



IUSPA
JOURNAL
2011

OF THE INDIANA UNIVERSITY
STUDENT PERSONNEL ASSOCIATION



**Journal of the Indiana University
Student Personnel Association**
2011 Edition

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

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Editors' Comments

Mark E. Houlemarde & Tracy L. Teel

The attention to scholarship and research in Higher Education and Student Affairs remains a strong tenant that is espoused through the students and faculty at Indiana University. The Journal of the Indiana University Student Personnel Association continues with this support of the academic mission with the publication of the 2011 edition. We continue with old traditions and expand on new innovations with the move of the IUSPA Journal to an online format. We hope to continue to reach our alumni and associates of the program while broadening our readership to share valuable and innovative research. In succession to our 50th Commemorative Edition previously published, this year also marks the beginning of a new century for the Journal. We offer this collection of articles to carry on the legacy of the Journal.

This year we received an exceptionally high number of submissions and are able to provide readers with a truly eclectic selection of articles. A consistent theme of this year's Journal is to discuss new developments while refining old insights to keep up with the continued diversification of students and faculty in the academy. We begin with an article regarding Gay and Lesbian faculty issues in the professoriate. Second, a new theory is proposed regarding the development of atheist students. Next, the experiences of Muslim students are considered in the residential context, providing valuable insight and original research into the perceptions of these students. Our fourth article offers new considerations for the development of Asian-White students in the framework of multiracial identity development. Providing another look into faculty issues, a narrative of the experiences of Black and Latino faculty at an urban institution is provided. Next, veteran student experiences are researched to offer new perspectives of this student population. Last, the experiences of TRIO students is researched, with the specific focus on White students as temporary minorities.

It has been a pleasure to continue with the rich tradition of the journal and work with the dedicated review board. We also give thanks to our faculty advisor Danielle DeSawall for her continued guidance. Of course, we thank the friends and alumni who have supported the endeavors of the Journal and ensured its success throughout the decades.

Mark Houlemarde earned a Master of Science degree in Higher Education and Student Affairs from Indiana University in 2011. He also holds a Bachelor of Arts in Race & Ethnic Studies from the University of Redlands. While at Indiana University, Bloomington, Mark worked as a Graduate Supervisor for Residential Programs and Services. He also served as a Graduate Assistant for the Groups TRIO program and provided outreach for the office of Sexual Assault Crisis Services.

Tracy Teel anticipates graduation from the HESA program in 2012. She received a B.A. in Linguistics from University of California San Diego. At Indiana University Bloomington, she is a Student Organizations and Leadership Advisor in Student Activities, advising several student organizations and teaching LEAD IU courses. Tracy has held an internship with the Association of College Unions International (ACUI) as a Research and Marketing Assistant.