2022

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SPA @ IU Journal

Journal of the Student Personnel Association at Indiana University

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Letter From the Editors: The Year of Attacks on Diversity and Equity

Imani Belton, Olivia Copeland, William B. Walker Jr.

With great excitement, we present the 2022 edition of the Journal of the Student Personnel Association at Indiana University (SPA at IU Journal). This publication is a collection of scholarly work related to higher education and student affairs (HESA) written, edited, and published by students and alumni of the master and doctoral HESA programs at IU. 2022 marked an attempt to "return to normal," with institutions across the U.S. welcoming students back to campus and to the classroom. Though operations returned to "normal," student affairs professionals faced the aftermath of years of disruption; this aftermath required immense care, leading professionals to approach their work in new, more intentional ways.

The first edition of the SPA at IU Journal was published in 1967, featuring articles on various topics that provide current students with a time capsule on relevant issues in student affairs throughout history. The SPA at IU Journal also helps record significant milestones in the programs' histories. For instance, in the 2022 edition, we announce that Dr. Alexander McCormick retired in the winter of 2021. Serving as Senior Associate Director for the Center of Post-Secondary Research and Director for the National Survey of Student Engagement (NSSE), Dr. McCormick advanced the survey through major revisions and helped NSSE maintain its position as a nationally recognized assessment tool. Dr. McCormick also taught courses in Educational Policy Studies and the HESA programs. After Dr. McCormick stepped down, Drs. Cindy Ann Kilgo and Jillian Kinzie assumed leadership of NSSE in 2022, serving as interim co-directors. Drs. Cindy Ann Kilgo and Jillian Kinzie were also promoted to Associate Professor with tenure and senior research scientist, respectively. Other HESA faculty have also taken important leadership roles across the university. Dr. Lucy LePeau was selected to serve as the inaugural faculty fellow overseeing the Board of Aeons in the Office of the President, beginning in August 2021. Dr. Vasti Torres was named the Executive Associate Dean for the School of Education in 2021 and began this role over the summer of the same year. We also recognize significant milestones for Indiana University broadly. Dr. Pamela Whitten was inaugurated in November of 2021, the first woman president in Indiana University's 202-year history.

While there are many positives to highlight in and around the IU community, we must acknowledge the changing social contexts that affect all our higher education work. Since January 2021, more than 40 states have proposed bills to ban "critical race theory" in education. Additionally, as the editorial board is working to publish this edition of the SPA at IU Journal, draft opinions of the Supreme Court's decision were leaked with intentions to overturn Roe v. Wade. Furthermore, states like Florida's "Don't Say Gay" bill and Texas's directive preventing gender-affirming care are attempting to limit the rights of LTGBQ+ individuals across the nation. However, there were also historical moments of good during this time. Following her confirmation in April 2022, Justice Kentanji Brown Jackson will become the first Black woman to be on the Supreme Court in the summer of 2022. She enters at a time of great importance as many cases related to the rights of marginalized communities sit before the court. Though occurring in society broadly, these important events are immensely influential on higher education - with direct threats to funding and academic liberties and cascading effects on the communities that enter higher education. We maintain our commitment to publishing scholarship on the experiences, needs, and triumphs of marginalized communities in higher education.

The 2021-2022 academic year saw institutions tackling the return to campus, trying to integrate tools and lessons learned from the pandemic. As an editorial team, we continued our practice of offering digital training for the journal review board and included a training session for all prospective authors. This

choice allowed us to reach potential authors and reviewers who did not share our geographic location or who needed the flexibility to receive the content. SPA at IU Journal continues to be a developmental process for all students involved. This edition showcases numerous scholarly collaborations and authors who submitted multiple pieces throughout the past two years. We are proud to be a vital feature of the scholarly growth and conversation of our IU HESA community.

Keeping the changes from last year, our submission categories were broader and allowed a greater variety of manuscripts to be submitted. These broadened categories encouraged various submissions from which thematic elements concerned with diversity, equity, and community emerged. With the presence of these overarching threads, we are pleased to present this year's theme, "Diverse Students and Practices." The 2022 edition marks the fifth year we have included a Contemporary Issues and Opinions section where we feature editorial-style writing. Pieces in this section of the 2022 edition provide a diversity of opinions, from sanctuary campus designations to addressing the needs of international students. This edition also includes multiple featured articles exploring the role of historically Black and multicultural greek-lettered organizations. We also have the pleasure of publishing multiple scholarly papers which explore contemporary conversations about language use, burnout, and socio-cultural conversations.

As the editors of the 2022 edition of the SPA at IU Journal, we would like to thank the authors who participated in this edition of the journal by submitting and editing their pieces throughout a semester where we all were tasked with returning to "normal" operations. We also offer our thanks to those who served on the journal review board. Without the critical feedback of the review board, the 2022 edition would not have come to fruition. Finally, we would like to thank our advisor, Dr. Lucy LePeau, for supporting and challenging us as we sought to make changes and additions to the journal. Several months of dedication from each of the parties mentioned are required to ensure that the SPA at IU Journal upholds the HESA legacy of scholarship each year, and the commitment does not go unnoticed.

Lastly, the Journal would not be possible without the continued support of the Student Personnel Association at Indiana University, financial contributions from alumni, and additional resources from the HESA program. With this support, the SPA at IU Journal can provide a unique opportunity for master's, doctoral, and alumni HESA students to experience the publication process and showcase their scholarship. We hope you are as excited to read the scholarship presented in this year's Journal as we are to deliver it to you. Sit back, relax, and enjoy the 2022 Journal of the Student Personnel Association at Indiana University!

Imani Belton is a second year Master's student in the Indiana University Higher Education and Student Affairs program. She earned her Bachelor of Science in Integrated Marketing Communication from Winthrop University in Rock Hill, South Carolina. At Indiana University she serves as a Graduate Supervisors for Residential Programs and Services and Graduate Hearing Officer for the Office of Student Conduct.

Olivia Copeland (she/they) is a first year Doctoral student in the Indiana University Higher Education and Student Affairs program. She earned her Bachelor of Arts in Political Science from Texas Tech University in Lubbock, Texas and Master's of Education in College Student Personnel from Ohio University in Athens, Ohio. At Indiana University, they are the Male Advocates & Allies for Equity Graduate Assistant in the Center of Excellence for Women & Technology.

William B. Walker, Jr. (he/him) is a rising second-year Master's student in the Indiana University Higher Education and Student Affairs Program. William earned his Bachelor of Arts in Leadership Studies from the University of Richmond in Richmond, VA. At Indiana University, William serves as a Graduate Supervisor for Residential Programs & Services and Grant Writer for the Office of Development within the Enrollment Management Division.

State of Higher Education as a Profession

Imani Belton, Olivia Copeland, & William B. Walker Jr.

Left and right, there are announcements, statistics, and stories about practitioners across the nation exiting their career paths. Specifically, in higher education, many have decided that what once was a passion area for them is no longer because of money, relationships with coworkers, or even institutional values. In addition, many issues have now been exacerbated amid the COVID-19 Pandemic, and some practitioners have decided to move on. With these issues in mind, the Student Personnel Association at Indiana University (SPA at IU) Journal editorial board decided to come together and garner responses from practitioners in the IU HESA community. The SPA at IU Journal editorial board received 23 complete responses. Responses were collected through a survey format. All practitioners were asked the following questions:

1. What primary skills are required of new practitioners entering your functional area? Why? How has this changed through the Pandemic?
2. What would you want people of other functional areas to know about how your work has changed through the Pandemic? What kinds of collaborations would you like to see in the future?
3. What kinds of initiatives have you, your office, or your institution done in light of the Pandemic that you think is noteworthy to share with others? What has worked well?
4. What lessons from the Pandemic will you take with you to other roles or professions, if you are not staying in higher education?

With these questions in mind, responses were split by functional area. Functional area was divided into eight categories: housing, advising, diversity, equity, and inclusion, academic support programs, admissions, student conduct, university administration, and the professoriate of higher education and student affairs. If the functional area was not listed, practitioners had the opportunity to add their functional area and continue to answer the survey questions. Experiences from responses range from first-year practitioners to retirees. Below, readers will see how practitioners of student affairs and higher education practitioners within the IU HESA community responded to questions prompted to them. The reflections offered below derive primarily from responses received and reviewed by the SPA at IU Journal editorial board. In this way, emergent themes are limited only to the specific institutions that responding practitioners listed. Nevertheless, as emergent student affairs practitioners, we hope to shed light on some of the contemporary issues of higher education and the unique solutions implemented to solve them.

Housing

With the Pandemic creating unique challenges in addressing student needs, housing practitioners saw significant shifts in the logistical coordination of housing services and students' developmental progress. The shifts in service – from virtual events with residents to meal delivery – required great care and coordination; however, practitioners responding to our survey felt that other offices/functional areas on their campuses did not understand how the Pandemic uniquely affected their work. This lack of awareness translated to uneven safety and caseload management, causing housing practitioners to take on new levels of work compared to pre-pandemic levels. Though challenges faced those in this functional area, many lessons were also seen as potential areas for housing practitioners to flourish and grow.

For example, practitioners were adamant about developing reciprocal relationships to understand the importance of inter-office connections. These reciprocal relationships allowed housing practitioners to understand the work done in other functional areas. Doing so may strengthen a new housing professional's understanding of campus resources and create collaborations that balance the

responsibilities of supporting students. On the personal approach side, practitioners felt that flexibility and tenacity were required equally. Because higher education contexts have shifted considerably under the Pandemic, housing practitioners responding to our survey stressed the importance of adapting to a new population of students who are not as prepared as previous cohorts. While these work-related skills are essential, respondents working in housing also emphasized taking care of themselves. Like students, housing practitioners experienced significant strain and should regularly attend to their well-being.

Diversity, Equity and Inclusion (DEI)

According to Jess Hoopengardner (HESA Master's, '21), Associate Director of Inclusion and Diversity at Virginia Tech University:

"The pandemic and the BLM protests in Summer 2020 have supercharged a lot of DEI efforts."

Thus, there has been a need to over-communicate more for practitioners working in DEI to ensure underrepresented students can feel like they belong on their campuses. While other practitioners and campus partners want to address issues across campus, DEI practitioners have to work overtime to deliver DEI programs that are not from a deficit-based approach. In addition to offering workshops or practices that typically would have been in person are now online, and practitioners are finding it harder to get students, staff, and faculty to engage in these efforts due to Zoom burnout.

Following this, practitioners who work in diversity, equity, and inclusion are being hit slightly harder because they are typically the first people called to address local and national news. Understanding that their identities may also be impacted when assisting with these efforts is vital to help reduce the stress and burnout of these individuals.

Admissions

When it comes to admissions work, the day-to-day activities of survey respondents did not change. However, the increased use of virtual webinars for prospective students presented challenges for prospective students and staff. In addition, while maintaining programs online was not easy to balance access and burnout. These challenges make the importance of flexibility and caring for other people as humans first and employees second a top priority. Beyond this need for flexibility entering practitioners should bring knowledge of applicable laws and policies (e.g., FERPA).

Additionally, according to practitioners working in admissions, new practitioners should be student-focused, provide excellent customer service, work well with data, and possess good communication and critical thinking skills. As indicated by practitioners in the field, these skills are necessary because students are no longer okay with the cookie-cutter visit. Instead, students want individualized visits that require more collaboration between campus partners. Thus, student affairs practitioners in the world of admissions must be mindful of the unique needs of students considering cost, ranking/reputation, culture, curriculum, practical options, and scholarships.

Advising

As one of many student-facing areas, the practitioners from the field of advising had much to say about the state of higher education. Regarding responsibilities, the skills to remain successful in advising have changed to include counseling skills, communication skills, cultural humility, the ability to collaborate across campus, learn, interpret, and apply multiple policies, and work with lots of ambiguity to advocate for yourself more. These skills were necessary because the Pandemic forced advisors to allow students to meet them in more modalities than one (via phone or zoom). In addition, the Pandemic magnified students' academic, social, financial, and mental health issues. The adjustment to online learning was hard for students. More specifically, junior year transfers and continuing students did not have the same support as first-year students. To address this, advisors across institutions turned to both in-person and Zoom-in drop-in and appointment options for students. Additionally, leaders could work remotely to conduct virtual advising sessions through tech assistance (funding Wi-Fi hotspots and laptops).

Furthermore, the increased use of technology tools such as Microsoft Teams and case management system, Starfish were used to continue supporting students. Finally, colleagues with serious health concerns were allowed to work from home even more. With these challenges in mind, collaboration emerged as the prominent theme for moving forward successfully. Specifically, practitioners across functional areas need to work together more effectively to ensure that students are referred to the appropriate resources when needed.

Beyond this, survey respondents working in advising agree that practitioners need to ensure that students receive access to support promptly. Advisors are now mindful of a variety of different things that concern students. For instance, advisors are knowledgeable that more students considered time off and took time off from the fall of 2020 to the spring of 2021. While on the other hand, some students desire to extend their graduation date to make up for the experiences they lost due to the Pandemic. Beyond this, more students express a strong desire to pursue more online courses to keep schedules balanced. Specifically, the Pandemic has shown students that these courses can be delivered online and that there can be flexibility with college coursework. Therefore, online coursework is projected as "ideal" moving forward. Furthermore, students who might have withdrawn in the past due to a crisis are inquiring about options for taking part-time or online coursework. Finally, as reflected in responses from Kyle McCool (HESA Master's,' 05), Senior Director of Academic Advising at Webster University, while some students are not considering new pathways or options, others are pivoting toward liberal arts degrees such as English.

University Faculty

In addition to the previously listed functional areas, we also received feedback from faculty members who categorize themselves as members of the field of student affairs. Although faculty members observed different practices, they were forthcoming about the need to adapt inside and outside the classroom. For instance, faculty members indicated that flexibility was needed for just about every component of the course, including the modality of the course, due dates for assignments, and attendance. Furthermore, as the COVID-19 Pandemic continued, faculty members needed to apply the pedagogical change to provide meaningful learning opportunities for students. These pedagogical changes included rethinking some courses to incorporate universal designs for learning.

Additionally, professors incorporated more wellness practices into the classroom because of these changes. Finally, although the COVID-19 Pandemic required professors to make some changes, the consensus among faculty members is that professors did not experience the overwhelming increase in work and were far less rolling than student affairs colleagues. This sentiment was echoed by Catherine Clark (HESA Ed.D, '93), a professor at Appalachian State University, who wrote:

"[Student affairs practitioners] needed far more support than I did."

Conclusion

With the COVID-19 Pandemic in mind, we shed light on how the student affairs/higher education profession has evolved over two to three years. As evident in practitioners' responses, change was unavoidable. Throughout the COVID-19 Pandemic, student affairs and higher education leaders were forced to reevaluate the deliverance of critical services and the skills needed to deliver such essential services. Regardless of what work practitioners were conducting, the ambiguity of the Pandemic created inevitable challenges. For instance, leaders within the profession saw students withdraw from institutions. Additionally, leaders faced the challenges of finding accessible ways to provide resources and support to students outside of standard practices. Although the obstacles created concerns for leaders, the challenges were addressed creatively and leveraged the benefits and strengths of unique individuals and departments across the country. From students withdrawing from the institution to pedagogical changes to more excellent wellness practices, leaders of the higher education enterprise found success. Although success is defined broadly, it is possible through collaborative efforts that create interdimensional solutions to current and future challenges.

Examining the Sanctuary Campus Designation: Supporting Undocumented Students Safety & Wellbeing

Daniella Maria Feijoo

Abstract

In an increasingly polarized political sphere, higher education institutions are navigating how to best protect and support undocumented students on campuses across the United States. This paper examines the sanctuary campus designation and its pros and cons as it relates to undocumented students' wellbeing and safety. This paper will briefly discuss the legal arguments as well as how to create an inclusive campus environment for undocumented students.

Keywords

Sanctuary campus, Undocumented students, DACA

Daniella Maria Feijoo (she/her) is a 2022 M.S.Ed. graduate of the Indiana University Higher Education and Student Affairs Program and is an alumna of Wake Forest University where she studied Politics and International Affairs and Spanish. Throughout her master's program, she served as the Graduate Advisor for Community Engagement in the Student Involvement and Leadership Center and completed a practicum with the IU School of Medicine's Service Learning Team. As a proud first-generation student, she is dedicated to supporting and mentoring historically underrepresented students through culturally relevant and culturally responsive programming, strategic planning, and services.

Adding to summer 2020's large-scale social unrest, political disagreements erupted over the legality of the Obama administration's 2012 establishment of the Deferred Action for Childhood Arrivals (DACA) program. DACA has protected over 740,000 immigrants, granting young people work authorization, temporary relief from deportation, and access to higher education (Kelderman, 2017). The Supreme Court's July 2020 decision ruled against the Trump Administration's efforts to dismantle the DACA program. As a result of these arguments over DACA's implementation, higher education institutions are facing the challenge of how to support undocumented students while complying with the federal government's mandates. Select campuses across the United States have labeled themselves "sanctuary campuses" to support undocumented students' safety. This designation means "limiting the university's voluntary assistance with immigration enforcement actions while leaving open the possibility that they could be legally compelled to cooperate" (Redden, 2016, para.7). Other institutions, on the other hand, have decided not to adopt this designation (Kelderman, 2017). Proponents argue that the label of "sanctuary campus" has legal standing to protect undocumented students, while opponents say the designation is merely political. This article will explore both sides of the sanctuary campus designation and propose a recommendation at the end.

Proponents of utilizing the designation "sanctuary campus" such as Reed College, Drake University, Wesleyan University, and Portland State University argue that claiming this title is not solely a political symbol of community support for undocumented students (Redden, 2016). Supporters also believe that the designation sends a message that institutions will not back down in the face of the any administration's unlawful attempts to deport students. Additionally, severing contracts and any business ties with Immigration and Customs Enforcement (ICE) is an important component of the "sanctuary campus" movement (McLean, 2019). There are strong constitutional policies such as the Fourth Amendment that would allow "sanctuary campuses" to prevail in legal terms as well (Safstrom, 2018, p.1557). "Sanctuary campuses" are a necessary humanitarian effort, especially as undocumented students have been reporting heightened anxiety, poor mental health and increased financial stress due to the global pandemic (Kelderman, 2017). Additionally, the designation highlights the importance of language, representation, and higher education administrators' leadership on this social justice issue (McLean, 2019).

Opponents of utilizing the designation "sanctuary campus" such as Princeton University President, Christopher L. Eisgruber, argue that the designation does not hold substantial legal viability and could do more harm than good for undocumented students (Redden, 2016). Institutions are fearful of losing critical federal and state funding for adopting this status (Newman, 2017). Many "avoid the term 'sanctuary' because it had been politicized by those who oppose the movement to protect undocumented immigrants" (Kelderman, 2017, para.7). These institutions have implemented unique strategies to support undocumented students in place of the designation. The National Immigration Law Center has recommended other avenues to support undocumented students by creating "safe zones" with policy recommendations including "offering free legal counseling, awarding emergency grants for immigration and legal fees, and treating undocumented students the same as others for the purposes of admissions and financial aid" (Kelderman, 2017, para.11). Training staff on how to respond to best protect students if ICE officials arrive on campus and partnering with the institution's law school for pro bono services to effectively equip Dreamers is essential. Making false promises and not being able to guarantee the protections of the Fourth Amendment are challenges institutions face in adopting the "sanctuary campus" designation (Newman, 2017).

Adopting the "sanctuary campus" designation is essential to provide substantial assistance to undocumented students who are part of college campus communities. Creating a culture of campus activism and unity around immigration reform is key in supporting undocumented students and their families. This justice-oriented, inclusive, advocacy-centered model showcases how, "a sanctuary campus is characterized by patience, sheltering a place for experimentation in the adoption of new and more purposefully humane solidarities, administrative styles, course designs, program structures, testing strategies, performance indicia, among many other things" (Clark, 2022, p.14). Ultimately, the

designation holds both substantial political and legal weight, demonstrating that the benefits outweigh the costs of adopting and publicizing the "sanctuary campus" status.

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The Quest towards Becoming a Hispanic Serving Institution (HSI) Designation: How Marquette University Embraces Servingness

Jordan Salinsky

Abstract

Marquette University, a private, Jesuit institution located in Milwaukee, Wisconsin, announced that Marquette would be striving for Hispanic Serving Institution (HSI) designation by the 2026-2027 academic year. This article examines the servingness tenet of HSIs as opposed to Hispanic-enrolling institutions and how Marquette is approaching becoming an HSI. The author collected data through a site visit to Marquette University and through reviewing institutional data and student-based publication materials.

Keywords

Hispanic-Serving Institution (HSI), qualitative interview, servingness

Jordan Salinsky graduated from the University of Wisconsin-Madison in 2018 with a BS in Community and Environmental Sociology and Environmental Studies and from Indiana University Bloomington in 2021 with a M.S.Ed in Higher Education and Student Affairs and a Certificate in College Pedagogy. Jordan has served as a Graduate Supervisor for Residential Programs and Services and held additional roles with the Office of Sorority and Fraternity Life, University Division, and the Luddy School of Informatics, Computing, and Engineering. Their research interests include first-generation professional student support, Jewish student development, and assets-based approaches for working with LGBTQ+ students. Jordan is excited to continue supporting students holistically as they transition to working as an Academic Advisor for the College of Arts and Sciences at the University of Cincinnati.

The Hispanic/Latinx population in the United States has grown tremendously over the past several decades, increasing by 246 percent between 1980 and 2010, going from less than seven percent of the United States' population to 16 percent (Conrad & Gasman, 2015). During this time, undergraduate Hispanic student enrollment in higher education increased over 500 percent (Conrad & Gasman, 2015). With civil rights activism expanding higher education access and Latinx students attending colleges and universities close to home in areas with high Latinx populations, the 1998 Title V Amendment of the Higher Education Act of 1965 allowed institutions to apply for designation as Hispanic Serving Institutions (HSIs). HSI designation requires an undergraduate enrollment of 25 percent or more Hispanic students, with at least half of those students meeting low-income thresholds, to apply for Title V grants (Conrad & Gasman, 2015). According to the United States Department of Education (2021), Title V grants can be used for "scientific or laboratory equipment for teaching; construction or renovation of instructional facilities; faculty development; purchase of educational materials; academic tutoring or counseling programs; funds and administrative management; joint use of facilities; endowment funds; distance learning academic instruction; teacher education; and student support services." As of 2021, there are 569 HSIs throughout the United States and Puerto Rico, and an additional 393 higher education institutions are Emerging Hispanic Serving Institutions, which is a nongovernmental designation of institutions that have at least 15 percent Latinx undergraduate enrollment but less than 25 percent (Hispanic Association of Colleges and Universities, 2021; Juardo, 2020).

The majority of HSIs were not founded to serve Latinx students but rather demographic shifts influenced the need to pivot to serve a changing student population. As a result, student affairs practitioners and university administrators must grapple with the difference between enrolling high numbers of Latinx students and "actually providing a culturally enhancing, equitable experience for all students" (Garcia, 2020, p. xii).

One higher education institution that is setting an example for how HSIs embrace culturally enhancing, equitable environments is Marquette University, a private, Jesuit, urban institution located in Milwaukee, Wisconsin. Emerging Hispanic Serving Institutions should look to Marquette when seeking HSI designation beyond simply enrollment numbers. Specifically, institutions should aim to emulate programs like Marquette University has, including culturally and linguistically relevant admissions practices, specialized orientation and scholarship programs, and strategic partnerships with peer institutions, to support the admission and retention of Latinx undergraduate students. During the Spring 2016 semester, former Marquette University Provost Dan Myers announced that Marquette would be striving towards becoming an HSI by the 2026-2027 academic year (Marquette University, 2021f; Woolard & Rivera, 2021). For several years beforehand, Marquette had begun striving for greater compositional diversity among the student body, and Provost Myers was considering what Marquette could initiate to create lasting change for the institution given changing demographics of the local community. Provost Myers left Marquette in 2019; the new provost, Provost Kimo Ah Yun wanted to ensure the initiative was sustained (J. Black, personal communication, November 4, 2021). Marquette describes the initiative as "embracing an ethos of servingness," going beyond increasing Latinx enrollment to connecting to the Milwaukee community, providing an accessible educational experience, advancing social equity, creating a culturally affirming campus climate for students to feel a sense of belonging, and enhancing infrastructure to support the initiative (Marquette University, 2021f). Marquette ties the initiative to a guiding Jesuit value of *cura personalis*, or care for the entire person and embracing vulnerable populations. Marquette also refers to the initiative as going back to the foundation of the institution by Bishop John Martin Henni for educating local first-generation students and children of immigrants (Marquette University, 2021h).

Garcia (2019) conceptualized a Multidimensional Framework of Servingness, whereas HSIs "educate Latinx students through a culturally enhancing approach that centers Latinx ways of knowing and being, with the goal of providing transformative experiences that lead to both academic and nonacademic outcomes" (Garcia, 2020, pp. 1-2). This framework requires HSIs to shift institutional cultures to improve campus climate for all students of color to enhance sense of belonging, and outcomes may be measured as retention and persistence rates, graduation rates, civic engagement, and racial identity

development (Garcia, 2020). External stakeholders impact servingness, as state and federal legislation and organizations like the Hispanic Association of Colleges and Universities (HACU) influences higher education policy and funding that sustain or fail to sustain institutions (Garcia, 2020).

About Marquette University

Marquette University enrolls approximately 8,500 undergraduate students and 3,300 graduate and professional students. Students can choose from over 80 majors and preprofessional programs in 11 colleges, and 38 professional programs include the Law School and the only dentistry program in Wisconsin (Marquette University, 2021a). Marquette's mission is tied deeply to Ignatian values: "the search for truth, the discovery and sharing of knowledge, the fostering of personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others" (Marquette University, 2021h). While there are students from across the country and globe, over 70 percent of the student body comes from the Milwaukee and Chicago metropolitan areas (J. Black, personal communication, November 4, 2021).

Demographic trends in Milwaukee and Chicago mirror national trends, whereas the Hispanic/Latinx population in Milwaukee rose to 19 percent in 2019 and 28.8 percent in Chicago. Furthermore, the Hispanic/Latinx population skews younger than the older, predominantly white population, meaning that there are high numbers of traditional college-aged students (United States Census Bureau, 2021a; United States Census Bureau, 2021b). The Latinx population also practices Catholicism in high numbers, which is represented in the growing Latinx enrollment in the K-12 Catholic schools in the Milwaukee Archdiocese, which reached 25 percent in 2016 (Marquette University, 2021f). Despite local demographics favoring growing Latinx enrollment at Marquette University, Latinx students composed only 9.7 percent of the undergraduate population during the 2016-2017 academic year.

In 2016, Jacqueline (Jacki) Black was hired as the inaugural Associate Director for Hispanic Initiatives through the Office of Institutional Diversity and Inclusion, later becoming the Director for these initiatives. The HSI initiatives that Black is responsible for include setting the strategic directions, benchmarking the processes of other institutions becoming HSIs, forming committees across campus, and conducting a SWOT Analysis (strengths, weaknesses, opportunities, and threats) for Marquette (J. Black, personal communication, November 4, 2021).

While the HSI initiative focuses on serving Latinx students, from the beginning, uplifting other underrepresented student groups was also prioritized by the Office of Institutional Diversity and Inclusion. The Director for Black Student Initiatives position was created following Black student activism during summer and fall 2020, which led to Marquette University administrators expanding services and access for Black students. A pre-existing position, the Director of Public Affairs and Special Assistant for Native American Affairs, joined the Office of Institutional Diversity and Inclusion. Thus, the staff in the Office of Institutional Diversity and Inclusion became better equipped to provide educational programming and communication for campus-wide diversity initiatives, consult and advise on a needed basis across campus, and collaborate with Marquette Human Resources to improve equity-based hiring practices (J. Black, personal communication, November 4, 2021; Marquette University, 2021c). Marquette is moving in a positive direction in terms of eligibility to apply for Title V funding and the HSI designation. Despite the COVID-19 pandemic, 16.5 percent of the Fall 2020 first-year class identified as Hispanic/Latinx, and this number increased to 17.6 percent of the Fall 2021 first-year class (Conway, 2021; J. Black, personal communication, November 4, 2021). The demographics of the underclassmen have brought Marquette's undergraduate Latinx population to 15.3 percent, thus defining Marquette as an Emerging HSI. During the 2016-2021 timeframe, the graduate student population identifying as Latinx also doubled to 8.9 percent in Fall 2021 (J. Black, personal communication, November 4, 2021; Marquette University, 2021d). Current one-year retention rates of Latinx students in the Fall 2020 cohort is high, 87 percent for Fall 2021, though there is a slight disparity, as white students in the Fall 2020

cohort have 90 percent retention (Marquette University, 2021d). Successes and challenges with the quest to become an HSI will be further evaluated.

Successes

Across campus, the vision for the HSI became "more than a numbers game and increasing enrollment" (J. Black, personal communication, November 4, 2021). Thus, academic and co-curricular priorities were identified with community engagement, pre-college programs, admissions, retention, campus climate, student support, and faculty and staff diversity and support.

Admissions Strategies

In 2016, Marquette University hired a new Dean for the Office of Admissions, who "better aligned [Marquette's] strategic priorities with diversity on the ground" (J. Black, personal communication, November 4, 2021). For example, the new Dean restructured the Office of Admissions to better align with institutional diversity priorities. As many Latinx students begin their undergraduate careers at two-year colleges, Marquette entered articulation agreements with ten Chicago-area community colleges and Milwaukee Area Technical College (MATC), thus providing easier transfer pathways for Latinx students. On-site admissions programs were added with 11 local high schools, which has heightened excitement about going to college for local students (J. Black, personal communication, November 4, 2021). Prior to the HSI Initiative launching, the Office of Admissions began two programs, First Families and Mi Casa Es Tu Casa, aimed to assist first-generation and Latinx families with admissions. Mi Casa Es Tu Casa targets the intersection of identifying as a first-generation student and Latinx, as 50 percent of Latinx students are first-generation, compared to 16 percent of white students at Marquette (J. Black, personal communication, November 4, 2021; Salgado, 2019).

While not directly admissions strategies, Marquette has partnered with the Milwaukee Cristo Rey High School, a Jesuit school part of the Cristo Rey Network. The Milwaukee Cristo Rey High School has a predominantly Latinx student population. Through the Summer Leadership Institute, Cristo Rey High School students live on campus, tour campus buildings, engage with students and staff from different offices, and learn about conveying leadership during the college application process (Marquette University, 2022b). In 2017, Marquette and Cristo Rey High School partnered to begin the Encuentros ("Encounters") Mentor Program, where Cristo Rey juniors and seniors are paired with Marquette students based upon similar career goals and interests. Encuentros Mentor Program helps share resources about higher education with Cristo Rey High School students, and "through near-peer interactions, participants share their experiences, and mentors provide practical support, advice, and encouragement to their younger counterparts as they aspire to enroll in and succeed at a post-secondary institution" (Marquette University, 2022a). As these students are exposed to Marquette in a positive lens, they are likely to consider Marquette for undergraduate studies (Harte, 2016).

Programming and Services

Marquette University has introduced several initiatives to better support Latinx students and other students of color. Several of these programs are targeted towards incoming students, which ultimately is the demographic needed to increase Latinx compositional diversity. Ready to Inspire Success and Excellent (RISE) is a pre-orientation program initiated in 2019 for multicultural students to get connected with one another as well as with campus resources like the Center for Engagement and Inclusion. Furthermore, RISE participants are paired with upper-class mentors prior to courses beginning, assisting with familiarity on campus. Furthermore, Marquette's Equal Opportunity Program (EOP) is the oldest in the country, and its mission "to support first-generation and low-income students from pre-college through graduate education" translates to practices that support Latinx students (Marquette University, 2021b). Marquette's EOP partners with Milwaukee Public Schools for pre-college initiatives like ACT preparation and intensive summer programs. Enrolled EOP students can utilize Student Support Services

(SSS) and be part of the Ronald E. McNair Scholars program for graduate school preparation (Marquette University, 2021b).

While Latinx students are more likely than white students to commute to campus, Marquette provides an application-based Living Learning Community (LLC), Nuestro Hogar (Our Home), which "seeks to create a space for Latinx students to come together and form a community" (Marquette University, 2021g). Located in Straz Hall, the LLC opened in Fall 2015 and is for native or heritage Spanish speakers. After a native Spanish speaker was hired as the Resident Assistant (RA) for that floor, student interest in the community increased, as the RA was able to incorporate intentional community building amongst residents. Since the undergraduate hiring shifted, the floor has filled up every year, and students are connected with a Marquette professor for classroom and out-of-classroom experiences throughout Milwaukee (J. Black, personal communication, November 4, 2021; Pagliarulo, 2014). Furthermore, the interest in living in Nuestro Hogar has increased to where the LLC will expand to fill three floors during the 2021-2022 academic year (J. Black, personal communication, April 8, 2022).

These programs are consistent with several of Museus' (2014) Culturally Engaging Campus Environments (CECE) indicators in "promoting success among racially diverse populations" (p. 208). RISE and the Nuestro Hogar LLC enables Latinx students to connect with peers and staff who share common backgrounds, thus benefiting students per the Cultural Familiarity indicator (Museus, 2014). The staff at the EOP represent "institutional agents who care about, are committed to, and develop meaningful relationships with their students, "consistent with the Humanized Educational Environments indicator (Museus, 2014, p. 213).

Financial Aid

Marquette has increased financial aid opportunities for Latinx students, equating to $33 million for the 2020-2021 academic year (Conway, 2021). The Ignacio Ellacurio, S.J. Dreamers Scholarship, is a renewable need-based scholarship for undocumented/DACA first year students, many of whom are Latinx (Marquette University, 2021e). Expanded scholarship opportunities programs may make attaining higher education at Marquette a greater possibility for Latinx students who might not otherwise have access and can also provide support networks and access to resources that can improve six-year graduation rates (Conway, 2021).

Hispanic-Serving Institution Network of Wisconsin

Black represented Marquette as a founding member of the Hispanic-Serving Institution Network of Wisconsin (HSI-NOW), which consists of 11 Milwaukee-area institutions to "share information and best practices, seek out collaborative opportunities to address challenges, and engage with and serve as a resource for the broader community" (Hispanic-Serving Institution Network of Wisconsin, n.d; J. Black, personal communication, November 4, 2021). The network enables representatives to use enrollment and retention data to elevate understanding of the local Latinx student population, to host webinars and summits to educate others about HSIs, and to engage with the notion of servingness. Two of the member institutions, Alverno College and Mount Mary University, have achieved HSI designation and received Title V funding, and thus can provide Marquette and other member institutions with guidance about the grant application process.

Challenges

Climate Change

As Marquette is a predominantly white institution, the campus climate for students of color is a barrier to attracting and retaining Latinx students. The 2020 Campus Climate survey revealed that 83 percent of white undergraduate students rate their experiences on campus as comfortable or very comfortable, while only 60 percent undergraduate students of color rank comfort at this level (Marquette University, 2021j). While disaggregated data by race is only available on an internal server, Black shared

that Latinx students experience campus climate less positively and are more likely to name racism and microaggressions as problems on campus. These exclusionary behaviors lead to a lower sense of belonging. Considering the majority of Latinx students come from local areas, current students may encourage younger peers to not come to Marquette because of a hostile climate (J. Black, personal communication, November 4, 2021). Furthermore, Marquette students of color have engaged in activism by calling for the institution to better support diversity and inclusion. This additional labor to improve the campus climate may negatively impact academic persistence and wellbeing for Latinx students (Marquette Wire, 2021).

Cost of Attendance

As a private institution, Marquette has a high cost of attendance. For the 2020-2021 academic year, undergraduate tuition is $44,970, living expenses estimated at $13,656, and student fees approximately $696. While over 90 percent of first-year students receive financial aid, a $60,000 yearly cost is a barrier for Latinx enrollment (Marquette University, 2021i). This is especially concerning given that Latinx students are more likely to be low income than white students. (J. Black, personal communication, November 4, 2021). Furthermore, financial aid at Marquette does not cover room and board costs. Latinx students have been applying to Marquette and not accepting their admissions offers due to the institution not meeting their full demonstrated financial need (J. Black, personal communication, November 4, 2021).

Conclusions

As Marquette University has not reached the 25 percent undergraduate Hispanic enrollment threshold yet, the institution has not applied for Title V funding. By the time Marquette attains HSI eligibility, the needs of the student community may look different than current needs. Furthermore, Marquette receiving Title V funding and the HSI designation would depend on if grant proposals match priorities set by the federal government, current ones being Latinx students in STEM fields and transfer articulation. Marquette has made significant progress towards reaching this threshold, with 17.6 percent of the current first-year undergraduate class identifying as Hispanic (J. Black, personal communication, November 4, 2021).

Working Towards HSI Designation

Marquette students, faculty, and staff have generally reacted positively towards that institution striving for HSI designation. Latinx students, however, recognize that the institution must proactively change the culture and improve resources to better support and serve Latinx students. Lazarra (2016) gathered several stakeholder perspectives, whereas there were recommendations to better involve Spanish-speaking parents, having a student center specifically focused on Latinx programming, and improving faculty and staff representation. Salgado (2020) expresses disappointment in a lack of resources for Deferred Action for Childhood Arrivals (DACA) students and challenged the administration to truly reflect upon the campus environment for Latinx students and the notion of servingness.

Black named resources as the primary barrier towards achieving HSI status and meeting students' wants. For example, Black believes that dedicated staff members to serve DACA/DREAMER students could improve sense of belonging for the undocumented student population. Having more scholarships available could lead to admitted Latinx students choose to enroll at Marquette (J. Black, personal communication, November 4, 2021). Funding could also attract tenure-track faculty with terminal degrees in Latinx studies and expand Spanish speaking and native speakers programming, which could enable Latinx students to see themselves better represented in professionals at the institutions. Black named several "low-hanging fruit" the institution addressed in recent years, including translating institutional web pages like a cost calculator into Spanish, having Spanish language social media pages, and replacing departed Admissions staff with Spanish speakers (J. Black, personal communication, November 4, 2021).

Black also named whiteness and how whiteness is embedded in institutional culture as a barrier to serving Latinx students and achieving HSI designation. Whiteness permeates the tenure process and academic priorities, as Marquette's incentive structure mirrors traditional promotion and tenure processes. While Marquette has engaged in efforts to improve hiring faculty of color, in Fall 2021, only 4.4 percent of Marquette's faculty were Hispanic, whereas 80.2 percent of the faculty were white (Marquette University, 2021). Lack of representation negatively impacts Latinx students in that they cannot see themselves and their experiences represented in the classroom and that professional opportunities are limited (Marquette Wire, 2018). Campus policies and practices reflect white culture, and shifting away from whiteness requires a "sustained process of learning and exchange" beyond faculty and staff engaging in online trainings and one-off workshops (J. Black, personal communication, November 4, 2021). Garcia (2020) also points to a disruption of whiteness at HSIs, where "supporting Latinxs at HSIs requires a commitment to disrupting the oppressive structures that obstruct empowerment and limit students' opportunities for success" and assessment of Title V funding "must be grounded in culturally relevant ideologies that center minoritized ways of knowing and with the goal of producing equitable outcomes and experiences" (pp. 6-15).

The Current Latinx Student Impact at Marquette University

Latinx students bring many strengths to Marquette University. As Latinx students often have strong family networks and are less likely to live on campus, Marquette established a commuter lounge for an institution that generally has been less friendly for commuter students, which will serve commuter students from all backgrounds. Furthermore, Marquette has shifted Multicultural Campus Ministry offerings to have Spanish masses and retreats for Latinx students (J. Black, personal communication, November 4, 2021). Latinx students are highly engaged in Catholic social teaching and engaging with the Jesuit social justice mission, which leads to engagement in service with the local Milwaukee community. This reflects Museus' (2014) CECE indicator of Cultural Community Service, where "institutions provide students with spaces and tools to give back to and positively transform their cultural communities via various mechanisms, including activities aimed at spreading awareness about issues in their respective communities, engaging in community activism, and participating in community service and service-learning opportunities" (p. 211). Latinx students serving their community both benefits the Milwaukee Latinx population and positively impacts success in college.

Despite the challenges Marquette faces with the HSI Initiative and the laborious process that comes ahead with applying for Title V grants, optimism and resilience are keys to moving forward. Julia Basurto-Gutierrez, co-president of the Latin American Student Organization, writes "an important part of choosing a college is that one wants to go to a college where opportunities will be plentiful. Hopefully, with Marquette working to become an HSI, incoming Hispanic/Latinx and other minority students will deem Marquette as a place full of opportunities for everyone" (Abuzzahab, 2021).

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Title IX: The Road to Reforming the 2020 Title IX Regulations for Higher Education

Daniella Maria Feijoo

Abstract

This piece examines the pros and cons of the 2020 Title IX regulations and weighs how reforms to these regulations may impact sexual assault survivors, women of color, and LGBTQ+ college students. The paper analyzes how these regulations are affecting survivors and student affairs practitioners on college campuses across the country, as well as emphasizes rules regarding mandatory reporting, the requirement of live hearings and cross-examinations, and the impact these regulations are having on students reporting sexual assaults.

Keywords

Title IX regulations, discrimination based on sex

Daniella Maria Feijoo (she/her) is a 2022 M.S.Ed. graduate of the Indiana University Higher Education and Student Affairs Program and is an alumna of Wake Forest University where she studied Politics and International Affairs and Spanish. Throughout her master's program, she served as the Graduate Advisor for Community Engagement in the Student Involvement and Leadership Center and completed a practicum with the IU School of Medicine's Service Learning Team. As a proud first-generation student, she is dedicated to supporting and mentoring historically underrepresented students through culturally relevant and culturally responsive programming, strategic planning, and services.

There is a longstanding debate regarding the implementation of Title IX regulations in higher education, which are part of the Education Amendments of 1972, prohibiting discrimination on the basis of sex in any federally funded program (Anderson, 2020). In May 2020, Education Secretary Betsy DeVos rolled out new Title IX regulations, which became operational in August 2020. The disputed criteria of the new rules include an updated definition of "sexual discrimination", outlines that faculty and staff will no longer be required to serve as mandatory reporters, and that sexual misconduct that takes place outside of the University's physical campus in settings such as Spring Break trips or in study abroad programs no longer requires the institution to take up the case (Anderson, 2020). A discussion based on the supporting and opposing views on the new Title IX changes follows, as well as a conclusion of the analysis on the debated topic.

According to Anderson (2020), proponents of the new regulations assert that the Davis standard definition of sexual harassment, "so severe, pervasive, and objectively offensive", properly upholds the original requirements of the First Amendment and protects free speech on campus (para. 2). Supporters concur with the decision about scraping mandatory reporting, claiming that not all University employees felt comfortable disclosing information regarding harassment shared with them. Moreover, the ability to consolidate complaints in one procedure for the same accused student, as well as requiring live hearings and cross-examinations, referring to them as "fair processes" and ensuring "consistent requirements in judicial and administrative contexts", increases efficiency and timeliness in legal proceedings (Anderson, 2020, para. 5).

Those opposed argue that the new regulations lack evidence-based and trauma-informed considerations (Creighton & Dunlap, 2020). Critics claim that giving greater protection to the accused will only lead to a decrease in already very low reporting numbers (Gluckman, 2019). Opponents presuppose that the new rules will further marginalize the most vulnerable students on campuses, primarily sexual assault survivors, women of color, and LGBTQ+ members. These student victim advocates, agents of gender equity, and survivors of sexual assault condemn the narrowing of the definition of "sexual harassment" and contend that requiring "cross examination" seen as "the greatest engine for ascertaining the truth" by the Department of Education, in practice only propagates rape myths and makes the process more traumatizing and intimidating (Creighton & Dunlap, 2020). Reformers theorize that the geographically limiting protections will be detrimental to students and their health and safety, as assaults that occur on school-sponsored trips (off campus) in which the institution harnesses substantial control will be required to be investigated, while non-affiliated, private study abroad programs or off-campus parties will not mandate investigations. The reforms do not align with the culture of care campaigns present on many campuses.

Ultimately, colleges and universities are responsible for the health, safety, and wellbeing of their students. With limited staffing, under-resourced colleges, and the need for new training, the new Title IX regulations are more harmful than helpful to both sexual assault victims and supporting staff. While there are some benefits to the new rules, it is best that the Department of Education create new regulations and reform the 2020 regulations. This can be done by consulting experts in the field of Sexual and Relationship Violence Prevention as well as student affairs professionals to center survivors' voices and create environments where students can feel safe in reporting and can begin to build trust in the legal processes by fairly representing survivors.

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Barriers to Transitions for International Students: How Higher Education Practitioners Interact with Students

Yihan Zhu and Colleen E. Lofton

Abstract

Given the number of international students on higher education campuses, we are concerned about practitioners' ability to interact with those students. The purpose of this op-ed is to help practitioners be more aware of the barriers international students often experience when they transition to campus and ways practitioners can better interact with students. We focus on two barriers international students experience: language and communication style. Lastly, we provide four recommendations for practitioners to consider as it relates to their interactions with international students: policies and practices, proactive connections, collaboration, and training.

Keywords

International students, language barriers, culture, student services, higher education practitioners

Yihan, Zhu is a Ph.D. candidate in the Higher Education and Student Affairs Program at Indiana University Bloomington with a research interest in career development among international students. She also works at the Center for Postsecondary Research (CPR) as a graduate assistant. Her main responsibility is to help with NSSE, FSSE, and BCSSE survey administrations for institutions across the country.

Colleen E. Lofton is an Ed.D. student in the Higher Education program at Indiana University Bloomington. She has worked in a variety of higher education functional areas, including diversity and inclusion. She holds a master's degree in Higher Education/Student Personnel from the University of Mississippi and a bachelor's degree in Political Science from the University of North Dakota.

For years there has been discussion about the globalization of higher education–some practitioners may have learned about this concept in their higher education student affairs programs. However, in practice, we are curious about the number of staff and faculty who feel prepared to support international students at U.S. higher education institutions. In 2019-2020, approximately 5.5% of college students were considered international students and the largest percentage of international students came from China (35%), India (18%), and South Korea (4.6%) (Moody, 2020; Redden, 2020). We suspect that many higher education practitioners are inadequately prepared to support international students because "international students are often viewed in ways that benefit the US, such as for economic, political, and diversity needs" (Yao et al., 2019, p. 46).

We are also concerned about how practitioners interact with, even unconsciously, international students. Therefore, we will share recommendations that practitioners can utilize when working with international students. International students have reported several obstacles they have encountered on college campuses such as, language barriers, homesickness, and feeling less welcomed by the institutions (Lee, 2008). We focus on cultural aspects of communication barriers international students have encountered and then provide potential approaches practitioners can try in their future work.

Culture

Understanding the differences among cultures for international students is one crucial aspect that needs to be considered when communicating and interacting with students. Lysgaard (1955) developed a U-Curve model to explain the transitional experience stages international students encounter during their study and work in the United States through four phases (home, adjustment, adaptation, and host phases). Oftentimes, international students begin to realize that they are experiencing a brand-new culture that is quite different from back home (Zhou and Zhang, 2014). They may not feel comfortable facing the newer environment by doing things that are not familiar to them (Li et al., 2017). Social adjustment takes some time for international students in transition to the adaptation phase, where they get to know the difference between previous and new cultures and start building relationships with individuals from the new culture. Because of this, it is vital to understand causes of language barriers and communication styles should be applied to support international students, especially in the adjustment and adaptation phases (Yeh & Inose, 2003).

Language Barriers & Strategies for Inclusion

We anticipate many higher education practitioners know English is not the first language for all the students they support. However, just because practitioners know this does not mean they have the tools to interact with a student whose first language is not English. In response to a bias incident at Duke University in 2019, Dr. Li Jin articulated three problems that still exist at universities: inadequate teaching and learning training, multilingualism intolerance, and incorrect information regarding multilingualism (Redden, 2019). Dr. Jin's perspective on this topic is relevant due to her being "an associate professor of Chinese at DePaul University who along with a colleague surveyed DePaul faculty about their perceptions of international students" (Redden, 2019, para. 13). While reading Redden (2019), the author seemed to show how attitudes and beliefs influence a person's work. Therefore, practitioners must identify the attitudes and beliefs they have about international students. Many higher education practitioners then need to change the way they interact with students.

The reason why we feel it is important for practitioners to do this reflection is so they can then determine what actions they need to change. Practitioners may not even realize how their attitudes and beliefs about international students influence policies and practices they develop or the relationships they build. However, one study found "self-reported English language fluency was a significant predictor of acculturative distress" (Yeh & Inose, 2003, p. 23). Therefore, we offer two approaches that practitioners can utilize when interacting with international students:

- Policies and Practices. Analyze current policies and practices to identify ways to make them more inclusive, especially considering international student experiences. For example, higher education institutions could allow international students to use their native language to report bias incidents through verbal or written reports and the use of a translator (Yao et al., 2019).
- Proactive Connections. Higher education practitioners who do not work in an international student services office (OISS) must build relationships with OISS. Practitioners will have more knowledge about when to refer international students to OISS, rather than referring students to this office for everything

Communication Style Barrier & Strategies for Inclusion

Understanding the cultural difference among different countries can help with narrowing the knowledge gap between what kind of transitional supporting services an institution should be providing in the adjustment and adaptation phase for international students on campus. For instance, the difference in communication style is related to culture and yet addressed frequently. High-context cultures often show less-direct verbal and nonverbal communication, and oftentimes using communication gestures and reading more to express less-direct messages (Würtz, 2005). Low-context cultures, on the other hand, utilize direct verbal communication to understand a message being communicated (Würtz, 2005). Because of the difference, there could be some barriers among students who come from low-context and high-context cultures. For example, students from Western culture are considered as low-context speakers because they express ideas explicitly with a longer explanation (Westbrook, 2014). Confucius culture students with high context need multiple communication methods to help them receive and exchange thoughts in a conversation. This distinction is also worth noting in discussion with Asian international students because they are used to conversing multiple times to build relationships. In addition, in a case study conducted by Li and Zizzi (2008), one international student addressed that "the social conversation and getting engaged with American students was difficult" (p. 396), especially the unfamiliar slang and joke. Because of this, transitional supports help students adapt to the new environment and get to know the differences in communication styles. We offer two recommendations that practitioners might find helpful when seeking to be more supportive of international students.

- Collaboration. The interaction among practitioners, faculty, and students should be increased in discussing and sharing topics of cultures. For example, practitioners and faculty and practice being involved in cross-cultural dialogues.
- Training. In order to better promote the idea of understanding the culture in-depth, practitioners should collaborate with OISS to prepare training programs for faculty and staff.

Conclusion

We focus on language barriers and communication style through cultural aspects to demonstrate the improvements higher education staff can make when supporting international students in the adjustment and adaptation phases within the U-curve model. By considering the experiences of international students and making policy changes, other students benefit, such as students who do not speak English as their first language. Proactive connections and collaboration among university departments such as the Office of Bias Response, Office of International Student Services, and study abroad programs, can provide enhanced holistic support to international students. Lastly, training allows practitioners to continue learning about the tools needed to interact with international students. There are likely institutions who are already implementing these ideas, while others are just starting to identify barriers and solutions. Whichever point your institution is at, practitioners must center international students as they strive to be more inclusive in their interactions.

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Let's Rethink the Role: A Critical Reflection Addressing Responsibilities of Undergraduate Resident Assistants

William B. Walker, Jr.

Abstract

In modern contexts, college dormitories, developed initially for the sole purpose of housing students, have evolved into residence halls/centers that promote student engagement and development. As a result, institutions regularly hire student paraprofessionals, commonly known as resident assistants (RAs), to achieve positive outcomes related to student development. Specifically, resident assistants frequently provide support, mentorship, and guidance to students who live in on-campus residence halls. Unfortunately, resident assistants are susceptible to work-related burnout due to this work. Thus, to explore the topic of RA burnout, this study employs non-empirical methods, including a literature review and a semi-structured phone interview, to accomplish three things. First, the essay outlines the challenges that RAs face in their work. Next, the essay describes an emerging model of staffing for RAs. Finally, the narrative concludes with practical, evidence-based recommendations that can improve support for RAs.

Keywords

Resident Assistant, Burnout, Residence Life

William B. Walker, Jr. (he/him) is a rising second-year master's student in the Indiana University Higher Education and Student Affairs Program. William earned his Bachelor of Arts in Leadership Studies from the University of Richmond in Richmond, VA. At Indiana University, William serves as a Graduate Supervisor for Residential Programs & Services and Grant Writer for the Office of Development within the Enrollment Management Division.

Centering the Role & Responsibilities of the Resident Assistant

Although initially developed for the sole purpose of housing students, on-campus residence halls are now home to dynamic learning environments that promote student engagement and development. Specifically, residence halls encourage student interaction among lines of difference while providing a safe environment for students to experience independent living (Crandall, 2004). Although residence halls are spaces of active engagement, this type of participation is impossible without undergraduate staff members, frequently referred to as resident assistants (RAs). As student paraprofessionals, RAs are traditionally asked to support, mentor, and guide students through various complex concerns of student development. For example, RAs might help students through problems related to identity development, academic concerns, and matters of student health and wellbeing. As a result of these responsibilities, RAs may assume any of the following roles: peer helper, community builder, administrator, cheerleader, mentor, sanitation engineer, policy enforcer, referral agent, programmer, mediator, role model, agent of the state, interventionist, transitional agent, friend, liaison, university representative, tour guide, advisor, and surrogate sibling (Crandall, 2004). From this listing of titles, the many responsibilities of the RA are clear. However, the concerns that arise due to so many different responsibilities are less clear. For example, because of the various responsibilities that an RA may have, student staff members may frequently dedicate more time to the role, at a detriment to themselves. Here, the concern regards how RAs may struggle to implement and maintain good time management practices. Additionally, RAs may not always set appropriate boundaries within the role. To this end, the emotionally and psychologically challenging situations that RAs respond to may negatively affect their lives.

As a current supervisor to seven resident assistants, the challenges associated with the RA role resonate well. Here, I can cite how staff members within my supervisory authority demonstrate the negative symptoms described above. For example, some feel disconnected from their academic work because of how time-consuming their roles are. In another example, some describe the emotional turmoil after responding to a severe incident involving alcohol, physical violence, or harassment. Furthermore, personal experiences are another rich data source to qualify how challenging the RA role can be. For instance, as an RA at a small, liberal arts college in the south [UR], I frequently worked more than the 15 required hours set forth by the Office of Residence Life and Student Housing (University of Richmond, n.d.). During most weeks, duty—alone—accounted for more than 15 hours of my time. As an RA at UR, it was not uncommon to remain in the Duty Office for 7-10 hours some nights. While I enjoyed my time as a resident assistant, frequently, I put my residents first—over my concerns and needs. For instance, instead of studying for exams, I would choose to support residents who were having a hard time transitioning to the social and academic environment at UR. Finally, while studying in UR's duty office, I often found it challenging to concentrate or focus on assignments that were due. To this end, I was unable to complete work because of numerous interruptions, such as mandatory safety walks and phone calls from students or campus partners. Although it is true, my supervisors told me that I was a person first, a student second, and an RA third, these sentiments were sometimes challenging to put to practice. This prioritization of roles was often lost in how my supervisors communicated the expectations of the RA role.

While supervising RAs at a large, public institution in the Midwest [IU], I understand how my student staff members struggle with balancing the role's responsibilities. Because these challenges are multifaceted and individualized, there is something to be said about an RA's ability to find balance in the position. However, there is also something to be said about what we, residence life administrators, ask our RAs to do. Although leaders within divisions of residence life frequently preach that RAs are people first, students second, and RAs third, these sentiments sometimes lose their meaning when RAs must accomplish so much.

Although leaders and students alike see the RAs as competent, many student staffers may now report high levels of burnout, exhaustion, stress, and other adverse side effects (DuBose, 2020; Hardy& Dodd,1998; Harris, 2021; Matten, 2020). Thus, there is a critical need for institutions to assess RA

responsibilities and the environments in which RAs work. While many efforts can minimize the harmful effects of overworking, many are not sustainable or prosperous at accomplishing specific goals to reduce stress and burnout. The lack of success is the case because administrators are not always conscious of the balancing acts that student staff members must take to stay ahead of the required tasks. More specifically, residence life administrators do not consider enough the questions of how RAs sustain the work-life balance when resident assistants must consistently tend to their individual needs and the other demands of the role that center their residents. Additionally, administrators do not typically offer much practical guidance on how RAs navigate their responsibilities. For example, residence life administrators might frequently assess RAs for their ability to find balance among their multiple responsibilities without giving them explicit instructions or guidance on how to manage their time.

Because RAs have such complex roles, the supervisors mentoring and advising them must take a step back to evaluate their responsibilities. Unfortunately, resident assistants are susceptible to work-related burnout and emotional exhaustion due to their work. As supervisors and departmental leaders, we must initiate first-order and second-order change processes (Pope et al., 2019) to transform how RAs experience the role. Here, to move beyond cosmetic, first-order change, there must be a more significant commitment to changing the very nature of the RA role, second-order change. Enacting effective change is how department leaders support holistic development for residents while also supporting the development of our student-staff members. To explore how the RA role and responsibilities might change, this paper employs non-empirical methods to understand better how work-related burnout may be limited or eradicated for RAs. The specific methods applied include a brief literature review and a phone interview with a professional staff member of a medium sized institution on the east coast [G.W.]. Using these methods, an emerging model of staffing for RAs and recommendations for practice are described in the portions that follow.

Making Shifts in the Traditional Responsibilities of Resident Assistants

Although RAs are necessary human resources of many residence life departments, little consideration is given to the type and volume of work that RAs assume. Additionally, there appears to be little concern for the environments RAs work in. For example, Harper et al. (2011) and Roland & Agosto (2017) identify racism, lack of benefit of the doubt, and other racialized phenomena as significant challenges for resident assistants of color. Furthermore, some policies (or the lack thereof) surrounding the RA role may cause difficulty for resident assistants. For example, despite the absence of a social media policy, Will Walker, an RA at UR, was placed on employee-based disciplinary probation for speaking out against the University of Richmond's COVID-19 response (Getis, 2020). Beyond this, the concern of burnout is a legitimate consequence of serving in the RA role (DuBose, 2020; Harris, 2021). Finally, students performing in the RA role might experience any crisis, defined by Canto et al. (2017) as "an event that significantly interferes with an individual's ability to meet needs, disrupts problem-solving skills…and incites a state of disorganization for the individual" (p. 47). For these reasons, there is a need to think critically about the responsibilities that RAs have.

Because of the multifaceted responsibilities of the RA role, some institutions are already thinking critically about how to best support their student staff members. For instance, at a large public research institution in the Midwest, IU, various role requirements have been reconceptualized to minimize the student's labor. Here, RAs are no longer required to serve as customer service agents (Personal Communication, SIL, November 30, 2021). Before the adjustment, RAs were required to work a minimum of 2-hours at each residence hall's center desk. Additionally, RAs at IU can now publish a pre-designed bulletin board instead of creating a new one. Beyond IU, one institution, [G.W.], has taken bold, innovative action to discontinue the traditional design of the RA role (Mangan, 2021).

Exploring an Innovative Approach to the RA Role

To learn more about this new model of RA responsibilities, I reached out to BJ (a pseudonym), a community coordinator at G.W. While serving in this role, BJ was able to talk candidly about G.W.'s decision to shift its student-staff model. BJ's testimony was critical to "the study" because G.W. is believed to be the only institution that has adopted an alternative staffing model. To engage BJ in this study, I first received his contact information from one of the assistant directors in IU's residence life department. Having graduated recently from IU with an M.S. Ed in Higher Education and Student Affairs, BJ was identified as a residence life leader who could offer interesting insights on the topic of interest. After receiving BJ's contact information, I reached out via email with the hopes of conducting a phone interview. Fortunately, BJ accepted the invitation to speak with me on the phone within a day or two of receiving the email. Thus, on November 11, 2021, BJ and I discussed G.W.'s RA staffing model and other related concerns. The interview lasted approximately 1 hour and was primarily unstructured. Because of the lack of structure, there was no initial set of questions. Instead, our conversation was guided mainly by my interest in how G.W. mobilized change to address the needs of RAs.

With a thorough understanding of the complexities of the RA role and the sociopolitical contexts of COVID-19 and anti-Black racism—among other concerns, leaders at G.W. now segment the responsibilities of the RA. Instead of asking individual staff members to take on multiple roles, leaders at G.W. ask RAs to complete distinct tasks. For instance, at G.W., student-staff members might serve only as programmers, policy enforcers, or interventionists—not all three (Personal Communication, BJ, November 11, 2021). Because of how the roles are split, there are various positive outcomes. According to BJ, this innovative model challenges full-time staff members to take more ownership of their buildings and communities. Specifically, this translates to full-time staff members being more directly involved in what is happening within their buildings. Furthermore, these innovative models allow for improved delivery of student services. Because there are fewer administrative layers between students and full-time staff, students in need can receive support in a timelier manner (Personal Communication, BJ, November 11, 2021). However, in contrast to these benefits, there are some challenges. First, students mistake their full-time community director for a resident assistant in many cases (Personal Communication, BJ, November 11, 2021). Secondly, because of the significant differences in experience and developmental levels, full-time staff members may not always relate the best to students who may be several years younger than them. Finally, there are different expectations around policy enforcement and communication for full-time professional staff and paraprofessional staff members. Here, where a resident assistant might give a few warnings about a policy violation, full-time professionals are more apt to submit incident reports without the same level of notice to students (Personal Communication, BJ, November 11, 2021).

Reflections on the Innovative Model of RA Responsibilities

Although BJ's comments provide interesting insights on what happens at G.W., I was initially shocked after hearing more about the innovative model of RA responsibilities. Because much of my residence life training comes from experiences that center on the traditional approach, I had a great deal of difficulty accepting this new innovative model. I immediately questioned how the model at G.W. might be transferable to other institutions such as UR or IU. With fewer students than G.W., I accepted the idea might be feasible at UR; however, I seriously doubted that the model could be implemented at IU, where more than 12,000 students reside in on-campus housing. Here, I proposed that the innovative model could not be scaled to meet the needs of IU's housing department. Thus, ultimately although G.W. has minimized the responsibilities of the RA role, there may very well be a need to maintain the traditional model of the RA role to deliver specified outcomes, such as retention and persistence (Fosnacht et al., 2021). However, more empirical research is needed before the innovative model can be ruled out as ineffective.

Yet still, as the needs of student-staff members continue to evolve, there must be some critical thought given to what the RA role requires. Especially critical are the specific challenges that arise for

RAs during obstacles such as those brought on by events like the COVID-19 pandemic (Hancock & Amaya, 2020; Walker, 2020). Finally, if RAs are the backbone of housing operations, we must change how these student staff members experience the resident assistant role. Although the change to the RA responsibilities may be warranted, we must be careful to consider how to move forward with initiatives and programs that center questions of satisfaction, burnout, and supervision (Reed, 2015). Highlighting the importance of these concepts, Reed shows us how burnout, job satisfaction, and supervision are interrelated and significantly affect live-in and live-on staff members, including RAs. Although unrelated to residence life, Wen et al. (2020) also demonstrate how burnout is directly related to high turnover rates in service-type jobs.

Recommendations for the Future

In what follows, I propose recommendations that may be incredibly impactful. Though I cannot account for all the unique factors that contextualize housing units at other institutions, I suggest these recommendations with a duality of experience framed by time within residence life departments at a private liberal arts college and a public research institution. Thus, I offer six broad recommendations.

Become familiar with the reasons why students become resident assistants

Here, two prominent studies articulate what these motivations are. Bonne (2018) posits that students seek the role of resident assistant to provide support and help, secure stable income, and develop a sense of community with other resident assistants. These motivations hold for RAs regardless of the population they serve, the type of institution they are employed by, demographic characteristics, the variety of residential communities the RAs support, and the number of semesters the RA has previously served in their role. Spaulding (2020) proposes that resident assistants among generation Z pursue the position for three reasons: (1) make connections with coworkers and residents, (2) participate in community building, (3) establish a sense of belonging to their university and the living environment that they inhabit. Beyond this, RAs from various generations seek the role because it seemingly challenges and supports their personal and professional development. Put more plainly, "RAs want to have the ability to develop skills that will help them in future careers" (Spaulding, 2020, p.73).

Prioritize What's Critical & Stay Consistent

Because the Resident Assistant role requires so much from students, leaders should think critically about asking student staff members to do so much. It is likely that the philosophy of *person first, student second, RA third* is lost upon some supervisors and student staff members. To combat this, departmental leaders should prioritize the needs of the students they hope to serve and tell RAs to focus on specific tasks that are best linked to developmental outcomes. For example, as evident at IU, it did not make much sense to require RAs to operate the desks because desk operations may not directly correlate to student development. Although this additional role provides resident assistants with professional skills, it may come at the cost of their sleep, academic success, or financial stability. Finally, leaders should make a great effort to create consistent but individualized expectations for staff members using an identity-conscious approach (Brown et al., 2020).

Be honest about the role

We now know what motivates students to become RAs, so we might consider these motivations when marketing the RA role. However, we must ensure that we are not deceiving students about the role with these motivations noted. It might be advantageous to allow current and former student-staff members to speak about their positive and negative experiences during information sessions. Furthermore, leaders should state the specific differences for RAs in certain living environments. For example, we should be telling prospective staff members that if they reside in a first-year residence hall, they may experience more emotional exhaustion or burnout (Benedict & Mondloch, 1989). Taken together, students should

have a good collection of knowledge from various perspectives that help them determine for themselves if they want to be a resident assistant or not.

Address fit & burnout

Although many leaders may consider students' fit in the RA role, we typically do not have comprehensive ways of measuring this fit. To truly understand what should change, we must know more about the experiences and feelings of resident assistants who serve diverse students. To assess burnout, many measures exist. The *Employee Burnout Survey* (Jawahar, 2012) is one tool of interest that might help us understand how burnout exists within the experiences of resident assistants. Furthermore, there may be some need to use Maslach et al.'s (1996) *Burnout Inventory*. Additionally, leaders might use the Person-Environment Fit Scale (van den Bosch et al., 2019) to assess the environmental fit of student-staff members.

Develop and sustain initiatives that limit the effects of psychological distress and burnout

To address the first part of this, leaders should provide resident assistants with intentional resources that help them deal with job-related stress. For instance, leaders might work with their on-campus counseling center to provide in-center, group therapy sessions specific to concerns and challenges that arise for resident assistants. Additionally, leaders may think about investing in a private space on-campus that provides RAs across buildings and neighborhoods an opportunity to interact with one another. This space might become an RA breakroom and should specifically be where RAs do not have to perform the bulk of their duties.

Give gratitude and appreciation

Although residence life leaders may all believe that appreciation for student staff members is shown, many staff members may not feel valued or appreciated. This is important for leaders to be aware of because, what we hope to show may not translate directly to what is done. To alleviate this tension, supervisors to RAs must intentionally thank staff members, even when they do the bare minimum. Beyond this, leaders might also think about other ways to show our appreciation to staff members. For example, resident assistants might be rewarded for work with free apparel, less work-focused excursions, and more significant departmental celebrations. In any case, our departments should take every opportunity to give as much appreciation as we can to our student staff members. This high level of gratitude has been linked to positive outcomes such as decreased stress at work (Stocker et al., 2019).

Conclusion

Because RAs have such complex roles, the folks supervising them must take a step back to evaluate their responsibilities. Unfortunately, resident assistants are susceptible to work-related burnout and emotional exhaustion due to their work. As supervisors and departmental leaders, we must initiate first-order and second-order change processes to transform how RAs experience the role. To explore how the RA role and responsibilities might change, this paper employs non-empirical methods to understand better how work-related burnout may be limited or eradicated for RAs. Expressly, I turn to a literature review and a phone interview with a professional staff member of a medium sized college located on the east coast [G.W.] to explicate this broad question. Using these methods, I ultimately outline the challenges for RAs, describe an emerging staffing model for RAs, and offer practical, evidence-based recommendations for supporting RAs. The proposed recommendations are broadly situated as promising practices that may increase morale among resident assistants.

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Leadership for whom? A Critical Dialogue on the Impact of Socio-Cultural Conversations Between Students and Marginalized Students

Johnnie Allen Jr. & Imani Belton

Abstract

Student leadership is at the basis of student retention and success. It is important to create leadership programs that provide developmental opportunities and meaning to the academic journey. Historically underrepresented students, specifically Students of Color are admitted to colleges and universities across the country, and enter racially toxic environments (Franklin, 2019). This research brief utilizes data based on the Multi-institutional Study of Leadership (MSL). Data within our brief is centered on understanding how socio-cultural conversations amongst various racial and ethnic groups at Indiana University Bloomington (IUB) and the BIG10 create cross-cultural experiences which attribute to effective leadership learning and advancement. Learning about identity in college is a significant portion of students' experiences, so it is also critical to examine the way Racial battle fatigue (RBF), impacts the way students interact and feel during their tenure on campus. The results of this research brief showed the critical impact of engagement within student leadership programs and institutionalized advancement based on the importance of socio-cultural conversations and interactions that contribute to increased student engagement.

Keywords

Johnnie Allen, Jr. (he/him/his) is a proud two-time alum of Indiana University where he has his B.S in Community Health and Public Health '20 and M.S.Ed. from the Indiana University Higher Education and Student Affairs Program '22. While in the HESA program, he served as a Graduate Supervisor for Residential Programs and Services at the Leased-Off Campus Apartments, a Graduate Assistant for Diversity Education and Cross-Cultural Engagement and a Co-Graduate facilitator of the Neal-Marshall Leadership Academy. He has developed a deep passion for conducting research to inform higher education practice and teaching. Johnnie will be attending Florida State University to pursue a Ph.D. in Higher Education to continue his research interests focusing on leadership education and development of Black men in higher education, environmental influences on leadership engagement, and P-16 leadership and policy impacts on the development of Black men students.

Imani Belton is a second year master's student in the Indiana University Higher Education and Student Affairs program. She earned her Bachelor of Science in Integrated Marketing Communication from Winthrop University in Rock Hill, South Carolina. At Indiana University she serves as a Graduate Supervisors for Residential Programs and Services and Graduate Hearing Officer for the Office of Student Conduct.

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Students begin to understand their leadership identity during their collegiate career; we recognize that leadership is developed over time and shaped through positive and negative experiences. Developing leadership skills is imperative because it can be the foundation for preparing students for the workforce and their careers. The National Association of Colleges and Employees (NACE) is a professional organization that provides insight into what employers are looking for in students post-graduation, highlights hiring trends in the job market, starting salaries, effective recruiting and hiring practices, student attitudes and outcomes, and informs best practices and goals through their career readiness competencies. The NACE competencies are broken into eight sections: career and self-development, communication, critical thinking, equity and inclusion, leadership, professionalism, teamwork, and technology (*National Association of Colleges and Employers*, 2022). With leadership being one of the competencies, it is crucial to examine how students make meaning of their leadership identity, and campus environments largely dictate how students discover themselves and become leaders. Using the NACE competencies are important for both students and professors. From a 2018 survey, NACE found that 76.2% of employers look for leadership to be on a candidate's resume when conducting hiring searches (*The Key Attributes Employers Seek On Students' Resumes,* 2018). University administration and professionals are able to create opportunities for students to participate in sociocultural conversations.

For students, they are able to understand the importance of working with diverse others to enhance their learning and development which will ultimately make them a stronger candidate for jobs after they exit the institution. Specifically, students who hold marginalized identities at predominately White institutions (PWI) have a different experience compared to their White counterparts (i.e., racism). Establishing culturally affirming spaces within the collegiate environment uplifts the voices and experiences of marginalized students and enhances student participation in the larger campus culture. Using the Multi-Institutional Study of Leadership (MSL), our research study will explore how students' collegiate experience is tied to their ability to engage in socio-cultural conversations [1]and how other factors such as leadership participation, belonging, and safety are influenced by how students interact with one another based on cultural differences and how the lack of culturally affirming environments could potentially lead to racial battle fatigue[2]. Finally, we will analyze how students responded to the NACE competencies survey questions to provide recommendations on how practitioners can learn and create culturally affirming environments to increase socio-cultural conversations and mitigate occurrences of racial stressors. Engagement in leadership opportunities is critical to student experiences, all students and specifically marginalized students can benefit from increased socio-cultural conversations as the positive conversations can support their leadership discoveries.

Literature Review

The power of socio-cultural conversations amongst college students' experiences is critical to understanding how environments prepare students for post-collegiate careers. Within our paper, we focus on two specific areas of literature that are connected to engaging in sociocultural conversations: (a) leadership and (b) racial battle fatigue.

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[1] Socio-cultural conversations is defined as the "frequency of engagement with peers outside the classroom around a set of compelling social and cultural issues including diversity, human rights, and religious beliefs" (*Overview of MSL Core Instrument Scales*, p. 1.)

[2] Racial Battle Fatigue is "described as the physical and psychological toll taken due to constant and unceasing discrimination, microaggressions, and stereotype threat" (Smith, 2014, p. 4)

Leadership

Perspectives on leadership constantly shift as leadership is not solely positional, but leadership is viewed as a way of being rooted in inclusivity, social justice, and equality. Moreover, leadership contains several meanings because it can be exciting, socially constructed, described uniquely, and seen as collaborative (Dugan 2017; Guthrie et al., 2013; Kellerman, 2012; Kezar, 2017). John Dugan (2017) introduces four main components that aid in understanding how leadership is continuously evolving; 1) leadership is paradigmatically derived, 2) leadership is socially constructed, 3) leadership is inherently values-based, and 4) leadership is interdisciplinary (pp. 29-32). Per our research, we focused on how leadership is socially constructed. Through socially constructed and culturally affirming environments, students' leadership identity is either celebrated or tolerated. One way of understanding students' leadership is connected to their ability to engage in socio-cultural conversations as Dugan states, "how we understand leadership also becomes culturally contingent" (Dugan, 2017, p. 31), meaning that leadership is rooted in cultural experiences and it is based on socio-cultural awareness that positive socio-cultural conversations can become a part of the collegiate environment.

Racial Battle Fatigue

Depending on cultural environments students begin to learn more about themselves and those around them. Ensuring that students' institutional environments are conducive to social identity exploration will expand individual cultural experiences. Cultural and family traditions extend past general family gatherings and holidays, as the traditions also shape how individuals learn to interact with other cultures and identities through conversations. Shifting cultural environment outcomes to enact approaches that encourage and increase sociocultural awareness will benefit the quality of conversations and experiences that students face while in collegiate spaces. Environments that offer minimal or negative socio-cultural conversations increase the chances of marginalized students experiencing racial stress related to racial battle fatigue. Effective encounters of socio-cultural conversations will shift student experiences on campuses related to racial exhaustion and stressors. The MSL data does not directly analyze RBF. Still, the concept of socio-cultural conversations is connected because socio-cultural conversations can help assist with deconstructing negative racial experiences through critical conversations that analyze the behavioral, psychological, and physiological outcomes that are impacted due to RBF (Franklin, 2019; Beatty & Lima, 2021). Additionally, engaging in socio-cultural conversations will provide insight into how Historically underrepresented Students of Color (HUSC)[3] engage in leadership environments.

HUSC are individuals who have been the minority in the United States, this group includes but is not an exhaustive list of; African Americans, American Indians/Alaskan Natives, Latinx, and Hispanics. Bourke (2016) states that members of underrepresented racial groups are underrepresented numerically and systematically through social structures and how power is situated among groups. This systemic underrepresentation reinforces the need for consideration of invisibility over time and how it continues to impact access and equity issues. This is important as more of these socio-cultural conversations happen to advance leadership development, engagement, and opportunities. Racial microaggressions, whether intended or not, impact HUSC experiences and creates unwelcoming spaces for them that determine their ability to engage, learn and develop (Franklin, 2019). Furthermore, relevant knowledge on the specific data survey we based our research on and the definition of critical terms is included in the following sections.

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[3] Historically Underrepresented Students of Color can be identified as individuals who have been the minority in the United States. In addition, this group includes but is not limited to; African Americans, American Indians/Alaskan Natives, Latinx, and Hispanics (Franklin, 2019)

Theoretical Framework

We utilized the Social Change Model (SCM) for our research as our theoretical framework. The SCM "is a model of leadership development that identifies three groups of leadership values (individual, group, and community/society) with a total of eight leadership values" (Haber & Komives, p. 138, 2009). Utilizing the SCM as a part of our study will provide a lens to understand how each of the three leadership values groups is influenced by socio-cultural conversations on student leadership experiences and engagement within the environment. Haber and Komives (2009) state three core components that influence college student leadership development (1) co-curricular involvement, (2) holding a formal leadership position, and (3) engaging in leadership education and training programs. Therefore, the SCM assists in interpreting our data specific to socio-cultural conversations on college campuses and provides a guide to understanding where students can increase their engagement in either co-curricular involvement, leadership positions, and leadership training and education to increase their experiences engaging in socio-cultural conversations. The SCM provides context to how socio-cultural conversations look differently based on leadership values and outcomes.

Methodology

We examined the socio-cultural conversations that take place amongst racial groups utilizing the Multi-Institutional Study of Leadership (MSL) survey that was conducted in the 2020-21 spring semester. The MSL "is an international research program focused on understanding the influences of higher education in shaping socially responsible leadership capacity & other leadership-related outcomes (i.e., efficacy, cognitive skills, resiliency) (Multi-Institutional Study of Leadership, 2021). For this present paper, data situated from the MSL findings are analyzed to support the aforementioned research topics and theoretical framework.

Participants

Survey participants can be broken down into two categories: the BIG10 coalition [4] and IUB students. The BIG10 coalition is comprised of the following institutions that participated in the study and shared their data findings: Indiana University Bloomington (IUB), University of Maryland-College Park, University of Michigan, Northwestern University, Rutgers University, Purdue University, University of Minnesota, and the University of Illinois- Urbana-Champaign. The University of Wisconsin-Madison participated in the survey but did not share its data findings with the BIG10 Coalition. Additionally, the following institutions within the BIG10 did not participate in the MSL survey: the University of Iowa, Ohio State University, Michigan State University, University of Nebraska-Lincoln, and Pennsylvania State University. Within the BIG10 Coalition, 5,702 students completed the survey.

Data Collection

Students who received the MSL survey received the information in two parts. The first part being questions that were formulated by the BIG10 coalition. These were 10 questions that measured students' leadership growth since entering college. The second part was custom questions that each institution were able to create based on their student demographics. For IUB, the questions ranged from students' ability to define leadership to how students saw cultural influence merging into their leadership style. See Appendix A for survey questions.

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[4] The BIG10 Coalition are specific institutions that opted into the Multi-Study of Leadership

Data Analysis

We utilized the Analysis of Variance (ANOVA) Tests to understand the numbers present to inform higher education and student affairs practitioners on how students feel either at IUB or across the BIG10 due to socio-cultural conversations. Students who engage in socio-cultural conversations upon graduation are better prepared to enter the workforce and or continue their education in graduate school because of skills developed throughout these critical engagements. Each survey question from the MSL data offers several insights into students' experiences and utilizing ANOVA as a tool helped determine whether there were significant statistical differences amongst responses and data groups. After determining if there was a significant statistical difference we were able to better understand the possibility and number of students who share similar feelings on a specific question. Finally, the ANOVA test allowed us to examine multiple questions to see if there were trends across responses that each question aimed to address and it helped compare groups. Engaging in socio-cultural conversations better equips students to participate in critical dialogue actively and alleviate the impact of racial stressors that lead to racial battle fatigue (Franklin, 2019). Based on the IUB and BIG10 custom questions, we can summarize the percentages of each response and break down whether or not different racial groups have increased, equal, or few opportunities to engage in socio-cultural conversations through ANOVA. Therefore, ANOVA is the best practice for seeking to interpret information focused on a specific hypothesis and when wanting to determine if there are differences amongst results. Using ANOVA to explore how socio-cultural conversations come up in practice and if IUB students are either ahead or equal compared to other BIG10 institutions as it is linked to addressing racial microaggressions in leadership positions, leadership opportunities, and leadership education.

Findings

Student participants' responses served as the primary point of the study and paper. After analyzing all data utilizing ANOVA we were able to discover two prominent themes related to the IUB and BIG10 custom questions. The following themes are (a) cultural identity informed leadership decisions, and (b) embracing other cultural identities over time.

Cultural Identity Informed Leadership Decisions

Based on students at IUB, there was a significant gap in student leadership cultural identity decision-making as they matriculated through their academic journey. When asked about students' ability to make decisions driven by cultural identity, 33.7% of students at IUB said that they did not consider this when making decisions. From a cultural standpoint, cultural decision-making is defined through traditions and values which are embedded in leadership styles (Glazer & Karptai, 2014). Engaging in leadership and allowing cultural identity to guide decisions can either create a welcoming and safe space for all or it can perpetuate negative and harmful spaces. In the MSL data, the majority of student participants did not have to consider their cultural identity as a factor when making leadership decisions because the majority of the participants identified as White. Due to the lack of cultural identity informed leadership decisions, IUB students may struggle upon graduation with the NACE competency centered on equity and inclusion which is also embedded in leadership. Additionally, HUSC are subject to more experiences of racial stress because they do not have someone in leadership spaces around them who are leading with a critical cultural lens which can increase their experiences of RBF. See Appendix B for the full racial breakdown for IUB and BIG10 responses.

Figure 1
As a student leader, how much of your decision-making is driven by cultural identity?
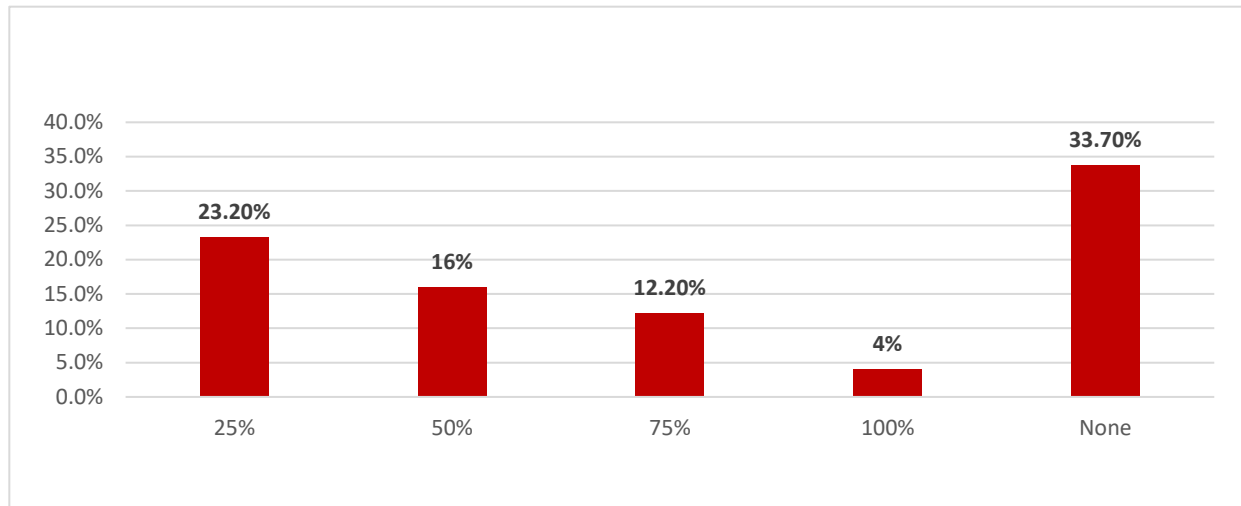
Embracing Other Cultural Identities Over Time

In the IUB custom question illustrated below, the data reflect students' knowledge about other cultures and/or races increased by 52% since arriving at IUB. Additionally, students were given a set of questions and responded yes or no if they believed they had improved on a certain skill since arriving at their campuses during their first year. It is important to note that the students who participated in this survey indicated that participating in culturally-collaborative efforts with diverse people is lower than any other topic (i.e., pursuing opportunities to learn about someone different from you, working with others who are different than you, acting with the interest of a larger community in mind). See Appendix C for chart illustration. It would be necessary to indicate that students may not have the tools to be able to communicate with others which determines how students rank other items lower. John Dugan (2017) wrote leadership is values-based. Ultimately, when student leaders make decisions either for a student group, in a committee, or in their daily lives they are acting with a set of values in mind, regardless if they are intentional or unintentional decisions. With the indicator that students are ranking culturally-collaborative efforts a lot lower than others, this could have an impact on how RBF could impact HUSC and influence NACE competency levels for all students. See Appendix B for responses that are most relevant to the topic.

Figure 2
Compared with when you first entered college, how would you describe your knowledge of people from different races/cultures?
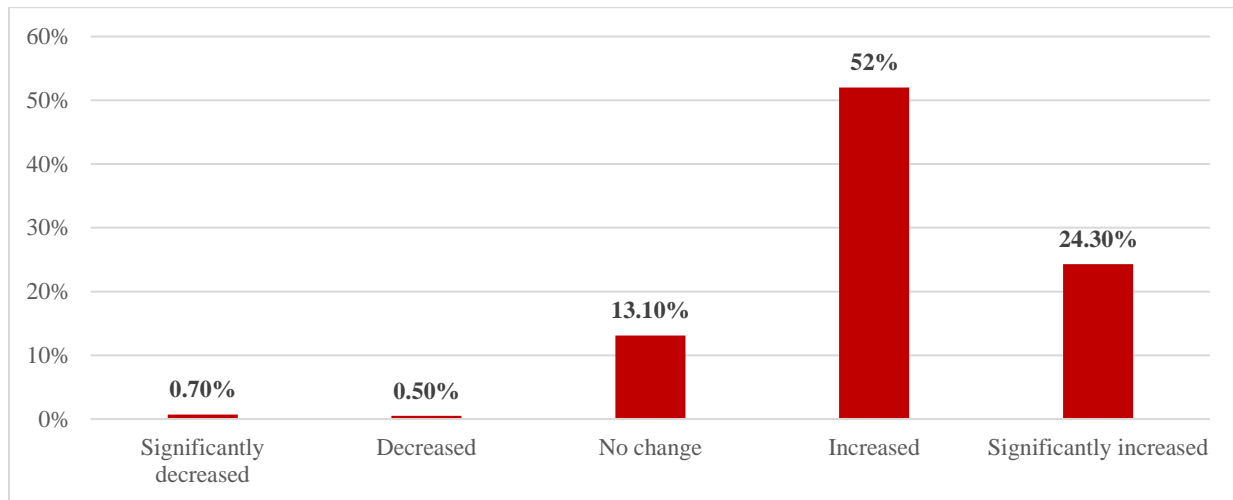
Connecting the NACE Competencies

In the ANOVA IUB statistical implication, there is no significant difference in social-cultural conversations on campus. Further, examining the BIG10 statistical implication there is a significant difference in participation among student leaders in social-cultural conversations on campus <.001. This could be viewed both positively and negatively because there are many factors that could have influenced how students answered this question.

It is important to recognize the racial breakdowns to implement meaningful conversations and a better understanding of student experiences based on differences in racial identities. For this matter, "Sociocultural (or situative) approaches have increasingly been used to understand learning and development (of all students) in a way that takes culture as a core concern (Nasir & Hand, 2006, p. 450). Ideally, the effectiveness of these conversations will increase participation in organizations or leadership development programs on college campuses, particularly IUB. Figure 3 below will address how students in the BIG10 responded when asked what areas of the NACE Career Readiness Competencies they need to improve in since entering college; here, we have pulled the top competencies that are most related to our topic. With the exception of critical thinking and problem solving, most students said that they have not improved on leadership and oral and written communication skills.

Figure 3
NACE Career Readiness Competencies
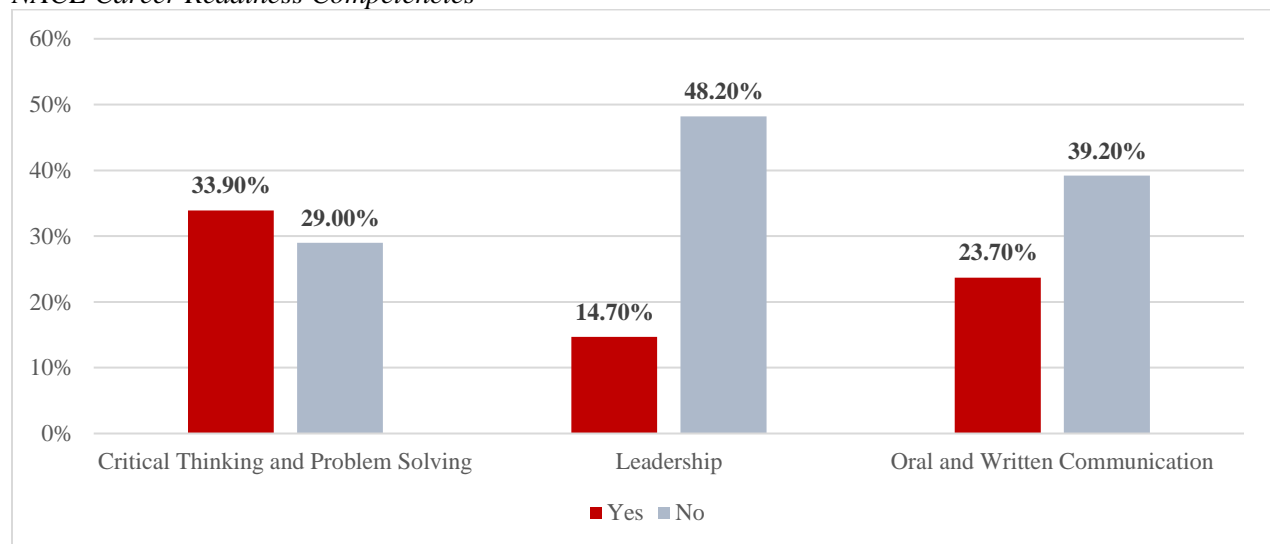
Note: Critical Thinking and Problem Solving - Exercising sound reasoning to analyze issues, make decisions, and overcome problems
Leadership - The ability to leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others
Oral and Written Communication - The ability to articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization

Limitations

The results reported herein should be considered in the light of some limitations. First, the data used is from a national organization. The data was received through a course taken at Indiana University Bloomington where the instructor of the course served on the board to assist in determining the questions students in the BIG10 and at IUB received. Second, looking at the demographics of the survey participants, mostly identified as White, meaning that if there were an even distribution of races and ethnicities the data finding could have looked differently. Despite the limitations, this study offers an important understanding of how students may or may not be aware of how to converse or work with other groups in hopes of limiting RBF experiences for HUSC.

Implications for Higher Education

Based on the findings with the MSL data as it relates to sociocultural conversations at IUB and the BIG10. We were able to critically review and interpret the data to better understand student experiences and feelings of frustration and disengagement. In addition to understanding the feelings and frustrations, we were able to identify areas for improvement to increase NACE competencies while also developing strategies and practices that lead to reducing racial stressors and harm that further exacerbate RBF. As student affairs practitioners, it is important to care about student experiences, specifically in their conversations and interactions with other students, socio-cultural conversations prepare students for experiences post their undergraduate career, increase students' cultural awareness and embrace the diverse identities at the institutions. Reflected in the data, there was low cultural awareness. NACE competencies were examined to further connect theory to practice as key processes of student leadership development by embracing the power of sociocultural conversations among student populations at IUB and the BIG10.

Based on the following NACE competencies; leadership, equity and inclusion, critical thinking, and teamwork, students will develop the necessary skills to be proficient in socio-cultural conversations, which will become transferable in their personal and professional lives. Additionally, the NACE competencies are connected to the three groups of leadership values outlined in the SCM. As students are exiting higher education institutions and entering the workforce and beginning careers it is important to understand how NACE competencies show up at the individual, group, and community/society levels.

Individual

Students who are proficient in NACE competencies serve a responsibility to increase their individual growth as it can be evaluated through the *Career and Self-Development* NACE competency. One way that higher education practitioners can support students to expand their individual growth is by providing leadership seminars that students can attend to discover more about their career opportunities along with education and training focused on individual social awareness. Social awareness prepares students to address any internalized biases, challenges, or weaknesses in order to better the quality of their leadership development and experiences at the individualized level. Creating individual spaces for critical thinking and cross-cultural engagement will increase students' knowledge of socio-cultural conversations and assist in offering culturally affirming spaces.

Group

Learning how to work with more than one individual is important as it can increase goals and create opportunities for innovative initiatives. *Teamwork* is another NACE competency that can be utilized to measure leadership development at the group level specific to the SCM. Higher education institutions are catalysts for learning and it is important to provide opportunities for students to be in spaces where they have to be responsible for individual and team desires, along with opportunities to develop tools to effectively handle conflict and embrace and respect diverse personalities. Establishing intentional group work assignments in classroom settings, where students are required to work with individuals whom they may have not worked with prior but everyone should be focused on leading specific areas of the assignment. Additionally, affording the same opportunities in co-curricular experiences that are rooted in learning how to work with others. Gaining additional experience in teamwork will prepare students for careers and work with supervisors and co-workers post-undergrad. Working in an environment that is based on collaboration, develops a culture where everyone's voice matters and it affirms multiple perspectives and insights.

Community/Society

As active members of society, it is important to develop skills that continue to positively impact the world and not further perpetuate negative world views and ideals. The Equity and Inclusion NACE competency is important when discussing community and societal engagement. Students should be leaving higher education with experiences that strengthen their awareness of other cultures locally and globally. As a way to reach the aforementioned NACE competency, practitioners in higher education can create a cultural diversity fair at the institution that gets students involved to come together and share their culture and salient identities with other students. This particular event will give students the opportunity to learn from their peers what is important to them, and it will grow their knowledge and understanding of other students on campus. Students who share their culture with others will feel a part of the larger community and this can increase participation in curricular and co-curricular activities as a way to increase cultural affirming spaces at the institution and engagement.

At all levels of the SCM, higher education practitioners who establish spaces for their students through the use of the NACE competencies will ultimately be at an advantage in student outcomes upon graduation. More importantly, students will be able to speak more positively about their experiences in engaging in socio-cultural conversations and it can mitigate racial stressors that lead to RBF.

Conclusion

While exploring our topic we were able to reflect on our individual experiences with students both during our undergraduate student leadership experiences and graduate careers serving in undergraduate student advising and supervision roles to see the importance of engaging in socio-cultural conversations for student development, leadership, and careers readiness. As higher education demographics and populations are evolving it is important to educate and support students along their journey in engaging in socio-cultural conversations. Increased social awareness will contribute to a more socially just society and better equip students for careers and jobs post-graduation. Therefore, it is the responsibility and role of all stakeholders in higher education that socio-cultural conversations become a common practice through curricular and co-curricular programs and initiatives.

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Appendix A

MSL 2021 Custom Questions | Big10 Coalition

{NOTE: These are coalition custom questions and should be displayed for the following institutions:

151351	Indiana Univ. Bloomington
147767	Northwestern Univ.
243780	Purdue Univ.
186380	Rutgers Univ.
145637	Univ. of Illinois Urbana-Champaign
163286	Univ. of Maryland College Park
174066	Univ. of Minnesota Twin Cities
240444	Univ. of Wisconsin Madison}

Q1: Select from the following list all those areas in which you think you have improved SINCE ENTERING COLLEGE.

(Select all that apply)

1. Acting with the interests of a larger community in mind
2. Analyzing different viewpoints to make a decision
3. Applying technology to solve problems in new ways
4. Building collaborative relationships
5. Exercising good time management
6. Giving a presentation to a group
7. Identifying areas for your own professional growth
8. Leveraging the strengths of others to achieve a common goal
9. Leveraging technology to complete tasks
10. Motivating a peer to achieve a common goal
11. Pursuing an opportunity that will advance your specific career options
12. Respecting diverse peers (e.g., different cultures, races, religions)
13. Seeking data and information to overcome a problem
14. Seeking out opportunities to learn about someone who is of a different background than yourself
15. Working with others who are different than you (e.g., different cultures, races, religions) to achieve a common goal
16. Writing or editing a complex, technical report
17. None of the above (ME)

Q2: Select from the following list the THREE areas in which you think you have improved THE MOST since entering college.

(Select all that apply)

1. Critical Thinking/Problem Solving - Exercise sound reasoning to analyze issues, make decisions, and overcome problems
2. Oral/Written Communication - Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization
3. Teamwork/Collaboration - Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints
4. Digital Technology - Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals
5. Leadership - Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others
6. Professionalism/Work Ethic - Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image
7. Career Management - Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth
8. Global/Intercultural Fluency - Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions
9. None of the above (ME)

Q3: Select from the following list the THREE areas in which you think you need to continue to develop.

(Select three)

1. Critical Thinking/Problem Solving
2. Oral/Written Communication
3. Teamwork/Collaboration
4. Digital Technology
5. Leadership
6. Professionalism/Work Ethic 7 Career Management
7. Global/Intercultural Fluency
8. None of the above (ME)

Q4: If you participate in leadership programs, why did you choose to participate in these programs? If you do not participate in any leadership programs, select "N/A, I do not participate in leadership programs."

(Select all that apply)

1. To become more effective at working with others who are different from me
2. I wanted to gain influence
3. I wanted to receive recognition
4. I was interested in the subject matter of the activity or organization
5. I was in a similar organization in high school
6. I thought it would be good for my career or professional development

7. I wanted to have fun
8. I wanted an outlet to relieve stress
9. I wanted to work for political or social change
10. I wanted to learn about people who are different from me
11. I wanted to build and/or maintain friendships
12. I wanted to contribute to campus and/or the broader community
13. I was selected for participation (participation was not open to everyone)
14. Other (Please specify): [TEXT RESPONSE]
15. N/A, I do not participate in leadership programs (ME)

Q5. What is your preferred leadership program delivery method?
1. Virtual - Synchronously (Primarily offered at a designated time)
2. Virtual - Asynchronously (Primarily completed on your own time)
3. In-Person
4. No Preference
5. N/A, I do not participate in leadership programs

Q6: During the past academic year, in which of the following activism related activities have you participated?

(Select all that apply)

1. Boycotts
2. Contacting elected officials (e.g., emails, texting, phone calls)
3. Organizing/Canvassing (e.g., door knocking, assisting with Census efforts)
4. Demonstrations/Marching/Protesting
5. Fundraising/Donating to a cause you care about
6. Signing petitions
7. Exercising your right to vote
8. Encouraging/Helping others to vote
9. Holding conversations with people who hold different viewpoints
10. Volunteering
11. Other (Please specify): [TEXT RESPONSE]
12. None of the above (ME)

Q7: Consider the activities you indicated you participated in above. Which of the following issues or social movements did those efforts address?

(Select all that apply)

1. Education access and reform (e.g., higher education)
2. Environmental causes
3. Housing reform
4. Immigration reform
5. Labor Laws
6. LGBQ issues
7. Racial Issues/Racial Injustice
8. Police Reform
9. Trans & gender non-conforming rights
10. Voting Rights

11. Women's rights
12. Health Care Reform (e.g., mental health, access)
13. Animal Rights
14. Disability awareness
15. Gun Control or Gun Rights
16. Other (Please specify): [TEXT RESPONSE]
17. N/A, I did not participate in any of those types of activities (ME)

MSL2021 Custom Questions | Indiana University-Bloomington

Q151351_Q1: How do you define leadership?

[TEXT RESPONSE]

Q151351_Q2: As a leader working with others what do you bring to the group?

[TEXT RESPONSE]

Q151351_Q3: Where did you learn about leadership and how do you apply it?

[TEXT RESPONSE]

Q151351_Q4: Compared with when you first entered college, how would you now describe your knowledge of people from different races/cultures?

1 Significantly decreased
2 Decreased
3 No change
4 Increased
5 Significantly increased

Q151351_Q5: As a Student Leader, how much of your decision-making is driven by cultural identity?

1 25%
2 50%
3 75%
4 100%
5 None

Q151351_Q6: Select from the following list the THREE areas in which you think you have improved THE MOST since entering college.

(Select all that apply)

1. Learning and Reasoning – Ability to articulate the value and learning of prior experiences, build upon problem solving skills, and make informed situation-based decisions.
2. Self-Awareness and Development – Ability to have a firm understanding of self-reflective practices, core values, and overall sense of self.

3. Group Dynamics – Ability to create effective change, understand the process of group development and organizational behavior, and respond to power dynamics effectively.
4. Civic Responsibility – Ability to understand one's own identity, the similarities and differences of others, the value of serving the community, and social responsibility.
5. Interpersonal Interaction – Ability to motivate, and empower, collaborate with, and build positive relationships with others.
6. Communication – Ability to negotiate conflict, facilitate discussion, and engage in active listening, non-verbal communication, and verbal communication.
7. Strategic Planning – Ability to effectively articulate goals, develop and implement a plan of action, and understand the importance of professional development.
8. Personal Behavior – Ability to take initiative, build upon personal responsibility, practice resiliency and adaptability, and act in an ethical manner.

Q151351_Q7: Select from the following list the THREE areas in which you think you need to continue to develop.

(Select all that apply)

1. Learning and Reasoning – Ability to articulate the value and learning of prior experiences, build upon problem solving skills, and make informed situation-based decisions.
2. Self-Awareness and Development – Ability to have a firm understanding of self-reflective practices, core values, and overall sense of self.
3. Group Dynamics – Ability to create effective change, understand the process of group development and organizational behavior, and respond to power dynamics effectively.
4. Civic Responsibility – Ability to understand one's own identity, the similarities and differences of others, the value of serving the community, and social responsibility.
5. Interpersonal Interaction – Ability to motivate, and empower, collaborate with, and build positive relationships with others.
6. Communication – Ability to negotiate conflict, facilitate discussion, and engage in active listening, non-verbal communication, and verbal communication.
7. Strategic Planning – Ability to effectively articulate goals, develop and implement a plan of action, and understand the importance of professional development.
8. Personal Behavior – Ability to take initiative, build upon personal responsibility, practice resiliency and adaptability, and act in an ethical manner.

Appendix B

Racial Breakdown for Participants at IUB and the BIG10

Race	IUB	BIG10
Race Not Listed	4.28%	4.36%
Multiracial	7.66%	11.16%
Latino/Hispanic	4.47%	4.03%
Asian American	9.98%	16.42%
African American/Black	3.39%	3.40%
Middle Eastern/Northern African	0.53%	0.83%
White/Caucasian	69.70%	59.30%

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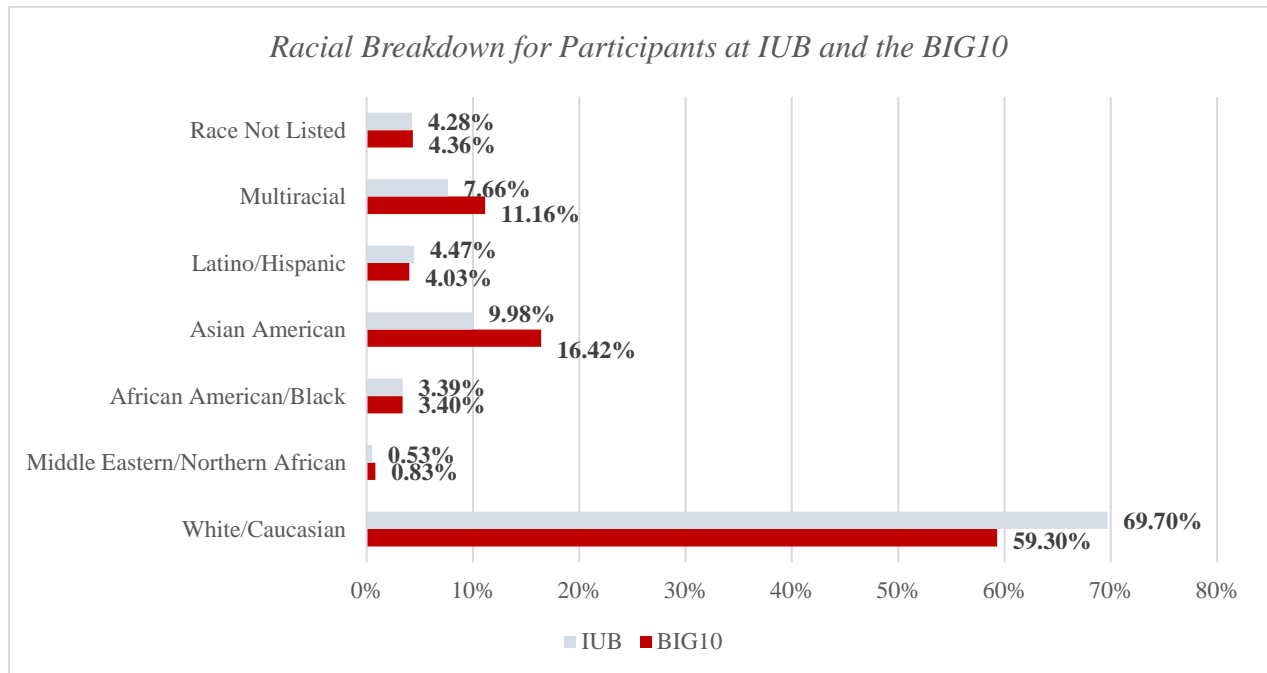
The Journey to a Consensus of Gender-Neutral Language in Spanish: Does -x Really Mark the Spot?

Anna Galvez

Abstract

For several years, linguists and educators alike have been interested in the viability of gender-neutral nouns and pronouns within the Spanish language. This is important for higher education/student affairs professionals because students within these two developmental stages are making meaning of the world around them and how they belong in relation to the meanings they make. If a student is unable to see themselves fit into a space, their growth can be hindered because they may not feel able to explore their own identity in a safe manner. This paper outlines the literature from K-12 research on the use of gender-neutral nouns and pronouns within gendered languages and provides opportunities for educators to consider while they attempt to create inclusive spaces for people who exist beyond the binary within higher education.

Keywords

Gender-inclusive/neutral language, Spanish, Latin American Students

Anna Galvez (she/her) is a first year Master's student in the Indiana University Higher Education and Student Affairs program. Anna earned her Bachelor of Science in Education in Spanish and Educational Studies from Texas Christian University. She currently serves as the Graduate Assistant for the inaugural Indiana University Office of School Partnerships. Additionally, Anna served as a Graduate Intern for Office of Inclusion, Equity, Diversity & Justice at the Jacobs School of Music and the Eskenazi School of Art, Architecture & Design. Prior to her time at IU, Anna worked as a high school Spanish teacher for six years in her home state of Texas. Her teaching experience comes from public and private schools, and has specialized experience in curriculum writing, as well as diversity, equity, and inclusion affairs in a K-12 setting.

As Kilgo (2020) stated in their book, "Institutions of higher education play a critical role in LGBTQ+ (lesbian, gay, bisexual, trans, and queer) student success" (p. 1). They also wrote that for queer and trans students, there are health and academic implications, as well as issues in adjustment to college (Kilgo, 2020). Queer and trans students face issues in higher education such as not being able to use their correct pronouns, lack of housing opportunities, and other manifestations of discrimination (see Kilgo, 2020; Nicolazzo, 2016). Add to this a student's ethnic identity, which in turn, creates an intersectional issue. For queer students of Hispanic descent, this can create a particular challenge in not being able to find a viable way to express their identity within a gender-neutral context.

Etymological and Historical Context of "Latinx"

"Latinx" is a highly debated term that emerged in the last few years and that seeks to be inclusive of all who are from or have ties to Latin American countries. Padilla (2016) states that *Latinx* first emerged in 2004 among "left-leaning and queer communities as a way to promote inclusivity in language" (para. 4, as cited by Salinas & Lozano, 2019). Lozano and colleagues (2021) stated that "the 'x' in Latinx has "disrupted language and cultural norms and created an opportunity to validate and recognize individuals who do not identify within the gender binary" (p. 2). *Latinx* became more commonly used around 2014 and 2015, as it gained popularity on social media (Salinas and Lozano, 2019). Salinas and Lozano (2019) also noted that after 2015, the term was used beyond queer and trans communities. The debate of the term *Latinx* arises when discussing if it is a grammatically appropriate word to use, as *x* is not commonly used in the Spanish language. Salinas (2020) wrote "…it is important to consider how the term *Latinx* might be unpronounceable for some people of Latin American descent…While the term *Latinx* aims to be geographically inclusive of Latin American countries, it might not be gender or linguistically inclusive of all people of Latin American origin and descent" (p. 153). Despite this, *Latinx* is still a commonly used term in various forms of literature, media, and educational spheres. Alternatives to Latinx have been postulated, but currently, most still default to *Latinx* (see Salinas, 2020; Salinas & Lozano, 2021; Torres, 2018; Vidal-Ortiz & Martinez, 2018). One such alternative is Latine, which I will be using in my own writing, but when citing other scholars' work, I use the language that they chose.

Significance of Gender-Neutral Language

Students who identify as lesbian, gay, bisexual, transgender, and queer (LGBTQ+) often highlight the importance of belonging and feeling seen, regardless of their geographical location. Linley and colleagues (2016) found that LGBTQ+ students felt most supported when affirmed by faculty using inclusive language in the classroom. One aspect of this is pronouns.

Pronoun Usage

Johnson, Pietri, Buck, and Daas (2021) investigated whether the inclusion of pronouns in a company's materials signaled to prospective employees that the company was a safe and inclusive environment for LGBTQ+ persons. Johnson et al. (2021) found that even if the company had stated that the inclusion of pronouns was optional, the organization was still deemed a safe space. The authors concluded that the "inclusion of gender pronouns may not only serve as a means to encourage positive organizational attitudes for LGBTQ+ persons, but to foster more positive work-related outcomes" (Johnson et al., 2021, p. 9).

Similarly, Brown and colleagues (2020) interviewed LGBTQ youth across the US to gain insight into the ways that LGBTQ youth conceptualize pronouns. Although this article comes from the medical field, the information that the authors found translates well over to a higher education context, as universities and colleges also offer healthcare services to their students. Within higher education, a similar phenomenon occurs with student records systems. The inclusion of pronouns within student records

systems has positively influenced trans students' well-being and interest in attending a specific university (see Beemyn & Brauer, 2015; Kilgo, 2020; Lange et al., 2021).

Sexual and Gender Identity Development

Student development theories play a large role in the field of student affairs. These theories provide a philosophy for practitioners and administrators to facilitate programs, engage with students, and build curricula (Patton et al., 2016). Theories exist on both sexual and gender identity development. Patton and colleagues (2016) noted that gender identity development does not necessarily only occur during college, but rather is a life-long process that may begin as soon as early childhood. Renn and Reason (2013) highlighted that college students are arriving on campus more frequently having considered or developed their sexual identity.

Early scholarship on gender and sexual identity, however, heavily emphasized a pathological or medical aspect (Patton et al., 2016). In many ways, these models were harmful to many LGBTQ+ people. With the emergence of queer theory – and other critical theories – within the "third-wave" (see Abes et al., 2019; Patton et al., 2016) of student development – an urgency to consider identity as fluid and always changing has become more prevalent. Patton and colleagues (2016) stated:

> whatever combination of fixed and fluid elements contribute to sexual identity, student affairs educators [should] adhere to professional standards that view diverse sexual identities as part of holistic student development and do not support scientifically unproven attempts to "change" someone's sexual orientation or identity" (p. 133).

Considering the fluidity of identity, both K-12 and college educators should be conscious of the spaces and environments they are setting up or creating. How we decide to use language deeply affects our students, and we should make every effort to create as welcoming of a space as possible for all students.

Importance of Gender-Neutral Nouns/Pronouns in Spanish

Students who are trying to make meaning of who they are in relation to the world around them need to feel seen and have a sense of belonging in the spaces they are in, otherwise they will not be able to explore their identities freely and comfortably (Patton et al., 2016). Therefore, it is important for educators, whether in K-12 or higher education, to be aware of the intersectional issue this presents to students who are of Latin American origin and are amid their sexual identity development journey. The Spanish language – like many other languages – is a gendered language based on two pronouns: *él* and *ella*.

In the last several years, a debate has emerged on how to include gender-neutral options within a gendered language. Some examples were using "x" or "e" as a gender-neutral alternative ending for nouns and pronouns. Many pronouns and nouns use 'e/es' as opposed to the masculine 'o/os' or feminine 'a/as' endings, such as '*excelente'* or '*excelentes'* (excellent). In this example, anyone, regardless of gender, can use the word and still be grammatically correct. While earlier *Latinx* was introduced, some argue that *Latine* is more linguistically appropriate, given how the use of 'e' already is common in Spanish. From my background in linguistics and teaching in a K-12 classroom, I have personally chosen to use *Latine* when possible, as opposed to *Latinx*. As mentioned in a previous section, *Latinx* can linguistically exclude Latin Americans due to pronunciation, and some scholars argue that *Latinx* is further colonization of the Spanish language (see de León, 2018; Mochkofsky, 2020).

Conceptual Framework

I used two models to make recommendations and analyze the literature with: Yosso's (2005) Community Cultural Wealth Model and Dillon and colleagues' (2011) Unifying Model of Sexual Identity Development. Yosso (2005) described *linguistic capital* as one of the factors of wealth that a student holds. Yosso (2005) stated that "linguistic capital includes the intellectual and social skills attained through communication experiences in more than one language and/or style (See Faulstich Orellana,

2003)" (p. 78). With this, we can see the importance of language to people with Hispanic heritage, and thus, the importance and urgency of why students that come from this background must be able to see themselves within their mother language. The level of disconnect that a student can have from their culture and being unable to express their gender can cause significant stress.

Dillon and colleagues' (2011) Unifying Model of Sexual Identity Development helps frame what a queer Latine students' collegiate experiences may be like as they are placed in an environment that may allow them, for the first time, to explore their sexuality. From my own Mexican American heritage, it is common for many Latine families to group up in a very patriarchal household with strict gender roles that are perpetuated by *machismo*. With this foundation in mind, many students could be in a diffusion state until they can leave home for the first time. A student's undergraduate experience might allow them to move into active exploration if that is what they desire. Their experiences during this stage can also lead them to wonder what being queer looks like as a Latine and create the desire to find gender-neutral verbiage that helps express their identity.

Methods

The literature that I have found and read comes from different fields, such as sociology, linguistics, medicine, and others. These texts also even come from different countries. With this information, I was able to see if and how other languages have confronted this issue, and if so, how that confrontation was approached, and what the viability of the new language being used was. I was also able to further explore and understand the word *Latinx* and if it would be a viable option from an etymological perspective, in addition to finding out if it would be an accurate representation of the language.

Inclusion and Exclusion Criteria

For this literature review, I used Google Scholar, as well as databases available to me through my university's online library platform. I looked for articles regarding gender-neutral language, the word *Latinx*, as well as using articles that I have read for different classes in my higher education and student affairs program. All the articles I read and reviewed were peer-reviewed journal articles or student dissertations/theses that were written and published through their respective institutions. As mentioned before, I used literature from a wide variety of subjects, including education, medicine, sociology, and linguistics. I also used several theses that were published by undergraduate students that discussed the importance of gender-neutral language in K-12 Spanish classrooms.

Positionality

First and foremost, I find it imperative to note that I identify as a cisgender woman and use gendered pronouns. I have not had any experiences of being misgendered like transgender students may have had. The urgency I felt in delving into this topic stems from my time as a high school Spanish teacher and seeing the need to address this topic arise among my students. As a Texas certified Spanish teacher, I also have the necessary background and education to look at the etymological perspectives that authors provide in their articles and literature. During my time as a teacher, I attended various foreign language teaching conferences, as well as presented at one, and during these conferences, I was able to learn about the different debates that are occurring in the Spanish teaching field regarding the term *Latinx* and about finding gender-neutral nouns/pronouns for students to use. From my own experience growing up in a Mexican American household, I have seen how gendered words can impact a person's identity from a young age. For example, it is common to receive a nickname or pet name from your family that stems from a physical trait. In my family, we called my younger sister (who had curly hair growing up) *china* (curly-haired girl) so often that it basically became her actual name, that is, until her curls never came back after a haircut. Regardless of whichever nickname is given, almost all adjectives end with an *a* or an *o*, which limit a person to only female or male respectively.

Findings

During my synthesis of the limited existing literature, I found two main themes: the urgent need for gender-neutral language and the uncertainty on how to proceed with this issue. By adapting Dillon et al.'s (2011) Unifying Model of Sexual Identity Development to represent a student's gender expression exploration, I was able to explore the implications of a student not being able to find language that fit their aforementioned expression. Kilgo (2020) wrote, "Sex, unlike gender, corresponds to the biological identity a person has, including their chromosomes (Patton et al., 2016; Stryker, 2008)" (p.2). With this foundation set and the awareness of using a sexual identity development model to apply to gender or gender expression, it was evident that Dillon et al.'s (2011) model could be flexible in adapting it for the purpose of this paper. As mentioned earlier in the Conceptual Framework section, a student could vacillate between 'active exploration' and 'diffusion' states when exploring their gender or gender expression. Even if a student arrives at the 'deepening & commitment stage,' a student could go back to 'active exploration' state again as many times as needed. The following paragraphs further explain the two themes.

Urgency for Gender Neutral Nouns and Pronouns

Although peer-reviewed articles have yet to be written on this specific topic, many theses have been written about gender-inclusive nouns and pronouns in Spanish in the last two years. Based on the various sources I read, all scholars were in agreeance that there is a high need for gender-neutral nouns and pronouns in the Spanish language (see Baros, 2021; Davis, 2020; Salinas, 2020; Sherer, 2020; Villa, 2021). Although Dillon and colleagues' (2011) Unifying Model of Sexual Identity Development is based on sexual identity exploration, one can apply the *active exploration* stage to a student attempting to figure out how to best express their gender. Dillon et al. (2011) stated that the *active exploration* stage is "purposeful exploration, evaluation, or experimentation of one's sexual needs, values, orientation and/or preferences for activities, partner characteristics, or modes of sexual expression" (p. 660). Based on this information, queer students who are of Latin-American descent, speak Spanish, and find themselves in the active exploration stage may feel alienated and distant from their culture, given that during their journey to determine their needs, they may not be able to find pronouns that fit them and how they choose to express their gender. Moser (2016) wrote "the value of GNPs (gender neutral pronouns) should not be underestimated. In the same way that Mr. and Ms. do not imply the marital status of an individual, these pronouns would not imply the gender of the individual" (p. 1).

Uncertainty in How to Proceed

The second issue I found through my synthesis was given a consensus in how to proceed with addressing neutrality in a gendered language. Given the fact that the "original" gender-neutral ending in Spanish (-x) barely surfaced in the last five to seven years, scholars like Villa (2021) are still trying to determine which ending would best fit the Spanish language (see Davis, 2020; Salinas, 2020, 2021; Salinas & Lozano, 2021; Sherer, 2020; Torres, 2018). For example, Salinas and Lozano (2021) suggested an alternative to -x. They recommended the term "Latin*" much like trans* is used by some in the queer and trans communities. Salinas (2020) wrote that Latin* can be defined as "an all-inclusive term that considers the fluidity of social identities. *Latin** is not a gender identity in itself, but rather creates a space that encompasses gender fluidity and identity labels that already exist, as well as those that have yet to be included in the mainstream vocabulary" (as cited by Salinas, 2021, p. 252). Salinas and Lozano (2021) argued that *Latin** can encompass terms like 'Latin American,' 'Latina/o/x,' 'Latiné,' and others that are not as well known (p. 253).

Discussion and Implications

Throughout all my research, the importance to acknowledge the issue of finding a solid gender-inclusive noun/pronoun option in Spanish is still being debated by scholars in various fields. Many agree with the urgency of finding this language, but due to debates such as whether the -x is an example of further colonizing the Spanish language, a concrete consensus has not provided us a definite answer at this point, but rather offers many possibilities for students to choose from. This research matters because of the risk that a lack of seeing themselves in their home language can hinder identity development in students. Relevant higher education and in foreign language teaching circles, many of these discussions can be found on social media and beginning to be published in theses.

When looking for recommendations, many of the ideas I had lined up with those of Villa (2021) in their thesis. This thesis was important to this paper because it was written to "evaluate a gender-inclusive Spanish language curriculum developed for 3rd-5th grade Spanish classes" (p. iii). Based on Villa's (2021) recommendations, I have adapted some of them to fit a higher education institution.

Institutional Change

A collaboration with all faculty and their institution's student counseling and/or mental health centers is crucial. This partnership can help ensure that the socio-emotional needs of *Latiné* students are being looked after and validated. While such relationships may already exist at universities and institutions, all faculty and staff alike must ensure that they are cognizant of and use neutral language to honor students' gender expressions. Failure to do so could cause students to be less likely to seek out medical and mental health services when they need them (Brown et al., 2020).

Faculty and Classroom

Faculty and staff alike that are working with this demographic of students should ensure that they are aware of Spanish's gendered language conventions and honor the lived experiences of students. Collaboration with language and/or linguistics department to ensure that faculty members are up to date with the changes and nuances in the language and said faculty members must acknowledge the fact that the Spanish language is inherently flawed, and changes must be made, rather than telling students that nothing can be changed (Villa, 2020). An exploratory unit could be created for students to see how the Spanish language works. Such a course could be a supplemental activity or unit in affinity group spaces, or as an introductory course for students pursuing a Spanish major or minor.

Conclusion

It is evident that higher education professionals must make a concerted effort to keep up to date with the changes in language that seek to promote inclusivity. The research that has been conducted and theories that have been postulated regarding LGBT+ students has shown higher education faculty and staff that students yearn to be seen and met where they are, rather than being forced to fit the heteronormative structures that are deemed "normal." This becomes even more crucial when we add intersecting identities into the mix, further exacerbating the need for queer students of color to find a sense of belonging in their institution. Sadly, there is still no true consensus as to what the most appropriate term is, as it is still up to the preference of a student and what they feel best fits them. Through the literature that was reviewed for this article, it is to be noted that the issue of not having gender-neutral or inclusive language and verbiage is not specific to Spanish (Gustafsson Sendén et al., 2015). However, as mentioned in earlier sections, the lack of gender-neutral and inclusive language can affect or hinder Spanish-speaking Latin American students' gender identity development. As Salinas and Lozano (2021) stated, "within the realm of diversity and inclusion work, language is an important component. Language determines the humanization we attach to our work of social justice issues and serves as a way to include others if used with inclusion in mind" (p. 261). Places in which room for change exists can be found on institutions' websites when they use 'Latina/Latino' instead of a gender-neutral or inclusive substitute. This can alienate future or current students from feeling a part of a

specific institution. For this reason, it is imperative that scholars continue to conduct research on this topic. Higher education institutions and scholars must not remain complacent, and instead, seek out answers and consensus, as the well-being of Spanish-speaking queer students of Latin American descent is on the line.

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Offering Quarantine Residence Hall Housing During the COVID-19 Pandemic

Jordan Salinsky

Abstract

This paper examines whether higher education institutions should offer quarantine and isolation housing for students who are infected with COVID-19 or are in close contact with individuals who have COVID-19. While the quarantine and isolation guidelines have changed greatly since higher education institutions in the United States first grappled with the impacts of COVID-19 in early 2020 due to the emergence of vaccines and variants, the author concludes that offering quarantine and isolation on-campus housing is beneficial for the health of campuses and surrounding communities

Keywords

COVID-19, quarantine and isolation housing

Jordan Salinsky graduated from the University of Wisconsin-Madison in 2018 with a BS in Community and Environmental Sociology and Environmental Studies and from Indiana University Bloomington in 2021 with a M.S.Ed in Higher Education and Student Affairs and a Certificate in College Pedagogy. Jordan has served as a Graduate Supervisor for Residential Programs and Services and held additional roles with the Office of Sorority and Fraternity Life, University Division, and the Luddy School of Informatics, Computing, and Engineering. Their research interests include first-generation professional student support, Jewish student development, and assets-based approaches for working with LGBTQ+ students. Jordan is excited to continue supporting students holistically as they transition to working as an Academic Advisor for the College of Arts and Sciences at the University of Cincinnati.

First seen in China in December 2019, the SARS-CoV-2 novel coronavirus outbreak, colloquially known as COVID-19, became a threat to colleges and universities across the United States in March 2020 when community-based transmission cases emerged (American College Health Association COVID-19 Task Force, 2020). By March 13, 2020, hundreds of United States colleges and universities announced plans to move courses online and to close on-campus housing for the Spring 2020 semester (Foresman, 2020). During summer 2020, college and university administrators grappled with decisions whether to reopen campuses for in-person learning and to reopen campus housing for fall while COVID-19 cases continued rising and the death tolls reached over 900,000 in the United States as of February 2022 (Centers for Disease Control and Prevention, 2022). With rapidly changing COVID-19 legislation and an increased transmission rate among traditional college-aged students (18-24), campus administrators had to decide whether to provide quarantine and isolation housing for students. Quarantine is defined as "the separation of people who may have been exposed to a disease to limit the spread of the disease and monitor symptoms", whereas isolation is defined as "the separation of people diagnosed with the disease" (Webster et al., 2020). An analysis of why colleges and universities should or should not provide on-campus quarantine housing for students will be followed by a conclusion taking a stance on this issue.

Providing on-campus quarantine housing can assist with mitigation efforts for institutions offering on-campus housing during the COVID-19 pandemic. Webster et al. (2020) outlines factors associated with increased adherence to quarantine procedures, including clear knowledge about the disease and procedures, an understanding of the perceived benefits of quarantine and risk of disease, and social norms that view quarantine favorably. When colleges and universities set clear expectations and provide clear communication for quarantine housing, under a somewhat controlled environment on-campus, students may be more likely to comply with quarantine guidelines. Thus, this may reduce the transmission risk for others in the community, further aiding in why universities should provide on-campus quarantine housing (Mihaly & Bikales, 2020). On-campus quarantine housing can also ensure that services and support are offered to students exposed to COVID-19. Students potentially exposed to COVID-19 may need access to quarantine housing if on-campus housing is their only option for quarantining for reasons including homelessness, aging out of foster care, having sick or high-risk family members, or the infeasibility of traveling out-of-state or internationally (Baumann, 2020). Students who may not have internet if required to quarantine at an off-campus location would have consistent internet access in on-campus quarantine housing, thus aiding in students' academic success (Baumann, 2020; Reynolds, 2020).

The feasibility of operations and concerns about students' mental wellbeing while in quarantine are main reasons to not provide on-campus quarantine housing for students. While quarantine and isolation guidelines from the Centers for Disease Control and Prevention (CDC) have continuously changed since March 2020, 27 states and the District of Columbia mandated fourteen-day quarantines for students arriving to campuses from other states considered high transmission risk between March and August 2020. Thus, with the influx of out-of-state students coming to campuses, providing services including meal delivery, laundry, and single rooms at a comparable cost to traditional operations to a significant portion of on-campus students quarantining for two weeks may have been a financial burden to institutions (Closson, 2020). Furthermore, quarantine is associated with adverse psychological effects: post-traumatic stress symptoms, confusion, anger, anxiety, insomnia, and stigmatization. Thus, not providing on-campus quarantine housing could be a way to reduce student care concerns when colleges and universities are already experiencing high numbers of students with mental health challenges (Brooks et al. 2020). In on-campus quarantine housing, students may experience fear of infecting others and fear of their own physical wellbeing, frustration, and boredom due to the loss of a routine and confinement, and depressed moods due to quarantining (Brooks et al., 2020). After being released from on-campus quarantine housing, students may experience stressors caused by others' avoidance of them and loss of income, which can impact students' wellbeing for longer than the duration of quarantine. These adverse impacts can further limit the capacity of colleges to continue providing support services to students.

While providing quarantine housing may provide campus housing and residential life departments with additional operational, financial, and student support challenges, providing on-campus

quarantine housing for students is a necessity if opening on-campus housing during the ongoing COVID-19 pandemic. On-campus quarantine housing can ensure that students comply with quarantine guidelines and can provide services to students who may not have access to services for academic success if required to quarantine off-campus. While there are concerns about students' mental health during and post-quarantine, those administering on-campus quarantine housing can help to care for students' well-being by encouraging students to stay connected with others virtually, by providing adequate supplies to meet students' basic needs, and by providing clear and consistent communication about the guidelines and duration of quarantining (Brooks et al., 2020).

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Advocating for First-Generation Initiatives at Indiana University - Bloomington

Alexis Dilg, Daniella Maria Feijoo, Mackenzie Kirsch, & Rachel Rabenstine

Abstract

The National Association of Student Personnel Administrators (NASPA) defines first-generation college students as students "whose parents did not complete a 4-year college or university degree" (2020). According to the Center for First-Generation Student Success (2020), 56% of undergraduate students in the 2015-16 academic year had parents without college degrees. This population has drastically grown in the past few years, yet their road to success has not gotten any easier. First-generation college students are more likely to be Students of Color, come from low-income families, and rely upon grants, scholarships, and loans to afford college (Gibbons et al., 2016). The support for these students is critical in their transition to college, and must continue throughout their collegiate career to ensure they receive equitable resources and opportunities, especially since one of the most prominent issues this population faces is retention (Thompson & Parry 2018). In order to create a more supportive and equitable environment for first-generation students at Indiana University Bloomington (IUB), we believe that the creation of a First-Generation Center or Office would further enhance the scholarships and programming currently available for these students on campus.

Keywords

First-Generation College Student (FGCS), Cultural capital, Culturally Engaging Campus Environments (CECE) Model, Community Cultural Wealth Model

Alexis Dilg (she/her) is a 2022 graduate of Indiana University's M.S.Ed. in Higher Education and Student Affairs and an alumna of Southeast Missouri State University. Throughout her time at Indiana University, she served as a Graduate Supervisor for Residential Programs and Services, a Graduate Intern for the Office of First Year Experience Programs, a Graduate Intern for the Office of Admissions, and as an alumnae advisor for a Greek-lettered organization, Alpha Chi Omega. The combination of her work experiences and academic studies have increased her passion for enhancing the college student experience through data informed research. This passion aided her in this research study and is a practice she plans to bring to future professional work and research to continue to improve the inclusivity of the college experience for all students.

Daniella Maria Feijoo (she/her) is a 2022 M.S.Ed. graduate of the Indiana University Higher Education and Student Affairs Program and is an alumna of Wake Forest University where she studied Politics and International Affairs and Spanish. Throughout her master's program, she served as the Graduate Advisor for Community Engagement in the Student Involvement and Leadership Center and completed a practicum with the IU School of Medicine's Service Learning Team. As a proud first-generation student,

she is dedicated to supporting and mentoring historically underrepresented students through culturally relevant and culturally responsive programming, strategic planning, and services.

Mackenzie Kirsch (she/her) is a 2022 M.S.Ed. graduate of Indiana University's Higher Education and Student Affairs program and is a proud alumna of Penn State University. Mackenzie was a Graduate Advisor for Student Organizations in the Student Involvement and Leadership Center throughout her master's program and held a practicum and internship with the Indiana University Foundation. Prior to attending Indiana University, Mackenzie served as a regional admissions counselor in New York City, which highlighted the pervasive inequalities for students when it come to college access, especially for first-generation students. Mackenzie strives to create more equitable environments for students from the first college application they submit to their final walk across the stage at graduation.

Rachel Rabenstine (she/her) is a 2022 M.S.Ed. graduate of Indiana University's Higher Education and Student Affairs program and an alumna of the University of Arizona. Rachel was a Student Success Advisor for STEM students at IUPUI while she completed her graduate studies. In addition to that, she worked as a graduate intern for the Student Involvement and Leadership Center's Leadership Programs. One of her primary interest areas in research and study focuses on first-generation college students and increasing their access and navigational capital in collegial environments.Throughout her studies as a researcher, Rachel has always had an interest in understanding the student experience and using those findings to create spaces for them to learn and grow.

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Advocating for First-Generation Initiatives at Indiana University Bloomington

A student identifying as first-generation can take on many definitions. Some institutions define first-generation college students (FGCS) as someone whose parents never attended a single college class. In contrast, others define FGCS as someone whose parents did not receive a baccalaureate degree. Regardless of the definition, all FGCS navigate similar challenges and obstacles of retention, financial well-being, and limited cultural capital compared to continuing generation students. For this report, we define FGCS as students whose parents did not receive a four-year degree (NASPA, 2020a). Although there is ample research on the challenges of being an FGCS, there is little recognition of the successes and positive attributes that FGCS bring to a college campus. The story is no different at Indiana University Bloomington (IUB). Scholarship programs that support and benefit FGCS exist at IUB, however, the institution is missing a space that captures all FGCS and provides holistic support and resources for these students throughout their four years. This space is needed to provide critical support for FGCS. We propose that IUB creates an Office for First-Generation Students within five to ten years to address this need. A Director would lead this office for First-Generation Initiatives under the purview of the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA). This new position and office will not only provide holistic, easier-to-access resources and support for FGCS; it will also foster a culture of celebration, inclusion, and value of FGCS on IUB's campus.

Literature Review

The population of FGCS has grown dramatically across the nation. In the last 20 years, the portion of FGCS on college campuses has risen from 34% to 56% (Pascarella et al., 2004; RTI International, 2019a). With the continued growth of this student population, many institutions have begun to create new positions and establish new spaces on campus dedicated to supporting FGCS, and for a good reason (Piper, 2018). Extensive research shows that FGCS face more significant challenges in accessing higher education, succeeding academically once they enroll, and ultimately completing their degree than their continuing generation peers (Cataldi et al., 2018).

The demographics of FGCS can vary in regard to race, income level, and age, but students of Color are much more likely to identify as first-generation (Postsecondary National Policy Institute, 2021). While 25% of White and Asian American students identify as first- generation, that portion increases drastically to 41% and 61% for Black and Latinx students, respectively. FGCS are also more likely to come from a low-income background. This income level requires many FGCS to maintain a part-time job while in college. According to RTI International (2019b), 66% of FGCS work a part-time job for an average of 20 hours per week, compared to 61% and an average of 12 hours a week among continuing generation students. In addition to this, FGCS are taking out increasingly more loans to attend college than they were just 10 years ago (Postsecondary National Policy Institute, 2021). This financial strain puts additional pressure on FGCS. It requires students to dedicate substantial portions of their time to their part-time jobs rather than focus on their studies or extracurricular activities.

FGCS also enter their undergraduate careers with unique forms of cultural capital. We define cultural capital as a familiarity with the dominant culture within a society based on a person's social class (Bourdieu, 1986). This unique cultural capital translates into FGCS being potentially unfamiliar with the distinguishing language on a college campus, such as office hours, syllabi, and the bursar office. Regardless of how well-prepared an FGCS is academically, this knowledge gap can create significant barriers to a student's success. Some institutions have created terminology handbooks or easy-to-access websites that explain these counterintuitive terms, but none of this is solving the root of the problem (Jarvis, 2019). Instead, it reinforces the idea that students must come to college with prior knowledge to be successful.

With these additional challenges FGCS are faced with, it is not surprising that they also face barriers to persistence and retention. Regarding retention, 27% of FGCS complete their baccalaureate degree in four years, compared to 42% of continuing generation students (DeAngelo et al., 2011). Perhaps more telling about FGCS persistence is the 33% of students who leave their institutions and never return. Within six years, FGCS are still behind with 50% of students completing their degree compared to 64% among their peers. Based on a longitudinal study, only 48% of FGCS stayed on track to receive a degree from their original institution, or similar rigor-level institution, compared to 67% of continuing generation students (Cataldi et al., 2017). Every institution confronts challenges to graduating FGCS at the same rate as continuing generation students. However, one of the most significant disparities between these two student populations is found at public universities. Unfortunately, IUB is not an exception to this problem.

First Generation Experience at Indiana University-Bloomington

Based on the 2018 enrollment overview at IUB, 11% of IUB's incoming class identified as FGCS (Office of Enrollment Management, 2018). Many of these students, although not all, are part of the Groups Scholars Program and/or the 21st Century Scholars. The Groups Scholars Program was established to increase college attendance among first-generation and low-income students and provides additional support through a summer bridge program, academic advising, tutoring, and activities to promote academic success (Groups Scholars Program, 2021). Pre-designated recommenders must recommend students to be eligible for the program. The 21st Century Scholars program is similar but focuses more on low- and middle-income students and begins in seventh or eighth grade (21st Century Scholars Program, 2021). While both of these programs provide essential support for FGCS, neither offers consistent programming specific to this population. They are not programs dedicated exclusively to FGCS, nor do they capture every FGCS on IUB's campus.

Before examining the FGCS experience at IUB, it was first essential to learn more about the FGCS experience at an institution that appeared to be excelling at supporting FGCS. This led to a discussion with Sarah Collins, a staff member at Indiana University-Purdue University Indianapolis's (IUPUI) 21st Century Scholars program, hoping to learn more about the program. We connected with Sarah because of the close personal relationship a team member shared with her and felt she would give us an honest perspective on the FGCS experience at IUPUI. Based on IUPUI's website, it appears they have robust, celebratory resources for FGCS, not just those in the 21st Century Scholars program. However, the conversation with Sarah revealed that IUPUI struggles with limited financial and personnel resources to dedicate the necessary support for FGCS (S. Collins, personal communication, February 22, 2021). Furthermore, she emphasized how FGCSs engage with 21st Century Scholars and IUPUI as a whole at varying levels, making it hard to reach and support those students who are more removed from campus life.

Discussions with a current Groups Scholars student and an alumnus of the program shed light on the campus environment for FGCS at IUB and the disparity in experiences. James Dobbin, a current junior in Groups Scholars who identifies as a Black, first-generation man, painted his experience with the program as a helpful and supportive community, but at times overwhelming (J. Dobbin, personal communication, March 4, 2021). James greatly benefitted from the summer bridge program, even though he said it was incredibly time-consuming and burdensome at points. The bridge program prepared him for the intensive collegiate academics and the culture on IUB's campus. It also gave him an outlet to make friends and form his community on campus, with which he has remained close throughout his three years. However, James mentioned throughout the interview that he and his friends viewed the Groups Scholars program as only being a one-year commitment. He took advantage of the resources, advising, and support as a first-year student but felt the program "set him free" into the rest of the campus community after his first year. Despite the resources dedicated to supporting James, he felt like he was learning on his own at IUB and had a hard time identifying a time when he felt celebrated as an FGCS.

Cory Flynn, an alumnus of the Groups Scholars program, had a significantly different experience. Cory, a Black, first-generation man who was a recent graduate from IUB, was heavily involved in the Groups Scholars program throughout his four years, including being an ambassador and peer mentor (C. Flynn, personal communication, March 14, 2021). Cory admitted it would have been near impossible to navigate IUB without the help of the Groups Scholars program and that "nothing could recreate the emotional support the Groups program provided." Cory's undergraduate experience was clearly transformed for the better because of the Groups Scholars program, but he did highlight a practice within the program that deserves to be reviewed. The summer bridge program was essentially a conditional admission for students. No Groups Scholar received admission to IUB through the university; instead, they received admission to the Groups Scholars program. Before students are officially admitted to the institution, they must complete the Groups summer bridge program and pass the two classes that are part of the summer program. Without successful completion of this, students do not receive admission to IUB. Not only did this create additional pressure on students during a time of transition and acclimation to an entirely different environment, but it also made students feel undervalued. Cory and his friends felt as though they were not good enough for the institution, forcing them to prove they were worthy of an official admission.

Another observation we gleaned within the Groups Scholars program came from the disconnect between its staff and students. Steven Erikson, a senior staff member in IUB's Groups Scholars program, emphasized the program's robust, comprehensive four-year plan that kept students engaged and on track to graduate (S. Erikson, personal communication, February 24, 2021). Based on James' experience, it is evident that this plan does not reach all students for the duration of their time at IUB. Additionally, Steven recognized that the Groups Scholars program does not capture all FGCS on campus; however, he was confident that FGCS would still know about the Groups Scholars program through word of mouth and reach out to the office for support. When James and Cory were asked about this, neither of them knew of any students who would actively reach out to a scholarship office that they were not a part of.

James, Cory, and all FGCS deserve to be celebrated and offered holistic, proactive support, not passive resources that are available if students come looking. Creating a Director of First-Generation Initiatives and eventual Office of First-Generation Students will provide dedicated, intentional support for all FGCS at IUB. Additionally, these resources will give students counter spaces, which are settings that promote positive self-concepts of marginalized individuals, rather than deficit-oriented narratives, to reinforce they are valued at the university and deserve to be celebrated (Case & Hunter, 2012). This new practice will make IUB one step closer to providing equity for all students, not just equality.

Overview of Practice and Theoretical Underpinnings

Our promising practice consists of the creation of a new position titled the Director of First-Generation Initiatives on IUB's campus. The Groups Scholars and 21st Century Scholars programs would fall under this Director to help streamline resources for FGCS and begin to break down silos at the institution. While this is just a start, our vision is that in five to ten years, this single Director will grow into a comprehensive First-Generation Office that would provide physical space and representation for this student population on campus. It would also be the home to many resources these students most frequently need, such as advising, bursar information, peer mentoring, student leadership opportunities, and career development.

The Director will advise the undergraduate and graduate first-generation advisory boards, as well as create and monitor the First-Generation at IUB webpage. The webpage will include curated content such as testimonials and advice from current FGCS, alumni, faculty, and staff. The First-Generation Office will plan and implement signature events such as the annual First-Generation Graduation ceremony, First-Generation Student Day on November 8th, and the First-Generation College Student Week. We plan to market this webpage to FGCS and advocates through a comprehensive digital marketing campaign through collaboration with Residential Programs and Services, the Office of First-Year Experience, the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA), the Office of Scholarships, the Office of Admissions, the Center of Excellence for Women

in Technology, and both the Career Development Center and Engaged Learning branches through the Office of the Vice Provost for Undergraduate Education during the fall and spring semester each year.

One of the benefits of creating a Director and a First-Generation Office at IUB is that this practice creates student leadership opportunities for first-generation sophomores, juniors, and seniors geared towards helping first-generation first-years navigate the college experience. IUB currently provides mentoring programs such as the Faculty and Staff for Student Excellence Mentoring Program (FASE). FASE "pairs first-year students with upper-class peer mentors as a way to help students make a successful academic and social transition from their home environments to a college campus" (FASE Mentoring Services & Leadership Development, 2021). This program, however, is not a specialized resource for FGCS, which presents challenges with visibility and cultural validation at IUB. Offering peer mentoring opportunities specific to FGCS provides more specialized, culturally validating academic and career coaching spaces, leading to the long-term goal of the First-Generation Office to serve as the "home for support" for FGCS navigating higher education institutions.

This promising practice inherently helps create a culturally engaging campus, per Museus' (2014) work. While Museus' focused primarily on creating culturally engaging campuses for individuals with different racial identities, we argue that this model could be applied to FGCS as well. Namely, this practice focuses on Museus' suggestions of improving cultural relevance and cultural responsiveness on IUB's campus, as it appears that there is a significant lack of overall representation of the FGCS population on campus, despite the fact that other services may address their needs. Our goal with this practice would be to focus on developing IUB's campus into a space that is culturally engaging with regard to FGCS. The primary indicators that we want to improve on IUB's campus through this practice include proactive philosophies, collectivist cultural orientations, holistic support, cross-cultural engagement, and cultural validation.

In terms of a proactive philosophy with this office, Musesus (2014) defined this as the idea that faculty and staff can do more than support students in a reactive way, which has largely been considered a flaw of higher education leaders (Gardner, 2020). For this office, the primary goal is to create a space where information is disseminated quickly and available to FGCS prior to when issues may arise. While we cannot ensure that every FGCS will engage with our office, we know that this office will serve as a place where students who are not captured by other programs, such as 21st Century Scholars and Groups Scholars, will have support. In addition, we want this position to communicate the university's commitment to these students, because many similar four-year institutions do not have a point of reference for first-generation initiatives. For example, "of surveyed institutions, only 50% have identified a "point-person" to lead first-generation initiatives" (Whitley et al., 2018, p. 9). The creation of a Director and a First-Generation Office will therefore allow for broader outreach for this diverse student population.

Through the interviews we conducted with Groups Scholars and 21st Century Scholars staff and students, a common theme that arose is that their programs do not capture every FGCS at IUB and IUPUI. Therefore, students have vastly different experiences, utilize resources differently, and have different levels of support. Incorporating this promising practice creates a culture of community and collective support both academically and socially at IUB. The collectivist orientations CECE indicator emphasizes mutual success and uplifting and empowering peers' achievements (Museus, 2014). This transformative practice will contribute to this indicator because these strategies will celebrate the FGCS identity through signature programs and events, as well as highlight the unique skills and facets of capital that FGCS bring to the campus community. In addition, it will address the CECE indicator of holistic support, which can be defined as having at least one staff member on campus that can support students (Museus, 2014). By creating this network, the Director would engage with the students who would otherwise not have that support, and continue to build connections with students who may get support from other avenues.

We envision that as a part of this promising practice, the Director will become a liaison with cultural centers on IUB's campus in order to once again break down those decentralized functional silos. This also looks like creating onboarding training sessions for faculty and staff to learn more in-depth about the FGCS experience and how to best provide support and guidance to this diverse student

population. In this way, this position may build on the CECE indicator of cross-cultural engagement, as it would interact with the many intersectional identities that FGCS hold. Moreover, this network of professionals on campus can collaborate to disentangle the many layered issues that these students may encounter.

Lastly, one of the other areas that we hope to bolster within the CECE model through the creation of this office is cultural validation for FGCS. To validate students, IUB must be able to communicate that these students are valued and heard. This is not just hearing their voices, but also validating their experiences and identities as a group. Creating an office like this validates the idea that FGCS belong on IUB's campus. Moreover, this office has the potential to grow into a space where students can further understand what it means to be a FGCS and discuss unique issues with administrators.

Utilizing Yosso's 2005 Community Cultural Wealth Model as a framework, navigational, aspirational, resistant, social, linguistic, and familial capital are present in this promising practice (Patton et al., 2016, p.254). Yosso's model provides supporting evidence for the creation of a Director and an Office specifically focused on first-generation students, faculty, and staff in order to create an asset-based, celebratory environment for this diverse student population. Yosso's model positions FGCS as integral to the mission and success of IUB in fostering diverse communities and empowers these students to be confident in their contributions to the classroom and extracurricular experiences, although the institution is built for wealthy, privileged students. The Community Cultural Wealth Model also incorporates values of family and community into the student experience, highlighting a sense of belonging and appreciating the strengths and knowledge FGCS bring to the college campus.

The First Scholars Integrated Framework, an initiative created by NASPA and the Suder Foundation in 2017, also provides guidelines and benchmarks for creating first-generation programs and initiatives, emphasizing the asset-based philosophy (First Scholars, 2020). According to the First Scholars Insight Tool Guidebook, "asset-based recognizes and builds on a combination of the human, social, and physical capital that is a by-product of one's lived experience. Acknowledging and building upon what people value most and the skills, knowledge, connections, and potential inherent in each unique individual" (First Scholars, 2020, p.4). Highlighting these components of FGCS' experiences will better equip staff, faculty, and administrators at IUB to create, implement, and re-assess existing programs and support services in order to reduce barriers to success for this diverse student population through knowledge acquisition and first-hand stories from their perspectives.

Another integral piece of the First Scholars Integrated Framework is the notion of comprehensive communications, or the "reframing includes communication from pre-matriculation through post-completion for students, as well as broader internal and external stakeholders and the multitude of ways in which communication occurs" (First Scholars, 2020, p.3). Creating a Director and a First-Generation Office will aid in cultivating more centralized programming and marketing efforts to support all FGCS. This visibility that will be created through a registry of faculty, staff, and peer advocates for FGCS, as well as a more long-term goal of creating an Implementation Team will cultivate sustainable efforts across the institution, while giving first-generation initiatives a home.

After investigating peer institutions across the country, we recognized the importance of and salience of the FGCS identity and the need for more specialized support services for this population of students. Examining University of Iowa's First-Generation Forward Plan provided great insight into the types of programs and initiatives that other Big Ten institutions are implementing. For example, "Establish a centralized network of support and messaging for first-generation students" and "Better identification methods for first-generation students in institutional academic systems (1stGen@Iowa)" are components of the University of Iowa's First-Generation Forward Plan (Current Initiatives and Programs, 2021, para.5). Both centralized messaging and sustainable academic support systems are emphasized in this plan, encouraging proactive cooperation and collaboration between faculty, staff, and administrators. Similar action steps could be successful at IUB taking into consideration how FGCS go about conducting undergraduate research and discovering opportunities to connect with fellow FGCS at the institution to celebrate that component of their identity. Leveraging capacity-building efforts of faculty and staff at IUB is critical to the success of our promising practice. "Because many faculty and staff personally identify as

first-generation, there is support for institutional commitments and a desire to be more actively involved" (Whitley et al., 2018, p.74).

First-generation college students hold diverse social identities such as racial and ethnic backgrounds. As FGCS are not a monolith, intersectionality is key to examining the unique perspectives and pathways this population encompasses. Intersectionality, borne out of Black feminist theory by legal scholar Kimberlé Crenshaw, refers to the ways in which systems of power intersect and overlap in a multidimensional manner (Crenshaw, 1989). As mentioned earlier, counterspaces play an integral role in supporting FGCS and especially first-generation students of color. Many first-generation students of color are forced to code-switch in balancing conflicting identities and navigating "being one person on campus and another with family" (Lyons, 2019, p.101). Recognizing the intersectionality of FGCS' identities allows student affairs professionals to better serve, advise, and care for the unique needs, challenges, and ways in which this diverse student population enhances campus culture and academic spaces.

Overall, our promising practice seeks to move from the institutional mindset of "college ready" to a more "study ready" approach on behalf of the institution in order to focus on reducing barriers to success for FGCS (Whitley et al., 2018). "The level of enthusiasm and mobilization around first-generation initiatives in this study, however, indicates that these are not niche initiatives, but rather opportunities for broader institutional change that promote student success and benefit first-generation students and beyond" (Whitley et al., 2018, p.74). In that same vein, facilitating buy-in from institutional administrators is key to mobilizing for authentic, sustainable, institutional change. We plan to foster this buy-in by presenting the following evidence regarding how to best support this diverse student population through research in the field and interviews conducted with student affairs practitioners at both IUB and IUPUI.

Methods

To assess the specific needs of IUB's FGCS population, we conducted informational interviews with students and staff members at IUB and a representative from IUPUI. These interviewees were identified because of their affiliation with Groups Scholars and 21st Century Scholars, two pre-existing programs that serve similar purposes to our promising practice. During these interviews, we assessed these programs' offerings to identify any particular needs not being met within the student population. Doing so helped us identify ways to transform the campus experience for FGCS. Past and current student participants were asked about the most impactful components of their program participation. In contrast, staff members were asked where they see the most successes and challenges among their students. Each interviewee was also asked for their input and opinion on creating and establishing our promising practice of a first-generation initiatives position and eventual office.

The interview conducted with a current student within the Groups Scholars Program helped identify areas they felt they needed more support in and areas that would be important to incorporate into our practice (J. Dobbin, personal communication, March 4, 2021). This student identified as an FGCS and spoke about the difficulty in creating a balanced schedule during the early stages of college. They felt that the program advisors played the most significant role in their experience but did not personally engage with the advisors enough to feel their learning was supported. We understand the importance of relationships between students and staff within our practice. We plan to create intentional opportunities for students within our practice to engage with staff members and to tailor their experiences to fit their individual needs. By providing a Director of First-Generation Initiatives and later a First-Generation Office, we will be able to validate the unique experience of the first-generation student population. There are many other spaces on campus that support the majority of students. However, there is not currently a program that intends to serve the population of FGCS and their college experience. Validating students and working through their particular set of challenges and strengths will help to instill more confidence and determination in students that will support their college persistence and completion (Museus, 2014).

The Groups Scholars alumnus we spoke with highlighted a large amount of support and empowerment they experienced due to their involvement with the program (C. Flynn, personal communication, March 14, 2021). Like the other student, they identified relationships with advisors as the most impactful components of their time in the program. However, they took advantage of these opportunities much more than the other student we spoke to. They were highly involved in leadership opportunities within the program and developed close relationships with many of the mentors available to them. A salient point in these relationships was building connections with staff members who had similar identities. In creating our promising practice, we will prioritize the value of having a team of diverse individuals with different backgrounds, identities, and experiences. Doing so will open more opportunities for FGCS to feel a sense of belonging and make connections with a staff member they can identify with. A part of validating their experience as an FGCS will also be validating other aspects of their identity that influence their college journey, such as race, class, religion, sex, and sexual orientation, to name a few.

In meeting with a current staff member from the Groups Scholars Program, we evaluated the current offerings of their program. We brainstormed together what offerings would be relevant in establishing our promising practice. A critical point in our conversation that also rang true in our other interviews was the need to allow students to feel supported as they persisted (S. Erikson, personal communication, February 24, 2021). Supporting students goes beyond supporting their academic progress in the classroom, and this support should extend from matriculation to graduation (S. Erikson, personal communication, February 24, 2021). Our promising practice should catch students and work to provide resources to them even before their first day of classes. Many functions such as enrolling in the university, paying bursar bills or setting up payment plans, applying for external scholarships, and creating their first semester schedules are new processes that might need extra guidance. Having a First-Generation Office to supplement those activities and give guidance where needed will be crucial to start these students on a positive path in their first interactions with the university. While the Groups Scholars Program participants are primarily first-generation identifying, the Program does not support the broader population of FGCS at IUB. Concern was raised in this interview about this gap in support due to the limitations in the services that already exist on campus (S. Erikson, personal communication, February 24, 2021). FGCS not affiliated with support or scholarship programs such as Groups Scholars and 21st Century Scholars hear about these programs, and many of them try to reach out for support. Ultimately, these programs exist to serve a particular group of students on campus. They cannot support additional FGCS in the same capacity as a Director of First-Generation Initiatives and Office. Our promising practice aims to provide community and services for all FGCS to fill this gap.

Our team's interview with 21st Century Scholars was held with a representative from the 21st Century Scholars Program at IUPUI located in Indianapolis, Indiana. While this program and population of students differs from the program at IUB's campus, we felt meeting with this office would give us helpful insight into what another campus is providing. The foundation of the 21st Century Scholars Program is consistent throughout different institutions. It is a state- wide program established to support students from low-income families in their pursuit of a college education (21st Century Scholars Program, 2021). Because the 21st Century Scholars Program is not explicitly geared toward FGCS, there is a possibility that a gap of FGCS exist whom are not being offered the same level of support as others. Hearing about the program functioning at IUPUI helped our research and aided our creation of the promising practice we are proposing to establish at IUB.

A salient theme we gathered from all four of our interviews was recognizing the need to support the larger FGCS population at IUB. Although support programs already exist to support certain factions within the larger population, there is a wide gap between those students and other students not being supported. The creation of a Director of First-Generation Initiatives and Office addresses the inherent need to increase connections between these students and the institution. Our promising practice also aims to provide intentional support for the intersectionality of students' identities that impact their unique experiences. The Groups Scholars Program was established to support underrepresented and first-generation students (Groups Scholars Program, 2021). In contrast, the 21st Century Scholars Program

was developed to support students from low-income backgrounds (Learn More Indiana, 2019). Our program intends to recognize many student identities and program how those identities intersect with their experience as an FGCS. These identities will include but are not limited to race, sex, socioeconomic status, sexual orientation, gender identity, and religion. Beginning with the relationship our program will provide to students, we hope to establish a pipeline to connect students with resources within the campus and Bloomington community that will best serve their needs.

Our office will provide a space that gives students a sense of community and a place of belonging. We will make our services and resources available to all FGCS to avoid exclusion. We will work with the Office of Admissions to quickly identify FGCS as soon as students arrive on campus. These outcomes, and more, will be addressed through providing early support of students from matriculation to graduation, providing opportunities for leadership and mentorship development, and supplementing pre-existing programs and activities to support the FGCS experience further. Committing to these values breaks down the barriers that a large population of FGCS experience at IUB. Our practice transforms their campus experience to encompass the entire FGCS community and gear programming toward their specific needs as FGCS. This will help strengthen IUB's efforts in ensuring the entire population of FGCS is being supported and meeting their individual needs.

Limitations

In formulating our promising practice's short and long-term implementation goals, we have identified four primary areas of limitation. These limitations are funding, avoiding duplicating efforts that already exist for students, obtaining buy-in from campus partners, and creating adequate visibility to the FGCS population. Collectively, these limitations provide us with a guide to strategically program towards an effective practice that serves the IUB FGCS.

We have not yet identified where funding for our promising practice will come from. Funding, especially start-up costs, remains a significant consideration currently limiting our practice's development and implementation. The start-up costs, especially for phase two in establishing a physical First-Generation Office, require the most funds to be successful. Phase two requires consideration of funds for constructing a new building or the renovation of an existing building to create a physical space for the office. This phase would also require a budget for any additional full-time and support staff and hourly student workers recruited to work with the office alongside the Director of First-Generation Initiatives. Both phases require funding for position salaries, travel expenses, marketing material, outreach initiatives, campus events and programming, other student programming, and more. There would need to be a source that supports the start-up of the practice and the longevity of the services it provides to meet the funding needs of this practice. We have identified the Office of the Vice President for Diversity, Equity, and Multicultural Affairs as a starting point to try and acquire funding from.

Another essential aspect to consider is the limitation set by the pre-existing programs at IUB that serve similar purposes. The Groups Scholars and 21st Century Scholars programs are established to support a particular student population on campus, many of whom also fall under the designation of first-generation. We want to be intentional about differentiating the purpose and offerings of our promising practice compared to what these other programs' efforts already cater to. We set out to do this to serve the entire FGCS population at IUB. While a large population of the students being served by the other programs identify as first-generation, many first-generation students do not connect with them. Additionally, our practice will focus heavily on connecting students with practical resources in order to aid this student population in their college persistence and completion.

As previously mentioned, a couple of pre-existing programs may seem similar in purpose and practice compared to our proposed first-generation director and office. For this reason, obtaining buy-in from campus partners might serve as a limitation early on that will need to be addressed. Because Groups Scholars and 21st Century Scholars are programs that will be viewed as closest to what our proposed practice offers, it will be crucial to obtain their buy-in and support. The Office of the Vice President for

Diversity, Equity, and Multicultural Affairs will also be a vital stakeholder to get on board. We propose that this office house our director position and potentially our future office. In general terms, it will also be essential to establish buy-in with offices and departments across the larger campus. Developing and maintaining relationships with campus partners and the greater IUB community will be crucial to ensure the success of the director and the future office. Having good rapport with campus and showing them the unique aspects of our offerings will encourage them to refer students to us for resources and support.

Lastly, another considerable limitation will be visibility to the student population. Especially in the early years of our practice, when only a Director of First-Generation Initiatives is implemented, it will not be easy to gain visibility from students without having a physical office presence. This is why providing good advertising to students and educating students, faculty, and staff on the director's purpose and offered support will be crucial to the success of their position. The director shall create a strategic outreach plan to ensure that FGCSs know about the position, recognize the benefits being offered, and know-how to utilize those services. Several campus partners will need to be incorporated into this strategic plan to ensure the director makes effective touchpoints with students. One of the biggest campus partners that the director should collaborate with is the Office of First-Year Experience Programs (FYE), more specifically their New Student Orientation (NSO) team. This team is one of the first offices to interact with students and prepare them for life at IUB. They help educate students and direct them to relevant services across campus. Partnering with NSO would ensure that incoming students are made aware of the director and later office to support FGCS.

Results and Recommendations

The creation of NASPA's Center for First-Generation Student Success in 2017 sparked a much-needed nationwide effort among higher education institutions to assess how colleges and universities are addressing this unique student population. NASPA's Center crafted the following strategic priorities:
- "Build engaged communities across higher education that foster, recognize, and celebrate excellence in serving first-generation student success,
- Develop and promote scholarly research and data-informed practice as the primary clearinghouse for post-secondary education to advance first-generation student persistence and completion,
- Create innovative programs, drive evidence-based solutions, and provide professional development opportunities designed to drive systemic, scalable impact in improving first-generation student success, and
- Be a catalyst and thought leader for advancing critical first-generation student success conversations through national convenings, advocacy, and policy influence" (NASPA, 2018, para.1-5).

Creating a culture change on campus can be tiring, prolonged work, and the institution must not lose momentum. While every institution has unique nuances to how they operate, these four strategic priorities offer a guiding framework for how IUB can remain focused on providing greater access and equity for FGCS. To ensure the learning and growth continues, we recommend following these priorities and meeting the requirements to become a NASPA First- Gen Forward institution, which is the nation's first recognition program acknowledging an institution's commitment to FGCS success (NASPA, 2020b). Earning this recognition signals to students that IUB prioritizes FGCS and is dedicated to supporting them. In addition, it also gives IUB a wealth of resources, such as professional development opportunities, access to reported data on FGCS, and an exchange of effective strategies among peer institutions (NASPA, 2020b). Utilizing these tools will help ensure IUB stays on track to provide comprehensive resources for FGCS, push the institution not to be satisfied with the status quo, and not fall victim to these priorities becoming espoused values.

Assessing the effectiveness of the Director of First-Generation Initiatives is another critical recommendation that is vital to this promising practice's success. We suggest conducting an annual needs and satisfaction assessment among the students who visit and use the Director's resources. Using these

two assessments in tandem will allow us to see if students' needs are being met, and if not, what is missing from the services provided, and if this new position is truly helping students in making their experience less inaccessible and more educational (Gansemer-Topf & Kennedy-Phillips, 2017). Upon completing these assessments, the Director will work with staff members from OVPDEMA and the Groups Scholars program to review the students' answers and resolve any issues or gaps in knowledge the students experienced. The answers from these assessments will also be essential to defend the need for a comprehensive Office for First-Generation Students. Hearing from students first-hand and their experiences in taking advantage of this new position will hopefully demonstrate to leadership that this position is truly just a start to becoming inclusive and accessible to FGCS.

When looking at potential campus partners, the FYE office at IUB will be a crucial partnership to the success of the new Director and Office of First-Generation Students. During NSO, FYE highlights a variety of student services on campus. We recommend this partnership with FYE to establish a good working relationship and ensure the Office of First-Generation Students can be mentioned as a critical student service on campus. With all first-year students required to attend NSO, this is a simple yet effective strategy to make all incoming students aware of this resource on campus. FYE also invites various campus departments to speak during NSO. As this new office becomes more established and robust, we hope the staff would be invited to speak during NSO to bring life to these resources and meet with students before they begin their IUB journey.

Lastly, we recommend creating an FGCS web page to be housed within the OVPDEMA website, highlighting these students' resources and support. This component is integral to the success of our promising practice, as it not only provides easy-to-access answers to common questions for prospective and current students but it will give FGCS a digital home and representation within the broader IUB community. The website will include a glossary of higher education terms, a list of first-generation faculty and staff to connect with, specific programming for first-generation graduate students, and videos highlighting stories of first-generation students, faculty, staff, and alumni. As the Office becomes more established and grows in resources and campus partners, the website will be updated to reflect this growth and continued learning.

Conclusion

FGCS are trailblazers of accessing higher education in every sense of the word. They enter higher education institutions with unique forms of capital compared to continuing generation college students, are less likely to graduate in four years, are more likely to work a part-time job while in school, and are faced with challenges such as college affordability due to hidden costs, academic preparation, and balancing taking care of family members back at home. This is the continued narrative of FGCS, but it does not have to be this way. These students deserve celebration, support, and representation. The creation of a Director of First-Generation Initiatives, leading to an Office of First-Generation Students, not only provides comprehensive, robust support for FGCS that is lacking at IUB, but it positions these students from an asset-based perspective. This new Director and Office of First-Generation Students and the partnerships with IUB's cultural centers promote several of Museus's (2014) CECE indicators, including proactive philosophies, collectivist cultural orientations, holistic support, cross-cultural engagement, and cultural validation. While there are limitations, such as funding, the potential to duplicate existing programming, and gaining visibility among current FGCS, the evidence is clear that FGCS are not supported holistically at IUB, nor are all FGCS captured through the 21st Century or Groups Scholars programs. Our promising practice will strive to create an accessible, inclusive, and celebratory culture around FGCS to ensure their success on campus and beyond and move IUB one step closer to being an equitable and welcoming environment to students from all backgrounds and identities.

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Black Women's Clubs & Sororities' Role in Increasing Access to Education for Marginalized Populations and Their Role in Community Engagement & Social Activism

Claire Berman & Daniella Maria Feijoo

Abstract

"Education of marginalized communities in America is an area which has been glossed over in history. Commonly referred to with only notable dates or names included, there is a wealth of knowledge in the history of education of these communities that often goes unnoticed by the masses. By analyzing the philosophies brought to the forefront by Booker T. Washington and W.E.B. Du Bois in relation to the mission of higher education, this essay highlights the purpose and intersection of education and social activism in the United States. This paper examines the history of Historically Black Colleges and Universities, the experience of Black women who pursued an education in America between the mid-1800s and mid-1900s and finally the role of social and service extracurricular involvement in the activism and education of these women. This paper seeks to bring to light the immense contributions of Black women organizers, clubs, and sororities and their longstanding impact on today's educational landscape. "

Keywords

Black women's clubs & sororities, social activism, community engagement

Claire Berman (she/her) is a 2022 M.S.Ed. graduate of the Indiana University Higher Education and Student Affairs Program. She is also a proud alumna of University of Nebraska-Lincoln where she completed her degree in Psychology. Within her master's program, Claire has served as a Graduate Advisor for Sorority and Fraternity Life and completed a practicum with the Office of First Year Experience Programs alongside other professional development opportunities. She is looking forward to dedicating her career to serving students as they transition into college and creating meaningful ways to develop community and belonging for all collegiates.

Daniella Maria Feijoo (she/her) is a 2022 M.S.Ed. graduate of the Indiana University Higher Education and Student Affairs Program and is an alumna of Wake Forest University where she studied Politics and International Affairs and Spanish. Throughout her master's program, she served as the Graduate Advisor for Community Engagement in the Student Involvement and Leadership Center and completed a practicum with the IU School of Medicine's Service Learning Team. As a proud first-generation student, she is dedicated to supporting and mentoring historically underrepresented students through culturally relevant and culturally responsive programming, strategic planning, and services.

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Within higher education settings, extracurricular activities and community engagement opportunities have long been a critical part of the college experience through the unique chance provided to build community and learn outside of the classroom. One area of community engagement and student involvement is Black women's clubs and sororities' role in increasing access to education for marginalized populations. Community engagement and social activism are driving forces in creating a more equitable America and it is critical to explore Black women's unique role in these historical as well as present-day movements and initiatives. Through an examination of Black women's clubs and sororities using the historical lens of their rise to prominence at Historically Black Colleges and Universities and the philosophies of Booker T. Washington and W.E.B. DuBois, we seek to identify the role these organizations have played in increasing access to education and creating a legacy of community engagement and social justice within marginalized communities and beyond to create a more socially-just society.

Historically Black Colleges and Universities, known as HBCUs, were defined by the Higher Education Act of 1964 as, "institutions of higher learning established before 1964, whose principal mission was then, as is now the education of Black Americans" (Albritton, 2012, para.2). Throughout the history of these institutions, this mission has been influential in the strengthening the values and purpose of higher education in the United States. HBCUs have been influential in "the commitment of social uplift and community empowerment" (Albritton, 2012, para. 2). This focus has been crucial, specifically, because of the historical, systemic oppression of Black Americans in every aspect of life, especially in education. The history of HBCUs can be traced to America after the Civil War. There were few options for newly freed Black men and women to seek an education in the years following the Civil War. HBCUs were able to step into this role of educating the community, many of whom hadn't even received an elementary education (Albritton, 2012). At the beginning of the Civil War, "90% of all African Americans were illiterate" (Albritton, 2012, para. 4). This statistic pointed to the strong need for institutions who would educate and support this population after the war ended. Beyond simply allowing for social mobility, HBCUs acted as a catalyst for liberation and revolution. These institutions supported Black Americans through this transition and provided an environment where they could develop activism strategies and fight for equality as well as positive social change.

While there have been many leaders in the history of supporting HBCUs, two voices stand out. Booker T. Washington and W.E.B. Du Bois were both visionary leaders in the world of education. While they both supported education for Black Americans, their differing philosophies were notable and are still compared today. Booker T. Washington founded the Tuskegee Normal and Industrial Institute now known as Tuskegee University (PBS, 1998). Washington "preached a philosophy of self-help, racial solidarity and accommodation" (PBS, 1998, para.3). This philosophy led Washington to suggest that Black Americans needed to accept discrimination and work quietly to improve themselves. He encouraged education surrounding industrial, farming, and sciences in HBCUs. He felt that taking this route would lead to a natural progression away from oppression and that one-day whites would respect the work that they have accomplished.

W.E.B. Du Bois fundamentally contradicted Washington's strategy. Instead, he advocated for political action and civil rights. The founder of the NAACP, Du Bois spoke of developing the "Talented Tenth", a small group of educated Blacks who would lead the rest of the community to tangible social change (PBS, 1998). "He advocated for the higher education of Black men and women who would use their passion, expertise, and knowledge to uplift Black communities", upholding education as a tool for collective and civic purposes (Wendling, 2018, p.292). Du Bois felt that liberal arts education, which took a holistic approach, would be an effective way to accomplish this. "He emphasized social and political action for the good of larger society as a necessary obligation of the Black college graduate", solidifying the relationship between the classroom and the surrounding community (Wendling, 2018, p.292). Compared to Washington's ideology, which focused on teaching the community tactile skills, Du Bois suggested that education should give Black students a voice with which they could work to liberate themselves. The conflict between the two leader's ideologies continue to shape the way that leaders in higher education view their role in civil rights and in both local and national policy reform.

Beyond formal classroom education, HBCUs have given students access to student organizations and extracurricular activities that promote academic excellence and community engagement. One of these opportunities came in the form of the National Pan-Hellenic Council, Incorporated (NPHC). These organizations, commonly known as the Divine 9, consist of nine, predominantly Black, Greek-letter organizations (National Pan-Hellenic Council, n.d.). With the first NPHC organization, Alpha Phi Alpha Fraternity, Inc., founded in 1906 (National Pan-Hellenic Council, n.d.), the mission of these organizations was solidified, "to foster brotherhood and sisterhood in the pursuit to bring about social change through the development of social programs that would create positive change for Blacks around the country" (National Pan-Hellenic Council, n.d., p.1.). NPHC was officially founded as a cohesive council on May 10th, 1930 at Howard University (National Pan-Hellenic Council, n.d.). Most of the individual organizations were formed at HBCUs, but some were founded at Predominantly White Institutions. NPHC organizations do engage in the social aspects of Greek organizations, but they are primarily a form of "community awareness" (National Pan-Hellenic Council, n.d., p.1.). For men and women who joined these organizations, they found value in the opportunity to grow as a community, gain leadership skills, and develop social activism.

One area of focus that is critical to study to understand the intersection of community organization membership and positive social change is that of Black women's clubs and sororities' role in increasing access to education for marginalized populations. Community engagement and social activism are driving forces in creating a more equitable America and we wanted to explore women's' unique role in these movements and initiatives. The National Association of Colored Women's Clubs (NACWC), founded in 1896, encouraged social activism and empowered Black women to rally around critical social justice issues such as education reform and healthcare access. Two Greek organizations that created partnerships and sustained community engagement and social activism over time are Alpha Kappa Alpha Sorority, Inc. and Delta Sigma Theta Sorority, Inc.. Alpha Kappa Alpha was founded in 1908 at Howard University in Washington D.C. with a core mission of increasing access to the medical profession for Black Americans and helping to make education more affordable through loan programs and scholarships (Parks & Hernandez, 2016). Delta Sigma Theta was founded in 1913 also at Howard University with primary focuses on education, employment, housing, and race and intercultural relations (Parks & Hernandez, 2016).

Black women's role in the Woman's Christian Temperance Union (WCTU), although not equal to that of white women in the 1880s, served as a catalyst for Black and white women, sparking them to fight for social issues in a joint capacity. "Sarah Woodson Early, Lucy Thurman, and Frances Harper became leaders within the WCTU, including running its department dedicated to 'Work Among the Colored People'" (Frances Willard House Museum and Archives, n.d., para. 3). The women's suffrage movement in the early 1900s became another focal point for Black women. "Women became convinced that the vote would protect them as workers, allow them to improve education for their children and themselves, and challenge black men's disenfranchisement" (Goodier & Pastorello, 2017, para.5). Although faced with racism and discrimination from white women, Black women played a significant role in the women's suffrage movement and in lobbying and organizing around this social and political cause. Ida B. Wells and Coralie Franklin Cook, among many others, fought for social causes such as anti-lynching, social services, and migrant relief. Following Reconstruction and into the Jim Crow era, Black women's clubs gained energy and momentum.

The first NPHC sororities and Black women's clubs held a significant and pivotal role for these women leaders, especially in philanthropic efforts. For example, Alpha Kappa Alpha focused on creating revolving loan programs as well as increasing healthcare services and quality medical personnel and aid to children (Hutcheson et. Al, 2011). Additionally, Delta Sigma Theta advocated strongly for increased access to higher education and vocational education in the 1940s through supporting scholarships and financing higher education efforts as a vehicle to "addressing the ills of racism" (Hutcheson et al, 2011, p.142). Black women's involvement in these organizations and movements highlight the beginnings of social justice education and social reform, as well as the critical role of Black women in this history.

Maintaining a mission of social justice is central to higher education largely due to the efforts of these brave women.

Another core pillar is that of service learning and civic and community engagement as high impact practices. "The 20th century Black college, Du Bois (1946) reasoned, should be closely tied to its surrounding community and play an integral role in both the White and Black communities of which it is a part", centering civic and community engagement as the highest priority for these institutions (Wendling, 2018, p.291). This historical context also sought out to explore the differences between the history of HBCUs liberation engagement and historically white colleges and universities (HWCU)'s civic and community engagement efforts and initiatives within the higher education landscape. It is clear that, "the practice of merging social activism with academic endeavors has persisted because Black academia realized, then and now, that Black liberation required both an academically- and politically engaged community" (Smith, 2017, p.13).

Ultimately, the core ethos of African American women's clubs and sororities are their cultural and social capital, advocating as a collective front for racial equality (Hutcheson et al., 2011). Dating back to the 1850s, "HBCUs, like Wilberforce University, provided shelter and protection for escaped slaves at the same time they were providing skills training and a liberal arts education" (Smith, 2017, p.13). Described as the "desired outcome is the co-creation of knowledge to address systemic problems that oppress people within the democracy" (Smith, 2017, p.1), liberation engagement is the foundation for HBCUs and African American women-run clubs, organizations, and institutions. "Fraternity for Service" and the notion of a direct, inherent responsibility to society and the uplifting of the Black race, are the key takeaways from this historical overview (Hutcheson et al., 2011).

Black women leaders during this period led the charge for neighborhood improvements and lobbied for higher quality education for their children and communities. The work of NPHC organizations such as the social justice work and activism of organizations like Alpha Kappa Alpha Sorority, Inc. and Delta Sigma Theta Sorority, Inc. has reverberating effects up until today, leaving a remarkable legacy. Educated, middle class Black women leaders and members of Black women's clubs and sororities played and continue to play a pivotal role in laying the foundation for what we know as community engagement today. We fully recognize, honor, and uplift the contributions and strategies implemented by these leaders in their activism and advocacy for a more socially just society through dismantling systems of oppression and increasing access to education.

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"More Than a Step Team": Examining Sense of Belonging of Undergraduate Students of Color in Historically Black and Multicultural Greek-Lettered Organizations at IUB

Johnnie Allen, Jr., Imani Belton, Claire Berman, Alexis Dilg, & José Rodas Arroyo

Abstract

Students of color involved in culturally-based organizations on the Indiana University Bloomington (IUB) campus experience feelings of belonging differently than their white counterparts. This study aims to examine students of color experiences through their involvement in the National Pan-Hellenic Council (NPHC) and Multicultural Greek Council (MCGC) organizations at IUB. This qualitative, constructivist study used individual student interviews and the framework of Critical Race Theory to identify themes in student experiences related to their membership in culturally-based Greek organizations. As a result of our study, we developed tangible recommendations that would assist in mitigating the following themes that were highlighted: isolation, othering, representation, and discovering community. Recommendations centered on updating practice, policy, and research on behalf of students of color affiliated with the NPHC and MCGC councils on the IUB campus.

Keywords

Sense of Belonging, Critical Race Theory, Greek-lettered organizations, Students of Color, Culturally-based organizations

Johnnie Allen, Jr. (he/him/his) is a proud two time alum of Indiana University where he has his B.S in Community Health and Public Health '20 and M.S.Ed. from the Indiana University Higher Education and Student Affairs Program '22. While in the HESA program, he served as a Graduate Supervisor for Residential Programs and Services at the Leased-Off Campus Apartments, a Graduate Assistant for Diversity Education and Cross-Cultural Engagement and a Co-Graduate facilitator of the Neal-Marshall Leadership Academy. He has developed a deep passion for conducting research to inform higher education practice and teaching. Johnnie will be attending Florida State University to pursue a Ph.D. in Higher Education to continue his research interests focusing on leadership education and development of Black men in higher education, environmental influences on leadership engagement, and P-16 leadership and policy impacts on the development of Black men students.

Imani Belton is a second year Master's student in the Indiana University Higher Education and Student Affairs program. She earned her Bachelor of Science in Integrated Marketing Communication from Winthrop University in Rock Hill, South Carolina. At Indiana University she serves as a Graduate Supervisors for Residential Programs and Services and Graduate Hearing Officer for the Office of Student Conduct.

Claire Berman (she/her) is a 2022 M.S.Ed. graduate of the Indiana University Higher Education and Student Affairs Program. She is also a proud alumna of University of Nebraska-Lincoln where she completed her degree in Psychology. Within her master's program, Claire has served as a Graduate Advisor for Sorority and Fraternity Life and completed a practicum with the Office of First Year Experience Programs alongside other professional development opportunities. She is looking forward to dedicating her career to serving students as they transition into college and creating meaningful ways to develop community and belonging for all collegiates.

Alexis Dilg (she/her) is a 2022 graduate of Indiana University's M.S.Ed. in Higher Education and Student Affairs and an alumna of Southeast Missouri State University. Throughout her time at Indiana University, she served as a Graduate Supervisor for Residential Programs and Services, a Graduate Intern for the Office of First Year Experience Programs, a Graduate Intern for the Office of Admissions, and as an alumnae advisor for a Greek-lettered organization, Alpha Chi Omega. The combination of her work experiences and academic studies have increased her passion for enhancing the college student experience through data informed research. This passion aided her in this research study and is a practice she plans to bring to future professional work and research to continue to improve the inclusivity of the college experience for all students.

José Rodas Arroyo (he/him) is a 2022 M.S.Ed graduate from Indiana University's Higher Education and Student Affairs (HESA) program. He received his B.A. in Education Studies from New York University in 2020. At Indiana University, José served as the Graduate Supervisor of the Hoosier Dens in Residential Programs and Services during his first year in HESA. Additionally, José held his practicum position in The Media School with their Graduate Studies Office in his first year. During the summer between his first and second year, José served as an Academic Advisor for New Student Orientation with University Division. José then served as the Graduate Assistant for La Casa/Latino Cultural Center while maintaining a part-time job as a Graduate Conduct Hearing Officer for Residential Programs and Services throughout his second year in HESA. José will be a Residence Life Coordinator at University of Wisconsin-Madison after graduation.

The quality of a student's collegiate experience is largely impacted by the unique environments they engage in (Kinzie & Arcelus, 2016). Moreover, research shows that racially marginalized students experience a sense of belonging differently from their white peers on campus (Duran et al., 2020). Many institutions fail to create environments for students of Color that honor cultural backgrounds, which negatively influences their ability to establish a feeling of belonging (Duran et al., 2020). As a result, this impacts the well-being of and opportunities for success for students of Color. Specifically, the failure to counteract environments that inhibit sense of belonging for students of Color negatively correlates with measures of academic persistence and retention rates in students of Color (Duran et al., 2020). For this reason, it is important to examine components and attributes of campus environments that allow students of Color to thrive, such as historically Black and Multicultural Greek-lettered organizations. Research shows a positive relationship between students of Color that participate in Greek-lettered sorority and fraternity organizations with persistence and retention (Cruz, 2013). Additionally, students of Color who are affiliated with culturally-based organizations identify a sense of belonging on campus as an outcome of membership (Atkinson et al., 2010). That said, with our study we ask in what ways do students' of Color participation in historically Black and Multicultural Greek-lettered membership impact their perceptions of belongingness at Indiana University Bloomington (IUB).

Literature Review

To fully understand the scope of our topic, the literature review will explore the history and impact of Black, Latinx, Multicultural, and Asian/Pacific Islander sororities and fraternities. Gaining a historical overview will guide our understanding of how students of Color; Black, Latinx, Multicultural, and Asian/Pacific Islanders navigate the collegiate environment through their membership within historically Black and Multicultural Greek-lettered organizations[1] at historically white institutions. This will be followed by an exploration of relevant literature and the definition of terms that are critical to our study.

The History of Historically Black and Multicultural Sororities and Fraternities

The National Pan-Hellenic Council (NPHC) is the governing organization for all historically Black fraternities and sororities, also commonly referred to as the Divine Nine (D9). It was founded at Howard University along with five chartering organizations in 1930 (NPHC, 2020). The council was founded "during a period when African Americans were being denied essential rights and privileges afforded others" (NPHC, 2020, para. 7). The D9 has served as an opportunity for "African Americans to align themselves with other individuals sharing common goals and ideals" on college campuses (para. 7) and focused on supporting their members socially and academically as well as an emphasis on giving back to their community (Tull et al., 2018). Indiana University Bloomington's history with historically Black sororities and fraternities started in 1911 with the founding of Kappa Alpha Psi Fraternity, Inc. (Marvin, 2019). Currently, there are seven of the D9 organizations on Indiana University Bloomington's campus. (Office of Sorority and Fraternity Life, 2021).

Following the establishment of Black Greek-lettered organizations, other culturally-based Greek organizations began to develop. Most culturally-based organizations didn't become widespread in the United States until after the Civil Rights Movement when access to higher education for people of Color started to shift (National Multicultural Greek Council, 2009). In 1998, the National Association of Latino Fraternal Organizations, Inc. was formed to serve as an umbrella organization for Latinx-based sororities and fraternities (NALFO, 2020). Afterwards, the National Multicultural Greek Council (NMGC) was established to serve multicultural organizations. The most recent addition is the National Asian Pacific

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[1] Per our research study, when referencing Greek-lettered organizations we are specifically talking about the National Pan-Hellenic Council (NPHC) and the Multicultural Greek Council (MCGC).

Islander Desi American Panhellenic Association (NAPA). These organizations are generally members of a Multicultural Greek Council, either called MCGC or MGC. At IUB, the sorority and fraternity community is currently home to 11 Multicultural Greek Council (MCGC) organizations (Office of Sorority and Fraternity Life, 2021).

Outcomes of Membership in Historically Black and Multicultural Organizations

While research on sorority and fraternity life is plentiful, specific research over National Pan-Hellenic Council (NPHC) and Multicultural Greek Council (MCGC) populations are less available. Some of the topics in current literature include sense of belonging, leadership outcomes, shared values, and meaning-making in said organizations. For instance, McClure (2006) examined the impact of NPHC fraternity membership on students, specifically using perceptions of Black masculinity. Through interviews, students identified their reasons for pursuing chapter membership and the impact it had on their college experience. Some participants joined a historically Black Greek-lettered organization because they believed that the image of these organizations was a "clear departure" from the negative and stereotypical messages associated with Black masculinity present in the media (McClure, 2006). Specifically, the fraternity was a "reaffirmation for what they knew to be true for African Americans" (McClure, 2006, p. 63). Additionally, many interviewees identified the professional and academic support given within fraternities as another appealing reason to join. Other members shared that being in the fraternity was one of the first opportunities they had "to experience real, emotionally honest relationships with men" (McClure, 2006, p. 66). Ultimately, the interviewees attributed their happiness, feelings of belonging and overall success at their universities to their experiences in the fraternity.

Similarly, Atkinson et al. (2010) examined the impact of Multicultural Greek-lettered membership on various outcomes for students. They found that students of Color at historically white institutions were drawn to MCGC organizations because of "their visible mission and purpose" (Atkinson et al., 2010, p. 9) and students' lack of connection to the campus community. The study determined that membership increased a sense of belonging for these students soon after joining. Due to the small size of the chapter organizations, members were able to assume multiple leadership roles and gained experience with many critical leadership skills. Participants were able to articulate the value of their experience and identify a wide range of leadership outcomes they gained. This points toward a relationship between MCGC membership and sense of belonging, especially at predominantly white institutions.

Espoused values in sororities and fraternities hold an important role in attracting students to join an individual organization. Tull et al. (2018) examine the similarities and differences within the articulated values of Black, Latinx, Multicultural, and Asian/Pacific Islander sororities and fraternities. After examining 54 organizations, they determined that the majority of these organizations shared values in the following areas: "self-transcendence, conservation, openness to change and self-enhancement" (Tull et al., 2018, p. 7). Self-transcendence is focused on putting the group above the self, avoiding selfish causes, and affirming organizational or cultural norms. Conservation is similar as it is about protecting tradition, rituals, and history. Openness to change included values such as scholarship, wisdom, and intellectual development. Finally, self-enhancement focuses on leadership development, self-discipline, empowerment, and overall growth. All of these values impact the way in which culturally-based organizations operate and how their members approach membership. These values can shape the way students view themselves in their organization and may contribute to a student's sense of belonging. These values can help inform the way we view the experiences of students within these organizations as it connects to belongingness at IUB.

Defining Sense of Belonging

Throughout this study, we will evaluate students' sense of belonging based upon the following definition: "students' perceived social support on campus, a feeling or sensation of connectedness, [and] the experience of mattering or feeling cared about, accepted, respected, valued by and important to the group" (Strayhorn, 2019, pp. 28-29). Creating a campus culture that promotes a sense of belonging for

students of Color is imperative as it positively impacts their experiences in traditional and nontraditional campus spaces. A major reason why students of Color experience difficulty transitioning to predominantly white campuses and feeling a sense of belonging is because of "the pressure for students to sever ties with their ethnic communities and assimilate into the cultures of their campus" (Museus et al., 2017, p. 468). That said, students of Color are further marginalized and are at a disadvantage as predominantly white institutions provide few support systems to support them.

The Physical Frame of Student Environments

Strange and Banning identified four frames describing student environments as explained in Kinzie and Arcelus's (2016) work; physical, human aggregate, organized, and constructed environments. Out of the four frames, we plan to focus on the physical frame to examine student experiences and their connection to sense of belonging. Specifically, physical space allocation has the potential to indirectly communicate messages to students that contribute to their experience. For example, here at IUB, non-culturally-based Greek-lettered sororities and fraternities are housed in 40 physical structures known as "chapter houses" ("Housing checklist", n.d.), which often is referred to by students as "frat houses" or "sorority houses". Due to the physical structure of their chapter houses, it provides the non-culturally-based fraternities and sororities unique opportunities to host events; such as social parties, large philanthropy programs, and even access to their own private dining whereas culturally-based fraternities and sororities do not have the luxury of having their own organization-specific space. Additionally, the ways in which the existence of these physical environments are retained and prioritized by institutions have the potential to convey messages surrounding equity to culturally-based organizations without physical spaces. Accordingly, Strange and Banning (2015) assert that "the concept of place is an important one in considering the nature of campus environments and how they might influence student's behavior" (p. 11). Establishing physical structures for culturally-based sororities and fraternities could increase student behavior as there are correlations to how physical structures can influence and determine how members of culturally-based Greek-lettered organizations further engage in the IUB community and increase their feelings of belongingness.

Theoretical Framework

For this study, we will utilize the theoretical framework of Critical Race Theory (CRT). Reynolds and Mayweather (2017) define CRT as "an evolving methodological, conceptual, and theoretical movement that examines and disrupts race and racism in education " (p.287). CRT will provide a critical lens to understanding how traditional views of whiteness within Greek-lettered organizations impact the experiences of students' of Color in historically Black and Multicultural sororities and fraternities at historically white institutions. As a guiding framework, CRT will assist us in our research as we understand the historical contexts of racism within sorority and fraternity culture at IUB. CRT will act as an opportunity to reexamine the concept of belongingness in conjunction with societal norms that inherently promote whiteness and racism (Reynolds et al., 2017). We will focus on the following tenets of CRT: interest convergence and counter storytelling.

Purpose of Study

Interest convergence asserts that people of Color can and will only advance in society for the benefit of white people (Delgado & Stefanic, 2001). In this context, we will identify how universities benefit from having "diverse" and or culturally-based organizations like NPHC and MCGC. Counter Storytelling is defined as a "methodological tool with a history in communities of Color that use oral interpretation to convey stories and struggles often not validated by the dominant culture," (Reynolds & Mayweather, 2017, p. 288). Counter storytelling will provide firsthand experiences to our research as we will be able to utilize what our interviewees shared to guide our recommendations for practice.

Methodology

To highlight the impact of Greek-lettered organization participation on students of Color's sense of belonging, a qualitative, constructivist research design will be implemented. This qualitative design was selected because constructivism focuses on how individuals make meaning out of an experience through their perspective (Schuh et al., 2016). From this design, we hope to gain more insight on (1) the motivating factors of students' of Color pursuing culturally-based Greek-lettered opportunities on IUB's campus, (2) the process in which racially marginalized students develop their sense of belongingness through cultural community within historically white spaces, and (3) how historically Black and Multicultural Greek-lettered organizations conceptualize and enact a sense of belongingness for its members and communities.

Data Collection

We conducted 45-minute to 60-minute structured interviews. We have selected interviews as a qualitative technique because it enabled us to receive in-depth participant perspectives on our research issue (Schuh et al., 2016). Interviews took place either online (via Zoom) or in-person, where two research team members were present at each meeting. Our interviews initially consisted of 12 open-ended questions. However, after conducting a few interviews, we realized that we could clarify specific interview questions, which we revised. During the revision process, we also added a new question related to current campus events for the Greek life community and our topic of sense of belonging (See Appendix A for the final protocol of interview questions). We stored interview data in a team-shared folder on Google Drive. All recordings were deleted and destroyed after completing our course, EDUC-U549, to ensure responsible management of the project's data.

Participants

Our sample of participants consisted of all active chapters of the NPHC and MCGC Sororities and Fraternities on IUB's campus who identify as non-white (See Appendix D for list of chapters that participated in our study). Currently, there are about 150 active members between both the NPHC and MCGC on IUB's campus. We gathered interviews with a total of 15 students. From students affiliated with NPHC chapters, we had six participants. The remaining nine participants were those affiliated with MCGC chapters. However, we had discovered later in our study that one of our participants no longer qualified for eligibility in our study. As a result, they were excluded from our findings. Table 1 represents the demographics of the overall participants that remained in our study.

Table 1

Demographics of Research Participants

	Race/Ethnicity	Council Affiliation	Chapter Affiliation
Student #1	Black	NPHC	Alpha Kappa Alpha Sorority, Inc.
Student #2	Mexican	MCGC	Lambda Sigma Upsilon Latino Fraternity, Inc.
Student #3	Latina	MCGC	Sigma Lambda Gamma National Sorority Inc.
Student #4	Black	NPHC	Phi Beta Sigma Fraternity, Inc.
Student #5	Multicultural	MCGC	Sigma Lambda Gamma National Sorority Inc.
Student #6	Black	NPHC	Delta Sigma Theta Sorority, Inc.
Student #7	Black and Hispanic	NPHC	Phi Beta Sigma Fraternity, Inc.
Student #8	Black	NPHC	Phi Beta Sigma Fraternity, Inc.
Student #9	Multiracial	MCGC	Sigma Lambda Upsilon- Senoritas Latinas Unidas Sorority, Inc.
Student #10	Black	NPHC	Alpha Kappa Alpha Sorority, Inc.
Student #11	Asian	MCGC	Sigma Sigma Rho Sorority Inc.
Student #12	Asian	MCGC	Lotus Interest Group
Student #13	Mexican American	MCGC	Sigma Lambda Upsilon- Senoritas Latinas Unidas Sorority, Inc.
Student #14	Prefer not to say	MCGC	Sigma Lambda Gamma National Sorority Inc.

Note. The total of interviewees represented is 14 because one of our participants no longer met the study's eligibility requirements. As a result, six of our participants are affiliated with NPHC chapters while the remaining eight are affiliated with MCGC chapters.

Recruitment

There were several steps in the recruitment process. First, we attended MCGC and NPHC delegate meetings[2] as a team to share the details of our research study to reach each organization. These meetings are a space where each chapter within the councils has representatives present, allowing us to reach each organization. We provided recruitment flyers for the delegates to disseminate to their organizations and answer any questions delegates may have had during these meetings. Second, flyers were distributed to delegates and representatives across IUB offices and departments that have contact with possible candidates. These units included the Office of Sorority and Fraternity Life, La Casa/ Latino Cultural Center, The LGBTQ+ Center, Asian Cultural Center, Neal-Marshall Black Cultural Center, and First Nations Educational & Cultural Center. Our recruitment flyers were posted in their physical spaces, newsletters, or social media outlets. Finally, our research team members spread information about the study through word of mouth to eligible students who were interested in participating.

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[2] MCGC and NPHC delegate meetings are a space where each chapter within the councils has representatives present to discuss chapter programming and provide updates to each other as well as OSFL.

Participants must meet the following criteria: (1) are current MCGC or NPHC organization members, (2) identify as non-white, and (3) are willing to openly speak about their experiences at IUB. Students who qualified were able to register for our study by scanning the QR code provided on our flyers. Finally, we used students' responses to the sign-up to schedule individual interviews based on their preferences and availability. See appendix B for the interest form.

Procedures

Prior to the interviews, we required potential interviewees to sign a digital consent form to ensure that participants were informed of potential risks before participation. Participants have received a copy of their form sent to their email upon completion for their records. Additionally, all researchers had access to view who had completed the form. Our team selected electronic copies of participants' consent forms to limit the possibility of lost documents for the duration of our project. See Appendix B for the informed consent form.

As mentioned above, interviews took place online and in person. Specifically, Zoom was the software used for interviews that were conducted online. In-person interviews took place at a centralized on-campus location agreed upon by both the interviewers and interviewees. Regardless of the selected area, all interviews were conducted in a private space or room on-campus. The interview format included one research member who had the primary task with note-taking on their electronic device, while the other asked interview questions and conversed with the student. Furthermore, we recorded all conversations through audio recording software on our smartphones for all in-person and online interviews.

Following the interviews, members of our research group transcribed the interviews they were responsible for conducting. Thus, we utilized a thematic analysis of coding and identifying themes for any overlapping categories shared between our participants' responses.

Data Analysis

We employed thematic analysis and identified themes among responses regarding sense of belonging and participation within MCGC and NPHC organizations at IUB. Specifically, we relied on our interviews, field notes, and transcripts in identifying patterns across themes. To accomplish our analysis, all team members first coded participant responses for themes and categories. Then, we compared codes amongst each other to determine a consensus on key themes. Finally, we synthesized our analysis of our theoretical frameworks of Critical Race Theory and the physical frame of student environments which identified the main themes about students' perceptions of belongingness and participation on campus as members of either MCGC or NPHC chapters.

Results

In the following section, we describe our findings from our student interviews and discuss how students' of color in NPHC and MCGC organizations articulate their feelings of belonging within the IUB sorority and fraternity community and on the IUB campus. From our thematic analysis of participants' responses to our interview questions, we have found four themes that emerged: isolation, othering, representation, and discovering community.

Through our contemplation of the emerging themes, we identified their relationship with each other and participants' perceptions of their sense of belonging in the contexts of IUB. Figure 1 demonstrates that our participants' experienced realities from their NPHC or MCGC chapter affiliation can be used to formulate their perceptions of belonging within IUB's contexts, the input. Forging from their perceptions are aspirations of belongingness that participants desire to see on campus to form better a sense of belonging for other students of Color affiliated with NPHC and MCGC chapter organizations. In other words, the output of participants' current perceptions of belongingness at IUB is idealized outcomes for their participation in culturally-based Greek organizations as a student of Color.
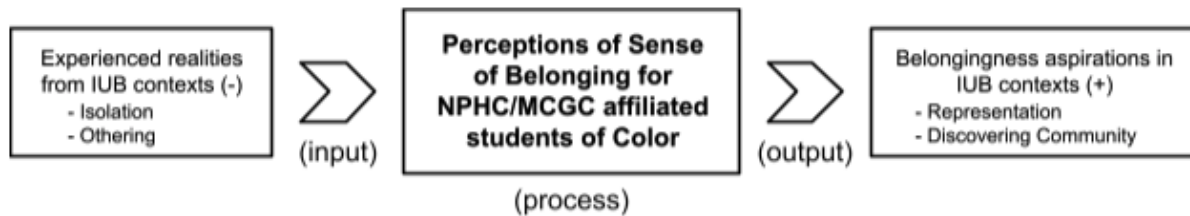
Figure 1. The identified relationship between themes associated with National Pan-Hellenic Council (NPHC) and Multicultural Greek Council (MCGC) affiliated students' of Color perceptions of their sense of belonging within contexts at Indiana University-Bloomington.

Isolation

Isolation can be defined for our study as a feeling of being alone. Several participants attribute their feelings of isolation to their experiences as members of NPHC and MCGC Greek-lettered organizations. Specifically, they note that the larger Greek community does not view NPHC and MCGC organizations as "traditional Greek-life". For instance, one member discusses the dissonance between institutions,

> "I think there's a big disconnect between MCGC/NPHC and the other fraternities and sororities on campus that are on campus and are more established, I guess you could say, and more well known to the general population. If you go to a random student in the school and ask them 'Do you know about Greek life?' they have a certain picture in their head and it's not typically ours." (Student Interviewee 2, personal communication, November 25, 2021).

Ultimately, this lack of recognition impacts students of Color engagement with the broader Greek community and contain themselves within NPHC and MCGC experiences at IUB.

> "[I'm] Not really motivated to interact with the Greek community as a whole. Motivated to interact with NPHC because they aren't represented" (Student Interviewee 3, personal communication, November 5, 2021).

For students of Color within MCGC and NPHC, the lack of recognition they receive from their peers and the university at large creates an environment where they feel alone. This loneliness leads to a lack of belongingness within the university community.

Othering

Othering defined per the purpose of our research is being treated distinctly different or less than from the majority culture represented. Participants stated that they felt as if their experiences within NPHC and MCGC were not valued compared to their white counterparts. Therefore, participants expressed no desire to fully participate in the larger SFL community at IUB. Student participants who felt "othered" share how they felt minimized and harmed based on their cultural identity and differences experienced high amounts of mistreatment and microaggressions.

> "Recently, [we participated in an] event that was supposed to be a cross-cultural event but it did not feel like it. A lot of students had bad experiences. I and another person in the organization went to our host house and we felt like we were pushed aside. It felt like they didn't want to get to know us. It felt like they were fulfilling a diversity requirement. It's like they have a DEI requirement and it felt like they needed us there to check that off." (Student Interviewee 13, personal communication, November 2, 2021).

Overall, participants experienced high amounts of mistreatment and microaggressions due to their involvement in the broader Greek community, even in spaces that were supposed to be unifying. Due to these experiences, our participants shared that they didn't feel like they belonged within the Greek community or even within the IUB community at large.

Representation

In our study, *representation* is a feeling that students could see or not see themselves as valued members of the community through physical structures, personal interactions, policies, and more. All student participants connected the lack of racial representation in Greek life and throughout campus to their challenged sense of belonging.

> "Everywhere should have representation of everyone. Without representation, it isn't as inclusive. Representation is a huge deal. I want to see more representation on campus of different cultures." (Student Interviewee 7, personal communication, November 2, 2021).

One participant commented on the necessity of representation among Greek organizations to facilitate inclusion and ultimately change:

> "If we do not have representation, we do not feel like we are often heard. Our concerns are addressed and changed when we are represented in certain spaces." (Student Interviewee 16, personal communication, November 3, 2021)

For many of our participants, the lack of physical space on campus for MCGC and NPHC students was one clear sign that the university's priorities were elsewhere. This showed that they weren't represented on campus.

Discovering Community

Students expressed the importance of having and finding community. They identified "community" as people to rely on and help them make meaning of their college experience. One participant elaborated on how the support of specific communities will aid in the sense of belonging of students of Color in NPHC and MCGC organizations.

> "I picture my organization as a door that has led to several opportunities and provided these lifelong opportunities and connections and an increased sense of belonging. Being able to collaborate with other councils and organizations. Opportunities for more networking, and getting to know more of what Greek life is and knowing what different councils do and the programs and events that they do" (Student Interviewee 1, personal communication, October 18, 2021).

Despite any negative experiences they had with the larger Greek community, our participants shared that membership in their Greek organization was critical to their sense of belonging on Indiana's campus. Their organizations served as vital communities where they could be themselves in an authentic way and celebrate their culture.

Discussion

Historically Black and Multicultural Greek-lettered chapter organizations present opportunities for students of Color to find spaces to develop their identities with students of similar demographics (Atkinson et al., 2010; McClure 2016; Tull et al., 2018). As a result, representation and discovering community were themes that we expected to emerge between participants' perceptions of belonging concerning their affiliation with MCGC or NPHC chapter organizations. On the other hand, isolation and othering were somewhat unexpected because participants' experienced realities were our knowledge gap in addressing our research question.

As highlighted in the results section, all four main themes: isolation, othering, representation, and discovering community are affiliated with the feeling of belonging for students of Color in NPHC and MCGC organizations on the IUB campus. All of our participants consistently touched upon their experiences with belonging in relation to their respective identities and councils. Furthermore, conceptualizing the themes helps us understand our participants' experiences. Though most responses within the study centered on negative experiences of belonging, participants also shared positive experiences that highlight the necessity of organizations and councils to support students who look like them.

Additionally, student participants from our study indicate several calls to action to better their experiences within the IUB Greek-lettered organization community. This demonstrates students' willingness to expand their participation and engagement beyond their own communities. Therefore, our research study is timely to provide tools and resources that will help support students' of Color concerns to better their experiences in all campus environments, especially in student life such as Greek life.

Ultimately, our interview results are closely aligned to the broader sentiments expressed within the literature: many students of Color pursue Greek-letter membership in NPHC and MCGC organizations because of their need for cultural community and aligned values of their respective organizations. In this case, students' membership at a historically white institution such as IUB supports their racial and cultural identity (Atkins, 2019; Strayhorn, 2019; Reynolds & Mayweather, 2017). Because of the vital role MCGC and NPHC membership has in creating a sense of belonging for students of Color, universities need to find new ways to support these organizations and the students who find a home within them.

Implications for Practice, Policy, and Research

As mentioned before, it is our hope that our findings will help develop and create important aspects of policy, practice, and research on students of color in NPHC and MCGC organizations. That said, working towards improving the sense of belonging for students of color within Greek communities requires that the experiences of students within NPHC and MCGC organizations be acknowledged, prioritized and celebrated. Based on the results, there are specific actions that Sorority and Fraternity practitioners, campus partners, university administrators, and more can take to better support students of color within Greek communities. While these recommendations are focused on the experiences of students and offices within Indiana University, they can be applied to other campus settings.

Practice

Within our interviews, the students expressed feelings of disconnect from the IU sorority and fraternity community and from the campus as a whole. These interviews emphasized some areas of growth that sorority and fraternity practitioners and university administrators can work towards to create enriching, welcoming environments for students within the MCGC and NPHC community. First, we recommend that practitioners advocate for and prioritize providing physical spaces on campus for MCGC and NPHC organizations and students to gather. At Indiana University and at many predominantly white institutions, MCGC and NPHC organizations do not have physical structures or chapter houses where they can host events or gather. Consistently, the students we interviewed expressed that this lack of physical representation was an indication of IU's apathy towards them and their organizations. According to several participants, requesting physical space has been an uphill battle. Professionals at Indiana University should advocate for designated space for MCGC and NPHC to assure these students are able to see themselves represented by the physical structures on campus.

Second, practitioners at the university should reevaluate the opportunities provided for cross-council collaboration. The students expressed that there are few opportunities where MCGC and NPHC have the opportunity to connect with IFC and PHA[3]. Moreover, the opportunities that exist perpetuate feelings of difference and isolation for students of Color. Sorority and fraternity staff should prioritize offering programming which cultivates meaningful relationship building and education between the councils. Some students even pointed toward the lack of "unifying events" (Student Interviewee 3, personal communication, November 5, 2021) within the community. In addition, practitioners should

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[3] The Interfraternity Council (IFC) and Panhellenic Council Association (PHA) are historically white Greek-lettered organizations. On IUB's campus, some of these organizations have large houses dedicated to the chapters near Jordan Avenue.

frequently seek feedback on these events to assure the cross-council engagement is beneficial to all students present.

Finally, practitioners need to focus on raising awareness and increasing recognition for MCGC and NPHC organizations. Students consistently share that they felt undervalued by IUB because of the lack of recognition for their positive contributions to the community. They also shared that interactions with their white Greek counterparts frequently led to explaining what their councils and organizations are, which further led to feelings of isolation. To address this, the university and professionals within it should prioritize continuous education surrounding the history and legacy of MCGC and NPHC for members of the IFC and PHA community. Practitioners should also highlight the successes of MCGC and NPHC organizations and members through social media, marketing, and by showing up physically for their students.

Policy

University policies also have a hand in isolating students of Color within MCGC and NPHC organizations. One university policy that is particularly salient on IU's campus is a system wide rule which requires all student organizations to have five members in order to be recognized by the university. This rule has historically impacted culturally-based organizations in ways that they do not impact student organizations with predominantly white membership. While this rule was suspended temporarily due to COVID-19, this is a policy that continues to create barriers for students of Color in culturally-based organizations at IUB. Therefore, we suggest a thorough re-evaluation of policies and procedures that may disproportionately impact our students of Color, specifically within our culturally-based Greek organizations. At Indiana University, this would likely involve representatives from the Office of Sorority and Fraternity Life (OSFL), the Student Involvement and Leadership Center (SILC), and the Office of Student Conduct (OSC). These departments should address any inequities within their policies that may further isolate these students. This could be accomplished by establishing a task force with representatives from each of the offices above and council officers.

Research

Future research should be done to better understand the impact of membership in culturally-based Greek organizations on students of color. One area we weren't able to explore extensively is the impact of leadership positions within these organizations on sense of belonging. It happened that many of our participants served as Chapter President, a council officer, or in other elected positions within their chapter or council. Since our research didn't focus exclusively on leadership roles, we weren't able to explore if there are connections between sense of belonging and leadership positions within culturally-based organizations. Future research could explore this research question. Additionally, there is little research done about culturally-based Greek organizations. Since this seems to be a gap in the literature, scholars should examine the experiences of these students in a variety of different campus contexts. Knowing that our research was completed at a predominantly white institution, we can infer that other institution types, sizes and populations may influence the results of a study such as this. The research that exists in sorority and fraternity affairs, groups together all four councils without regard for the experiences of MCGC and NPHC students. With the results we found in our study, it is clear that the experiences of these students are unique. Scholars should take care to amplify the experiences of these students in the literature.

Limitations

The primary limitations of our study were related to the final representation of MCGC and NPHC in our sample, COVID-19 pandemic implications on students' experiences, and the positionalities of our research team. First, our sample consisted of slightly over ⅔ being MCGC-affiliated members. While MCGC and NPHC members' responses have overlapping themes and categories, we want to

acknowledge that NPHC has its distinct mission and needs, which we may not have thoroughly represented in our results and recommendation. Future studies that wish to utilize our research should reevaluate our recruitment plan to yield a higher possibility of equal representation among both councils. Second, a number of our participants gained membership to their organization when the COVID-19 pandemic began. The outbreak impacted each participant individually in different ways. As a result, shared perceptions of what it means to be a member of the IUB sorority and fraternity community may be skewed.

Finally, the positionality of each researcher produces their perspectives regarding race and Greek life that may have implicitly impacted the analysis within this study. For example, two members of our group identify as people of Color and are affiliated with a Greek-lettered organization. One doesn't identify as a person of Color and is also Greek-affiliated. Two researchers identify as people of Color and aren't Greek-affiliated. Additionally, one research member who is Greek-affiliated (and a person of color) completed their undergraduate education at IUB.

Finally, all members of the research team hold various graduate assistant positions in the administration of IUB. One member, specifically, serves in a graduate advisor role for the Office of Sorority and Fraternity Life (OSFL), who might have direct contact with participants. Thus, while we assess for conflict of interests based on our positionalities by checking in with the participants and excusing ourselves if required, our membership with IUB may have also shaped participants' responses in our study.

Conclusion

With our study, we explored how a sense of belonging for student leaders in historically Black, Latinx, Multicultural, and Asian/Pacific Islander sororities and fraternities at IUB is cultivated. By engaging with the National Pan-Hellenic Council and Multicultural Greek Council at IUB, we determined themes within the NPHC and MCGC sorority and fraternity experience: isolation and othering. Ultimately, with said insights, we determined tangible actions that IUB can take to support a diverse community of students by affirming their essential needs. By refining practices and reevaluating policies, it is our hope that IUB can foster an environment that better enhances the potential to develop a strong sense of belonging by students of Color in historically Black and multicultural Greek-lettered organizations.

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Appendix A

1. How would you describe the feeling of belonging?
2. Sense of belonging is defined as "students' perceived social support on campus, a feeling or sensation of connectedness, [and] the experience of mattering or feeling cared about, accepted, respected, valued by and important to the group". What does having a sense of belonging mean to you?
3. How would you describe your sense of belonging at IUB in general?
4. What factors drew you to joining a historically Black or Multicultural Greek-lettered organization? (Follow up below, if time allows)
   a. How did you find this opportunity?
   b. Who recommended/brought this to your attention?
   c. Is this person someone you value your relationship with?
5. Do you feel as if you belong to the overall OSFL Greek community at IUB as a student leader of Color?
6. What motivates you to interact with the Greek community at IUB?
7. What is the significance of being in a space where people like you are represented?
8. How do you utilize your involvement in either historically Black or Multicultural fraternities or sororities to establish a sense of belonging for yourself and other students of Color at IUB?
9. What would be considered some tangible goals that OSFL could aim for to better support your sense of belonging for yourself and other members of your council and or chapter?
10. How has the pandemic affected you? How do you think it has affected your organization's sense of belonging to the IUB Greek Life community?***
11. How has the pandemic affected your organization's ability to do programming?***
12. On a scale of 1-10 (1- being not engaged, 10-being very engaged) how would you rate your engagement with…
    a. Your chapter
    b. Your council
    c. OSFL events/staff
    d. IUB

*** Additional questions if time permits

Appendix B

Q1 Thank you for your willingness to be part of our study. Our study aims to highlight the impact of Black and Multicultural Greek-lettered organizations and their sense of belonging on the Indiana University Bloomington Campus.

Please go through this interest form so we can contact you about being interviewed on your participation in Greek Life at Indiana University Bloomington.

Should you have any questions, please contact any of the researchers.
Johnnie Allen Jr. - allenjol@iu.edu
Imani Belton - ibelton@iu.edu
Claire Berman - cmberman@iu.edu
Alexis Dilg - adilg@iu.edu
José Rodas Arroyo - jarodasa@iu.edu

End of Block: Default Question Block

Start of Block: Block 2

Q2 Please input the following information
- o Name (1) _____
- o IU Email (2) _____

Q3 Are you an undergraduate student at Indiana University Bloomington?
- o Yes (1)
- o No (2)

Q4 Race
- o White (1)
- o Black or African American (2)
- o American Indian or Alaska Native (3)
- o Asian (4)
- o Native Hawaiian or Pacific Islander (5)
- o Other (6) _____
- o Multicultural (7) _____

Q5 Gender
- o Male (1)
- o Female (2)
- o Non-binary / third gender (3)
- o Prefer not to say (4)

Q6 Which council are you affiliated with?
- o Multicultural Greek Council (4)
- o National Pan-Hellenic Council (5)
- o Neither (6)

Skip To: End of Survey If Which council are you affiliated with? = Neither

End of Block: Block 2

Start of Block: Block 1
Display This Question:
If Which council are you affiliated with? = Multicultural Greek Council

Q7 Please select the chapter your membership is with (MCGC)
- o Beta Chi Theta National Fraternity Inc. (1)
- o Gamma Phi Omega International Sorority Inc. (2)
- o Lambda Sigma Upsilon Latino Fraternity Inc. (3)
- o La Unidad Latina- Lambda Upsilon Lambda Fraternity Inc (4)
- o Lotus Interest Group (5)
- o Omega Phi Beta Sorority Inc. (6)
- o Sigma Lambda Beta International Fraternity Inc (7)
- o Sigma Lambda Gamma National Sorority Inc. (8)
- o Sigma Lambda Upsilon- Senoritas Latinas Unidas Sorority Inc. (9)
- o Sigma Sigma Rho Sorority Inc. (10)
- o Theta Nu Xi Multicultural Sorority Inc. (11)

Display This Question:
If Which council are you affiliated with? = National Pan-Hellenic Council

Q8 Please select the chapter your membership is with (NHPC)
- o Alpha Phi Alpha Fraternity, Inc. (1)
- o Alpha Kappa Alpha Sorority, Inc. (2)
- o Delta Sigma Theta Sorority, Inc. (3)
- o Phi Beta Sigma Fraternity, Inc. (4)
- o Zeta Phi Beta Sorority, Inc. (5)
- o Kappa Alpha Psi Fraternity, Inc. (6)
- o Omega Psi Phi Fraternity, Inc. (7)

End of Block: Block 1

Start of Block: Block 3

Q9 Are you comfortable interviewing in person?
- o Yes (1)
- o No (2)
- o I would prefer a virtual interview (3)

Q10 Please write in times that you are available. We will only contact you about the days you input information in for. If you are free all day, type "all day" in the box. Or if you are free during some parts of the day, write it as "4:00PM-5:00PM, 7:30PM-8PM"
- o Monday (1) _____
- o Tuesday (2) _____
- o Wednesday (3) _____
- o Thursday (4) _____
- o Friday (5) _____

End of Block: Block 3

Appendix C

INDIANA UNIVERSITY INFORMED CONSENT STATEMENT FOR RESEARCH

EDUC-U549 Environmental Theory and Research Project

You are being asked to participate in a research study. Scientists do research to answer important questions that might help change or improve the way we do things in the future. This consent form will give you information about the study to help you decide whether you want to participate. Please read this form, and ask any questions you have, before agreeing to be in the study.

All research is voluntary. You can choose not to take part in this study. If you decide to participate, you can change your mind later and leave the study at any time. You will not be penalized or lose any benefits if you decide not to participate or choose to leave the study later.

The purpose of this study is to highlight the impact of the Multicultural and National Pan-Hellenic Council and their sense of belonging on the Indiana University Bloomington Campus.

We are asking you if you want to be in this study because you are an undergraduate student at IUB who is an active member in a historically Black or Multicultural Greek-lettered organization. The study is being conducted by Johnnie Allen Jr., Imani Belton, Claire Berman, Alexis Dilg, and Jose Rodas Arroyo, all students in EDUC-U549 in the School of Education.

If you agree to be in the study, you will do the following things.
- Participate in a one-time recorded 45-minute to 1-hour interview.

Before agreeing to participate, please consider the risks and potential benefits of taking part in this study:
- You may be uncomfortable while answering the interview questions. While completing the interview, you can skip any questions that make you uncomfortable or that you do not want to answer.
- There is a risk someone outside the study team could get access to your research information from this study. More information about how we will protect your information to reduce this risk is below.

We don't think you will have any personal benefits from taking part in this study, but we hope to learn things that will help researchers in the future.

You will not be paid for participating in this study. There is no cost to participate in the study.

We will protect your information and make every effort to keep your personal information confidential, but we cannot guarantee absolute confidentiality. No information which could identify you will be shared in publications about this study. Once recordings of the interviews are transcribed we will discard any identifying materials.

Your personal information may be shared outside the research study if required by law. We also may need to share your research records with other groups for quality assurance or data analysis. These groups include the Indiana University Institutional Review Board or its designees, and state or federal agencies who may need to access the research records (as allowed by law).

Information collected in this study may be used for other research studies or shared with other researchers for future research. If this happens, information that could identify you, such as your name and other identifiers, will be removed before any information or specimens are shared. Since identifying information will be removed, we will not ask for your additional consent.

If you have questions about the study or encounter a problem with the research, contact the researcher, ibelton@iu.edu.

If you decide to participate in this study, you can change your mind and decide to leave the study at any time in the future. If you decide to withdraw, you can either send notice via email in writing or by communicating to a researcher in person verbally.

PARTICIPANT'S CONSENT
In consideration of all of the above, I agree to participate in this research study. I will be given a copy of this informed consent document to keep for my records.

Participant's Printed Name: _____

Participant's Signature:_____

Date: _____

Printed Name of Person Obtaining Consent: _____

Signature of Person Obtaining Consent: _____

Appendix D

Culturally-Based Greek Organizations at Indiana University-Bloomington

Multicultural Greek Council

*Bolded organizations had members participate in our study

Name of Organization	Chapter	Year Founded (Inter)nationally	Year Founded at IUB
Beta Chi Theta National Fraternity, Inc.	Alpha Delta	1999	2017
Gamma Phi Omega International Sorority, Inc.	Alpha	1991	1991
Lambda Sigma Upsilon Latino Fraternity, Inc.	Valhalla	1979	2017
La Unidad Latina-Lambda Upsilon Lambda Fraternity, Inc.	Alpha Xi	1982	2003
Lotus Interest Group	N/A	N/A	2020
Omega Phi Beta Sorority, Inc.	Beta Tau	1989	2015
Sigma Lambda Beta International Fraternity, Inc.	Theta	1986	1989
Sigma Lambda Gamma National Sorority, Inc.	Psi	1990	1997
Sigma Lambda Upsilon- Senoritas Latinas Unidas Sorority, Inc.	Alpha Eta	1987	2006
Sigma Sigma Rho Sorority, Inc.	Rho	1998	2015
Theta Nu Xi Multicultural Sorority, Inc.	Upsilon	1997	2003

National Pan-Hellenic Council

*Bolded organizations had members participate in our study

Name of Organization	Chapter	Year Founded (Inter)nationally	Year Founded at IUB
Alpha Kappa Alpha Sorority, Inc.	Tau	1908	1922
Alpha Phi Alpha Fraternity, Inc.	Gamma Eta	1906	1947
Delta Sigma Theta Sorority, Inc.	Gamma Nu	1913	1947
Kappa Alpha Psi Fraternity, Inc.	Alpha	1911	1911
Omega Psi Phi Fraternity, Inc.	Zeta Epsilon	1911	1947
Phi Beta Sigma Fraternity, Inc.	Epsilon Iota	1914	1972
Zeta Phi Beta Sorority, Inc.	Delta Epsilon	1920	1973

To contact the Journal editors, please email spaiujournal@gmail.com