patients and their families, nurses are in a place to intentionally pursue application of the elements of CT into their daily practice. CT, with the definitions it provides for various types of nursing care and the structure it gives for the assessment of comfort interventions, supports a mindset that is ideal in caring for patients with lung cancer. All good nursing care comes out of a thorough assessment. On Kolcaba's website, *thecomfortline.com*, she provides multiple free assessments that have been developed to measure specific comfort parameters. Some that are particularly pertinent for comfort care for lung cancer patients are: the End of Life Planning and Comfort Questionnaires, Hospice Comfort Questionnaire, General Comfort Questionnaire, Nurses Comfort Questionnaire, and the Comfort Behaviors checklist (Kolcaba, Stoner, & Durr, 2010). These assessment tools indicate comfort needs and offer a structure for the nurse to document the pre and post intervention data. Each of the following sub-sections addresses an aspect of care that nurses may modify in order to care for patients' comfort.

**Self-awareness.** The starting point of any healthy interpersonal interactions begins with self-awareness. Self-awareness can be defined as "Insight into how one's life experiences and emotional make-up affect one's interactions with patients, families, and other professionals" (Moore & Reynolds, 2013, p. e8). It is essential that nurses be sensitive to what they believe personally and how that tends to influence their actions and reactions in order to be able to temper those responses to provide excellent comfort care. This level of awareness allows nurses to be intentional in the way they approach the comfort needs of their patients. Intentionality is a trademark of care provided in CT (Smith & Parker, 2015, p. 386).

**Physical comfort needs.** King et al. (2016) write that lung cancer leads to a "high symptom burden and poor quality of life" (p. 1027). The nausea, vomiting, lack of appetite, weakened immune system, fragile skin, and general illness that are the common side effects of chemotherapy alone are enough to warrant comfort care for this patient population. Thorough physical assessment and attentiveness to patient requests are essential to providing adequate physical comfort for this population. Treating the physical comfort requirements of patients fulfills the relief and ease aspects of comfort and requires technical

proficiency and the incorporation of expert, holistic level of nursing care.

**Communicating (sociocultural comfort).** McLennon et al. (2013) maintain that “The need to communicate about prognosis with patients who have advanced cancer in an understandable, accurate, and timely way cannot be underestimated” (p. 428). Receiving accurate and timely information directly influences the amount of aggressive treatment that is pursued at the end of life and allows patients to feel more in control and able to move on (McLennon et al., 2013, p. 428). Although delivering a diagnosis or estimated survival time is not within nursing’s scope of practice; assessing the patient’s and family’s understanding of the diagnosis, organizing provider and family goals of care discussions, and interpreting and reaffirming the information the patient and family already received is not only acceptable, but a nursing responsibility. According to Boyle et al. (2017), “Deficiencies in communication have been identified as the most prevalent barrier to end-of-life care in the critical care setting (Boyle et al., 2017, p. 3). Effective interdisciplinary, nurse-patient, and nurse-family communication is the foundation of quality end-of-life care (Moore & Reynolds, 2013, p. e1). Consistent and clear communication provides patients and families with relief from questions regarding the unknown, is a means of building hope, and addresses the patients’ comfort on a sociocultural level.

**Supporting hope (psychospiritual comfort).** Lung cancer is not always a life-limiting diagnosis; however, it often may be a terminal diagnosis. Boyle et al. (2017) confirm that communicating and providing supportive (and palliative) care is essential to comforting patients and families when death is the outcome (p. 8). They describe “the quality of the dying experience” as the only outcome that is measurable in these situations (Boyle et al., 2017, p. 8). Substantial research indicates that an ICU is “the least preferred site of death and is often correlated with family reports of poor end-of-life care” (Boyle et al., 2017, p. 8). This makes incorporating interdisciplinary palliative care into patient care key to addressing their holistic comfort needs. Moore and Reynolds (2013) explain that hope is a complex concept and does not need to be based out of disease survival (p. 4e). Dying well, reaching a state of comfort, being strengthened to face the future and making plans for what is to come allow patients to have a measure of hope. These

outcomes are described by Kolcaba as health-seeking behaviors (HSB) and are determinants of whether or not patients' comfort needs are met. Temel et al. (2010) explain that poor quality of life scores and more symptoms of depression are correlated with shorter survival periods (p. 739). Appropriate comfort interventions for the soul help improve both the quality of life and depressive symptoms and result in longer survival rates (Temel et al., 2010, p. 739).

**Advocating.** Patient advocacy is an essential part of nursing practice. In situations where patients are near EOL, nurses are able to help their patients by approaching the patients and families about advance care planning (ACP). ACP discussions allow patients to make decisions concerning their goals for life and treatment and for EOL care and death (Moore & Reynolds, 2013, p. e9). Expert communication skills (coaching) are the cornerstone of effective advocacy. Additionally, nurses may advocate for these patients by communicating with the physician about involving an interdisciplinary palliative care team. According to Ferrell et al. (2017), "There is now robust evidence from multiple large clinical trials that early palliative care improves QOL, reduces depression, and improves satisfaction with care" (p. 103). With this knowledge, nurses can confidently advocate with the primary physician for the integration of palliative.

## **Implementation - Best Policies**

**Staff training.** Participating in palliative or end-of-life conversations is challenging and easily overwhelming to experienced nurses, and even more so to recent graduates who feel as if they do not know what should be said (McLennon et al., 2013, p. 428). As nurses often find themselves left to explain what the physician relate to the patients and their families, it is critical that nurses are provided with adequate training for how to approach these types of scenarios (McLennon et al., 2013, p. 428). One study assessed critical care nurse self-efficacy in prognosis-related discussions after the nurses participated in an end-of-life communication skills training program (Krimshstein et al., 2011, p. 1329). Krimshstein et al. (2011) found that this training boosted the confidence of nurses in interdisciplinary discussions and in taking initiative to facilitate family conferences (1329). The training resulted in better role awareness, decreased anxiety related to interdisciplinary

meetings, nurses voicing concerns about patients, equipped nurses to question continuing treatment that could conflict with a patient's goals of care (Krimshstein et al., 2011, p. 1329).

Post-training self-assessment scores increased from an average of 41% to almost 74% (Krimshstein et al., 2011, p. 1327). Each participant stated that they would recommend this type of training to any coworker (Krimshstein et al., 2011, p. 1327). Boyle et al. (2017) related in another study that this type of training augments nurses' "confidence to perform palliative care communication tasks, such as assessing families' understanding of prognosis and goals of care, addressing families' emotional needs, and contributing to family meetings" (p. 4). Effective performance of these nursing tasks requires coaching nursing interventions (advocating, actively listening to what is being said, and appropriate care referrals) and can bring about relief, ease, and transcendence for the patients and families within the sociocultural and psychospiritual contexts (Smith & Parker, 2015, p. 385).

Training should include education for nurses on how to relate the importance of involving a palliative care team consult to a physician, teaching on self-care techniques, skills to assess family comprehension of patient wishes and their grasp of the information presented in a family conference, and ways to determine information needs concerning the patient's diagnosis (Boyle et al., 2017, p. 4). Four palliative communication techniques were included in a study on nurse training by Boyle et al. (2017). These methods were convening (making certain communication is happening between all involved parties), checking (to assess for comprehension), caring (using therapeutic communication techniques), and continuing (reassessing understanding and initiating follow up conversations and clarification as needed) (Boyle et al., 2017, p. 4). Role play, psychodrama, role modeling, and simulation should be integrated into the training to enhance the effectiveness (Boyle et al., 2017, p. 4).

**Whole-system integration (environmental comfort).** Systematic application of CT for the lung cancer patient population would incorporate the best standards for promoting improved quality of life and other comfort measures. Based on the results of a RCT by Temel et al. (2010) and several other retrospective studies, the American Society

of Clinical Oncology issued a clinical practice guideline to commend a combined approach of early palliative care and standard oncological care for non-small cell lung cancer patients (Walling et al., 2016, p. 508; p. 733). In Temel et al.'s (2010) study of early palliative involvement compared with standard oncologic care, the patients who received early palliative care had higher quality of life scores, less depressive symptoms, less aggressive end-of-life care, and a longer survival time (11.6 months compared to 8.9 months) (p. 733). Kolcaba's CT dictates that institutional policies should follow the best evidence, and current research on patients with non-small-cell lung cancer maintains that early palliative involvement is the best policy to improve health outcomes for this patient population (Walling et al., 2016, p. 508).

***Interdisciplinary palliative care consults.*** Obtaining specific interdisciplinary palliative team consults can accomplish aspects of psychospiritual, physical, environmental, and sociocultural comfort that are often overlooked by oncological care (Ferrell et al., 2017, p. 105). The results of Temel et al.'s (2010) study led an Expert Panel to advocate for early palliative care involvement for the non-small-cell lung cancer patient population; or within 8 weeks of the cancer diagnosis (p. 104). Temel et al. (2010) found that the positive influence of early palliative involvement on patient outcomes was equivalent to treatment with first-line chemotherapy options (p. 741). In addition to the central goals of improving patient comfort at all levels and in each context, palliative involvement as a standard would reduce the financial costs of late, aggressive treatment of end-stage cancer (Temel et al., 2010, p. 740).

## **Intervention Evaluation**

When evaluating the outcomes of interventions based in CT, there is a built in measure to assess whether the goals of care have been met.

**Increased comfort.** Kolcaba predicted that when comfort interventions are effective, the comfort of patients and families will immediately be enhanced (Smith & Parker, 2015, p. 383). Incorporating comfort assessments that guide nurses' interventions and documenting the results allows the comfort outcomes to be measured.

**Improved health-seeking behaviors.** Appropriate comfort interventions strengthen the patients and families for what is to come (Smith & Parker, 2015, p. 383). Temel et al. (2010) describe how palliative care measures fulfill this comfort need for lung cancer patients (p. 741). Palliative measures result in “improved mood, more frequent documentation of resuscitation preferences, and less aggressive end-of-life care” (Temel et al., 2010, p. 741). These health-seeking behaviors reflect that patients feel more capable of having a say in their care and outcomes.

**Meeting comfort needs meets institutional needs.** Strengthening and comforting patients (and staff) has positive outcomes for the healthcare system. Given the reduction in late, aggressive treatment pursued by patients with palliative involvement and better symptom management, the financial burden on patients, families, hospitals, and society may be minimized (Temel et al., 2010, p. 740). According to T. Smith et al. (2012) “Earlier involvement of palliative care also leads to more appropriate referral to and use of hospice, and reduced use of futile intensive care” (p. 880). Effective comfort care, as Kolcaba theorized, has positive results that extend to the bottom financial line of institutions (Smith & Parker, 2015, p. 383).

## **Conclusion**

Nurses may not be able to force institutions to adopt CT practices, or obtain a palliative care consult for each patient that could benefit from one, but nurses do have the ability to apply CT assessment and intervention techniques to their bedside practice. Taking these actions to meet comfort needs will then strengthen those patients to deal with the complexities and challenges of their diagnosis. When possible, obtaining interdisciplinary cooperation between oncology and palliative care will further the goals of CT. In situations where a patient is left in the dark on their prognosis a nurse may engage in a coaching opportunity and advocate for family conferences, palliative care consults, or participate in translating the medical information chaos into something that the patients and family are able to comprehend (Boyle et al., 2017, p. 2). Boyle et al. (2017) summarize the coaching role of nurses as what enables them to extend their influence for the good of the patient, even during uncertainty and difficulty (p. 2).

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# **Sexuality and Relationship Education for Autism Spectrum Disorders**

*Anita Kraft*

According to the World Health Organization, "Sexual health is fundamental to the physical and emotional health and well-being of individuals, couples, and families... However, the ability of individuals to achieve sexual health and wellbeing depends on them having access to comprehensive information about sexuality." (The World Health Organization, 2015, p. 4). Individuals with ASD have a fundamental right to a healthy sex life as a basic human right. (Sullivan & Caterino, 2008, p. 382). However, the very traits needed to have healthy sexual and romantic relationships are the ones that are impaired in people with ASD (Boutot & Smith, 2017; Byers, Nichols, Voyer, & Reilly, 2013).

Individuals with ASD can face many issues trying to navigate social norms when dating. Strunz et al. studied why adults with ASD are not in relationships noting that 74% of the participants selected "I don't know how to meet a potential partner," and 65% reported, "I don't know how a romantic relationship works or how to behave in a romantic relationship" (2017, p. 120). The lack of formal instruction can lead to inappropriate behaviors which can include actions that are obsessive and intrusive, causing misunderstandings with the person they are interested in, and self-esteem issues when social and behavioral mistakes are made (Stokes, Kaur, & Newton, 2007). For example, Stokes et al., found that people with ASD are less discriminate in their selection of a potential romantic relationship, have a higher than expected level of inappropriate behaviors, do not take rejection as a firm no, and often will continue to contact their intended until the behavior rises to the level of stalking (2007). In reviewing journal articles, most recommend that sexual and relationship education needs improvement starting in early childhood, and continuing throughout adult life if adults with ASD are going to have healthy sexual and romantic relationships.

Sex and relationship education is a complicated and controversial subject in neurotypical populations; the autism community is no exception. Parents, educators, administrators and communities often disagree on content and who should teach this subject (Ballan, 2011). Often parents do not understand the importance of providing comprehensive sex and romantic relationship education to children with ASD (Ballan, 2011). Parents, in particular,

cannot imagine their children in relationships—especially children who are lower-functioning (Byers et al., 2013; Gilmour, Melike Schalomon, & Smith, 2012). However, studies show that people with Autism Spectrum Disorders (ASD) are interested in and desire a romantic relationship regardless of mental acuity (Strunz, Schermuck, Ballerstein, Ahlers, Dziobek, Roepke, 2017).

Within the ASD community, parents report they want to teach the subject but are not sure what to teach and at what age (Ballan, 2011). To be fair, parental concerns are legitimate: one parent reported that her son has perseveration and repetitive behaviors and she was worried if she taught him about his penis, he would become fixated and tell everyone about his penis (Ballan, 2011, p. 689). Even so, ignoring the subject is not an option. Her child is going to learn about his penis and early intervention and using behavioral strategies might prevent even more embarrassing and potentially abusive moments in the future. It is imperative that parents understand, regardless of the level of mental functioning, all children reach puberty. And studies show that puberty is not tied to mental ability, so while a child might be behind developmentally in walking or talking, sexual feelings and desire are not delayed by mental disabilities or ASD (Cai & Richdale, 2015). Furthermore, because it can take longer for behavioral strategies to modify behavior early implementation may head off complicated hygiene and body issues later. Communication between educators and parents is essential, so strategies that lead to appropriate health, sexual and relationship activities are part of early socialization as appropriate.

SIECUS has a “common core” type of curriculum for educators with age and content recommendations for teachers and parents (Sexuality Information and Education Council of the United States, 2004; Boutot & Smith, 2017). However, this material has not been reviewed for ASD nor has there been an approved method for teaching this content to children with ASD (Boutot & Smith, 2017). Regardless, educators and parents can still have conversations using the SIECUS curriculum as a guideline for what to teach (if not when) as a part of ongoing IEPs. And while parents might want to be the primary source of their child’s sex education, research shows that adults who received sex and relationship education from parents, siblings, and

peers, have lower “romantic functioning” and relationship skills than those with formal education (Curtiss, 2016, p. 1980).

Controversial subjects present educators with some tough choices. However, content is where controversy might be an issue with ASD. Studies show that women with ASD report four times higher than average for lesbian, bisexual and transgender tendencies (Strunz et al., 2017, p. 122). Males show a 3% higher than average level of homosexuality and 8% higher level of bisexuality (Strunz et al., 2017, p. 122). Topics that parents and teachers may not be willing to discuss or teach, including lesbian, gay, bisexual and transgender subjects, fantasies, masturbation, are all sexually relevant to the ASD population. The SIECUS curriculum covers all these topics. In other words, if schools, educators, and parents use the SIECUS guidelines in the creation of a comprehensive sex and relationship program topics that might be uncomfortable will be addressed in some form. Formal sex and relationship education should not be optional; it’s paramount to long-term life skills, happiness as an adult, and the ability to function safely in our society.

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<sup>1</sup>Common Core are the specific educational standards that students are expected to learn. These national standards have been adopted by many state education systems as part of state requirements. The intent of common core is to ensure that all students receive the same education, skills and information.

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# **The Effects of Hollywood on Our National Collective Memory Concerning The Events of World War II**

*Calvin C. Lewis*

On December 7, 1941 the Japanese armada launched a devastating attack on the U. S. Military installation at Pearl Harbor, Hawaii. President Franklin Roosevelt, who appeared to have been looking for a way into the war, indeed had found a way to unofficially participate in the war through the "Lend-Lease Program" seized on the opportunity presented by the Japanese to facilitate America's official entry into the Second World War. On the day following the attack Roosevelt addressed the nation concerning the attack, and choosing his words carefully the president presented the situation to the American public, substituting the word "Infamy" for the more benign phrase "World History" thereby setting up a mythic narrative of extraordinary treachery versus peaceful innocence, the classic good vs. evil scenario.

The President's narrative created a situation of such unholy treachery that the staunchly isolationist United States would be compelled to fight on behalf of the entire free world, to fight the "good fight". Shortly after the Pearl Harbor attack Hollywood joined the fight with all its resources and influence being utilized to convey the situation America faced to the masses through their medium of storytelling. Although, Hollywood had turned out historical films in the past after 1941 Hollywood set a course designed to sway public opinion.

As Peter C. Rollins points out, "Hollywood has often attempted to influence history by turning out films consciously designed to change public attitudes toward matters of social and political importance." (Rollins, 1983, p. 1). This intervention from Hollywood became a strong tool for the government to obtain the blessing of the people to fight the "last good war" and continues to affect our collective memory of World War II to this day. The Hollywood propaganda film has informed our national collective memory concerning the events of World War II through the use of the three-act structure in the form of Hollywood storytelling.

Three-act structure is a device in which a story is structured into three separate parts, essentially creating a beginning, middle, and end within one overarching narrative. In this way the writer can introduce the protagonist within act one, place the protagonist into a situation with act two, and allow him to resolve the situation with act three. This use of the three-act structure informed the public view of the war effort

during the war years, 1941-1945, and continued to influence public thought concerning the war after 1945 and well into our present period, indeed creating a shared public memory of the United States role in the war. As Chambers and Culbert point out, "As the generation that experienced the war diminishes in number, the public memory of it is increasingly shaped by those who create or manipulate the images of that conflict." (Chambers II & Culbert, 1996, p. vii).

In intervening years between the end of World War 1 and the Pearl Harbor attack the United States had taken on a policy of Isolationism. Officially, the United States would avoid any international relationships which would entangle the country in any type of alliance which might obligate the U. S. to intervene on behalf of an allied country in the event of national altercation. In spite of this isolationist policy President Roosevelt unofficially began a program of assisting other countries of which U. S. assistance would "Promote the Defense of the United States", such as the "Lend-Lease Act" in which the U. S. would lend, without charge, weapons and ammunition, food, oil, ships and aircraft, with the understanding that these items would be returned after the war.

The December 7 attack on Pearl Harbor gave Roosevelt the opening he had been looking for to join in the war effort. However, Roosevelt needed to convince the American public as well as the American fighting men that war was necessary. Roosevelt needed a powerful argument if Americans were going to again become involved in a global war. He needed to convince America that it was up against an enemy unlike any other; that America was fighting for its very existence. Roosevelt's original speech was written: "Yesterday, December 7 1941, a date which will live in world history..." Roosevelt, however, crossed out "world history" and substituted "infamy". (Rosenberg, 2003). This change of wording was key to Roosevelt's plan. Substituting "infamy" for "world history" allowed Roosevelt to begin to build a narrative which would paint the Japanese as an enemy of mythic proportions. This narrative set up not just a reason for the necessity of war but a conflict of "good vs. evil". America would be fighting for "good" against "evil". As Rosenberg stated, the president "summoned the nation... to fight a "treacherous people" (Rosenberg, 2003, p. 12).

It is of the utmost importance that Roosevelt shape a narrative in which the Pearl Harbor attack is the beginning of what would become America's involvement in the war. In this narrative Americans are not, at the outset, engaged in any aspect of the war, but simply exist peacefully amongst the other nations of the world, America is innocent. Without warning or cause the "treacherous Japanese" launch a "sneak attack" against Americans on American soil. It only adds to the treachery of the Japanese that American and Japanese officials were involved in ongoing peace negotiations while the Japanese are planning their attack.

In order to convince the American people as well as the Troops, Roosevelt needed more than just facts. He needed to give a compelling story of the triumph of good against a force of evil; a story with a beginning, middle, and ending. The mythic archetype of the hero's journey.

In his groundbreaking book *The Hero with a Thousand Faces*, Joseph Campbell examines the classic frameworks of stories and myths that are rooted in the centuries (Campbell, 2008). He demonstrates how we find our shared cultural identity and grow to greater understanding of ourselves, individually and collectively, through the sharing of classic archetypal stories around purpose and the nature of a journey. From the conquering hero to the return of the prodigal, archetypes can even be found in the oral story tradition of Socrates.

This approach to storytelling, which Campbell contends is deeply imbedded in our consciousness, has characterized much of our popular written and performed fiction (Campbell, 2008). With archetypal storytelling pervasive through everything from The Bible to Shakespeare, it was a short leap to archetypal storytelling via film. Stories with a three-act structure: beginning, middle, and conclusion which represent the primary formula for filmmakers still today.

In a recent interview Professor of screen writing, Richard Krevolin contends that every popular movie in our culture can translate into diagrammed three-act structure (Krevolin, 2017). Krevolin is alluding to the ability of the three-act structure to pull viewers into the story

through its universal and timeless appeal.

While some scholars, such as Douglas Gallenz, view Frank Capra's **Why We Fight** series as true documentary style (Gallez, 1955, p. 125), Peter Rollins points out that Capra himself indicated he was inspired by both his own story-driven film style and the quasi-documentary style of the Nazi's. (Rollins, Frank Capra's *Why We Fight Film Series and Our American Dream*, 1996) Philip Dunne, in his article *The Documentary and Hollywood*, terms Capra's genre as "factual film" beyond the realm of documentary-style. "The technique of the factual film in this country has been dictated largely by the needs of war." (Dunne, 1946, p. 167) Thus, Capra's style was in a sense cross-genre and rooted in the archetypal approach common to directors and screenwriters even today.

General George C. Marshall, like Roosevelt, understood the need for a narrative of good vs evil in order to rally the American people to Roosevelt's cause. This is why Marshall passed over the top documentarians of the day in favor of popular Hollywood film director Frank Capra. As a writer and Academy Award winning director, Capra understood the power of storytelling as well as how to construct a compelling narrative, as Ian S. Scott points out, "Capra... understood the power of cinematic construction" (Scott, 2008, p. 246). Scott is remarking on Capra's ability to "reposition American attitudes" (246) with his cinematic storytelling.

Capra would change the ability of the documentary to impact the public by bringing his fictional film techniques to the medium of propaganda film. Under the direction of Marshall, Capra would produce a series of seven propaganda films titled **Why We Fight** which would serve to inform America's fighting men of the necessity of joining the global conflict which had come to America as an attack on an American naval base at Pearl Harbor.

Capra developed some of his techniques to evoke a sense of cohesive nationalistic pride by viewing Leni Riefenstahl's film about Hitler, **Triumph of the Will** (Riefenstahl, 1935). Capra determined he could manipulate audio and images to prove there were purely American reasons for engaging in the European conflict. He could create a sense of cinematic melodrama to inspire a greater sense of will in

those wavering. (Rollins, Frank Capra's Why We Fight Film Series and Our American Dream, 1996). Subsequently, three of these films would be released to the general public for feature film viewing.

The first film, **Prelude to War** (Capra, 1942), appealed to emotionalism and patriotism positioning America in the archetype of Joseph Campbell's returning hero. This scenario positioned America as reluctant hero summoned once again to rise up in bravery and commit to conquest. Historically, since the end of World War I, America had gradually moved into a pattern of retrenchment and a diminished thirst for conflict. Post World War I peacetime had focused America on different priorities of internal rebuilding and recovery, as well as destroying or diminishing weapons of war, embracing an ever-increasing sense of Isolationism and neutrality. Capra set out to dismantle Isolationism as a myth and promote collective security.

With **Prelude to War** Capra drew, clearly, the lines between "good and bad". Painting America as an almost divine entity ordained by God fighting nations bent on enslaving the world. Through narration provided by Hollywood actor Walter Huston and powerful images culled from various sources we are led to understand why war is necessary. We are first shown a quote by then Vice-President Henry Wallace, "This is a fight between a free world and a slave world." (Capra, *Prelude to War*, 1942) Along with this quote we are then shown a visual image of two globes side by side; one a normal planet earth, free world; the other a black globe, slave world, the use of black as the color of the slave world provides a strong symbol of "bad", as in classic Hollywood westerns, the bad guy wears a black hat.

Following this image Huston asked the viewer "How did our world become free?" (Capra, *Prelude to War*, 1942) Huston provides us with the answer "Through a long and unceasing struggle by men of vision". (Capra, *Prelude to War*, 1942) With this statement Huston invokes the names of Moses, Muhammed, Confucius, and Christ. When Moses is named we see a graphic of the stone tablet containing the Ten Commandments, in close-up we read "Thou shalt not covet that which is thy neighbors" clearly pointing out the axis powers invading and taking over regions of other nations. Huston tells us that all these great men believed that "in the sight of God all men are created equal". Indeed,

America's own Declaration of Independence reinforces this concept. We are given the message that America is fighting a "holy" war against a force dedicated to evil and enslavement, we are fighting for God.

Past heroes are named, from Washington and Jefferson to Lincoln. Capra gives us images of crying babies, children and families in distress, and frightening scenes of war, all interspersed with quasi-religious music such as "Battle Hymn of the Republic" and "Onward, Christian Soldiers," popular military marches, and even "O Come, All Ye Faithful" out of the Christmas genre. He employed poetic, even dramatic, narration that concluded with surging choral music and the words, "It's us, or them. The chips are down. Two worlds stand against each other: one must die, one must live. 170 years of freedom decrees our answer." (Capra, *Prelude to War*, 1942).

In three-act structure: Act One: Our heritage of fighting for freedom; our exceptionalism. Act Two: Forces of evil and oppression are mobilizing and growing. Our unwillingness to meet force with force is hurting others and ourselves. We, too, are under attack. Act Three: Call to action---the journey begins. We must embrace the role of the returning hero to preserve our way of life and that of others. It is up to us.

**The Nazi's Strike** (Capra, 1943) is the second film in Capra's series. This film increased the stakes on the naming of those vilified, such as Hitler and Mussolini, to include the vilification of the masses, describing the German people as having a "passion for conquest." (Rollins, *Frank Capra's Why We Fight Film Series and Our American Dream*, 1996, p. 85) The film focuses on Nazi Germany's many broken promises and the exploitation of concessions many of their foes made to appease them. It ends at the invasion of Poland and with a spirited message by Winston Churchill predicting that---despite immense adversity---there will be a victory for democracy.

In terms of three-act structure, the archetype at work here is one of embarking on the journey, answering the call, "hope springs eternal." In Act One, we are met with the discouraging premise that, not only is Hitler and his leadership evil, an entire society has now fallen subject to this same evil. In Act II, the stakes are raised as deception

after deception is unmasked with the antagonists, culminating in the invasion of Poland. This somber tone resolves in Act III with Churchill's motivational message. "Out of the depths of sorrow and of sacrifice will be born again the glory of mankind." (Rollins, Frank Capra's *Why We Fight* Film Series and *Our American Dream*, 1996, p. 85) Once again, the journey begins.

**Divide and Conquer** (Capra, 1943), the third in Capra's series, builds upon the narrative of Hitler as a "gangster," drawing visual imagery with the famous America gangster John Dillinger. Dillinger is actually shown on an autopsy table as a part of this film. The film picks up after the invasion of Poland and goes on to describe Hitler's conquest of the mostly smaller western European countries, beginning with Denmark and Norway.

Through newsreel depictions of five conquests of countries, often focusing on their smaller towns or communities, the film shows how the targeting of villages and the creation of both enslaved persons and refugees complicated the war effort. He targeted smaller places and terrorized residents. Refugees often crowded the roads and thus limited the movements of the Allied forces.

In archetypal structure, this story is the elusive criminal's story. In Act One, we are repulsed and frightened by images of massive destruction. In Act Two, the tension escalates as the destruction becomes more individual and personal---smaller communities, very relatable small-town situations. In Act Three, there is a sense that the criminal got away but will someday "get his." The revenge as justice narrative.

**The Battle of Britain**, Capra's fourth film (Capra, 1943) focuses on air attacks---the bombing of Britain and the brave pilots who return fire. Emotionally, the film takes us from the months of air battle to the culmination of the reign of terror on Christmas Eve. There are horrific fires and over 40,000 people are killed. Yet, the film ends on a positive note. No German troops invade Britain and the myth of German invincibility is penetrated.

In terms of archetypal myth, this is another hero overcoming enormous odds story ending on a note of hope, nourishing the pos-

sibility that the journey may lead to victory with perseverance. In the three-act structure in this film, Capra again evokes a range of compelling emotions. In Act I, the film begins with dramatic terror from the skies and brave efforts to quell it. In Act II, the sadness of unparalleled destruction in Britain and the largest attack interrupting the traditional gently beautiful imagery associated with Christmas Eve. Act III brings the audience back around from despair to a glimmer of hope and pride that German troops were not able to achieve an invasion by troops on British land.

**The Battle of Russia** (Capra, 1943) the fifth film in the series, uses extensive reenactment footage about the 1941 Battle of Russia to support an ambitious 80-minute production that celebrates Russian music, culture, and ordinary Russian people, while positioning the Germanic tradition as characterized by acts of aggression and invasion. Communism isn't mentioned in the film, which was released within Russia as one of three ally-oriented films in Capra's series. The Campbell-esque archetype here is one of unlikely bullies and unexpected everyday victims and heroes, shattering a myth of Russians as aggressors and presenting a revised world view of historic Germanic aggression.

In Act I, the film shatters a common shared cultural view by positioning the Russians as victims. In Act II, the Russians are further humanized to the beat of a Tchaikovsky soundtrack. In Act III, the story resolves itself by depicting the bravery of the Russian people as they seek to protect their lands. Through careful manipulation of images and pacing of the narrative, Capra disassembles a cultural assumption of Russians as aggressors and turns it on his head to end with a conclusion of Russians as offenders and Germans as aggressors. The archetype is also a cautionary tale---a "things aren't always as they seem" story.

**The Battle of China** (Capra, 1944) is the last of three ally-focused films in Capra's series. Like the film before it repositioning common cultural assumptions about Russia, Capra attempts to draw out empathy for China and the demonization of the Japanese in this production. In Act I, Capra focuses on the 1911 democratic movement in that country and positions the Chinese as peaceful world citizens without a record of conquest. The Communist revolution, however, is

never mentioned.

In Act II, the Japanese are demonized with images of invasion and barbarism, acts of stealing materials and enslaving Chinese workers. In Act III, through manipulated imagery and sound, Capra again completes a turned around cultural narrative of the Chinese being allies who deserve our empathy while the Japanese are to be vilified. Though the film was primarily for the benefit of the Chinese, it also fed into the common American demonization of the Japanese.

**War Comes to America** (Capra, 1945) was the last film in Capra's series and was designed to celebrate America's move away from isolationism to responsibly encountering the world through the war. The film celebrates the concepts of America as a land of diversity, equality, and freedom. As the exceptional world leader that thrived through these values and was thus assured victory. This film truly typified Campbell's myth of the returning hero embarking on the brave journey. In Act I, the chips were down and adversity was upon us. In Act II, conflict ensued and a new rise to American heroism was called forth. In Act III, values of journey, strength, and victory were celebrated.

While three-act style propaganda-type films were critical to building American approval for America's participation in the war, Hollywood's use of three-act structure was also critical in helping to shape and form a common cultural narrative concerning World War II in the years following the end of the war. Archetypal storytelling continued to help us unpack what happened during the war. Popular films have and continue to define and redefine wartime occurrences even today.

**Tora! Tora! Tora!** (Fleischer, 1970), a 1970 WWII movie about the blunders and unfortunate incidents leading up to the attack on Pearl Harbor, was groundbreaking in a couple of ways. It was filmed in a hybridized style of documentary and narrative feature, with Japanese cinematographers filming the scenes in Japan and American Director Richard Fleischer shooting the American scenes. There were both American and Japanese versions of the film released, with subtle but important nuances offered for each audience. For example, the Japanese version, which is 3:50 longer than the American version, has an additional scene which takes place in the emperor's palace. Admiral Yamamoto has to report to the emperor and a minister advises

the admiral to give the usual answers, referring to a Japanese ritual around entering into war. These types of subtle changes, designed to speak to the differing cultures, still held the narrative story together while morphing it in subtle culturally-enhanced ways.

Through use of three-act structure and Hollywood storytelling technique the World War II related film genre, from Capra to today's popular filmmakers, not only impacts collective memory but can reinvent a more compelling, entertaining, and thus enduring vision of what happened.

The popular 2009 Oscar-winning World War II related film **Inglorious Basterds** (Tarantino, 2009) ventures very far from the reality of what occurred in history (Levy, 2010). Director Quentin Tarantino presents a revisionist three-act cinematic world where Hitler died in a movie theater fire in Paris instead of in Berlin with his own suicide. Where Jewish-American freedom fighters carved swastikas on the foreheads of those they released. It is a revisionist world where a prominent sergeant bashed in Nazi skulls with a baseball bat. With time and distance from the historical events of World War II, it doesn't take a leap of imagination to realize that these fictional incidents couched in a film depicting a real event could cause the casual viewer and infrequent reader to confuse reality versus fantasy.

In 1946, the acclaimed and highly-popular drama **The Best Years of Our Lives** (Wyler, 1946) won a Best Picture Oscar and added to the post-war narrative with a realistic, emotional, three-act look at the human consequences of war for the Americans who fought in it and returned home to their loved ones. The film focuses on three war stories of the emotionally and physically wounded trying to readjust from war. The classic archetype is the wounded hero attempting to rise like a phoenix from the ashes. The film sold over \$55 million in tickets, an enormous sum at that time, and its subject matter quickly became a part of our collective cultural story of World War II.

While few who served in World War II likely would describe it as "romantic," a host of post-war three-act films introduced the element of romance into our collective memory of the war. The 1953 film **From Here to Eternity** (Zinneman, 1953) deals with the stories of three

characters and the women in their lives in Hawaii during the months leading up to the attack on Pearl Harbor. The archetype is one of love struggling to overcome adversity. In 2001, the epic historical romance **Pearl Harbor** (Bay, 2001) revisited personal dramas before, during, and after the attack. The predominate archetype is of lost innocence. These and other World War II films with a deeply emotional, romantic focus also employ three-act storytelling and strong archetypes that have shaped and formed a historic story into a fictional treatment which, to their post-war audiences who weren't genuine historians, often seemed to define the war. From *Here to Eternity* and *Pearl Harbor* also represent a newer type of Hollywood film, a type that Peter Rollins and John O'Connor call "faction". (Rollins & O'Connor, 2008, p. 312) In this type of film textbook history plays in the background while the fictional lives of the characters play out in the foreground.

The use of Hollywood storytelling based upon three-act structure has served not only to motivate fighting men and women and boost the morale of wartime audiences, but continues to inform our national collective memory concerning the events of World War II. In 2017, six major WWII-themed movies are slated for release, with **Dunkirk** (Nolan, 2017) as the highest-profile film, led by prestigious actor Tom Hardy. The film will explore the battle of Dunkirk, where hundreds of thousands of British and Allied troops are surrounded by enemy forces with their backs to the sea as the enemy closes in. The archetype of unlikely heroes overcoming enormous odds will re-tell that historic wartime conflict with a mixture of facts and dramatic fiction melded into three-act structure designed to elicit a roller coaster of audience emotions.

So, why are we as a culture still telling and re-telling the stories of WWII in such a significant way here in 2017, when numerous other wars have occurred since the 1940's with dramatic storylines all their own? Granted, WWII was our last "world war" and was unparalleled in scope. Yet, the answer may be to look to the parallel development of communication technology. During WWII, we looked to newspaper and radio reporters, then standard military documentaries, and then the groundbreaking Capra films that were a bridge between war reality and popular film. Popular film around the war continued to blossom as a genre until it took on a life of its own, using three-act storytelling to

blur the lines between reality and fiction. WWII became at once heroic, exciting, or even romantic.

All of this brings us back to contemporary warfare and how it may be reflected in our culture. Earlier this month, the whole world watched in real time, via the 24-hour cable and internet news cycle, with great repetition, American warheads being fired into Syria in an act of aggression. The visuals were full motion, half motion, and high definition with stereo sound. We saw the weapons leave their launching platforms, land with explosions, and witnessed the destruction and carnage in their aftermath. Not only did we see the more official visuals from our military, we saw numerous instant views from civilian smart phones in other parts of the world. Our current technology has now enabled the average person to instantly record and distribute views of major historical events as they happen. This transparency around wartime conflicts has removed much of the responsibility or opportunity for creative interpretation by both our military leaders and our film making community. Thus, WWII may be the last war that was, as continues to be, so craftily shaped by the multimedia film artisans who brought it to life through their own creative use of three-act storytelling.

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# **Green Housing: Social, Economic and Political Relationships Between Environmental Sustainability and Public Housing**

*Jennifer N. Mason*

## Abstract

In the simplest sense, environmental sustainability concerns the distribution of resources: who has access to what, and how much? Likewise, proponents of public housing recognize that access to a basic need such as shelter is a societal matter of resource distribution. Particularly within the context of urban development, facets of housing and environmental sustainability intersect in significant and promising ways. This project considers lessons from social studies, political science, and economics to better understand the mutual benefits of green technology for housing and sustainability efforts.

*Keywords:* Green construction, Affordable housing, Urbanization, Tenant empowerment

Green housing: Social, economic and political relationships between environmental sustainability and public housing

Generally, there exists consensus that environmental sustainable practices—recycling, solar panels, carpooling—are good. Most agree that innovation which decrease rates of pollution, non-renewable resource depletion, and renewable resource consumption is positive development. Yet this consensus commonly stalls as a mere platitude to “go green.” Predictably, contention begins to simmer once the question of fair distribution is raised, boiling over at the intersections of social justice and owners’ rights. Who in society should benefit from the positive effects of sustainable technology, and who should bear the burden of environmental degradation?

The themes of environmental justice—fair treatment and opportunity for involvement—encourage mindful consideration for the impacts on even the most marginalized demographics. Public housing can be viewed as a microcosm of the issues surrounding the development, implementation, and enforcement of environmental laws, regulations, and policies. As this research demonstrates, green affordable housing addresses social *and* environmental problems.

Urban development encompasses cities’ efforts to provide basic services, infrastructure, and affordable housing, namely in response

to population changes. Through an economic lens, access to resources is the means for acquiring power in capitalist systems. Such resources can be considered in terms of money (e.g. jobs), time (services), and space (safe places, public and private). Importantly, access is permitted or denied based on intersectional factors which privilege some demographics while disenfranchising others. It follows that responsible applications of green technology may serve to mitigate social and economic forces which have negative impact on marginalized communities, while also addressing broader environmental concerns.

### **Green Construction.**

*The owner of that lot next door/Has a right to do with it as he  
pleases...*

*Next door, the home of Cyberarts, you see,*

*And now that the block is re-zoned*

*Our dream can become a reality/You'll see boys...*

*You'll see -- the beauty of a studio*

*That lets us do our work and get paid.*

*With condos on the top*

*Whose rent keeps open our shop...*

*-Benny, RENT*

After more than a decade since its inception, Chicago's Green Exchange remains emblematic of contemporary green construction. In a *New York Times* profile published ahead of the Green Exchange's 2008 opening, the building was recognized as both the first of its type in the Midwest and part of a broader trend of environmental friendliness in Chicago. "The novel commercial real estate project is part of the expansion in environmentally oriented investments and policies that are reshaping Chicago's economy: office buildings with green roofs, a city-built incubator for green businesses, fleets of ultraclean buses and municipal electric vehicles" (Schneider, 2007, p. 6). According to the owner and builder, Baum Development, the Green Exchange boasts rainwater storage for irrigating the green roof, energy-efficient elevators and heating and cooling systems, non-toxic construction materials, parking spaces with electric recharge outlets, and a 9,000-square-foot garden courtyard (p. 6). Such investments produce healthier environments for its tenants and the surrounding communities.

But these building details are only one aspect of “going green” at the Green Exchange; the commercial building serves as a market place for eco-friendly stores and services. At the insistence of community leaders “that the building be used to develop new business and not condominiums, to replace some of the jobs that were lost, the Baums embraced the idea of a hybrid building—part market, part business incubator and part professional office complex—with an eco-friendly twist” (p. 6). Importantly, the development project embraces architectural design elements which foster interaction and cooperation among tenants. Open layouts and residential components “encourage an almost dormlike informality enabling tenants to learn from one another” (p.6). As one tenant explained, “Everything you can think of in green business is in one place: health, food, building supply, transportation, paper, paint, furniture, clothing, investment...It’s going to be like a big family” (p. 6). It is meaningful that the impact of green construction goes beyond walls, floors, and paint—cultures can be cultivated around green buildings, positively impacting the attitudes and behaviors of those who reside within them.

In the duality of Green Exchange, its eco-consciousness attends to not only the environment in a traditional sense, but also the ecosystems of its tenants. A holistic view of the social and psychological implications of green buildings places value on community belonging and well-being. In a 2016 report on a project similar to Green Exchange in Waterloo, Ontario<sup>i</sup>, collaborative efforts from public and private partnerships acknowledged the importance of its “citizens” and their continued participation for the building’s commercial success. The project leader, Sustainable Waterloo Region (SWR) “not only envisions a building that will achieve ambitious performance targets, but also a behavioural model that supports a sense of belonging through authentic interactions between people of different backgrounds, skill sets and experience. Along the way, SWR will consider how pride of place, values alignment, individual action and measurable results contribute to an overall sense of belonging” (Halley, 2017, p. 51). A consensus has emerged regarding the people-factor in green buildings: community psychology matters. Tenants are encouraged to have a voice, and their participation propels the continued success of the development. In this sense, *green places* involve not just the physical makeup of a space, but also the social behaviors of those who inhabit the space.

At the same time Baum Development was accepting early tenant commitments and securing zoning permits, the Urban Land Institute (ULI) gathered prominent experts in real estate, land use, public policy, property management, and green construction to pursue the question, "What can be done to make environmentally sustainable affordable housing the standard practice of the day?" Fundamentally, ULI recognized that "beyond reducing residents' energy bills, green development also offers healthier living environments and more efficient, durable buildings with a lighter environmental impact and lower costs of operation" (Myerson, 2008, p.6). The 2007 ULI/Charles H. Shaw Forum on Urban Community Issues produced recommendations for environmentally sustainable affordable housing, and several points echo themes from the Green Exchange and Waterloo developments. Along the lines of "what's good for the goose is good for the gander," holistic approaches suitable for green commercial enterprises may translate well to the needs of public housing efforts. What's more, the ULI recommendations serve as helpful guidelines for better understanding green applications in urban development.

Conversations surrounding corporate social responsibility (CSR), or a company's responsibility for its effects on environmental and social well-being, often point to mixed-income, public-private development projects for accommodating a need for profitable *and* ethical investments. There too have been steady shifts "towards social, government and corporate ethics which value environmental sustainability" (Palmer, Instone, Mee, Williams, Vaughan, 2015). Green housing signals an industry which attends to these increasingly important values.

### **Public Housing.**

*That attitude toward the homeless is just what Maureen is protesting tonight.*  
-Mark

*You can't quietly wipe out an entire tent city then watch 'It's a Wonderful Life' on TV!*  
-Roger

In Jonathan Larson's canonical Broadway musical *RENT*, the cast represents some of New York's most vulnerable, like low-income artists and teachers, sex trade workers, and people living with HIV and AIDS. Confronting gentrification and the displacement of low-income residents, the play examines the fear and uncertainty that often plagues urban citizens from marginalized demographics. *RENT* spotlights economic tensions in urban planning between public assistance and the interests of the city's private developers; it also conjures from the audience immense empathy for the individual struggles.

Recognizing the humanity of public housing tenants is essential for quality housing programs. Although seemingly simple, this statement is neither a given nor to be taken for granted. In the late 1960s, the efforts of activists who struggled for economic stability and resident empowerment led to reform by the Department of Housing and Urban Development (HUD).

In 1967, HUD staff members focused on addressing two urgent problems—deteriorating housing and residents' burgeoning discontent. Soon thereafter, HUD established the modernization program, which sought to upgrade the physical condition of public housing. The program also aimed to improve tenant relations by requiring tenant involvement in developing local modernization plans, altering management policies, and expanding services. In a 1968 HUD circular titled "Social Goals for Public Housing," the federal government suggested that municipal housing authorities "undertake a mutual commitment to cooperative action and trust with tenant organizations." (Williams, 2015, p. 216).

The latter changes were in direct response to toxic tenant-management power dynamics which undermined tenants' abilities to advocate for their needs. Like the contemporary incarnations in Chicago and Waterloo, tenant empowerment should be encouraged to improve satisfaction and engagement. ULI recommended including all members in the development team in the planning progress from the start, noting that "all members need to be able to work together toward a common vision that meets the desired green criteria for the project while maintaining the cost-efficiency considerations for affordable housing" (p. 11). It

follows that involving tenants in a transparent planning process concurrently gives them agency and better informs the project.

The needs of public housing tenants have been described as “urban quality requests” for social inclusion, access to places and services, sustainability, and certainty (Umbro, 2016, p. 252). The European Liaison Committee for Co-operative and Social Housing defines social housing as “the offer of adequate accommodations and people services, with a clear social aim, in favor of people that cannot satisfy their housing needs on the free market” (p. 252). Therefore public housing becomes a means for satisfying an ethical responsibility to not only provide housing itself but also attend to the well-being of poor or disadvantaged citizens. In this way, the green social residential construction industry lends itself to government and corporate social responsibility; public-private partnerships in green affordable housing developments can be viewed as dual ethical investments in both environmental sustainability and the social good.

Louisville-based real estate investment company LouVestor is an example of a firm seeking to capitalize on this market. As explained in its mission statement, “We believe in empowering the underserved with scalable, cost-effective, and partner supported housing...Our objective is to create a better product while working closely with community partners to fully support the holistic success of our residents” (“LouVestor,” 2016). This model for green social housing aims to incorporate multiple community partners, including the tenants, from a project’s inception, and it helps for avoiding policies that contradict the lifestyle needs of those who use its spaces. Such conflicts frequently occur, as when public housing residents in South Pittsburgh, Tennessee, were forced to remove flower and vegetable gardens when a new property management elected to enforce an existing policy (Putman, 2016). It is significant to note that there was “no such policy at the Chattanooga Housing Authority, according to CHA officials” (Putman); conflict is commonly generated at the landlord-tenant level. Facilities envisioned and designed to promote, not curtail, green lifestyles for its residents answers an important urban quality request.

Finally, ULI promoted the rehabilitation of existing buildings in preference to demolition. In Chicago, this entailed transforming a

landmark brick and concrete factory into the Green Exchange. Or in Asheville, North Carolina, the housing authority and private investors converted the 1920s Battery Park Hotel into affordable apartments for seniors. In most cases, it is more expensive to demolish and rebuild than update and refinish existing structures<sup>ii</sup>. By keeping the buildings, developers also retain the historical significance and local culture embodied in the place and architecture.

Projects that choose renovation over demolition work to enhance neighborhood pride of place. When revitalization efforts avoid razing extensive sections of depressed areas, resident support networks are preserved. Local revitalization efforts that do not displace residents counteract an impression of poor people as a social ill that needs to be spread out. Consider that “the language of ‘fair share’ or ‘regional equity’ that is often heard sounds remarkably similar to how people involved in environmental justice movements talk about things like waste transfer stations of incinerators” (Vale, 2015, p. 146). Low-income citizens seeking housing in urban developments are not dehumanized trash or pollution, and they are not a problem for which “a benevolent gentry needs to colonize their home space in order to help the poor ‘bootstrap’ themselves into a better socioeconomic position” (p. 146). Instead, green social housing projects aim for social cohesion, economic sustainability and reduced environmental impact (Umbro, 2016, p. 253) without compromising the agency of its tenants.

## **Discussion and Future Research.**

As ULI (2008) observed, “pairing green building with affordable housing is a natural fit” (p. 6). Most obviously, energy-efficient buildings offer lower operational costs for property owners and renters. The quality improvements inherent in green upgrades are also particularly important for low-income renters, as one Australian study on the sustainability ethics for the rental housing sector recently found.

In our study, we noted that while national environmental building standards for new housing had improved over the past two decades, for example, through the introduction of mandatory building codes, the homes in which we conducted our interviews with tenants were often energy

inefficient, had poor natural day-lighting, no insulation, no rain-water storage, offered limited access to pedestrian and bike paths transport, and included fixed appliances (such as hot water services) which were energy- or water-inefficient. (Palmer, et al., 2015, 926)

Low-income rental housing is often more vulnerable to environmental hazards such as mold or flooding. Substandard housing quality disproportionately affects poor and minority households which have higher risks for environmental diseases and injury<sup>iii</sup>(Jacobs, 2011). In the context of social housing, green upgrades offer the qualities heralded by projects like the Green Exchange to disadvantaged populations who are otherwise commonly deprived of such resources.

There are important socioeconomic implications here. In his work studying the urban experience, David Harvey (1985) emphasized how space becomes a source of power in capitalist systems. Beyond a safe domestic space, citizens require access to community, goods and services, and employment—these urban resources exist within a complex network. “Money, time, and space all exist as concrete abstractions framing daily life...Prices, the movements of the clock, rights to clearly marked spaces, form the frameworks within which we operate and to whose signals and significations we perforce respond as powers external to our individual consciousness and will” (p. 24). What David Harvey has described is the way in which social norms are both grounded in and perpetuate tiers of class, gender, race, and so on. When green projects approach social housing as an urban practice, housing facilities become part of the greater sustainable planning for the city and promote social inclusion.

Tenant participation and empowerment are vital to the success of green construction and public housing projects. More research is needed for tenant perspectives in order to better understand effective practices which support aforementioned needs. Building on ideas like those of Castellano, Ribera, and Ciurana, (2016) who recognize the need for new environmental assessment methods aimed at homebuyers and tenants (p. 117), new studies should specifically examine low-income and public housing tenants. In particular, ethnographic research and feminist methodologies are recommended for garnering

insight into the culture and practices of study participants from first person points of view.

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## Footnotes

“The building, with about 115 square feet on three floors, is expected to generate more energy than it uses, treat wastewater onsite, harvest rainwater and naturally purify its indoor air. When it opens in 2018, the Waterloo, Ontario, building will not only house multiple tenants with aligned values, but it will also include an innovation hub, with an incubator supporting green economy and clean-tech concepts for startups, corporate partners and academia” (Halley, 2017, p. 51). After more than a decade since Green Exchange, the similarities between the two projects indicate consistent trends in green construction, as well as the perceived advantages to like-minded tenants committed to the values of green innovation.

“Forum participants called for recognition of the false economy of demolition, because it can take 20 to 30 years of energy savings to

offset the energy used in tearing down an old building and constructing a new building” (Myerson, 2008, p. 15). Stressing the cost and material waste of demolition, ULI urged developers to resist the temptation to start fresh with new construction which can readily incorporate the latest technologies (despite common challenges such as structural issues).<sup>ii</sup>

“Populations that are ill served by physical infrastructure and inadequate housing have a host of unmet needs and environmental diseases and injuries, making their full participation in a productive society problematic” (Jacobs, 2011, p. 115). Scientific data revealed the disparities in housing and associated health outcomes; said outcomes are not limited to physical environmental disease and injury, but extend to include “human communication, interaction, movement, psychosocial well<sup>iii</sup>-being—indeed, people’s very individual and collective identities.”

# The Opioid Dialogue

*Katrina Pate*

The dialogue that is happening in and around the opioid crisis has been evolving for many years voicing the perspectives of individuals and agencies that find themselves in a quagmire of repeat offenders, ineffective policy and a pitiful lack of data collection that would provide traction for treatment strategies. It seems we only know how many pills are being produced by pharmaceutical companies and how many deaths result from overdose. This data exists because of the financial dogma that exists in the pharmaceutical industry; they want to know what the profit margins are. Likewise, there have been standardized processes developed by the health department to report significant findings such as death. There have been no profit-driven incentives created to produce data collection for treatment progress or success for addicts. Nor have there been standardized processes put in place for significant findings by the health department concerning treatment for addiction.

Addiction is not a new phenomenon, but the dialogue has become more urgent and straightforward in recent years as our culture experiences a staggering loss of life and treasure at its hands. In fact, the strangle hold addiction commands over the national economy manifests itself in the legal system, the healthcare system and the social structure of family and friends. There has been lost labor, lost production and the drain on family and human service organizations. The cost of life is more urgent and is leading the impetus to find a solution. Fifty thousand deaths in 2015 due to overdose. This does not reflect the complete impact addiction has on the human condition which also leads to the loss of life. These factors include complications with other diseases, the entanglement in high-risk decision making, violence, homelessness, etc. that contributes to premature aging, comorbidity, and mortality.

This paper will focus on three areas of dialogue about opioid addiction whose relation to each other indicates a societal infiltration that could choke a horse. Beginning at the ground level, the dialogue between the addict and the addiction will be explored through an examination of the book used in Narcotics Anonymous recovery meetings and then place that dialogue into the context of the desperate life choices that are negotiated daily for the person who carries that book around.

Next. The perspectives of law enforcement and healthcare will be viewed through two-panel discussions facilitated by the Indiana University Southeast program called The Common Experience, which highlights community topics as educational opportunities for the student body. The program has chosen the Opioid Crisis as the topic this semester which was pivotal in my selection of this topic.

And finally, a look into the dialogue that happens in the collateral population of addiction; the people who love the addicts but must choose between the anguish of living with the torture of addiction or separating from the addict for their safety and survival. It is an impossible choice that is painful and disorienting no matter which one is chosen. Often there is not a choice made, and the caregiver wanders aimlessly between the two unable to make sense of neither the details or the big picture. The toll that is taken in the life of a person that is tethered to addiction in this way is uncouncted. The money, energy, peace, ambition and time are lost and never spoken about, except at the support group that gathers in every city, Nar-anon.

## **Method**

The information collected for this paper was accomplished by piecing together a series of dialogues that I was experiencing while searching for solutions to my relation to addiction as the mother of an addict. I became aware of the Narcotics Anonymous book while attending a Narcotics Anonymous meeting with my daughter earlier this year. I picked it up again a couple of weeks ago while trying to identify the dialogue the addict experiences during the cycle of rehabilitation after detox. So many times, the dialogue about the opioid and addiction controversy goes on and on as if the addict is not a primary voice, or valid voice to listen to. To the contrary, it is essential for successful dialogue to listen to every perspective, including that of the addict, and understand the perspective in context to trending cultural biases of the larger conversation. Freire asserts in "Pedagogy of the Oppressed" that for successful dialogue, that the myth of the ignorance of the other people cannot be believed. (Friere, 2005, p. 134)

Then secondly, I attended the Common Experience panel discussions where I took notes from the discussion between the speakers

and the audience. The speakers initiated the discussions by stating their positions and knowledge of the opioid situation in relation to their professional responsibilities. Following this introduction was a question and answer session that a

Finally, I have been attending Nar-anon meetings in Louisville's east end, one of only two that happen in the region. There are none in southern Indiana. The Nar-Anon program was started in California in the late sixties and have continued to grow steadily over the years. The meetings follow a national standardized structure which includes a twelve-step program, national pamphlets and requires leaders to be specifically trained to follow the established rules. Typically, the people who attend the meetings are living with the addict and have not separated themselves from the addict. The members are focused on trying to give support to and educate the caregivers who attend on the behavioral cycles that happen between the addict and the caregiver. There is no push towards separating the caregiver from the addict, but there is understanding and empathy for the caregiver if that is the plan of action that is chosen.

## **Dialogue with self**

The Narcotic Anonymous book contains stories of success and failures written by addicts to explain different journeys that have experienced. No two are the same, but after a while, it becomes clear that the events and milestones are archetypal. There are stories about losing everything and getting it back, only to put it all on the line again until it is gone. There are confessions of lying to hide from what was too painful to admit was happening; lying to the self because you are killing yourself and you know it. Sometimes the book gets put down because the addict does not want to believe the rest of it is going to happen to them. This is the anti-dialogue the addict has to the self. (Anonymous, 2008)

There is another dialogue that the book sets up. The addiction speaks in the first person to the addict, giving it the characterization of an independent player, separate from the addict. The personification of the addiction accomplishes many things, most importantly it separates the addiction from the addict. The significance here is self-identity. The

addict discovers that the character flaw is not intrinsic to the addict but the addiction. It is the addict's association with the addiction that needs to be corrected. The idea that the addiction can be separated from the addict is visualized for the first time with the personification of the addiction. This is a valuable lesson for all players to understand about the addiction, including law enforcement, healthcare professionals, family, friends, etc. The exercise of bargaining with addiction is done by everyone;" if we can just get through the holidays," or "please let this phone call not be the hospital or the police station." For the addict, it is up close and personal.

The voice of the addiction is clever and domineering, "I will be there for you when your family won't" and, "They don't know me the way you do." Addiction swindles the addict out of their money, family, ambition, and self-worth by the time it is done. (Anonymous, 2008) The dynamic of the dialogue in the N A book is that the voice of the addiction encourages the shutdown of dialogue. The addiction dismisses the validity of any other perspective and demands a sic kind of loyalty to close-mindedness.

The consensus about overcoming addiction is that the success rate is one out of ten. This doesn't necessarily mean that only one out of ten people succeed, but rather that one out of ten attempts succeed. This means that it takes ten tries to succeed, which also means it is a process. If overcoming addiction can be looked at as a process rather than a crap shoot, it can be organized and analyzed scientifically by collecting and documenting progress and failure.

## **Dialogue with community**

### Law Enforcement

The Common Experience program at Indiana University Southeast sponsored two-panel discussions focused on the Opioid Crisis where one panel existed of three local prosecutors from Floyd, Clark and Harrison counties in southern Indiana. All three prosecutors made twenty to thirty-minute speeches outlining their perspectives on the opioid crisis and their responsibilities as prosecutors for containing the crisis. Although their strategies differed, the professionalism,

knowledge, and commitment to the issue exhibited was consistent and impressive.

The Floyd County prosecutor, Keith Henderson, went first. Mr. Henderson has been elected multiple times to his position and also serves as the Indiana representative on the National District Attorney Association, representing his peers and contributing to dialogue at a national level. Keeping apprised of opioid crisis trends around the country is informing Mr. Henderson's dialogue. He chooses to listen to and actively seek out information in a larger context which is a heightened level of dialogue.

The second speaker on the panel was Jeremy T. Mull, the Clark County prosecutor. Mr. Mull has a military background serving in Afghanistan and has also served on the Board of Directors of the Southern Indiana Drug Task Force. The urgent concern about the opioid crisis for this prosecutor is the HIV outburst that is happening to the county sitting on the northern border of Clark County. Mull has adopted a controversial needle exchange that gives away multiple needles to anyone who brings in at least one. The public health issue trumps the drug addiction issue at least for the time being. The controversy surrounds the fact that in the county to the west of Clark, Floyd County, it is a felony to possess one needle. It seems counter-intuitive or maybe like a mixed message that the two counties differ in such a way. I did not notice any conflict or accusation between the men at this event though. They probably have enough common language to appreciate each other's position.

Mr. Mull has another controversial approach to the crisis; he has allowed a reality T.V. show to video the inside workings of the Clark County jail to offset any over run the opioid crisis is costing his county. This sensationalism/ commercialism is a little outside of the box but shows the resourceful commitment to tackling the problem.

The last prosecutor to speak was Otto Schalk, the Harrison County prosecutor. Mr. Schalk's perspective towards problem-solving is that it will require a creative solution; "a dynamic solution starting with education as early as fourth grade." Education is the most crucial part of the puzzle, and that is the main reason why Mr. Schalk has

had a documentary produced that is full of valuable information and statistics about the opioid crisis. The most striking take away from the documentary is the pathos. The documentary is clearly meant to shake up the emotions of fear and disgust to grab the viewers' attention long enough to receive the logos. The film, however, is not appropriate for younger audiences by Mr. Schalk's own admission. This run counter to his assertion that education is key and should start in fourth grade.

Mr. Schalk is passionate and progressive about his strategies concerning the opioid crisis. The dialogue he creates with this documentary is all about the addict. He presents the addicts in realistic respectable terms. He provides an unbiased stage for these people to tell their story in a way that exhibits everyone's concern for education and prevention.

### Healthcare Professionals

The second Common Experience panel discussion included Christina Cooper, Joy McCrea, and Lea Joules, three ER nurses from Clark Memorial Hospital in Clark County Indiana, Julie Mattingly, a nursing instructor at IUS, and Maribeth Wolf, the director at Our Place, an outpatient drug abuse clinic in Jeffersonville IN. The women on this panel are committed professional that also care very much about the state of addiction in our local community, but there was an expression of frustration with feeling as though their hands were tied when it comes to making any real difference in the situation. They noted that when addicts come into the ER they cannot be reported to the law enforcement because of privacy laws, but they are reported to the health department. This does not get the addict the help they need to deal with the issues they are facing. A potential argument to that statement was posed by Maribeth Wolf, the director of the outpatient rehabilitation center, Our Place. "There is only help for those who are ready for it; you cannot save someone who does not want to be saved." Everyone on the panel agreed with that statement; even the audience seemed to understand that. Wolf continued, "There needs to be funding allotted for detox beds and policy changes that allow hospitals, rehab facilities, and law enforcement to work together." These women believe they know the solutions to these problems, but gathering the political will for change is out of their hands. They know that the ER rooms are being

used to resuscitate for the short term, but there is no long-term strategy in place. There is not even a strategy for communication between the agencies involved.

This is a complete breakdown of communication; there is no dialogue here, there is no detox at the hospitals, no resuscitation at the rehabilitation facility, and no concern for either at correctional facilities. They are all three playing 'hot potato' with peoples' lives.

## **Dialogue between caregivers**

The Nar-Anon meetings I attend are in a small room in a Louisville church. The people grapple with details and the larger picture too as they become more confused by the repetitive and predictable behavior of the addict. The people closest to ground zero, sometimes referred to as the survivors, enablers, or the first responders. This group of people is the loved ones, friends and family members in the desperate situation of watching the bomb of addiction blow up gradually in stages as if in slow motion right before their eyes. They are the caretakers of the events that unfold in the living rooms, court houses and emergency rooms across the country.

When the addict gets dropped off at their front door at two in the morning almost dead, the caretaker rushes the addict to the hospital without even getting out of pajamas. Greeted by the ER nurse who has witnessed the same scenario twice already that night, "Lady, you can't stay here, your gonna have to let her go" is the only instruction to take home only to find out the addict escaped from the hospital and will be missing for months, beaten up and raped when she is found.

The collective consciousness of the caretakers harbors the valuable data that is not entered a database but spilled out along with snot and tears in front of strangers that wait to catch the collapse because they knew it was coming. In fact, they are there by design. They organized the meeting, sent out flyers, put out the folding chairs and brought tissues and cookies. They are there because someone was there for them. Dialogue is the tool that connects pain with peace. It is the action that can be taken when there is nothing else that can be done. They are there to teach the new members what it means to

enable an addict, and what healthy boundary lines are, and to remind themselves of the same. The meetings are attended by the people who have not separated from the addict, yet. Or, they have been separated at some point but have welcomed the addict back into their life.

Once a caretaker has separated from the addict, it is too painful to be reminded that you let go while others were stronger than you and less selfish. The dialogue changes. The believing game changes; it stops. They say that the addict must lose everything, hit rock bottom before they can enter into a successful rehabilitation. They must want rehabilitation. I find it impossible to rationalize this idea with the concepts we have learned this semester about dialogue. The closest explanation I can find is in Gadamer's "The Incapacity for Conversation" when he writes, "The extreme is always instructive for the intermediate cases," he continues to explain that psychoanalytical conversation heals the incapacity for conversation. (Gadamer, 1972, p. 357) This leads me to think that addiction is an incapacity for conversation.

## **In Closing**

The dialogue of addiction is spoken on every level of society, therefore, every voice is indispensable, and all beliefs must be suspended for all voices to be heard. Believing the myth of the ignorance of the addict is a barrier to successful dialogue surrounding the opioid epidemic. It takes ignorance to believe in ignorance, and to provide a breeding ground for the taboo surrounding addiction and the addict, as well as keeping the argument over who is to blame for addiction in play. Ignorance is the barrier dialogue.

The overall strategy that must be taken into consideration here is that it requires love, humility, faith, hope and critical thinking, as Friere suggests, to enter into the kind of dialogue that will save lives and heal families. The law enforcement people that I witnessed in the panel discussions were truly the best-natured people one could hope for to be in those positions. The same is true of the healthcare professionals. Most believe the solution will involve a multidisciplinary approach that is respectful and capable of new ideas. This is reinforced by the readings I referenced from this semester. However, this epidemic is too severe for there not to be forward thinking dialogue, meaningful

dialogue. It reminds me of how Dr. King wonders in his Letter from a Birmingham Jail, how long is too long to wait for freedom. (King, 1963)

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**Hibakusha:  
The Intricacies of Memory in  
Postwar Japan**

*Jordan Ricks*

The destruction of Hiroshima by an atomic bomb is committed to memory all over the world. As the first city ever to be attacked with such a weapon, followed three days later by a similar attack on Nagasaki, Hiroshima's place in history will forever be tied to the events of August 6, 1945. To some countries, the use of atomic weaponry was seen as a necessary evil in order to bring about the end of World War II; others see their usage as an unpunished crime against humanity. Within this debate, however, very little attention is paid to those who survived one (or both) of the bombings, and have lived with the aftermath ever since: the *hibakusha*.

The term *hibakusha*, literally meaning "bomb-affected persons", carries much more weight than a simple description. Public opinion on those affected by the bombs can range from sympathy and compassion, to fear and resentment. Likewise, the feelings and opinions of individual *hibakusha* can range from vocal and pacifist, to reclusive and resentful. While most interactions between non-affected citizens and *hibakusha* consist of mutual respect, the dichotomous opinions surrounding this unique group of people are rarely explored in full. It is my belief that the ways that *hibakusha* have remembered the events of August 6, and the ways that the citizens of Japan have viewed the *hibakusha*, have been greatly influenced by four major factors: the United States Occupation of Japan following the conclusion of World War II, social and societal pressures within Japan, the establishment of peace movements and organizations, and the various memorials and ceremonies that have been dedicated in honor of the War's end. Throughout this paper, I intend to explore not only how these factors have influenced the experience of the *hibakusha*, but also how these factors have all contributed to Japan's enduring message of peace.

## **U.S. Occupation**

Shortly after Japan's surrender on August 15, 1945, the United States military began a nearly seven-year Occupation of the country. One of the most immediate affects felt by Japanese citizens was a conscious effort to censor any attempts to spread information about the aftermath of the bombings of Hiroshima and Nagasaki. As the objectively victorious country following the conclusion of the War, the United States' adamant censorship is, from a political standpoint, understand-

able. However, Radhabinod Pal, an Indian Justice during the Tokyo Trials which began in 1946, was very outspoken in his belief that the Allies should be held accountable for their actions in the War. In describing some of the arguments he presented against the U.S., acclaimed historian John Dower, in his essay compilation *Ways of Forgetting, Ways of Remembering*, says, "Pal suggested that the closest counterpart to Nazi atrocities in the war in Asia may well have been the American use of the atomic bombs. Pal did acknowledge heinous behavior by the Japanese. His point was that they were not alone in this" (2012, p. 117). With their actions during the war being compared to those of the Nazis, it is clear why the Occupation felt the need to oversee what information was being spread following the end of the War.

American censorship not only suppressed criticism, but grief as well. Dower describes the extreme degrees to which survivors were censored, explaining, "With but rare exceptions, survivors of the bombs could not grieve publicly, could not share their experiences through the written word, could not be offered counsel and support. Psychological traumas... could not be addressed in open media forums" (2012, p. 147). This "allowed" remembrance clashed with some authors' desires to inform the general public about their experiences. In an article for *Inter-Asia Cultural Studies*, author Yuko Shibata describes some of the difficulties that Japanese authors specifically faced:

Hara [Tamiki] submitted his piece with the original title of *The Atomic Bomb (Genshi bakudan)*, as early as the end of 1945 to the major literary journal, *Modern Literature (Kindai Bungaku)*. But it was only in June 1947 that his work finally appeared in the more obscure journal, *Mita Literature (Mita Bungaku)*, whose circulation was limited to two to three thousand copies within a smaller literary circle. The title of Hara's piece was also changed from the palpable reference of the 'atomic bomb' to the ambiguous 'summer flowers'. The publication of *City of Corpses* was further delayed. In November 1948, three thousand copies were printed, but with substantial deletions of the text. (2012, p. 123)

As indicated by these experiences, those who wished to describe the aftermath of the atomic bombings while under U.S. Occupation were

faced with heavy censorship, delays, and, if they were lucky, very limited circulation of their writings.

In another example, one survivor, Dr. Michihiko Hachiya, kept a daily journal of his experiences in Hiroshima between August 6 and September 30, 1945. Simply titled *Hiroshima Diary*, these writings were not published until 1955 – three years after the Occupation had ended. I do not believe this timing to be a coincidence. As translated into English by Dr. Warner Wells, Hachiya gives the reader a firsthand account of the horror, confusion, and perseverance that occurred throughout the city. In describing his view of the city from the hospital where he was recovering from his injuries, he paints a surreal picture:

For acres and acres the city was like a desert except for scattered piles of brick and roof tile. I had to revise my meaning of the word destruction or choose some other word to describe what I saw. Devastation may be a better word, but really, I know of no word or words to describe the view from my twisted iron bed in the fire-gutted ward of the Communications Hospital. (p. 38)

Such descriptions would fall under the exact imagery that the Occupation was attempting to suppress.

With remembrance and mourning so thoroughly regulated by U.S. oversight, one of the only ways to publicly remember the dead became the bombs' connection to the end of the war. Describing this connection, Ran Zwigenberg, a historian at Pennsylvania State University and author of *Hiroshima: The Origins of Global Memory Culture*, states, "If one wished to talk of the dead, it had to be in the terms that were permissible. With censorship, the only safe way to mourn was by connecting Hiroshima's destruction to peace. Accordingly, the victims, almost immediately, were made victims for peace (rather than victims of war)" (2014, p. 30). Referring to the dead as having died for "peace" was a mutually beneficial phrasing for the Japanese and the U.S. The Japanese were still limited in what they could say regarding the destruction caused by the bombs, but they now had at least one way to openly talk about the events that transpired and the lives that were lost. The Occupation, on the other hand, was allowing language that

connected the end of the War with the beginning of Peace. Rather than continue inviting comparisons to the Nazis, as Justice Pal had done, the use of the atomic bombs was connected to ending the most violent conflict the world had ever seen.

Fittingly, the Japanese government officially declared Hiroshima a City of Peace in 1949. While establishing a City of Peace could be seen as a politically savvy way to remember the war while complying with the desires of the Occupation, positive effects were seen relatively quickly. As many *hibakusha* wished to never see the horrors of atomic weapons repeated, evidenced by their eventual establishing of anti-nuclear organizations, sharing their experience in relation to peace was a natural extension. Zwigenberg speaks to the powerful effect of survivors' stories, saying, "The support of the *hibakusha* and the use of their testimonies in the service of peace galvanized the movement; it endowed the peace message with power and infused it with emotions that are still evident today" (p. 66). As the first people to live through atomic destruction on a city-wide scale, their perspective was not only unique, but welcome in the nation's desire for peace.

This connection between the bombs, the *hibakusha*, and peace had an unintended consequence. While the individual experiences of survivors varied greatly, both within each affected city and between them, the almost-instantaneous connection between destruction and peace has left many to presume that the *hibakusha* speak as one, singular voice. While the most vocal of *hibakusha* may be in support of nuclear disarmament and world peace, this is by no means an indication that they are unified in all matters. In fact, many have chosen not to speak out about their experiences at all. As we will see, various social and societal pressures throughout Japan have had a tremendous impact on the lives of *hibakusha*, and have added to the varied nature of their experiences.

## **Social and Societal Pressure**

Throughout *Hiroshima Diary*, mentioned above, Hachiya is able to paint a very vivid picture. He describes in great detail not only the ruined city around him, but the symptoms of the patients in the hospital as well. One such example is his description of the contrast of

experience between those closer to the bomb's detonation (hypocenter) and those who were farther away. He himself experienced temporary deafness due to his closer proximity to the explosion, while those further from the hypocenter used the term *pikadon* - "flash-boom" - to explain what they had seen and heard (p. 43). Sometimes shortened to *pika*, the term is still synonymous with the atomic bomb. While Hachiya's knowledge of Hiroshima and medicine aided his ability to describe what he saw, many *hibakusha* struggled to find the right words to convey their experience.

This struggle to describe a traumatic experience is fairly common among *hibakusha*. In exploring memories of Hiroshima and *hibakusha* throughout her book, *Hiroshima Traces*, cultural anthropologist Lisa Yoneyama describes this struggle well when she says, "They often describe their feelings with the word *munashisa*, or a sense of hollowness and pointlessness. At every utterance, storytellers are confronted with their language's inability to reconstruct the past as they believe they really experienced it" (1999, p. 90). Along those same lines, Gregory Mason, in *Peace Review: A Journal of Social Justice*, describes the difficulty that *hibakusha* faced in finding the right words to describe their experience: "The more unfamiliar the sight, the harder it is to reach for a convincing metaphor. The writer simply has to try to do what can be done to move the reader to a new place of understanding" (p. 412).

Yoneyama not only discusses the difficulty for many to find the right words to describe their experiences, she also details how many survivors felt that their fellow *hibakusha* should remain silent, "believing that the mass media's sensationalized treatment of the survivors' stories trivializes even the experience of nuclear devastation by turning them into commodities" (p. 87). This view could be seen as a societal pressure, built on Japanese culture and the country's history as a predominantly Buddhist nation. This notion is echoed later in *Hiroshima Traces* when Yoneyama discusses the Memorial Mound found within the Hiroshima Peace Memorial Park (a central memorial that will be discussed in further detail in a later section). She offers the reader a somber insight into what the Mound represents for citizens of Hiroshima:

One is struck not so much by death in and of itself but by the

totality of destruction that deprived the dead of anyone who might offer proper tributes and remembrances. The Memorial Mound fosters the urgent sense that memorial services for the victims must be held, while the belatedness of such acts only reinforces the feeling that no form of memorialization could ever suffice. (p. 138)

It is clear through her descriptions that a respect and reverence for the dead are of high importance for the citizens of Hiroshima, and Japan at large. Through this lens, one is more capable of understanding the fear of some *hibakusha* that the media attention surrounding survivors of the bombs could risk trivializing the experience, and insulting the dead.

This clash between vocalizing one's experience and keeping it to oneself is important in establishing the unique voice of individual *hibakusha*, serving as a reminder that the thousands who were affected by the bombs are by no means a singular entity.

Remaining silent may have been a choice by some to avoid trivializing or sensationalizing his or her experience, but others chose to do so to avoid facing discrimination. Dower describes the *hibakusha* as "[un]welcome compatriots in the new Japan. Psychologically if not physically, they were deformed reminders of a miserable past. Given the unknown generic consequences of irradiation, they were shunned as marriage prospects. The great majority of Japanese... were happy to put them out of mind" (2012, p. 148). Many citizens even feared that the effects of the bomb were contagious, and would thus avoid those who openly identified as *hibakusha*, one of many pervasive ideas of discrimination that still lead some to remain silent about their status as survivors (Yoneyama, p. 88). Survival thus became an internal struggle for many, who faced pain whether they shared their story or not.

Yuki Miyamoto, associate professor of religious studies at DePaul University, researched many aspects of *hibakusha* life and culture that she felt had been underrepresented. Within her book, *Beyond the Mushroom Cloud*, she explores the aspect of femininity in relation to the atomic bombs. Adding to Dower's remarks regarding the diminished chances of marriage for *hibakusha*, Miyamoto speaks

to media portrayal of *hibakusha* women, saying a female character's refusal to pursue love "not only gestures toward the relations between her radiation exposure while a fetus and her incapacity to reproduce, but also points to cultural norms and virtues, in which bearing a child constitutes the happiness of women and of the family; a barren woman should not expect such happiness" (2011, p. 146). Such social and societal norms surely pressured *hibakusha* to refrain from seeking a husband or wife, lest they cause their spouse unhappiness due to their infertility.

Despite such pressures, many *hibakusha* did choose to speak openly about their experiences, to mixed results. Yoneyama describes skeptics who "believe that those who "really know the bomb" would not be able to talk about it so openly", in contrast to "those who... have seen the breaking of silence as an extremely courageous act" (p. 89). She later details how the desire to speak openly and be recognized could often result in what she refers to as a "dual process" (p. 93) - being officially recognized on the one hand, but on different terms than originally intended. The main example given by Yoneyama pertains to the "two atom bomb laws", passed in 1957 and 1968 respectively, that finally afforded government provisions to *hibakusha* while simultaneously requiring strenuously detailed evidence of the individual's presence in Hiroshima within a specific timeframe after the bombing, a process which she coyly refers to as one that "legally authorizes the individuals' atomic bomb experiences" (p. 93).

Evidence-based recognition in accordance with the atom bomb laws was not the only way in which the experience of the *hibakusha* was overtaken by the government. For survivors sharing their stories, it was common for the speaker to mention their relative distance to the bomb's hypocenter. Yoneyama speaks of a special map of Hiroshima, upon which were superimposed concentric circles to indicate one's relative distance from the site of the bomb's detonation. This map, Yoneyama believes, "has also subsumed survivors' diverse experiences and subjectivities under the universal and anonymous identity of *hibakusha*" (p. 114). What she means is that condensing the memories and experiences of a diverse group of people into a widely used symbol, such as the map of relative distance from the bomb's detonation, minimizes the unique experience that each survivor has to

tell. Similar to the government's "official recognition" of an individual as a *hibakusha*, speaking of one's experience in relation to distance from the hypocenter had the unfortunate effect of potentially delegitimizing one's experience in the eyes of the public.

Compared to other ways in which *hibakusha* chose to share their stories, advocacy for peace became a relatively safe outlet. Zwigenberg states that while many *hibakusha* did indeed choose to remain silent, "For others... their survival started to become a source of pride. Survivors became martyrs for a cause. The peace movement supplied survivors with a meaningful outlet and a means to articulate their rage and frustration" (p. 71). Yoneyama draws a similar conclusion when she matter-of-factly states, "Those who survived now protest in proxy for the dead" (p. 140). Miyamoto even goes so far as to refer to peace as *hibakusha* "ethics", saying, "the *hibakusha* ethics advocates "not retaliation, but reconciliation." This ethics, based upon the *hibakushas'* determination to prevent further suffering from nuclear destruction, envisions a nuclear-free world realized by building a community that includes the *hibakushas'* experiences" (p. 15). All three authors are conveying that, regardless of the emotion or motivation behind it, advocacy for peace and ensuring the dead are properly honored came to be seen not only as noble, but worthy causes to which survivors could lend their voice.

As explored throughout this section, the discrimination that so many of them faced left activism as one of the only "safe" platforms on which to tell the rest of the world about the events of August 6 and August 9, 1945. Widespread retellings of survivors' accounts often follow similar themes and patterns, giving an illusion that the numerous *hibakusha* speak with one voice; this *hibakusha* voice is often distilled into the singular ideal of anti-nuclear pacifism. This is likely because it was not long before individual *hibakusha* began coming together under common causes, particularly after yet another atomic tragedy befell their country.

## **Peace Movements and Organizations**

In the years since the end of the war, international peace movements, as well as activist groups comprised exclusively of *hibakusha*

and their families, have all served as platforms from which survivors have been able to speak about their experiences. Protesters and peace activists were unfortunately given another cause to rally behind shortly after the end of the Occupation. In what became known as the Bikini Incident because of its location in Bikini Atoll, a 1954 nuclear test by the United States exceeded the expected yield and range, irradiating a small Japanese fishing vessel, the Lucky Dragon Five, and resulting in the death of one of the crew. As the third incident to result in Japanese victims exposed to atomic radiation, the Japanese public sprang into action. "This link," Yoneyama says of the connection between Hiroshima, Nagasaki, and the Bikini Incident, "was enabled and naturalized by the perception of the three incidents as nuclear attacks that victimized the Japanese nation and people as a whole, served to mobilize a large mass of citizens and all of the major existing political parties" (p. 14). She also mentions that the Bikini Incident served to popularize previously established nuclear protests, such as the Gensuikin Conference (p. 14).

The Gensuikin Conference was only one of many anti-nuclear organizations that arose in the years following 1945. Many, such as the Women's Peace Conference, Hiroshima Women's Coalition, and Japanese Mother's Conference were spearheaded by Japanese housewives affected by the bombings (Yoneyama, 192-193). While most organizations championed some version of peace, others were seen as "allies of mothers in other areas of the world who were seen both as victimized by and as confronting U.S. militarism and global nuclear policies" (Yoneyama, p. 200). This is yet another important example dispelling the myth that all *hibakusha*, whether individually or as part of an organization, speak as one.

As the first cities ever to be attacked using an atomic bomb, survivors and their families in Hiroshima and Nagasaki held a unique position in the discussion of nuclear weaponry. Eric Herring, in an article for *Peace and Conflict: Journal of Peace Psychology*, plainly tells the reader, "The claim that the *hibakusha* have something important to say about nuclear weapons is, at one level, something with which virtually everyone would agree: The *hibakusha* remind us that nuclear weapons can inflict horrific suffering" (p. 184). This "expertise" on the capabilities of nuclear weaponry is at the forefront of many *hibakusha*-backed or-

ganizations, including the Japan Council Against Atomic and Hydrogen Bombs, founded in 1955 in response to the Bikini Incident.

Rather than focusing on who to blame for the dropping of the atomic bombs, or even the Bikini Incident, many *hibakusha* instead became politically active to spread awareness of their suffering and to promote world peace. Dower describes this transition into politics, saying, "In 1955 the hibakusha movement moved head-on into politics. The movement shifted from relief efforts to testimonies for peace into combining the two goals in order to achieve concrete benefits" (p. 80). *Hibakusha* activism received further international attention when the twenty-five "Atom-Bomb Maidens" were selected to receive cosmetic surgery in the United States. This was not an entirely altruistic gesture, as Zwigenberg points out when he bluntly states, "For the US government, which supported the endeavor, this was a part of the damage control campaign that was launched after the Lucky Dragon Five incident" (p. 83). Regardless of motive, the publicity surrounding these female *hibakusha* drew attention to the healthcare plight that many survivors of the bombs still faced.

While the acknowledgement of hibakusha health concerns by both Japanese and American officials should be considered a victory, other worries remain. Writing for *The Lancet*, Jonathan Watts reports:

Survivors have been active in the campaign for nuclear disarmament and many visit schools to relate their experiences in the hope that the same mistakes will not be repeated. But with the passage of time, their message is becoming harder to convey because the story-tellers are dying and children are less aware about what happened in the past. (2000, p. 1009)

In other words, the ever-present threat of war across the world is still a major concern for survivors of the bombs, as is the dwindling number of survivors who remain alive today. Similarly, while examining and treating *hibakusha* on an extended stay in Japan, American doctor William J. Hall wrote in *Annals of Internal Medicine*, "Let us state the challenge clearly: The potential use of nuclear devices against humans is one of the major public health issues of our time" (2008, p. 242). These men, like so many thousands of *hibakusha*, desire to see nuclear

disarmament become reality.

Not everyone holds the expertise of the *hibakusha* in such high regard, however. In his criticism of Japanese peace movements, specifically in relation to religion, historian Ian Buruma says in *The Wages of Guilt*, “Japanese sins are dissolved in the sins of mankind. This allows the Japanese to take two routes at once, a national one, as unique victims of the A-bomb, and a universal one, as the apostles of the Hiroshima spirit. This, then, is how Japanese pacifists, engaged in Peace Education, define the Japanese identity” (1994/2015, p. 104). Buruma’s statements reflect his feelings that Japan’s status as “unique victims” can lead them to overly self-identify as pacifists while “sit[ting] in judgment of others” (p.98), to the extent that he even goes so far as to refer to citizens as the “Hiroshima cult” (p.93). While the most vocal citizens in Hiroshima, *hibakusha* or otherwise, advocate for peace, I disagree that their behavior resembles that of a “cult”, as Buruma would suggest. His notion that Japanese view themselves as “unique victims” does hold merit, however, which will be discussed shortly.

Once again, we see the ways in which peace became a central theme associated with the *hibakusha*. Themes of peace and remembrance of the dead became nearly synonymous with the *hibakusha*, particularly after the construction of the Hiroshima Peace Memorial Park. In the next section, I will go into greater detail regarding the ways that the *hibakusha*, as well as those who died during the bombings, have been remembered by the general public. However, much like the experience of the survivors themselves, remembrance through monuments, memorials, ceremonies, and even the city itself is not as straightforward in interpretation as one may think.

## **Memorials and Ceremonies**

After the end of the War, efforts to rebuild Hiroshima were, curiously, tempered by the input of survivors. Yoneyama states that, in Hiroshima, “urban planners have had to negotiate the signs of peace and late capitalist prosperity with the memory of the atomic destruction”, and, “Thus, even as [a city official] identifies the city as the site for peace, he displays a profound desire to avoid remembering it as the site of atomic annihilation” (p. 46). Much like the dissenting opinions

of the *hibakusha* to remain silent or to be outspoken, reconstruction of the city attempted to find some semblance of balance between declarations of peace and somber remembrance for the lives that were lost.

In 1954, few short years after Hiroshima's official declaration as a City of Peace, construction was completed on the Hiroshima Peace Memorial Park. The Park is huge in scope and scale, housing several monuments, a museum, and ceremonial space. It is here that the annual August 6 ceremony is performed, wherein the city's destruction is remembered. The ceremony itself includes a minute of silence that begins at the time of the bomb's detonation, songs and poems dedicated to the dead and to peace, and the participation of *hibakusha* and their families. All of this takes place next to one of the central monuments of the Park: the Memorial Cenotaph.

Fittingly, of all the memorials in the Park, it is perhaps the Memorial Cenotaph that most encompasses the *hibakusha* sentiments of peace. An inscription on the Cenotaph reads, as translated by Yoneyama, "Please rest in peace, / For we shall not repeat the mistake" (p. 16). In the original Japanese, the subject of "we" is not present, which sparked debate as to whose mistake should not be repeated, or who was to blame for the events of August 6. One predominant critic of the wording was Justice Pal, mentioned earlier, during his visit to the Park. To paraphrase Yoneyama's citation of Pal's critique, he felt that justice had not been served regardless of whether the phrase referred to the use of the atom bomb (since the U.S. was never charged with any war crime), or if the phrase refers to Japanese war crimes (which could be seen as an extension of Western colonialism) (p. 16-17). In the end, however, the Japanese public came out in favor of the inscription, and it remains untouched to this day.

The subject of Japanese war crimes has not been limited to the criticism given by Justice Pal. Japan's uniqueness of being attacked with atomic weapons becomes, according to Dower, "...a way of remembering Japanese suffering while forgetting the suffering that the Japanese caused others" (p. 218). While the nation itself may be the only one in history to be attacked in such a way, Japanese citizens were not the only victims in Hiroshima and Nagasaki. Part of the "suffering that the Japanese caused others", as Dower said, included the

colonization of China and Korea in the years leading to World War II. In fact, Koreans living in Japan on August 6 "...comprised between 10 and 20 percent of those killed immediately in the Hiroshima bombing" (Yoneyama, p. 152). Furthermore, historian Thomas U. Berger adds, in *War, Guilt, and World Politics after World War II*, "Former slave laborers, including the hundreds of thousands of Koreans and Chinese who had been forcibly brought to labor under atrocious conditions in Japan, were entirely ignored, despite efforts by some Japanese leftists to publicize their plight" (p. 154). It is clear that it is not only the occupation by U.S. forces that can cloud remembrance for *hibakusha*, but past Japanese occupation in Asia as well.

The controversy regarding Japanese colonization is further exacerbated by the Korean Atom Bomb Memorial. Despite the large number of Korean victims of the bombings, as mentioned by Yoneyama, the Korean memorial was not erected until 1970. Furthermore, the memorial is not located within the main Park. Despite efforts to move the memorial into the Park proper, it still remains physically segregated from all other memorials to the war dead in the area.

The criticisms previously discussed in reference to Japanese colonization are certainly warranted. Yoneyama tells the reader that no mentions of Korean victims of the bombings, or words of official apology, were ever uttered until 1990 (p. 152; 165). Speaking further on the subject, she says:

The Korean memorial speaks specifically to the Korean nation's victimization by Japanese colonialism and the war of expansion. It embodies memories that have been collectively reconstituted and distinguished from those of the perpetrators. The memorial therefore stands for the irreconcilable chasm between the colonizers and the colonized, for the sincerest sentiments for the dead cannot easily conflate. (p. 170)

In a way, both the Cenotaph controversy and the Korean memorial controversy can be related to the overall notion of peace that the Park advertises. The language of the Cenotaph inscription, for example, is purposeful in its ambiguity. By refusing to place blame on

one country or another, the memorial can stand as a symbol of peace that unites two former warring countries, as well as the rest of the world. Similarly, attempts to move or otherwise alter the Korean memorial have been unsuccessful because of the discord it could potentially cause between two already disparate ethnic groups. Although the methods and motives may be unconventional, and the Korean memorial must certainly find a unified solution, these memorials embody, in their own way, the peace that the Park was built to uphold.

Today, in 2017, one can still see the results of what survivors have helped turn into a reality in Hiroshima. Parks, Memorials, Museums, and Ceremonies dedicated to peace have become all but synonymous with the city itself. It is important to remember, however, the individual as well as the collective group of *hibakusha*. The internal struggle to decide whether or not to publicly declare one's status as a survivor of a nuclear attack, as well as the decision of how best to share one's story if the decision is made to speak out, should not be overlooked; nobody but a fellow survivor could ever hope to understand the difficulty of making such decisions. The sentiment behind the ambiguous language of the Memorial Cenotaph, refusing to place blame on one country or another, should similarly extend to our perceptions of *hibakusha*, not placing blame or judgment on them regardless of how they choose to live their lives.

## Conclusion

Following the use of one of the most destructive weapons ever used, a voice of peace arose from the ashes. It was not, and is not, the only voice that arose that day, but it has thus far been the one that rings the clearest in the mind of the world. However good intentioned the sentiments of peace may be, it is important to acknowledge how and why that voice has become synonymous with a group of people that numbers in the thousands.

As a result of the U.S. Occupation immediately following the War, Japanese citizens, *hibakusha* included, could only publicly mourn or otherwise express their feelings within approved guidelines. Thus, to avoid constant censorship, a theme of Peace emerged as a safe way to mourn the dead and to frame the use of atomic bombs.

The theme of Peace was further reiterated when it came to the social and societal pressures felt by the *hibakusha* regarding their choice to remain silent or to speak out about their condition. Those who remained silent did so largely to remain unseen and at peace with themselves, or to honor and bring eternal peace to those who lost their lives. Those who chose to speak out about their condition likewise did so to speak for peace, nuclear disarmament, and “not retaliation, but reconciliation”.

Naturally, these grand ideas of nuclear disarmament and world peace lent themselves to the creation of several movements and organizations. Positive effects were seen almost instantly, with groups responding to such incidents as the Bikini Incident by campaigning for government recognition and compensation for their status as *hibakusha*. While there were unpleasant consequences to their campaigns, such as intrusive government regulation or outside questioning of the motivation behind their organizations, these movements nevertheless persisted.

Lastly, themes of Peace are forever immortalized by the Hiroshima Peace Memorial Park and the monuments, museums, and ceremonies housed within. The message of Peace permeates the Park, even when controversies arise. While Japan has not sufficiently acknowledged their colonial past in the eyes of many, the inclusion of a Korean memorial is a step in the right direction. In time, I hope that all parties involved can reach an agreement on how best to remember and memorialize the lives that were lost to the atomic bombs.

Remembering August 6, 1945 is all but permanently tinted through the lens of the *hibakusha*. While individual opinions vary, the unique plight that each of them has faced throughout the years since that fateful day should be held in the highest esteem. It is often difficult to find the truth amidst shifting political agendas, but the world owes it to the survivors of Hiroshima and Nagasaki to not only find the truth, but to listen to the warnings they all give regarding the dangers of continued nuclear armament. Only by listening to those who have endured the past can we hope to prevent the same mistakes in the future, thus achieving the Peace for which the *hibakusha* are known.

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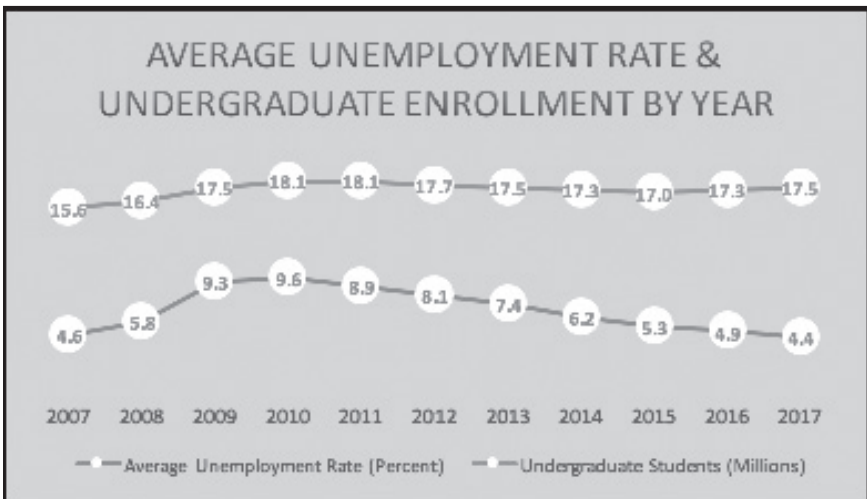
# Alternative Revenue Sources for Universities

*Marshal Wease*

## Need for Research

When the labor market is strong the attractiveness of a college education weakens. Consider the following, the U.S. unemployment rate as of July, 2017 was 4.3%, the lowest it's been in over ten years<sup>[1]</sup> The U.S. national undergraduate enrollment rate increased by 37% from 2000 to 2010. From which nearly two-thirds occurred during the Great Recession (2007-2009). In the years following the recession, from 2010 to 2015, undergraduate enrollment decreased to 17 million students nation-wide, a 6% decline. Although current projections by the National Center for Education Statistics indicate promising growth of 14% from 2015 to 2026, it's ultimately a function of the economy's future performance- which can be difficult to accurately forecast.<sup>[2]</sup>

### Exhibit: 1



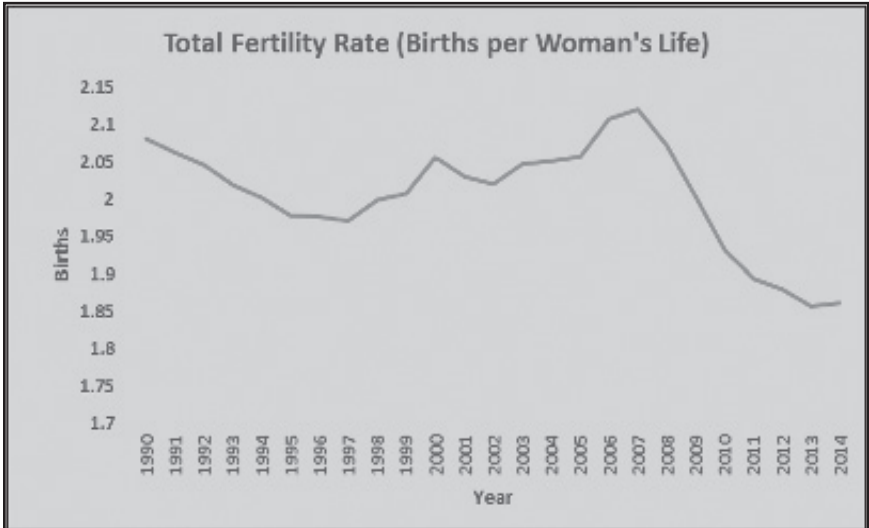
\* 2016 & 2017 Undergraduate Enrollment is estimated by the National Center for Education Statistics

\*\* 2017 Average Unemployment Rate is as of September 2017

High school graduates are less inclined to immediately enroll in higher education as the opportunity cost of foregoing employment opportunities increases. [Exhibit 1] This tendency is particularly detrimental to Indiana University Southeast (IUS) and all universities whose

predominant student base consists of first generation college students. Furthermore, the U.S. total fertility rate (average number of births throughout a woman's lifetime) declined by roughly 14% from 2007 to 2014. [3] This indicates the "immediate high school graduate" base will likely decline throughout upcoming decades, all else constant.

**Exhibit: 2**



Source: Centers for Disease Control & Prevention - National Vital Statistics Reports: Volume 66, Number 2

Additional revenue pressures stem from an increasingly competitive array of higher education options as regional and national online programs continue to gain momentum. The National Center for Education Statistics reports roughly 5.8 million students enrolled in at least one online course during the fall of 2014, which was 28.5% of all college students at the time. [4] Given this trend, many universities nationwide are ramping up their online programs to stay competitive. Furthermore, the Fed Funds Rate dropped from roughly 5.1% in 2007 to less than half a percent in 2009, and now hovers around 1.2%. [5] Consequently, returns from investments and endowments- which many universities have historically enjoyed- have diminished significantly in tandem with bond and interest rates. [6]

A funding issue specific to Indiana University is the receipt of lower than expected state appropriations for 2018. According to Diann McKee, vice president of finance at Indiana State University (ISU), Indiana’s operating appropriations decreased by roughly \$775,000 from 2016-17 due to performance-based funding metrics.<sup>[7]</sup> Although Indiana University is slated to receive a 2.8% year over year increase in appropriations for 2018, IU president Michael McRobbie has enquired the Senate for increased funding,

“I’m concerned about the level of appropriations included in the House budget (that) would make it extremely difficult for Indiana University to continue the partnership with you and to keep tuition increases low. And this partnership was possible because of the level of state funding included in the current biennial budget that enabled the institutions as a whole to implement very modest tuition increases...”<sup>[8]</sup>

This concern over state funding is justified by the fact that student fees - IU’s largest source of operating revenue - cover less than half of operating expenses. See Exhibit 3 for a condensed view of IU’s income statement from June, 2014 to June, 2016:<sup>[9]</sup><sup>[10]</sup>

**Exhibit: 3**

<b>Fiscal Year Ended (in thousands)</b>			
	<b>June 30, 2016</b>	<b>June 30, 2015</b>	<b>June 30, 2014</b>
<b>Operating Revenues</b>			
Student Fees	\$ 1,402,098	\$ 1,357,804	\$ 1,303,046
Less Scholarships	\$ (246,282)	\$ (238,845)	\$ (223,516)
Other	\$ 1,100,388	\$ 1,088,645	\$ 1,115,711
<b>Total Operating Revenues</b>	<b>\$ 2,256,204</b>	<b>\$ 2,207,604</b>	<b>\$ 2,195,241</b>
<b>Total Operating Expenses</b>	<b>\$ 2,941,624</b>	<b>\$ 2,863,815</b>	<b>\$ 2,838,946</b>
<b>Total Operating loss</b>	<b>\$ (685,420)</b>	<b>\$ (656,211)</b>	<b>\$ (643,705)</b>
<b>Student fees % of Op. rev.</b>	<b>62.14%</b>	<b>61.51%</b>	<b>59.36%</b>
<b>Student fees % of Op. exp.</b>	<b>47.66%</b>	<b>47.41%</b>	<b>45.90%</b>

Source: Indiana University - Annual Financial Reports, 2014-2016

## Call to Action

The continued threat of declining revenue forces the issue. Universities must seek out additional revenue streams which do not come from traditional sources such as tuition/student fees, state appropriations, research grants, endowments, or return on investments. It can be quite challenging to find, implement, and sustain alternative revenue streams which increase profitably while maintaining academic missions and reputation. Universities, like many organizations, may naturally focus on traditional sources- what's "tried and true"- when crafting strategies to increase revenue, experience helps pave the path forward. This reflex is by no means wrong, but university officials can greatly benefit by also considering the possibilities which exist in the realm of alternative revenue. The purpose of this research is to suggest possible sources for alternative revenue to institutions of higher education, as well as answer the following- what is alternative revenue, what does it look like, and what kind is right for which universities?

## What is Alternative Revenue?

Alternative revenue is income derived from innovative, non-standard, or otherwise differentiated products and services. It's the result of businesses and organizations creatively utilizing their core competencies and resources to meet the needs of non-traditional customers and/or create new demand from traditional customers. In research conducted by the consulting agency, Parthenon-EY, alternative revenue for universities was found to belong to one of four broadly defined categories- they are explained below <sup>[11]</sup>:

**Post-Secondary** - Any college level course bearing credit towards the completion of a degree excluding standardized programs. 'Standard' programs are those which meet the typical conception of a college experience, two year Associate's degrees, four year Bachelor's degrees, etc. These programs traditionally meet for 15 weeks during spring and/or fall semesters with an occasional 12 week summer mini-semester.

**Enrichment** - Any non-credit bearing educational experience designed to improve employability, promote self-fulfillment, or deepen one's un-

derstanding of the world. Such courses are not taken in order to earn a degree, but rather because the student seeks highly specific knowledge and is willing to pay for it.

**Facility Utilization** – Any activity conducted on college campuses or owned property making use of otherwise unutilized space. The idea is to minimize the toll from fixed property costs by maximizing facility utilization whenever possible.

**Products/Services** – Something of value, non-educational in nature, offered to students in order to meet specific needs traditionally met by firms outside the higher education industry.

### **What Does Alternative Revenue Look Like?**

The below information provides a myriad of case examples regarding alternative revenue sources as seen in practice by universities across the nation. By no means is this list exhaustive of all possible sources as many opportunities are still in infancy or have yet to be created. The goal is to identify examples of what has been done in order to begin thinking about what may be done in the future. Each alternative revenue source referenced below is followed by examples then a cost/benefit summary to aid universities in their analysis.

### **Post-Secondary**

#### **Weekend Master's Classes**

Rationale: Not all students are willing or able to attend classes during the work week.

*Example: Purdue University Krannert School of Management* offers a 21-month hybrid (part online) MBA program. Beginning in August, classes meet in person every other Saturday which equates to roughly 39 times the entire program. As of 2016, the average student was 33 years old and 66% were male <sup>[12]</sup>. In-state tuition costs are \$49,740 while out-state runs \$54,714. As of fall 2016, there were 57 students enrolled in the weekend MBA program, as well as 21 students in a similar business analytics and information management program.

Assuming 48% of students are out-state- which was the 2014 rate for incoming Purdue freshman [13], and the graduation rate is that of the national average for MBA programs (86%) [14], this roughly amounts to \$4 million in revenue across 3 years- the time it takes to complete the program. [15]

Colleges without master’s level education can still benefit from knowledge of programs like Purdue’s. The distinguishing factor for this alternative revenue source isn’t the advancement of the degree offered or even the weekend centric schedule. The true value instead lies in the fact that some students do not prefer or simply cannot accept traditional class times in conjuncture with their life’s responsibilities. As such, any educational institution able to identify student demand for non-traditional course times can attempt to tap into this niche segment to increase their profitability. Exhibit 4 pertains to the potential benefits and costs of weekend master’s classes, but should also be considered in the broader context of “alternative class time” programs.

**Exhibit: 4**

<b>Weekend Master's Classes</b>	
<b>Pros</b>	<b>Cons</b>
Attract students whose schedules aren't compatible with weekday classes	Instructors could resist weekend formats, or demand additional compensation
No need to develop new degrees or courses, just restructure existing meeting-time format	Depending on the degree and college, student demand may not be high enough to justify offering weekend classes
Increased utilization of existing faculty and facilities	Potential for cannibalization of student enrollment from existing master's programs

**Precollege Programs**

*Rationale:* Universities can actively influence “not yet college ready” student’s decisions regarding postsecondary educational attainment.

*Example:* George Washington University gives high school juniors and seniors the opportunity to earn college credit in a myriad of ways. [16] For \$5,596, students can take a course in politics, engineering, or

studio arts alongside fellow high school students over the course of three weeks in the summer (\$1,386 extra for room and board). Or, for a premium, the summer college experience can last six weeks, a student can choose from any class offered to college freshman, and the student may take the class alongside college students. This six week package has several cost structures and options for students: take one course for \$4,858, one course and live on campus for \$7,224, two courses and live on campus for \$10,485 (must live on campus to take two in-person classes), or \$4,568 per online class taken. In 2016, 429 high school students attended one of the above programs resulting in revenue between ~\$2.4 million assuming all students chose the cheapest option and ~\$4.5 million assuming all students chose the most expensive option.<sup>[17]</sup> Part of the price premium George Washington University is able to command stems from the history and numerous attractions surrounding the Washington D.C. area.

*Example:* The University of New Mexico (UNM) has created in conjunction with Central New Mexico Community College (CNM) a program designed to bridge the gap between two-year and more advanced degrees.<sup>[18]</sup> The 2+1+2 program - as coined by UNM to denote years spent on each degree- will earn students in two years an Associate's degree from CNM, in one year a Bachelor's in Liberal Arts from UNM, then in two years a Master's of Business Administration from UNM. This five-year program serves a dual purpose from the universities' perspectives. First, it further incentivizes students to complete their Associate's education. Second, it paves a direct path to the completion of even more advanced degrees, specifically a Bachelor's in Liberal Arts then a Master's of Business Administration. This streamlining could have significant impact as only one in seven students who attempt to earn an Associate's degree end up completing a four year degree.<sup>[19]</sup> It's very likely the periodic awarding of degrees throughout this five-year program helps re-energize student's motivation to persevere. UNM claims the cost of earning all three degrees is less than \$20,000 if a student receives the Lottery Scholarship which is state funded and awarded to in-state high school graduates who have taken 15 college credit hours and maintained a 2.5 GPA.<sup>[20]</sup> Approximately one-third of UNM students are eligible. The Lottery Scholarship covers an astounding 60% of tuition for recipients throughout the 2017-18 school year, meaning non-recipients can expect to pay approximately \$50,000 for all three degrees.<sup>[21]</sup>

Precollege programs are unique in that instead of targeting people who are ready to study at the university level, they motivate people just under this threshold to keep learning. After all, education as a product/service is tiered in nature- students must first climb the ladder of high school before gaining the opportunity to purchase a college education. Universities are wise to prop the “ladder of education” towards their organization whenever possible.

**Exhibit: 5**

<b>Precollege Programs</b>	
<b>Pros</b>	<b>Cons</b>
Increase future enrollment in core programs	Precollege students can leave the program, choose competitors afterwards, or never attend higher education
Ability to gather firsthand data regarding precollege student's experiences and overall impressions of college	Difficulty attracting participants depending on overall attractiveness and affordability of program/university offerings
Influence precollege student's perception of higher education and its importance	As the economy improves interest in postsecondary education declines (see Exhibit 1)

**Business Partnerships (Co-ops)**

*Rationale:* Knowledgeable students are in a sense the product which universities offer to businesses. As such, universities can work alongside their “customers” to co-design the final “product”.

*Example:* The Kentucky Community & Technical College System (KCTCS) was created as part of the Postsecondary Improvement Act of 1997 in order to further the education of Kentuckians statewide. Today the system is comprised of 16 colleges and 70 campuses.

In 2003, Toyota pledged \$500,000 to KCTCS in support of creating the Center of Excellence in Automotive Manufacturing (CEAM). This initiative utilized the educational resources of KCTCS along with the experience and wisdom of automotive professionals in order to create nationally accredited automotive training programs.<sup>[22]</sup> By 2005 CERN had evolved into the Automotive Manufacturing Technical Education Collaborative (AMTEC) and recruited industry leaders like Ford

and General Motors into the partnership. [23] In 2009 AMTEC received a five year \$5.5 million grant from the National Science Foundation. [24] Today students seeking a career in the automotive industry can partake in AMTEC's "modularized, hybrid online lectures and in person labs", which consist of 57 modules. Upon program completion, students earn a General Maintenance – Mechatronics Certification which is equivalent to a KCTCS Associate's degree minus general education credits. As of 2017, there are 17,568 active students participating in AMTEC programs. Dr. Annette Parker, executive director of AMTEC in 2012, said "the program is relatively inexpensive compared to the cost of getting an associate's degree, and all that's involved." [25]

The creation of AMTEC by the Kentucky Community & Technical College System is quite unique. Coordinating with top industry leaders to create a nationally recognized training program specific to a trade is by no means a feat accomplished overnight, and would assuredly be more difficult without financial support from local governments. A typical university system may struggle to acquire the resources and imminence necessary in order to entice industry giants into forming such a training partnership. However, the key takeaway from the success of KCTCS and AMTEC is that universities can create custom tailored programs that prepare students for certain roles within industries or even specific companies. Universities that consider the possibility of pioneering business partnerships - no matter the scale (industry, regional, a single business, etc.) - are likely to at least learn more about their surrounding opportunities and the kind of skillsets companies need throughout the process. Consider exhibit 6 when assessing the potential for business partnerships.

**Exhibit: 6**

<b>Business Partnerships (Co-Ops)</b>	
<b>Pros</b>	<b>Cons</b>
Increased reputation with businesses and students	Difficulty forming large scale partnerships due to required financial resources and reputation
Stay up to speed on the skills, traits, and education employers expect from graduates	Available business partners may not offer substantial guidance, resources, or demand for students to justify a partnership
Programs serve as a direct path to job placement for enrolled students	Contractual sharing of control/profits with business partners

## Certificates (Stackable Certificates)

*Rationale:* Student demand for postsecondary education extends beyond that of just degrees.

In 1994, about 300,000 college level certificates were awarded nationwide. By 2010, this number grew to over 1,000,000. [26]

*Example:* Columbus State Community College allows students to earn various certifications in addition to – or instead of – traditional associates degrees. Students often ‘stack’ such certifications on top of their traditional education in order to stand out in the job market, and may even stack several certifications within a given field of study. At Columbus State, current students working towards their associate’s degree in Finance are tempted into also earning certificates in Insurance (20 credit hours) and/or Banking Fundamentals (28 credit hours). [27]

*Example:* Central New Mexico Community College (CNM) has seen success through the juxtaposition of degrees and certificates. According to CNM, 13,777 degrees and certificates were awarded in 2016-17 – almost a 7,000 increase from 2015-16. The bulk of this increase came from certificates. [28] One of CNM’s offerings, a Customer Service Representative Certificate (16-17 credit hours), runs about \$648 for tuition costs. Its primary focus is preparing bilingual students for professional customer service positions in areas such as call centers, online support, and retail. [29]

### Exhibit: 7

Stackable Certificates	
Pros	Cons
Less cumbersome to administer than new programs or degrees	Potential to cannibalize other programs and degrees
Leverage specialized knowledge of professors into tangible products	Typically less reputable than degrees, students may not see the value
Can be bundled together with existing degrees for increased revenue	The opportunity cost of instead offering more intensive and expensive degrees

## One-Year (or less) Graduate Degrees

*Rationale:* One of the biggest factors preventing students from continuing their postsecondary education is the associated cost. [30] For

many students, paying off their student loan debt is undoable until they obtain a higher paying job, which often isn't achieved until after graduation. Meanwhile, interest on student loans grows and increases overall debt. Shorter program completion times are more convenient and can directly translate into less cost for students.

*Example: University of Wisconsin Law School (UWL) created a 9-month Masters of Laws-Legal Institutions program (24 credit hours) for foreign law students who possess a bachelor's law degree or equivalent from outside the U.S. Interestingly, only two courses (6 credit hours) are mandatory within this program, nine credit hours may come from areas outside of law, and the remaining 11 credit hours must be from a variety of law electives.*

The program is typically completed within two semesters, and UWL recommends students have a minimum of \$56,000 set aside for the cost of the program as well as living expenses. Of this, \$34,700 is revenue to UWL which covers tuition and book costs. <sup>[31]</sup>

## **Enrichment**

### **Executive Education (Corporate Memberships)**

*Rationale:* Businesses in need of new skillsets can become lucrative customers for universities. Executives can be sold specialized educations directly or entire workforces can be enlisted in job specific training.

*Example: University of Michigan's Ross School of Business (UMRS) offers businesses and individuals around the world the ability to purchase "executive educations" which are exactly what they sound like. Top executives, industry leaders, and prospective entrepreneurs are invited to participate in highly focused programs, sometimes weeks long, to master the more nuanced issues in business. The "Global Supply Chain Innovation in a Changing Environment" program lasts five days, will commence three separate occasions in 2017- twice in Ann Arbor, Michigan and once in Hong Kong, China, and costs \$8,950 to attend.* <sup>[32]</sup>

This fee includes tuition, instructional materials, room and board, and three meals a day. However, all UMRS alumni earn the right to attend

any executive education program free of charge. Non-Ross School of Business UM alumni may attend any executive education program at half price. This opportunity for lifelong learning and networking alongside business executives and industry leaders is in itself a phenomenal motivation to become a University of Michigan alumni.

Custom executive education programs may also be created on demand by businesses seeking guidance on issues specific to their company. In November of 2015, UMRS taught international business and leadership skills to 23 executives from the Industrial and Commercial Bank of China (ICBC). The program included over 500 hours of coursework and activities, and was completed over the course of nine months. <sup>[33]</sup> Some of the non-customized executive education programs at UMRS cost nearly \$30,000 per participant. The per person cost incurred by ICBC likely exceeded this figure given the degree of specialization provided as well as the nine month program length. Based on a rough estimate of \$30,000 per executive, UMRS earned approximately \$690,000 in revenue. <sup>[34]</sup> Aside from the immediate financial implication, UMRS increased their worldwide reputation, brand image, and chances for future business relations with China.

**Exhibit: 8**

<b>Executive Education / Corporate Memberships</b>	
<b>Pros</b>	<b>Cons</b>
Entice students with the ability to network with professionals	Lack of reputation or a strong business school makes recruiting executives difficult
Build recognition and reputation within community, increase overall attractiveness of university	Failure to impress enrolled executives leading to damaged reputation among business community
Form strong relationships with businesses, potential for future collaboration	Demand can be difficult to predict

**Language Programs**

*Rationale:* According to an American Community Survey report by the U.S. Census Bureau, the number of people in the U.S. who naturally speak a non-English language has grown by nearly 300% from 1991 to 2011 (from approximately 20.2 million to 60.6 million), which dramatically surpasses the United States’ 38% population growth over

this same three decade time period. [35][36] As a result, universities now have a greater opportunity to recruit students based on the growing demand for English speaking skills.

*Example: University of California’s Irvine Division of Continuing Education (UCI) offers a variety of English immersion classes for non-native speakers. Students can participate in a 10-week CEA (Commission on English Language) accredited English as a Second Language Program which teaches “university-level” English speaking skills for \$4,000 in tuition. There are also programs for conversational level English skills as well as business level English skills which can last four, eight, or 12 weeks. Tuition for both the conversational and business level courses are \$2,300. [37]*

UCI also offers Massive Open Online Courses (MOOC) to students for free on Coursera- an education company and website that partners with universities to create free, online, non-credit bearing courses. However, for a fee, certain courses are eligible to become credits towards the completion of “specialization certifications” such as Advanced Academic Speaking and Listening, Master [of] Intermediate Grammar, and Academic English: Writing. Tuition for these certificates takes form as monthly subscriptions fees to Coursera, which continue indefinitely until the courses are either completed or cancelled. [38]

**Exhibit: 9**

<b>Language Programs</b>	
<b>Pros</b>	<b>Cons</b>
Increasing demand for English speaking skills in the U.S.	May need CEA accreditation or equivalent to maximize program enrollment
Enrolled students are exposed to other program offerings and may be influenced to earn additional degrees	Demand is likely lower in areas experiencing less immigration
Expands pool of potential students by eliminating language as an enrollment barrier	Requires experienced and bilingual professors

**Summer Athletic /Activity Camps**

*Rationale:* Universities can experience unfavorable seasonality

during the summer, however, this can be minimized by offering summer activities like sports camps.

*Example: University of Texas at Dallas (UTD) offers summer activity/athletic camps to youth who are looking to improve their sports skills. Several of these camps are geared towards those planning on playing professionally in college, which serves a dual purpose from UTD’s perspective. Firstly, it’s a way to generate revenue fairly inexpensively. Secondly, by inspiring positive feelings of motivation and talent growth, UTD influences young people to come back for college when they’re of age. Among of some the programs are basketball skills camp, elite soccer prep camp, and volleyball camp. Basketball skills camp is for ages 5-18, costs \$120 per half day (1.75 hours) or \$190 per full day (3.5 hours), and lasts five days. [39] Elite soccer prep camp for boys ages 14-18 costs \$199 (commuter) or \$359 (residential accommodations) and lasts for three days. [40] Volleyball camp for girls ages 15-18 lasts four days, participants bring their own gear, and costs \$400. [41]*

**Exhibit: 10**

<b>Summer Athletic / Activity Camps</b>	
<b>Pros</b>	<b>Cons</b>
Inexpensive to administer if existing facilities are utilized	Universities not known for their sports' teams may be challenged to attract participants
Serves as a recruitment platform for future students and athletes	Potential liability for injuries

**Apprenticeships**

*Rationale:* Universities can diversify their portfolio of products by offering apprenticeships, wherein “hard skills” like carpentry or welding are taught both at academic and on-job settings.

*Example: Lane Community College (LNC) offers a non-traditional college experience for students who choose the path of an apprentice. Instead of paying for a degree in hopes of higher future wages, students can pay to become masters of a trade and be guaranteed a decent future wage within 2-4 years- entailing a minimum of 144 classroom training hours per year plus 8,000 hours of on-job training*

in total. Furthermore, certain apprenticeships count significantly towards LNC degrees like the Associate’s in Construction Trades General Apprenticeship degree, meaning apprentices don’t necessarily have to choose between gaining work experience and earning a college degree. Construction trades can be mastered for \$12,725 (resident tuition and books) and earn apprentices a minimum “journey-level wage” (wage is delayed until proficiency is reached) of \$23.70 per hour. Electrician Technology apprenticeships run about \$10,150 (resident tuition and books).

Lastly, Industrial Mechanics and Maintenance Technology Apprenticeships cost roughly \$11,500 (resident tuition and books and supplies [42])

**Exhibit: 11**

<b>Apprenticeships</b>	
<b>Pros</b>	<b>Cons</b>
Diversify educational options, attract students who prefer hands-on learning	Potential to cannibalize enrollment in degree bearing programs
Provides direct job experience to students	Doesn't fit the traditional model of "higher" education, could diminish perception of university quality
Ability to weave apprenticeships into technical degrees	Demand for apprentices may be low depending on area

**Online Enrichment Classes**

*Rationale:* Universities can satisfy people’s need for personal growth by offering classes designed solely to increase knowledge over a specific subject- no degree, no certificate, no credits, just the benefit of learning. Almost any subject matter can be transformed into an enrichment class, from personal finance to movie trivia.

*Example:* San Diego State University (SDU) offers over 400 enrichment classes, which are often offered in an online format for a fraction of the cost compared to traditional credit bearing classes.

Some of the enrichment options at SDU include a Stock Trading

Suite on stocks and bonds for \$359, a Microsoft Excel class for \$469, a Healthy Living class for \$359, and even a GMAT prep class can be taken for \$490.<sup>[43]</sup>

**Exhibit: 12**

<b>Online Enrichment Classes</b>	
<b>Pros</b>	<b>Cons</b>
Courses can easily be taught in an online format, a professor may not even be needed	Potential to cannibalize more expensive credit-bearing courses
Requires little to no accreditation or oversight in order to setup	No degrees mean less power to command a high price
Less costly to implement than a new credit-bearing program	Difficulty predicting demand for courses

**Facility Utilization**

**Classroom/Facility Rentals**

*Rationale:* Empty classrooms and buildings are a drain on efficiency. Underutilized fixed assets ultimately drive up per unit costs, or in this case, the cost of a college education. To combat this universities can repurpose underperforming property by renting it out to businesses, organizations, and individuals.

*Example:* Bellevue College will rent out virtually any building or facility it owns when not in use.

Businesses and organizations pay a flat fee for the first four hours then an additional hourly fee thereafter (example: \$150F - \$50H). Some of the facilities available for renting include classrooms at \$180F-\$45H, computer labs at \$500F-\$125H, the cafeteria at \$560F-\$140H, a large theatre room for \$740F-\$185H, etc. Bellevue also offers premium bundles like the "Conference Package" wherein guests have eight hours of access to either the cafeteria or theatre, five breakout rooms, a site coordinator, media equipment, and custodial support for \$2,900. The most expensive bundle is the "Graduation Package" which for \$5,500 accommodates up to 3,000 people with full gym and lobby access for

rehearsal and graduation ceremonies, a stage, a site coordinator along with custodial and technical staff, a piano, media equipment, etc. [44]

*Example: University of North Carolina at Pembroke (UNC-P) has a "Space Utilization Dashboard" report which is used to judge facility utilization. The report measures how often a room is operated on each day of the week and by the hour. [45]*

**Exhibit:13**

	8a	9a	10a	11a	12p	1p	2p	3p	4p	5p	6p	7p	8p	9p	Total
<b>Room Usage by Day and Hour</b>															
Mo	28%	70%	63%	82%	83%	80%	71%	48%	25%	27%	48%	42%	34%	26%	52%
Tu	36%	88%	85%	90%	89%	79%	67%	66%	46%	31%	46%	42%	30%	20%	58%
We	27%	70%	1%	75%	83%	80%	71%	47%	29%	29%	36%	28%	24%	13%	44%
Th	36%	84%	84%	89%	90%	80%	69%	65%	44%	29%	43%	36%	30%	18%	57%
Fr	25%	60%	61%	74%	73%	62%	51%	19%	2%	0%	0%	0%	0%	0%	30%
<b>Total</b>	<b>30%</b>	<b>74%</b>	<b>59%</b>	<b>82%</b>	<b>84%</b>	<b>76%</b>	<b>66%</b>	<b>49%</b>	<b>29%</b>	<b>23%</b>	<b>35%</b>	<b>29%</b>	<b>24%</b>	<b>16%</b>	<b>48%</b>

**Hour-by-hour reports count a room as used when a course is scheduled for any portion of the hour**

Source: University of North Carolina - Pembroke, Space Utilization Dashboard for fall 2010

These metrics are valuable in that they allow universities to accurately quantify wasted facility space and then develop plans to repurpose underperforming areas. Universities considering renting out their facilities are highly advised to first prepare similar data as found in UNC-P's space utilization dashboard as shown above in exhibit 13

**Exhibit:14**

<b>Classroom/Facility Rentals</b>	
<b>Pros</b>	<b>Cons</b>
Superior utilization of fixed assets	Risk of property damage
Little to no development costs	Universities without "special" amenities/facilities may have difficulty finding renters
Build stronger relations with community	Uncertain demand

**Senior Citizen College Programs**

*Rationale:* The less students enrolled in a course, the less prof-

itable the course is for the university. Classrooms with a low student body count can potentially be filled by non-traditional students such as senior citizens.

*Example: Hunter College* allows “lifelong learners” - those over the age of 60 - to take undergraduate courses free of tuition and free of academic credit (no degrees). However, lifelong learners do pay an \$80 registration fee and may only take classes where both capacity and pre-requisite requirements permit. Hunter College claims to “welcome over 500 lifelong learners per semester (fall, spring, and summer)”, which equates to roughly \$120,000 per year. [46] [47]

**Exhibit: 15**

<b>Senior Citizen College Programs</b>	
<b>Pros</b>	<b>Cons</b>
Increase student enrollment in unfilled classes	"lifelong learners" are not as profitable as traditional students
No additional costs to university	Uncertain demand

**Products/Services**

**Debit/Credit Card Affinity Programs**

*Rationale:* According to Sallie Mae’s (a student loan company) 2017 report, “How America Pays for College”, 42% of families consisting of at least one college student borrowed money to cover some portion of college expenses for the 2017 school year. [48] Because of the prevalence of student borrowing in order to pay for college, universities can team up with financial institutions in order to recommend specific financing options.

*Example: PennState Alumni Association* partnered with Bank of America to offer special credit and debit cards to its members. These cards have “PennState Alumni Association” proudly branded across the top to signify membership.

These cards are generally marketed as a way for alumni to bank wisely while also helping their alma mater. Some of the perks include 1%

cashback on all purchases, 2% cashback at grocery stores, 3% cashback for gas, and free admission to over 150 participating museums across the U.S.

This model works well for PennState as they collect a certain percentage of student fees owed to Bank of America without having to do much work. Their role in the partnership is simply to gain Bank of America more customers, not manage accounts. [49] PennState isn't the only university profiting. In 2009 around the end of the Great Recession, universities nationwide collected around \$85.8 million in total from similar banking partnerships. [50] The below table captures the 10 biggest players as of 2010:

**Exhibit: 16**

<b>Top 10 University Incomes from Credit Card Affinity Programs, 2010</b>		
<b>College/Association</b>	<b>Revenue (millions)</b>	<b>Active Accounts</b>
Penn State University Alumni	\$ 4.99	70,060
Ex-Students of the University of Texas	\$ 2.40	31,748
University of Michigan	\$ 1.60	35,840
University of Southern California	\$ 1.51	20,580
University of Tennessee	\$ 1.43	8,702
Arizona State University	\$ 1.35	9,433
University of California	\$ 1.35	19,412
University of Georgia	\$ 1.30	20,580
Duke University	\$ 1.38	7,222
Univ. of North Carolina, Chapel Hill	\$ 1.25	19,140

Source: Forbes Magazine

## Exhibit: 17

Debit/Credit Card Affinity Programs	
Pros	Cons
Most of the work is outsourced to the partnered financial institution	Smaller and less reputable colleges may struggle to enlist students
Little to no direct costs for the university	Little control over the rates and fees incurred by students
Branded cards also serve as a marketing tool	Poor management by financial institution could reflect badly on university

### What Makes Alternative Revenue Work?

Given the diversity of alternative revenue sources, prospective universities are advised to consider the following questions inspired by this research in order to narrow the search to those sources most suitable. First, "What are our competitive advantages- those resources and knowledge which competing universities lack and cannot easily replicate?" If a university is uniquely fitted in any regard compared to its closest competitors, be it in the form of size, reputation, access to capital, number of students, quality of professors, etc., the advantage should be leveraged by the alternative source. For example, The Kentucky Community & Technical College System has a clear competitive advantage in terms of size with its 16 colleges across 70 campuses. KCTCS leveraged their size to partner with auto industry leaders and ultimately create a new kind of technical education for students nationwide. Universities and community colleges of smaller magnitude would likely not have been able to spearhead such a project due to limited economies of scale.

A second question, "What are our constraints; do we lack capital, equity, infrastructure, knowledge, reputation, access to students, industry partners, etc.?" For example, a lack of infrastructure may signal that facility rentals are not the optimal alternative source. Likewise, reputation is a limiting factor in summer athletic programs and executive education programs. Universities that are aware of their constraints are more apt to choose appropriate strategies.

If a university finds itself without substantial advantage in the

marketplace, without material differentiation from competitors, and/or lacking essential resources for growth, then outside guidance may be needed for future projects. Much of the challenge in implementing a viable alternative revenue strategy is first finding a student niche not yet adequately served that will be profitable if pursued. Once these opportunities are identified, they need not necessarily be dismissed due to internal constraints, the possibility of forming a strategic partnership with local businesses, consultants, or even competing universities should be amused.

When in quest of alternative revenue, universities should use an investor's mindset by seeking a portfolio of sources, the benefits of diversification directly translate into greater earnings security for the future. No single alternative source should be depended upon exclusively as the "be all to end all" flagship. Rather, universities should habitually assess their ever-changing positioning and capability to serve the needs of students, both non-traditionally and traditionally. This is the quintessential mindset needed to consistently and efficiently seize alternative strategies as they are presented.

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# Author Biographies

*Meet the Authors*

### **Meet the Author: Rachel Huster**

Rachel Huster resides in New Albany with her husband, Nathan and one and a half year old son, Eli. She obtained her Bachelor of Science in Nursing from IU Southeast in 2015 and since that time works as a critical care nurse at the University of Louisville Hospital. This past fall she began pursuing her Master of Science in Nursing Education in IU Southeast's new program. She hopes to help cultivate skills and critical thinking in new nurses. Her passions include ultimate frisbee, the Spanish language, and building fellowship and community with friends, family, and fellow followers of Christ in New Albany.

### **Meet the Author: Anita Kraft**

Anita Kraft received her bachelor's in general studies with a social science focus from IUS in 2015, after attending five universities in the US and Germany, while moving as a spouse with the US Army. After encountering issues with her child attempting to attend college with Autism Spectrum Disorders, she decided to get her master's degree to assist students with Autism to navigate and succeed in college. Through cooperation with the MIS program, special education, the office of disability services and psychology departments she will have her Master's in Interdisciplinary studies, applied behavioral sciences and a minor in ASD studies.

She is Indiana's youngest elected city clerk, serving as City Clerk of New Albany at 21; she has worked in everything from recreation for the US Army, retail management, and corporate training. She has been to forty-six of fifty states, Germany, Austria, Canada and Mexico and loves to travel. Ms. Kraft is ready to take on a new adventure with her degree from IUS. She lives with her son and her two cats. In her free time, she loves video games, playing with her two granddaughters, writing and activism.

### **Meet the Author: Calvin Lewis**

Calvin Lewis is a graduate student in the Master of Interdisciplinary Studies program. A lifelong southern Indiana resident Mr. Lewis is a licensed Funeral Director in Indiana and Kentucky. He currently serves as Director of Clinical Embalming and an Instructor for Mid-America College of Funeral Services in Jeffersonville.

### **Meet the Author: Jennifer Mason**

Jennifer Mason is a graduate student in the Masters of Interdisciplinary Studies program with concentrations in Gender Studies and Post-Secondary Education. Her research interests include the intersections of feminism, pop culture, and social policy; she applies this work in her efforts to help empower marginalized young people through teaching and volunteerism.

### **Meet the Author: Katrina Pate**

Katrina Johansen is a Graduate student in the Master of Interdisciplinary Studies program at Indiana University Southeast concentrating on Organizational Leadership and Communication. After receiving a Bachelor of Fine Art in 1989, she designed educational art programs for Community Development Block Grants in Louisville and was the scenic charge at Actors Theater of Louisville, Music Theater Louisville and the Louisville Ballet. Then transitioning into fifteen years of Art Direction at a design/build construction company, Johansen managed design and production of many notable attractions including the Great Wolf Lodges and the Glacier Run Exhibit at the Louisville Zoo. Currently working as the Regional Services Coordinator for workforce development, she hopes to affect educational program development in collaboration with nonprofit arts organizations and workforce development.

### **Meet the Author: Jordan Ricks**

Jordan is originally from Lexington, Kentucky. He is enrolled in the Master of Interdisciplinary Studies program, and will begin working on his thesis this coming summer. Jordan hopes to combine his concentration in Applied Behavioral Sciences with his undergraduate degree in Psychology in order to find work connecting individuals with necessary mental health resources. Both he and his wife, Ellen, are outspoken advocates for mental health, and look forward to helping shape a more accepting and healing culture for those who need help.

### **Meet the Author: Marshal Wease**

Hey there, I'm Marshal Wease! Born and raised in Fort Worth, Texas. I moved to the Kentuckiana area four years ago with my awesome parents where I began taking business classes at IUS. I finished my undergrad (Finance) in 2016, and my MBA in late 2017. Yes, accelerated classes were insane. Yes, they were worthwhile. While an undergrad at IUS, I thankfully made it into Humana as an Accounting/ Finance intern. The internship materialized into a full time analyst gig, which then crystalized into a fuller time technology business consultant role, which I hold today. I very recently moved into my first house with my loving girlfriend, Auburn. In my spare time I enjoy playing chess, learning guitar, debating, video games (currently hooked on Fortnite), and discovering new music to jam to (60's, 70's, 80's, 90's rock, grunge, and metal are the usual suspects). If you're reading this, remember to smile often and look up into the night sky whenever you can. An open mind cannot falter.

