Indiana University Student Personnel Association

# JOURNAL

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# *Journal of the Indiana University Student Personnel Association*
*2013 Edition*

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

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## Awards and Honors

| | |
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| Elizabeth A. Greenleaf Distinguished Alumni | Loren Rullman |
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| Kate Hevner Mueller Award | Robert Weith |
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*The Journal also recognizes the following alumni who have been nationally recognized this year:*

| | |
|---|---|
| 2013 NASPA Pillar of the Profession | Shaun Harper |
| 2013 NASPA Melvene D. Hardee Dissertation of the Year Award | Lucy LePeau |
| 2013 ACPA Emerging Professional Annuit Coeptis Award | Ebelia Hernandez |
| 2013 ACPA Senior Professional Annuit Coeptis Award | Kathleen Kerr |
| 2013 Robert Zemsky Medal for Innovation in Higher Education | George Kuh |
| 2012 Annual Award for Publication Excellence (APEX) for Editorial and Advocacy Writing | Trudy Banta |
| Charles F. Elton Best Paper Award | Gary Pike |

*The Journal welcomes alumni to share their successes and accomplishments with the Higher Education and Student Affairs community. Please email hesa@indiana.edu.*

# Editors' Letter

Kelly L. Grab & Stephanie T. Nguyen

We are proud to present the 2013 Journal of the Indiana University Student Personnel Association, a publication of original scholarly works in the field of student affairs. The IUSPA Journal has a long tradition of providing an opportunity for Higher Education and Student Affairs (HESA) master's students to publish in a peer-reviewed public forum. First debuted in 1967, the Journal has also featured numerous articles by HESA doctoral students, alumni, and others associated with the program.

Covering a broad range of topics both timely and relevant to 21st century higher education and student affairs, this edition features articles on special student populations in hopes of shedding light on issues facing both students and practitioners as our college campuses become more diverse. "The Effect of Trauma Transmission: Psychosocial Development of Second-Generation Southeast Asian American College Students" examines the unique cultural experiences, such as being raised by refugee parents and navigating a bi-cultural identity. "Woman-Warrior: Gender Identity Development of Women in the American Military" reviews current literature that examines how women in the military experience the masculine culture of the military and describes the experience of women in the military as they implement gender compensation strategies. The theme of gender continues in a case study called, "Implementing the *Dear Colleague Letter*: A Title IX Case Study for University Compliance" and is further explored in a piece examining leadership competencies, "Women's Leadership Competencies in Mixed-Gender and Single-Gender Environments." An alumni submission from national speaker, educator, writer, and entrepreneur, Kristin Skarie, examines sustainable leadership in her piece, "Sustainable Leadership: Engaging Students to Create Lasting Change on Campus." A second case study, "Examining the Representation of Mission Statements within Admissions Marketing Materials: An Indiana University-Bloomington Study," looks at how marketing materials do or do not communicate espoused values. Last, but not least, in celebration of his retirement, renowned HESA faculty member and researcher, George Kuh, shares words of wisdom in an interview with two current master's students.

As editors of this year's IUSPA Journal, we would like to thank the 14-member review board, our graphic designer, online publishers, and our advisor, Dr. Danielle DeSawal, for their generous dedication to creating a quality publication that upholds HESA's legacy of strong scholarship. Several months of time and effort are required from all who contribute to the Journal's publication, and for this, we are very appreciative. The Journal would not be possible without the continued support of the Indiana University Student Personnel Association, financial contributions from alumni, and additional resources from the HESA program. With this support, the Journal is able to provide a unique opportunity for master's students to showcase their scholarship and experience the publication process. It is our hope that you will not only enjoy but be intellectually challenged by the excellent student scholarship you will find in this edition.

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# Sustainable Leadership: Engaging Students to Create Lasting Change on Campus

Kristin Skarie

*College student leaders in the United States engage in programming, governance, social, athletic, and many other co-curricular opportunities during their time on campus. Throughout the leadership process in these activities, students complement their academic learning, gain experience, and connect with communities within and beyond their campus borders. Often without realizing it, student leaders are participating in the creation of programs, processes, and cultures that have the potential to implement lasting change and override the short-term impact of a one-time event. This article proposes the application of sustainability principles to leadership to increase students' capacity for making sustainable change beyond their presence or involvement.*

## Brief History of Sustainability

Not since the Industrial Revolution has there been as significant a shift in our living, working, eating, and buying habits. We now have instant access to food, materials, and information with more choices than perhaps we need in all these areas. Purchases can be made twenty-four hours a day, telephones have become computers and world-wide communication is possible with the click of a button. In what many are now calling *The Sustainability Revolution* (Edwards, 2005) this monumental shift is also transforming our social, environmental and economic lives with wind and solar power sourcing, urban gardening, eco-education in schools and universities, "green" housing and workplace construction, restoration of wild habitats, inclusive community development, and grass-roots movements to respect our planet. The Sustainability Revolution is unique in that it presents an "alternative that supports economic viability and healthy ecosystems by modifying consumption patterns and implementing a more equitable social framework" (Edwards, 2005, p. 3).

Although we see sustainability through our own lens in modern times, it is essential to acknowledge the evolution of the revolution and celebrate a few notable mile markers in the United States sustainability history. Most significant and usually overlooked is the Great Law of Peace of the Haudenosaunee, Iroquois Nation, which states, "in our every deliberation we must consider the impact of our decisions on the next seven generations" (The Constitution of the Iroquois Nations, 1090). Sustainability was at the core of the Iroquois culture and still is today. It is also interesting to consider the contributions of early U.S. nature writers, including Ralph Waldo Emerson and Henry David Thoreau, who made the call to humankind in the mid-1800s to view the Earth as an entity to be treated with care. President Teddy Roosevelt, colleague John Muir, and other friends started the Sierra Club in 1892 to designate land (mostly land cessions of American Indian nations) to be protected as national parks (National Park Service, 2013). Aldo Leopold furthered development of environmental ethics, wildlife management, and biodiversity in the 1940s and Rachel Carson warned us of degrading habitats leading to a ban on the pesticide DDT in 1962.

It is appropriate to note the civil rights movement in the U.S. as part of *The Sustainability Revolution* back-story as well, in particular with examination of the social justice component of sustainability. The development of the Environmental Protection Agency in 1970 and the ensuing Clean Air and Clean Water Acts also mark significant points along the road of the sustainability revolution. Of course there are hundreds of other authors, activists, actions, and advances involved around the world in this historical journey, bringing us to the sustainability drive and revival we are experiencing today.

Sustainability as an issue was grounded in a more comprehensive, global manner when the United Nations convened the Conference on the Human Environment in 1972 to explore the relationships between people, the environment, and economics (University of Massachusetts-Dartmouth, 2013). Years later in 1987, the United Nations established the Brundtland Commission, eventually releasing the report "Our Common Future" to reinforce a global agenda for change and creating a framework for addressing strategies necessary to achieve sustainable development and greater worldwide cooperation on environmental concerns (Our Common Future, 1987, p. 43). As a result of these and other related efforts, sustainability is now commonly defined as "meeting the needs of the present without compromising the ability of future generations to meet their own needs" (Brundtland Commission, 1987). In addition to the strong framework provided by the sustainability definition, the Brundtland Commission articulated The Three E's of sustainability:
Ecology/environment,
Economy/employment and
Equity/equality.

The 1992 Earth Summit in Rio de Janeiro, Brazil laid more foundation for the connection of environmental, economic, and social development and set the stage for other world summits, partnerships, and declarations. As sustainability continued to grow as a field of study, the UN designated The Decade of Education for Sustainable Development for 2005-2014 to improve education on the importance of sustainable development and to advance sustainability efforts already underway at that time (UNESCO, 2005).

Sustainability is often implemented with the Triple Bottom Line (TBL or 3BL), which describes the core of sustainable development as having equally valued financial, social, and environmental priorities. John Elkington, the founder of a British consultancy called SustainAbility first coined this term in 1994 (The Economist, 2009). Not just about money, the TBL suggests the People-Plant-Profit mantra as a context to address how socially responsible an organization is in its operations and to measure its success in financial, social, and environmental terms.

## Sustainability in Higher Education

The Secretariat of University Presidents for a Sustainable Future was founded in 1992 as a direct result of the Talloires Declaration, the first official statement made by university administrators on a commitment to sustainability in higher education. Signed to date by 440 university leaders in 53 countries, this commitment supports sustainability as a critical focus of teaching, research, operations, and outreach at colleges and universities worldwide through publications, research, and assessment (AULSF, 2013). As the work continued to develop and become more inclusive, The Association of University Leaders for a Sustainable Future emerged from the ongoing work of the Secretariat and is still one of several guiding bodies for sustainability efforts in higher education (AULSF, 1990).

A partner to AULSF, the Association for the Advancement of Sustainability in Higher Education, empowers institutions of higher education to lead sustainability transformation, meet their sustainability goals, and ultimately to make sustainability practices the norm (AASHE, 2013). AASHE was established in 2001 with funding from like-minded organizations and offered its first conference in 2006. AASHE provides administrators, faculty, staff, and students, as well as the businesses that serve them with thought leadership, knowledge resources, professional development, and a unique framework for demonstrating the value and competitive edge created by sustainability initiatives.

As a key player in the sustainability revolution, AASHE defines sustainability to encompass human and ecological health, social justice, secure livelihoods, and a better world for all generations. AASHE also embraces the Brundtland Commission definition as a tool for framing programs, projects, processes, and procedures in sustainability terms. *The Sustainability Revolution* has now taken root in higher education with many campuses reworking and reestablishing their efforts to "green" their facilities, teaching, learning, research, processes, and policies.

## The Greening of Campus

Sustainability efforts are being infused in university life now more than ever. It is estimated in the past ten years, 150 sustainability officer positions have been established on college campuses across the U.S. (Powers, 2008). Sustainability themed housing options are becoming commonplace and over 600 United States academic institutions have signed the American College & University Presidents Climate Commitment since 2006 with the pursuit of carbon neutrality as its main strategy (Journal of College and University Housing, 2009). Faculty involvement in sustainability, eco-business, and environmental science study areas and institutes is increasing, as is student interest in sustainability degrees and careers (USA Today, 2009). Noteworthy as well is the abundance of established task forces, commissions, and knowledge communities focused on sustainability in student affairs organizations such as ACPA, ACUI, ACUHO-I, NODA, and NASPA.

In her address to members of the College Personnel Association of New York State at their annual conference in 2006, Dr. Debra Rowe, Senior Fellow in Education for Sustainability with the AULSF, shared her passion for sustainability and her work to engage college students in meeting the needs of today's generations without compromising the ability of future generations to meet their own needs. She reminded the audience that over 18 million US college students at almost 5000 institutions surely have an opportunity to play a role in *The Sustainability Revolution*. Conversely, she suggested the revolution needs college students to advance the cause and to develop leaders now who will steward a new way of living, working, learning, and leading.

## Leading Sustainability versus Sustainable Leadership

Continuing the progression of this now recognized revolution involves the task of furthering students' development to lead sustainability efforts on their campuses. The skill sets that advance all aspects of sustainability are varied, deep, multi-faceted, and transferrable. Student leaders are moving outside the 1970s model of the seemingly simple Reduce-Reuse-Recycle. They are combining their efforts with faculty and staff to significantly impact campus life and promote sustainability in multiple ways from campus operations to endowment practices. Students on hundreds of campuses are leading programs and projects to explore recycling, composting, food waste, energy use, building construction, purchasing, transportation, and investment practices to green their campuses (College Sustainability Report Card, 2013). It makes sense, as Dr. Rowe suggested, that college students would play a role in changing the way their communities use and preserve their financial, material, and human resources.

Sustainable leadership runs parallel to leading sustainability efforts. It uses sustainability core principles to make decisions in the now with awareness of the impact on the future – on people, planet, and profit. Students use seven generation planning to lead in a way that maximizes one's capacity to make lasting change beyond their presence or involvement (e.g., when the leader is not present, the program, process, or project lives on not in spite of the leader's absence, but because of it.) A highly skilled sustainable leader puts a foundation in place exactly so their presence is not required to ensure the success of the initiative.

There is very little research on sustainable leadership in higher education. The main body of work in a related area by Hargreaves and Fink (2006) focuses on secondary school administrators and teachers in the U.S. They highlight seven principles required to preserve, protect, and promote learning for all in relationships to care for others. In their model, it is depth, length, breadth, justice, diversity, resourcefulness, and conservation that are the requirements for leadership that lasts. They consider local and global spheres of influence to be relevant to the work of school leaders – the school and the community, the local district, and the state/national levels of government and administration. Ultimately, the authors believe sustainable education and the future success of our children rest on the ability of school leaders who fully engage government, family, and teachers in a collective, progressive philosophy of purposeful planning and development. Although there is much to learn from their research findings on the value of leadership that lasts in the secondary school arena, higher education is distinctly different as is the way college students lead, learn, and contribute.

## Characteristics of Sustainable Leaders

Sustainable leaders combine best practices of sustainability in education and business to maximize their capacity for making an impact beyond their presence or involvement. The programs, projects, processes, and policies they influence have a longer lasting effect than traditional one-time events or quick decisions made in a vacuum. Sustainable leaders maintain themselves in ways that traditional leaders often overlook, finding the right balance of work with rest, planning with dreaming, and action with vision. They weigh deliberate short-term decisions and long-view planning and carefully reflect on the social justice, environmental, and financial implications. Sustainable leaders are able to consider a range of simple to complex aspects of their projects (e.g., which t-shirts to buy, who to invite as planning partners, who will benefit, the event history, campus politics, and respect for established communication channels.)

These considerations stream through a sustainable leader's decision-making filter. They recognize the importance of sustaining their energy, their reputation, and their relationships in all aspects of their student/campus life – personally, professionally, and organizationally. Like a three-legged stool, this triple bottom line of sustainable leadership provides a framework for aligning values and actions. Sustainable leaders understand the connections between the three areas and do not compartmentalize who they are and what they do in personal, professional, and organizational relationships, roles, and responsibilities. In describing their co-curricular work, their influence on campus or their organization(s), sustainable leaders would say, "It's not about me, AND it starts with me."

The following five characteristics of sustainable leaders are presented in a day-long Teamworks program called Lead Green. Program activities and tools offer student leaders an opportunity to explore their real life examples and repeatable qualities of sustainable leadership. In the program, they consider their leadership wants, needs, and haves and practice methods to increase their capacity for creative collaboration. They use the Triple Bottom Line of sustainable leadership to create an action plan grid and make commitments to short and long term goals on personal, professional, and organizational levels. Students in a Lead Green program walk away with a grounding philosophy and leadership skill set to further explore, fine-tune, personalize, and own. At their best, sustainable leaders are aware, deliberate, grounded, collaborative, and organized to extend their leadership shelf life and cultivate their capacity for positive change.

Sustainable leaders are **aware** of the strengths, talents, and attributes they bring to the table in to their academic classes, club meetings, campus events, or athletic competitions. They are open to feedback, assess and appreciate their capacity for leadership and can reflect on what they have learned from leadership style surveys or profiles. They can uncover affirmations, revelations, implications, and celebrations as they embrace their strengths and areas of challenge or struggle.

Sustainable leaders are **deliberate** in understanding the difference between their leadership wants, needs, and haves with personal, professional, and organizational congruence. They do not defer to randomness, disorder, and chaos but are at the same time aware of the power of creativity and innovation. They are mindful of what is on their leadership/life plate and know how to leave a margin for balance and self-care. Sustainable leaders are purposeful in creating realistic and challenging action items to keep their plate filled with the right activities, commitments, and relationships.

Sustainable leaders are **grounded** in a set of personal values that guide their decision-making and can articulate these values easily and quickly. They have at least one person as a role model for integrity to use as a standard or to consult in difficult times. Sustainable leaders can match the commitments on their plate to their values and establish their priorities accordingly.

Sustainable leaders are **collaborative** and highly skilled at bringing people to a place of shared vision, shared credit, and shared results. They appreciate the viewpoints of others, especially across philosophical divides, and can identify unlikely partners for large-scale projects or culture change. Sustainable leaders are invitational leaders and know now to engage others in a common cause. The finest trait of a sustainable leader is the willingness to step to the side and let others stand in the limelight.

Finally, sustainable leaders are **organized**. They document everything to pay forward a sense of order and clear the path for the next leader. They have written succession plans and development opportunities in place for others to lead in their absence. They are aware of the habits that propel them and their organizations forward to success and make the most of their areas of excellence while being equally aware of the habits that block them. They set specific goals for daily choices and life-changing decisions for themselves and are open to the prospect of accountability and stewardship.

## Sustainable Leadership in Action

It is a privilege to be in the presence of sustainable leaders. Their passion, determination, and belief in a better way is inspiring and motivating as is their minimal need to be in the spotlight or receive commendation for their work. In recent years, a few examples of sustainable leadership have risen to the surface as best practice learning opportunities and as standards for sustainable leadership excellence. Here are three of those examples to illustrate what is possible through sustainable leadership:

- A student at Arizona State University started a clothing swap with a team of friends, neighbors, and colleagues called CoOp Swap Phoenix to share used clothing and to support a local women's shelter. She launched a second CoOp Swap in Tucson with a third location in the works.
- Hot Dog Day is a dual-campus fundraiser started in 1972 by Alfred State and Alfred University and proceeds benefit eight local charities. The actual student founders of the day are unknown to the public.
- A pre-orientation wilderness experience program called BuckWild is now in its 17th year due to initial and ongoing student input and collaboration between student activities, recreational sports, athletics, and outdoor education (Bucknell University, 2013).

## Summary and Recommendations

This initial research suggests there is a place for the study of sustainable leadership in higher education. Sustainable student leaders may be more likely to engage in behaviors associated with *Deep Approaches to Learning*, as described by the 2012 National Survey on Student Engagement. Richer, more lasting connections to material through an emphasis on activities such as integration, synthesis, and reflection could be an outcome of sustainable leadership and the potential for learning and real life application it presents (NSSE, 2012). Reflective learning is a key component of sustainable leadership through self-assessment and real life examples, which promotes the examination of one's own thinking and the perspectives of others (NSSE, 2012). The Learning with Peers Engagement Indicator (NSSE, 2012) may also be a source of data to understand the potential of collaboration skills, values development, and relationship building in student success. There may also be ways to utilize the immediate and accessible real-time learning in students' social, athletic, academic, and governance organizations to conduct further research on sustainable leadership.

Questions to consider in the future include the following:

- What skill sets support the characteristics of sustainable leadership?
- Are sustainable leaders more engaged and therefore more successful?
- Do student leaders and their organizations benefit from purposeful planning?
- In what ways do student leaders, their organizations, and their campuses benefit from a connection to a bigger picture/purpose?
- How long does a program, process, or culture have to "last" to be considered sustainable?

These questions if answered could also have exciting implications for the ways in which student affairs professionals foster students' ability to influence their campus culture. Advisors and supervisors in student activities, greek life, residence life, orientation, civic engagement and alumni relations could use the characteristics of sustainable leadership to engage their students in conversations, projects and initiatives that connect them to the vision and mission of the institution. The essential role of advisor in advancing sustainable leadership and a focus on the institution as a whole suggests systems-thinking as a sixth essential component of sustainable leadership.

A quantitative piece is recommended to define and measure the parameters and characteristics of sustainable leadership. For example, the ideal timeframe and durability of programs and projects, ideal number of collaborators, and definition of sustainability related outcomes would enhance the measurability of sustainable leadership. It is also important to continue gathering examples of sustainable leadership evidenced in programs, projects, and processes on college campuses that have stood the test of time and change. This could spark a network and idea sharing opportunity from which students could learn through each other's successes and challenges. It may also be valuable to uncover best practices on campuses that reward student leaders for collaboration and programs that last beyond the student leaders' tenure on their campus.

Further research on the repeatable qualities of sustainable leadership may offer student leaders new concrete tools for designing and developing sustainable programs and processes. Implications for career development and personal growth are inevitable. More than a leadership legacy, the sustainable leader leaves a trail of big picture thinking, collaboration and values-based decision-making leading to doing something that matters. Aware, deliberate, grounded, collaborative, and organized student leaders can make a longer lasting impact on their campuses, participate more fully in creating a culture of sustainability, and enhance their own learning and development. The application of sustainability principles to student leadership may offer a new approach to engaging students in creating lasting change that improves their lives, their organizations, their campuses, and their communities.

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*Kristin Skarie is a national speaker, educator, writer, and entrepreneur with her company, Teamworks. She has twenty-eight years' experience in crafting distinctive, relevant, grounded, and "green" team and leader development programs for college, corporate, and community organizations. Kristin is the author of "A Year of Nothing New –Tools for Living Lean and Green" – a journey of personal sustainability to reduce her footprint and increase her impact. She received her B. S. in Physical Education from the University of Wisconsin, Madison and her M. S. Ed. in Higher Education & Student Affairs from Indiana University, Bloomington.*

# Examining the Representation of Mission Statements within Admissions Marketing Materials: An Indiana University-Bloomington Study

Robert Paul Bauer, Kathleen M. Dougherty, Alan D. Goodno, Sarah C. Hatch, Jennifer N. Nailos, & Cameron Vakilian

*Admissions offices are charged with the responsibility of informing, attracting, and recruiting prospective students to higher education institutions. This is often carried out through traditional recruitment methods consisting of messages sent through marketing materials. The text and photographs included in these marketing materials communicate a culture that exists within the institution and invites prospective students to become a member of the community. These materials can also convey the values and mission of an institution. In order to identify the connection between an institution's values and their recruitment materials, this study examines the representation of mission statements within admissions marketing materials. Through an examination of the Indiana University-Bloomington Mission Statement, this study identifies five key themes: Research, academics, libraries and museums, meaningful experiences outside the classroom, and campus diversity, as well as two additional themes, athletics and campus beauty.*

Colleges and universities use their mission statements to depict the responsibility, rationale, and vision of the institution. Artifacts, including mission statements, buildings, images, and other documents, contribute to the established culture and environment of a campus (Kuh, 1993), and inform individuals about the institutional environment. Campus culture can be reflected in the institution's history, symbols, and traditions, each of which can influence the information articulated within the institution's mission statement (Kuh, 1993).

In addition to a university's mission statement, marketing materials promote and educate individuals about an institution's values in order to attract and retain students who contribute to the campus environment. Symbols and documents, such as campus mission statements and admission marketing materials, preserve the culture and serve as a representation of the values and norms of the campus environment (Hartshorne, 1943; Sporn, 1996). Mission statements for universities should articulate the espoused values in which its members believe. If the institutional values are stated in the mission statement, but are not articulated within the marketing materials, it reflects a lack of consistency in the message of the college or university. This lack of consistency, or gap between the espoused values and values displayed within the materials, could give prospective students a misleading image of the university's values.

Mission statements also provide the basis for an institution to present a consistent set of values and expectations for the respective college or university. Fugazzotto (2009) claims physical space and mission statements are directly linked and that "campus space makes mission, and thus structure and culture, more tangible" (p. 290). It is important to investigate if the values asserted by the mission statement are translated into institutional marketing materials because institutions use mission statements as guiding documents for operations and campus aspirations (Kotler & Fox, 1985). When recruiting prospective students, providing an accurate representation of campus values, culture, and environment can help a student determine their interest in that particular institution (Armstrong & Lumsden, 2008). If admissions marketing materials are displaying the institution's espoused values accurately, then prospective students will have a more realistic understanding of the campus community upon their enrollment and arrival.

In this article we explore the representation of mission statement themes in the admissions materials at Indiana University-Bloomington (IUB). To set the foundation for our study, literature addressing institutional culture, mission statements, view book and other admissions materials, and university branding are reviewed. From the literature, the research team addresses the importance of articulating the espoused values of an institution within the campus' admissions materials. Next, we outline the instrument created by the research team to assess themes displayed in the admissions materials. Key findings from the study are presented, followed by a discussion of the implications for IUB and future studies.

## Literature Review

### Institutional Culture

Institutional culture on a campus socializes new students to adapt to campus norms (Kuh, 1990). A campus norm is a group-held belief regarding how students should behave or interact during certain situations (Kuh, 1990). The enacted behaviors, norms, and values of a group or community within an environment create the culture (Kuh, 1990). Strange and Banning (2001) define culture as an established pattern of basic behaviors and assumptions that a group develops and adopts. The culture is "reflected in traditions, stories, ceremonies, history, myths, heroines and heroes, interactions among members, policies and practices, symbols and mission, and philosophy" (Strange & Banning, 2001, p. 100). Culture helps inform members of the community about the behaviors, traditions and other values of the institution.

Artifacts, perspectives, values, and assumptions comprise culture and are shared with new members. Their meanings and influence evolve to meet the needs of both the organization and the individual (Kuh & Hall, 1993). Because culture is complex and combines many elements of enacted behavior, campus leaders should have a general understanding of the culture within their environment. Campus leaders, such as presidents, deans, and high-level administrators, communicate the elements of the culture in order to inform the university community. It is important for these leaders to be aware of how culture shapes the environment (Tierney, 1988). One form of communication utilized by campus leaders is through artifacts, including the institution's mission statement. This communication can allow campus leaders to enact change, unify the community, and understand interactions between subgroups at the university.

At large institutions, subgroups develop and may have values that differ from the greater campus community (Hartshorne, 1943). These subgroups often remain supported by the campus because students who are "satisfied with college life are loyal to the institution, attract new students…and participate in and perpetuate traditions" (Kuh, 1990, p. 56). Documents preserve the institutional and sub-group cultures while serving as representations to both insiders and outsiders of the values and norms of the campus (Hartshorne, 1943; Sporn, 1996). However, Sporn (1996) argues that university goals and standards are problematic and vulnerable to the environment. This creates difficulty for managing an institution-wide expectation, such as a campus mission statement, because of the numerous variables and subgroups that would need constant direction and alignment toward the specified objective.

The normative behavior of a campus community may not always be consistent with the espoused values articulated within a university's mission statement. Enacted institutional values are demonstrated in the student newspaper or posters for student-run programs but might not align with the espoused values mentioned in the university's mission statement. Examining the difference between espoused and projected values and how they are articulated within the campus environment can provide insight into the purpose and function of such artifacts as university admissions marketing materials and campus mission statements.

### College and University Mission Statements

The use of university-created and established artifacts on campus, such as a university mission statement, is "central to the construction of meaning and the communication of understanding, and also [acts] as an impetus for influences and action" (Gioia, Thomas, Clark, & Chittipeddi, 1994). An artifact is a component of culture that has physical presence on campus, which in some way adds to the culture of the institution (Strange & Banning, 2001). The message projected through an institution's mission statement can create and establish a sense of community (Magolda, 2000). Institutional artifacts, including mission statements, can inform the individual about the environment, what to expect, and the behavioral norms (Magolda, 2000). In order for institutions to effectively communicate normative values, mission statements must consider factors of history, community, environment, resourcefulness, and proficiency (Kotler & Fox, 1985).

Mission statements are not solely grounded in the history of an institution but also in the current culture. The everyday activities and practices, which shape the environment, dictate the educational purpose (Edwards & Usher, 2003). According to Morphew and Hartley (2006), institutional missions include what is important for their benefactors (i.e., students, faculty, and/or alumni). Subsequently, mission statements reflect, rather than dictate, the campus environment. Fugazzotto (2009) believes that administrators, students, and faculty can enact behaviors that establish norms without thinking about the foundation of a mission statement. Campus space and articulated values within artifacts, such as a mission statement, can assist in making the institution's espoused values more tangible, giving the values a physical presence on campus (Fugazzotto, 2009).

### View Books and other Admissions Materials

Materials sent from a university to prospective students are also artifacts that represent the culture of that university. A prospective student's choice about where to attend college can be considered a life-changing decision (Armstrong & Lumsden, 2008; Galotti & Kozberg, 1996), with many prospective students conducting significant amount of research before choosing an institution. Simoes and Soares (2010) argue, “studies assessing students’ information requirements and relevance have found that students tend to rely primarily on information sources developed by the university (e.g., brochures, leaflets, [and] university websites)” (p. 367). Therefore, the majority of colleges and universities spend a large portion of admissions and recruitment offices’ budgets creating and providing these sources (Fugazzotto, 2009). Admissions departments need to assist and inform prospective students about the specific institution and the full array of services offered (Armstrong & Lumsden, 2008). Hoover (2008) noted, “on average, printed materials, such as view books and brochures, account for 24 percent of admissions budgets” (p. 367). Because many admissions departments spend a large portion of their budget on recruitment efforts, prospective students receive a variety of informational material. This material can range from a one-page pamphlet to a sleek institutional guidebook full of pictures, text, and an abundance of information. Such materials help ease the student through the decision-making process and entice the student to visit campus, complete an application, and eventually enroll as a new student (Armstrong & Lumsden, 2008).

View books help students choose if a college or university is the place for them by allowing the students to gather information about many areas of the campus environment, vicariously experiencing the university before attending (Klassen, 2008). College and university view books are advertising the institution to prospective students similarly to print ads, billboards, and television screens (Hartley & Morphew, 2008). View books are an instrumental promotional tool used by schools to depict the lifestyle prospective students can expect, as well as the institution’s values (Anctil, 2008, as cited in Pampaloni, 2010). Simoes and Soares (2010) state that, “consumers tend to search for more information when buying a service than when purchasing a tangible product” and the universities are providing the consumer (students and parents) with the information (p. 372). View books often contain general information about the university and do not include overly specific information about academic programs (Hartley & Morphew, 2008). Images that symbolize institutional values and priorities are depicted to help prospective students identify whether they will feel comfortable attending the university (Klassen, 2008).

## Displaying and Promoting a Brand

Each institution of higher education has a unique set of characteristics that set it apart from other colleges and universities. The intentionality of these characteristics and features are part of each institution’s identity or brand (Bennett & Ali-Choudhury, 2009; Bick, Jacobson, & Abratt, 2003). The brand of a university reveals the values, mission, and the way services are offered, allowing the targeted population to gain a working knowledge of that particular institution (Balmer, 1998; Bennett & Ali-Choudhury, 2009). There are several important aspects of the admissions materials that are sent to prospective students which display and promote the institution’s brand: images of people with various visible identities, places or landmarks on campus, and the words used to describe the institution and its services. These depictions of the institution ideally are representative of the actual campus (Armstrong & Lumsden, 2008). Good marketing and branding result from knowing one's institution, having a full understanding of the image and perception of the institution, and merging these effectively with marketing publications and activities (Klassen, 2008).

College and university administrators view marketing and advertising programs as a means to build a recognizable institutional brand (Newman, 2008). The effectiveness of the brand identity and how it is conveyed through the university's recruitment marketing materials impacts the admissions process from the student perspective (Newman, 2008). A university's branding strategy also can help or hinder the institution in its attempt to fulfill its' mission and vision statements (Cooper, 2009). Therefore, we pose the following question: Are IUB's admissions marketing materials accurately portraying an environment and culture, as described within the IUB Mission Statement, to prospective students?

## Method

To understand the relationship between the espoused mission of the university as articulated in the IUB Mission Statement and the enacted purpose in the recruitment marketing materials, a framework of content analysis was used to analyze documents and to answer the research question. Content analysis allows researchers to use communication messages to indirectly study human behavior (Berelson, 1952; Bowen, 2009; Creswell, 2012; Fraenkel & Wallen, 2006; Hsieh & Shannon, 2005; Thomas, 2006). Commonly used for communication and consumer research, content analyses are "objective, systematic, and quantitative of the manifest content" (Kassarjian, 1977, p. 8). Manifest content does not rely on interpretation but rather the words, pictures, and images that are present in a document (Fraenkel & Wallen, 2006). Conversely, latent content requires a researcher to make personal judgments to determine the underlying meaning of documents (Fraenkel & Wallen, 2006).

For the purpose of this project, words and themes were used as the main units of measurement. Words are the basic unit for a content analysis, while themes are considered a larger unit of measurement and are most valuable in determining the values, beliefs, and attitudes of an organization (Elo & Kyngäs, 2008; Hsieh & Shannon, 2005; Kassarjian, 1977; Stemler, 2001). Kuh (1993) states that through the study of the values, beliefs, and attitudes of a setting, one can understand the environment. The IUB Mission Statement establishes desired environmental attributes and, through the admissions materials, the values, beliefs, and attitudes of the campus are represented publicly to prospective students. There are six questions to be addressed in content analysis:

1. Which data are analyzed?
2. How are they defined?
3. What is the population from which they are drawn?
4. What is the context relative to which the data are analyzed?
5. What are the boundaries of the analysis?

6. What is the target of the inferences? (Krippendorff, 1980, as cited in Stemler, 2001, p. 2)

These guiding questions were used to construct an original instrument (see Appendix A). The research team used this instrument to guide the content analysis of the IUB Mission Statement and admissions marketing materials. Both manifest and latent content were analyzed and the pictures and texts were placed into themes pulled from the IUB mission statement.

### Indiana University-Bloomington Mission Statement Themes

By evaluating the content and merging subcategories into general thematic areas, the research team determined five key themes within the IUB Mission Statement. Each member of the research team coded the Mission Statement for thematic categories and those that were most pervasive and applicable to the purpose of the study were identified as: *research, academics, libraries and museums, meaningful experiences outside the classroom,* and *campus diversity.* These themes were stated within the IUB Mission Statement:

Bloomington is the flagship residential, doctoral-extensive campus of Indiana University. Its mission is to create, disseminate, preserve, and apply knowledge. It does so through its commitments to cutting-edge research, scholarship, arts, and creative activity; to challenging and inspired undergraduate, graduate, professional, and lifelong education; to culturally diverse and international educational programs and communities; to first-rate library and museum collections; to economic development in the state and region; and to meaningful experiences outside the classroom. The Bloomington campus is committed to full diversity, academic freedom, and meeting the changing educational and research needs of the state, the nation, and the world (IUB, 2012).

According to Pampaloni (2010), and Klassen (2008), mission statements should inform the creation and distribution of university marketing materials. Thus, these five factors pulled from the Mission Statement should be articulated to prospective students to provide representation of the university environment and culture. For this reason, these five concepts should present themselves within the admissions marketing materials if the materials' purpose is to represent the university.

### Sample

Hard copy marketing materials intended for traditional prospective students were collected from IUB's Office of Admissions in September 2012. These documents are distributed annually to over 700,000 prospective students and are also available in the Office of Admissions for daily use (K. Timney, personal communication, September 20, 2012). In this study, a twenty-page view book, scholarship brochure, and six postcards were analyzed. The view book contains images and text about IUB and is always mailed to prospective students with the scholarship brochure, which highlights funding opportunities available (K. Timney, personal communication, September 20, 2012). Postcards mailed to prospective students are covered with images and text on both sides, all themed "College Should Be Like This." Online or electronic media were not analyzed in the context of this study because these mediums are distributed to a wider population and are made available for public access, while the printed materials are distributed directly to a targeted population of prospective students.

### Instrument

Using an open coding process, the research team read the IUB Mission Statement (2012) and created an instrument (see Appendix A) for analyzing the admissions materials using the Mission Statement themes (Elo & Kyngäs, 2008; Fraenkel & Wallen, 2006; Hsieh & Shannon, 2005; Thomas, 2006). The researchers adapted the framework from The National Archives and Records Administration (Education Staff, 2012a, 2012b) that contributed to the analytic consistency to identify both latent and manifest themes in the sample materials (Fraenkel & Wallen, 2006).

## Procedure

The research team designated four members to code the admissions documents. Pairs of two were established and assigned either (a) the postcards and scholarship brochure or (b) the view book. The division was determined for each group to have equitable amount to code. Each researcher independently coded the assigned document(s) using the instrument constructed from the IUB Mission Statement. An inductive process with open coding, using both latent and manifest processes, was used to determine whether the sample material had a direct or indirect relationship with the IUB Mission Statement (Elo & Kyngäs, 2008; Fereday & Muir-Cochrane, 2006; Stemler, 2001; Thomas, 2006). This coding was conducted through the lens of a prospective student taking all information presented at face value. For example, if there were no identifying markers distinguishing a specific building as a museum or library, then the building was not coded under the theme of *museums and libraries*. The pairs met to verify individual coding, confirming frequencies and emergent categories developed through the deductive process. Themes were then identified from the aggregate data: *research, academics, libraries and museums, meaningful experiences outside the classroom, and diversity*.

### Coding

The worksheet, as discussed in the instrument section, is comprised of three sections: general information, latent information, and manifest information. Within general information, the type of material analyzed (view book, scholarship brochure, or postcard) and its format for distribution with personalized characteristics (i.e., name of recipient, personal address) is listed. The general information section also includes questions to determine the purpose of the document, intended audience, and a description of the material layout.

The worksheet's latent information section was created to determine and articulate the content of the document and its most prevalent themes. To determine the content of the document, the worksheet asked questions that included factors derived from the IUB Mission Statement. For example, one question states: "What does this document say about *research, academics, libraries and museums, meaningful experiences outside the classroom,* and *campus diversity*?" The section signifies the indirect relationship between the documents and the IUB Mission Statement.

The final section of the worksheet - manifest information - contains the coded themes from the IUB Mission Statement. This section asks the researchers analyzing the document to include all text and images that fit within the decided themes. This documented information refers to a direct relationship with the IUB Mission Statement from the admissions materials. After individual coding, the research team members served as member checkers to ensure the validity and reliability of the data (Guba & Lincoln, 1982; Thomas, 2006). The research team coded 513 items. A total of 454 were directly related to the five established themes.

### Analysis

The research team used the central coding document to analyze the themes and areas of the IUB Mission Statement that were dominant or least represented in the admissions materials. The aggregate data for the text and images for each theme of the Mission Statement were separated by view book and postcards/brochure to determine trends among the two groups of documents. Data from both groups of documents were then combined to create percentages reflecting the frequency of how often images or text depicting a theme from the Mission Statement was represented in the admissions materials. After initial analysis of the coded items representing the five themes in the Mission Statement, aggregate data from the emerging theme were added and percentages representing the frequency were calculated. This data set was then compared against the frequency percentages of the original five themes coded from the Mission Statement. The described analytic approach helped the researchers to illustrate the emphases the Office of Admissions places on certain campus experiences presented to prospective students.

### Reliability and Validity

To check the validity of our findings, the latent and manifest data were compared in order to determine the similarities and differences between the gathered information. To ensure reliability, researchers identified their coding norms and definitions prior to analysis, compared their coding, and discussed any deviations in the data (Guba & Lincoln, 1982; Stemler, 2001; Thomas, 2006). Data comparison checks were utilized to maintain consistency within the data collected. One member of each research pair completed the original analysis and the other member checked the validity of the data. The data comparison checking process also investigated the latent components and determined whether the interpreted meaning of the document analysis was accurate.

## Findings

Coding the documents demonstrated that while all five themes (*research, academics, libraries and museums, meaningful experiences outside the classroom, and campus diversity*) were present, they were not equally represented. A total of 454 items were coded related to the five themes decided upon through the mission statement. However, upon document analysis, two additional sub-themes (*campus beauty* and *athletics)* increased the number of coded items to 513. The findings for each theme are discussed below.

### Research

*Research* was the least represented theme of the Mission Statement in photos and text. Photographs of laboratory spaces, field research, and the word "research" were all coded under the theme of *research*. Of the 454 items coded in the document, *research* manifested itself 14 times in five pictures and nine text items as represented in Table 1 (see Appendix B), accounting for only 3.1% of the themes coded. *Research* typically was depicted in a scientific lab with test tubes or equipment. In the text, the term "research" was used frequently in conjunction with "top-notch faculty." The hard sciences (e.g., chemistry, biology, physics) were the primary areas in which *research* was displayed and discussed in the materials.

**Academics**

Photographs of classrooms, students studying, backpacks, studying materials, instructors, and text that included the word "academic" or text mentioned programs, schools, colleges, majors, and minors were all coded under the theme *academics*. Highly visible in both text and photos, *academics* were shown in 37.7% of the 454 items coded (see Appendix B). *Academics* are most prevalent in text compared to pictures, with 75% of the coded items related to *academics* being text. A large percentage of *academics* were found in the scholarships brochure, thus skewing the data for the postcard/brochure numbers presented in Table 1 (see Appendix B). Specifically focusing on the coded items in the postcard/brochure category, half of the photographs coded in the documents were present in the scholarship brochure. Additionally, of the 28 text items coded in the postcard/brochure, nine of the items were also present in the scholarship brochure.

**Libraries and Museums**

*Libraries and Museums* was the second least represented theme, occurring in only 3.5% (or 16) of the 454 items coded (see Appendix B). The words "museum" and "library" along with photographs of these spaces were included in the *libraries and museums* theme. Text was the most prevalent representation method in the view book, postcards, and brochure. Libraries were represented more than museum collections at the university. Although one of the main libraries on campus was pictured several times in the view book, there were no captions or context clues that would allow an outsider of the university to draw conclusions that it was a library, thus those images were not counted in this category.

**Meaningful Experiences Outside the Classroom**

*Meaningful experiences outside the classroom* encompassed multiple sub-codes including: student organizations, functional areas, fine art performances, entertainment (e.g., auditorium shows), volunteer opportunities, study abroad, internships, friends, students hanging out, and Residential Programs and Services. The sub-codes were created once documents were analyzed and several themes emerged. *Meaningful experiences outside of the classroom* were defined as out-of-class opportunities for students to learn and develop. *Meaningful experiences outside the classroom* accounted for 39.2% of the 454 items coded (see Appendix B). This theme was the second most represented aspect of the Mission Statement in the admissions material. These experiences were primarily represented through text. However, *meaningful experiences outside the classroom,* was the most represented type of picture in the view book.

**Campus Diversity**

Cultural centers, human physical diversity, geographic diversity, and the word "diversity" were all codes under the theme *campus diversity*. *Campus diversity* was the third most represented theme of the Mission Statement present in 16.5% of the 454 items coded (see Appendix B). Examples of *campus diversity* from the post cards included visibly diverse student populations, inside and outside the classroom, and the various cultural centers located on campus. Comparatively, there were a larger number of photographs representing *campus diversity* when contrasted with the other themes.

**Emergent Themes**

Codes within the theme *meaningful experiences outside the classroom* included photos and text that portrayed athletics and associated traditions as sub-themes. Examples of these items encompassed photos of sporting events or text describing a campus tradition, such as the school's fight song. *Athletics* comprised 7.5% of photos and 23.8% of text items for a total of 27.5% of items coded for *meaningful experiences outside the classroom* (see Appendix B). Overall, athletics represented 10.7% of photos and texts coded across all themes.

A total of 39 photos and 20 text items represented *campus beauty*. Examples of these items include photos of scenic areas on campus or text showcasing campus landmarks. It is possible that images of libraries and museums were included in this section if there were no identifying markers on the photos. *Campus beauty* represented 23.9% of all photos and 5.7% of all text, or a total of 11.5% of the data (see Appendix B). This significant percentage of data indicates *athletics* and *campus beauty* are valued components of the campus experience. The emergent themes are highlighted frequently in the admissions materials, indicating their importance to the campus and to the recruiting of prospective students.

## Discussion: Interpretation of Findings

Initially, five themes in the admissions materials were coded based on the Mission Statement: *research, academics, libraries and museums, meaningful experiences outside the classroom,* and *campus diversity.* Upon reviewing the materials, two other themes, *athletics* and *campus beauty,* emerged. *Athletics* were added to the *meaningful experiences outside the classroom* theme. The research team felt this was appropriate because athletics have characteristics similar to other experiences that were categorized into this theme of an activity in which a student can partake. *Campus beauty* was broad enough to remain an independent theme. Athletics and the physical campus environment are values and norms established by the campus community and emerged in the content analysis. However, the two themes are not mentioned in the IUB Mission Statement. Interpreting the findings of the study will illustrate if IUB's Office of Admission's marketing materials accurately represent the values (the aforementioned five themes derived from the IUB Mission Statement) of the institution.

**Limited Representation of Academics**

While coding the documents for the theme of *academics*, the research team searched for pictures or text of classrooms, people studying, professors, book bags, and other symbols related to the academic nature of the university. The scholarship brochure had the highest number of academic references. Referencing and displaying *academics* 43 times, the scholarship brochure contained nearly two times as many *academic* items as the other seven documents combined (see Appendix B). Hartley and Morphew (2008) found that view books do not typically include specific information about academic programs, explaining the lack of an academic focus in IUB's admissions materials.

**Small Focus on Museums and Libraries**

*Libraries and museums* are places or landmarks on campus that communicate the institutional brand (Armstrong & Lumsden, 2008). Throughout the coding of these materials, unlabeled images of *libraries and museums* were not likely to be recognizable to prospective students unfamiliar with the facilities and therefore are identified in a mere 16 instances (3.1%) of the 454 codes that were found (see Appendix B). The coding for *libraries and museums* consisted of searching for text, pictures of *libraries and museums*, and places that could resemble either. This theme yielded the fewest items and therefore is perceived by the researchers to be the least valuable for appealing to prospective students.

**Large Focus on School Spirit, Athletics, and Traditions**

*Athletics*, defined as school spirit, traditions, or sporting events, are included in the *meaningful experiences outside the classroom* theme. This sub-theme comprises 16.2% of the *meaningful experiences outside the classroom* items. Mention of student participation in sports is a common theme in many institutions' view books (Hartley & Morphew, 2008). While there is no mention of athletics in the IUB Mission Statement, athletics are a large part of the campus culture, which is not only reflective of the institution's traditions and history, but also explains why this theme is emergent in the admissions materials (Kuh, 1993). Astin (1968) found that campuses with a strong reputation would have high levels of school spirit and loyalty, and that cohesiveness of the environment would evolve over time into a more homogenous community.

The depictions of *athletics* are important because this information provides prospective students with insight into the behavioral norms of the institution (Magolda, 2000). The admissions materials mention traditions associated with athletics, which in turn entices prospective students to join in and continue participating in and promoting the traditions (Kuh, 1990). *Athletics* are perceived to appeal to prospective students and, therefore, are used as a recruiting tool in the materials distributed by admissions.

**Emphasizing the Beautiful Campus**

*Campus beauty* is an emergent theme observed after the first stage of coding. The theme was frequently highlighted throughout the admissions materials in aesthetically appealing images of campus coupled with the mention of winning awards or a text box describing the campus' attractiveness with a variety of adjectives. Universities are likely to incorporate a myriad of stereotypical images within view books and admissions materials including landscapes and aesthetic components of campus (Hartley & Morphew, 2008).

*Campus beauty* and identifiable images of the campus promote and display the institution's brand. Although images of campus played a large role in the admissions materials examined, there is no mention of greenery, landscapes, the arboretum, or other campus spaces within the IUB Mission Statement. The presence of *campus beauty* within the admissions marketing materials may be explained by the institution's historical tradition of including such images within their admission materials. Images of campus are important to include because they give realistic depictions to prospective students of the actual campus environment, thus providing students with more accurate information as to what they can expect to experience upon their arrival (Armstrong & Lumsden, 2008).

### Projected Values, Culture, and Environment

After analyzing the findings of the study, not all of the admissions marketing materials were direct reflections of the espoused values articulated within the IUB Mission Statement. Some themes were represented more than others. Within the materials, the themes of *academics* and *meaningful experiences outside the classroom* were represented more than the themes of *libraries and museums* and *research*. This finding suggests that the Mission Statement does not accurately represent the balance of values and norms of the institution and/or that the admissions marketing materials do not emphasize the espoused values proportionately to prospective students.

## Limitations

Limitations and biases exist that may have influenced the study's identified results. First, it is necessary to acknowledge the potential for bias due to the researchers' backgrounds. All members of the research team are students in the Higher Education and Student Affairs program at IUB. Because of the researchers' awareness of the student experience and the administrative roles on campus, bias may exist. Their focus on student development provides a research lens that emphasizes the importance of connecting and communicating with students. This lens might have impacted the way in which the research team interpreted the images and text relating to a student's developmental experience.

Second, the information and categories developed in the content analysis are based on the interpretations of the researchers. While the role of the researchers is valid, it is important to note that this analysis is informed by campus experiences and backgrounds, the four researchers who conducted the analysis utilized the lens of a prospective student when looking at the documents. This is important because the interpretation of the data, its relevance, and importance to the campus community is derived from the research team and not the institution or admissions office.

In addition, the themes were not equally represented, which could suggest a value judgment on certain themes over others. IUB makes no statement as to the ranking or importance of the values articulated in the mission statement. Thus, one cannot expect the themes to be equally embodied throughout the institution and its' marketing materials.

Finally, because the study is focused on the IUB Mission Statement and admissions materials, the data is not generalizable to other campuses. However, the content analysis process can be replicated at any college or institution. Aware of our unique position at the university when examining the documents, the researchers believe the method and implications for the field outweigh the limitations and potential biases.

## Implications

Further research is needed on how students perceive their campus environment as it relates to the institution's mission statement. Gathering more information about how students feel the institution emphasizes and values the five categories (*research, academics, libraries and museums, meaningful experiences outside the classroom,* and *campus diversity)*, as well as the two emergent themes (*athletics* and *campus beauty),* would provide the student perspective that is missing from this study. Student perceptions would support or refute the results of this study by revealing whether or not the findings from the admissions materials are themes students are actually recognizing within their environment.

While this study is focused on a large, Midwestern, public research university, similar research could be performed on marketing materials from different post-secondary institutions across the nation. More questions have emerged on how marketing initiatives take campus mission or espoused values into consideration. How important are mission statements in admissions marketing materials? Are admissions departments more concerned about the marketability and visual appeal of the institution or the accurate representation of the institution's mission statement? The literature suggests that it is important to capture attention and persuade students to apply for admission (McCreery, 2001). It is also important to portray the university's brand with an accurate representation of the campus (Armstrong & Lumsden, 2008).

Mission statements influence physical space and campus culture (Fugazzotto, 2009). Because of this influence, institutions would benefit from further research on how practitioners within admissions can specifically and holistically include factors of their mission statements into college marketing materials. The methodology of our study serves as a guide for institutions to analyze the reflection of their own mission statements in the materials distributed to prospective students. Nevertheless, more research is needed on how these components, such as *academics* or *research*, can be represented through images and/or text in the most accurate way.

## Conclusion

Through the content analysis of admissions materials, this study measured the frequency of messages and images presented to prospective students. This study found that the admissions marketing materials reflected all five themes of IUB's Mission Statement, as well as two emergent themes that were featured prominently in the documents, which demonstrates their importance in the recruitment process. The themes were presented disproportionately when marketing to prospective students. This could suggest a lack of value or importance for incorporating these themes over other themes that are not clearly stated in the IUB Mission Statement. The displayed activities and values in the admissions marketing materials are intended to attract prospective students to Indiana University and appeal to their interests. Therefore, admissions offices seeking to accurately represent their university should take both the campus mission statement and the typical student experience into consideration when designing materials for distribution.

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# Appendix A

## Document Analysis Instrument

**General document description**

1. Document type – *Choose one below*
    a. View book
    b. Brochure
    c. Postcard
2. Physical characteristics of the document – *Choose one below*
    a. Personalized
    b. University letterhead
3. What is the purpose of the document?
4. Creator of the document?
5. Describe layout of document (trifold, nine page booklet, etc.)?
6. What audience is this document created for?

**Latent information**

**For the following section please list page number or description of where information is located when referring to text/image within said document.*

1. What does this document say about research?
2. What does this document say about academics?
3. What does this document say about museums and libraries?
4. What does this document say about meaningful experiences outside the classroom?
5. What does this document say about campus diversity?
6. After reading the entire document; list the three most prevalent themes.

**Manifest Information**

**Record all the information relevant to the categories below found in the document. Information includes but is not limited to images, text, graphics, etc.*

1. Research
2. Academics
3. Museums and libraries
4. Meaningful experiences outside the classroom
5. Campus diversity

# Appendix B

## Data Tables

Table 1

*Frequency of Mission Statement Key Concepts in Admissions Materials*

| | Photographs | Text | Totals Among Coded Mission Themes[1] | | Totals Including Emerging Theme[2] |
|---|---|---|---|---|---|
| **Research** | | | | | |
| View book | 3 | 6 | 9 | 2.0% | 1.8% |
| Postcard/Brochure | 2 | 3 | 5 | 1.1% | 1.0% |
| Subtotal | 5 | 9 | 14 | 3.1% | 2.7% |
| **Academics** | | | | | |
| View book | 27 | 107 | 134 | 29.5% | 26.1% |
| Postcard/Brochure | 9 | 28 | 37 | 8.1% | 7.2% |
| Subtotal | 36 | 135 | 171 | 37.7% | 33.3% |
| **Libraries & Museums** | | | | | |
| View book | 2 | 9 | 11 | 2.4% | 2.1% |
| Postcard/Brochure | 2 | 3 | 5 | 1.1% | 1.0% |
| Subtotal | 4 | 12 | 16 | 3.5% | 3.1% |
| **Meaningful Experiences Outside the Classroom** | | | | | |
| View book | 33 | 69 | 102 | 22.5% | 19.9% |
| Postcard/Brochure | 15 | 61 | 76 | 16.7% | 14.8% |
| Subtotal | 48 | 130 | 178 | 39.2% | 34.7% |
| **Campus Diversity** | | | | | |
| View book | 18 | 32 | 50 | 11.0% | 9.7% |
| Postcard/Brochure | 13 | 12 | 25 | 5.5% | 4.9% |
| Subtotal | 31 | 44 | 75 | 16.5% | 14.6% |
| **Coded Mission Totals** | **124** | **330** | **454** | **100.0%** | **88.5%** |
| | | **Emergent Theme Through Coding** | | | |
| **Campus Beauty** | | | | | |
| View book | 32 | 16 | 48 | N/A | 9.4% |
| Postcard/Brochure | 7 | 4 | 11 | N/A | 2.1% |
| Subtotal | 39 | 20 | 59 | N/A | 11.5% |
| **Overall Totals** | **163** | **350** | **513** | **N/A**[3] | **100.0%** |

1 These percentages reflect the totals among the original 5 themes identified in the mission statement.

2 These percentages reflect the addition of campus beauty as an emerging theme. Athletics is not included as it is a subset of Meaningful Experiences Outside the Classroom.

3 Percentages could not be generated as campus beauty was not coded from the mission statement.

Table 2

*Frequency of Sub-theme Athletic in Admissions Materials*

| | Photographs | Text | Total | Percentage of METOC[1] |
|---|---|---|---|---|
| **Athletics - Subcode of Meaningful Experiences Outside the Classroom** | | | | |
| View book | 10 | 18 | 28 | 27.5%[2] |
| Postcard/Brochure | 8 | 13 | 21 | 27.6% |
| Subtotal | 18 | 31 | 49 | 27.5% |

1 Meaningful Experiences Outside the Classroom

2 These percentages reflect the total amount within Meaningful Experiences Outside the Classroom. Thus, 27.5% of the view books 102 coded items are athletic related.

# The Effect of Trauma Transmission: Psychosocial Development of Second-Generation Southeast Asian American College Students

Stephanie Nguyen

*Asian American students have a strong presence in higher education, making up 6% of the overall college population (U.S. Department of Education, National Center for Education Statistics, 2012). However, these figures hide vast disparities in the cultural and identity development of the 25 nationally recognized Asian American ethnic sub-groups (Hoeffel, Rastogi, Kim, & Shahid, 2012). Southeast Asian American students, in particular, have unique cultural experiences, such as being raised by refugee parents and navigating a bi-cultural identity. Utilizing Kodama, McEwen, Liang, and Lee's (2002) psychosocial development of Asian American identity, this article examines the effects of psychosocial development on second-generation Southeast Asian American college students from their refugee parents' transmitted psychological trauma. With this understanding, student affairs professionals can better assist this student population to explore their identities through the negotiation of the seven psychosocial developmental tasks.*

Between 2000 and 2010, the Asian population was the fastest growing racial group in the United States (Hoeffel et al., 2012). The Asian population increased four times faster than the total U.S. population, growing by 43% from 10.2 million to 14.7 million (Hoeffel et al., 2012). By 2050, the population of Asian Americans and Pacific Islanders (AAPI) is estimated to reach 40.3 million or 10% of the total U.S. population (Lee, 1998). Between 1976 and 2010, enrollment of AAPI college students increased from 2% to 6% (U.S. Department of Education, National Center for Education Statistics, 2012). Despite their increasing presence in higher education, too often AAPI students are subjected to the *model minority* stereotype, which is defined as students who are academically successful, wealthy, compliant, uncomplaining, and problem-free (Chang & Kiang, 2002). Because this stereotype overlooks their racial identities, AAPI are not viewed as "underrepresented in [American] academic and social structures" (Oyserman & Sakamoto, 1997, p. 437). As a result, this model minority myth overstates AAPI students' levels of educational access and academic achievement.

The model minority stereotype masks the heterogeneity in the AAPI population, which is diverse because of its immigration histories, ethnic traditions, and religious values. The 2010 U.S. Census identifies at least 25 distinct ethnic subgroups within the AAPI race (Hoeffel et al., 2012). For the purpose of this article, Southeast Asian Americans (SEAA) is an ethnic category that includes Vietnamese, Hmong, Cambodian, and Laotian Americans. There are an estimated 2.3 million SEAA in the country (Hoeffel et al., 2012), the majority of whom are refugees who fled from civil war and political turmoil (Ngo & Lee, 2007). As a result, SEAA refugees were subjected to many traumas during their escape and arrival to the U.S. and are unable to handle many of their traumatic experiences (Han, 2006). Many SEAA are poorly prepared to adjust to American culture (Han, 2006). In fact, SEAA refugees are four times greater than American adults to experience psychological distress (Rumbaut & Ima, 1988). The half-million American-born children of SEAA refugees are directly or indirectly affected by their parents' trauma (Han, 2006).

This article focuses on second generation SEAA students, who are defined as Americans of Southeast Asian descent born in America to refugee parents. Although they have similar Asian cultural values to AAPI students, such as family-oriented interdependence and connection to tradition and heritage (Oyserman & Sakamoto, 1997), their parents' immigration history as refugees becomes an additional burden on SEAA students. This trans-generational phenomenon, called the transmission of trauma (Han 2006), is one in which many SEAA children, who never experienced the trauma firsthand, internalize their parents' psychological distress. Ultimately, this transmission of trauma has a powerful influence on the decisions, actions, and identity of SEAA students. As a result, SEAA students are more complex than the model minority image suggests (Ngo & Lee, 2007) and deserve attention from student affairs professionals to better understand their different academic, social, and emotional development in the college setting (Han & Lee, 2011).

Although there is research explaining the psychosocial development of college students (Chickering & Reisser, 1993), including within the broad category of AAPI students (Kodama, McEwen, Liang, and Lee, 2002), few studies have examined how SEAA students, an ethnic sub-group of the AAPI population, negotiate their psychosocial development and their parents' unique immigration history (Ngo & Lee, 2007). Current literature and research provide a starting point for understanding how SEAA students self-identify when they reach college, as well as the unique challenges they may face in developing their identity. However, there is little empirical psychological research before 2006 about the effect of parental trauma on American-born SEAA adolescents (Han, 2006). Southeast Asian refugees suffered "severe trauma including war-related atrocities, being forced out of their homeland, and encountering life-threatening dangers during their escape" (Han, 2006, p. 28). These stressful events have resulted in minor and major psychological symptoms, such as anxiety, depression, and Post-Traumatic Stress Disorder for Southeast Asian refugees (Han, 2006). Based on the literature and research on trans-generational transmission of trauma conducted on Holocaust families and their offspring, it is likely that the traumas experienced by Southeast Asian refugees have also negatively impacted their children (Han, 2006). Combined with current literature of trans-generational transmission of trauma, this article will examine Kodama et al.'s (2002) psychosocial model to provide an overview of how various external factors influence the identity development of SEAA students. Branching from Kodama et al.'s (2002) framework, a new SEAA conceptual model will help student affairs personnel understand implications of trans-generational transmission of trauma on the psychosocial development of second-generation SEAA college students.

## Foundational Theories

One of the most commonly used theories of psychosocial student development is Chickering and Reisser's (1993) model of seven developmental tasks in which college students explore their identities through a negotiation of seven challenges or vectors: developing competency, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, developing identity, developing purpose, and developing integrity. Although their model utilizes existing literature that identifies different vector orders for students of color as a general population, they do not specifically examine vector orders for specific ethnic groups (Chickering & Reisser, 2003). Because of this gap in the literature, Kodama et al. (2002) have re-examined Chickering and Reisser's theoretical framework specifically from the perspective of AAPI college students.

The psychosocial journey for AAPI students is not a solely internal process, but one heavily influenced by external forces such as family, peer, and community pressures (Kodama et al., 2002). For AAPI students, identity becomes a process of negotiating between these Asian and Western external influences, thus making identity central to this new AAPI psychosocial model (Kodama et al., 2002). This model also places the developmental task of forming one's purpose in the center since, for AAPI students, identity is shaped by purpose (Kodama et al., 2002). AAPI students pursue higher education for pragmatic, goal-oriented, and job-related reasons (Hune & Chan, 1997). Thus, their purpose entering college is clear and their identity is defined by their academic achievement and personal career goals. Therefore, a change in students' purpose can change their identity (or vice versa) and may also affect other areas of development such as competency, emotions, interdependence, relationships, and integrity (Kodama et al., 2002).

Though identity and purpose are at the center of their development, AAPI students must continually negotiate other developmental tasks. Competency, as defined by Chickering and Reisser (1993), is a particularly relevant developmental task for AAPI students (Kodama et al., 2002). Intellectual competency, rather than the physical, manual, and interpersonal competencies, is heavily emphasized because education is highly valued and is seen as a vehicle for academic as well as career success (Kodama et al., 2002). In contrast, AAPI students may not have the ability to explore their emotional development because emotional discipline is necessary for maintaining peer and familial harmony (Chew &

Ogi, 1987), thus minimalizing the managing emotions vector (Chickering & Reisser, 1993). Thus, in a Western college environment that embraces expressiveness, AAPI students may feel uncomfortable articulating their feelings (Kodama et al., 2002). Independence is another Western value AAPI students struggle to negotiate since *interdependence* is central to Asian cultures. Dominant Asian cultural values, such as family harmony and respect of authority, help maintain interpersonal relationships. Often, AAPI parents exert a strong influence over their children's important decisions such as attending college or choosing a major (Kodama et al., 2002). Because of this deference to authority, AAPI students may feel uncomfortable approaching faculty to ask for help or challenging al., 2002). Finally, AAPI students define integrity as upholding the family name, which conflicts with Chickering and Reisser's (1993) definition of integrity that encourages students to find their own values apart from their families, peers, and society. Thus, AAPI students struggle with finding their individual values apart from family expectations (Kodama et al., 2002).

Kodama et al.'s (2002) psychosocial model examines the different vector order for the general AAPI population. The model, however, does not take into account the unique challenges that specific AAPI ethnic sub-groups encounter. SEAA students must negotiate these seven developmental tasks while also experiencing emotional conflicts that arise from their parents' history as

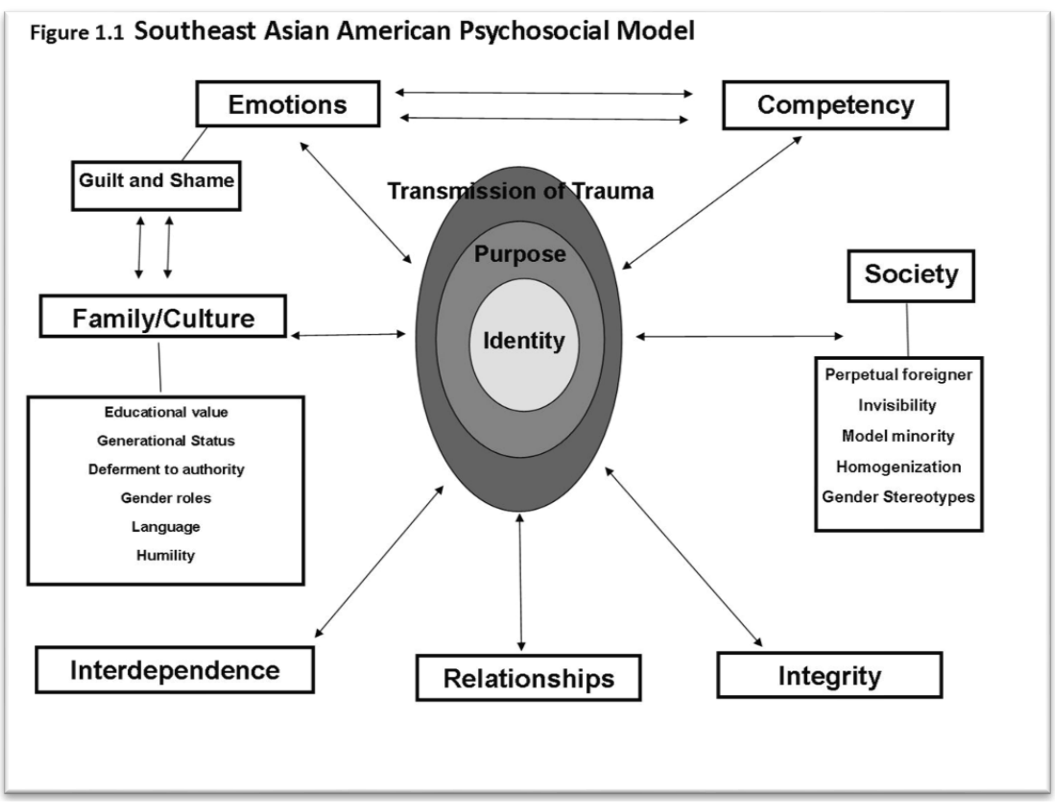


*Figure 1.* Southeast Asian American Psychosocial Model: Negotiating Identity, Developmental Tasks and Transmission of Trauma. Adapted from Kodama, McEwen, Liang and Lee (2002)

this model as a framework, the author has created a new model (see Figure 1) that specifically reflects the identity development of SEAA students.

## The Transmission of Trauma on Second-Generation SEAA Psychosocial Development

The composition of the U.S. AAPI population is a result of the immigration histories of people from Asia (National Commission on AAPI and Pacific Islander Research in Education, 2008). Within this population, there are different forms of immigration. *Voluntary immigrants* are people who willingly choose to move to the U.S. in the hopes of better opportunities, such as well-paid jobs or greater political or religious freedom (Ogbu & Simons, 1998). In contrast, *refugees* are not voluntary immigrants because they are forced to leave their country as a result of civil war or political turmoil (Ogbu & Simons, 1998). A majority of the estimated 2.3 million SEAA in the U.S. are refugees (Han & Lee, 2011). Many years after fleeing from their country, refugees still have difficulty expressing or vocalizing the significant traumas they experienced. As a result, these traumatized refugee parents are unable to form positive and secure attachments with their American-born children (Han, 2006). Many psychological empirical studies demonstrate that parental attachment is a strong predictor for many college adjustment issues, including mechanisms for coping with stress, social competence, personal development, and academic success (Han & Lee, 2011). Thus, having a weak parent-child attachment may affect the psychosocial development of SEAA students. The transmission of trauma is interrelated with identity and purpose (see Figure 1) and, consequently, affects a number of the developmental tasks for SEAA college students. For example, in Chickering and Reisser's (1993) managing emotions task, SEAA college students may find it more difficult to explore or understand emotional cues because their refugee parents have modeled minimal emotional awareness and expression (Kodama et al., 2002). This lack of parental emotional expression can also hinder SEAA students from the developmental task of forming social and interpersonal competency (Kodama et al., 2002).

Refugee parents, who have difficulty resolving their traumatic experiences, have high levels of anxiety and helplessness (Han, 2006). Furthermore, many SEAA students come from households in which their refugee parents have little to no formal education and have limited English proficiency (Um, 2003). In response, these refugee parents become dependent on their children to assume the role of an authority figure (Han, 2006). Essentially, SEAA students become cultural brokers helping their parents navigate through the dominant culture, deal with outside authorities, and assume adult responsibilities, such as paying bills or filing taxes (Ngo & Lee, 2007). This power shift from refugee parents to SEAA students is a complete contrast to the valued Asian cultural behaviors in which the elders are viewed as the authority figures. Thus, in Chickering and Reisser's (1993) relationships vector, SEAA students are constantly negotiating their conflicting roles as the authority figure and the obedient child. Also, with limited English proficiency, refugee parents do not understand the American education system and cannot effectively advocate for or guide their children through the college application and financial aid process (Um, 2003). SEAA students, who are forced to navigate the college environment on their own, might not know how to approach faculty or staff for help or how to find and use college resources such as academic advising (Um, 2003). Furthermore, with dependent parents, SEAA students (particularly those who serve as cultural brokers) feel obligated to choose family over individual identity (Kodama et al., 2002). This heightened sense of familial interdependence may encourage SEAA students to attend college closer to home and to live at home rather than on campus (Yeh, 2002). However, living at home can make it difficult for SEAA students to integrate into the campus culture and develop friendships or support networks outside the family (Yeh, 2002).

The role of shame is a prominent mechanism for social control and influence in Asian cultures (Yeh & Huang, 1996). Guilt and shame are frequently used to reinforce familial and cultural obligations, social expectations, and proper behavior (Yeh & Huang, 1996). The trauma that refugee parents experience and the sacrifices they have made to provide their children with better opportunities serve as a constant reminder for SEAA students to uphold the family name (Ngo & Lee, 2007). Because education is so highly valued and seen as an opportunity for economic mobility, SEAA students may experience inordinate amounts of pressure to succeed academically and choose a major that pleases their parents (Ngo & Lee, 2007). This heightened awareness of integrity, defined by Chickering and Reisser (2003), may hinder the ability for SEAA students to form individual values apart from family values and expectations (Kodama et al., 2002). This negotiation between Western and Asian expectations is similar to their AAPI peers. However, the addition of guilt and shame from transmission of trauma further clouds individualistic exploration for SEAA students as well as their social and emotional development in college (Kodama et al., 2002).

## Implications for Student Affairs Professionals

This model of psychosocial development for SEAA students is designed to educate student affairs professionals on the ethnic differences that exist within the AAPI racial group. In terms of admissions recruitment efforts, SEAA students are often the first in their family to attend college and may enter with limited resources and peer interactions (Um, 2003). Refugee parents, who are unfamiliar with the college lifestyle, often fear the prospect of their children leaving home, thereby hindering their children's positive peer interaction, integration into the campus culture, and psychosocial development (Yeh, 2002). This understanding of familial interdependence may help admissions and recruitment staffs support prospective SEAA students and their families by providing information and resources for residing in campus residence halls as well as academic support services and mentor programs (Yeh, 2002).

Because the university environment does not reflect the heritage of ethnic minorities, SEAA students might have different perspectives on values and find it more difficult than White students to integrate into the campus culture (Chhuon & Hudley, 2008). One example of the different cultural values of SEAA students is their interpretation of emotional openness and closeness, particularly if their parents model minimal expression (Kodama et al., 2002). SEAA students may feel they have little in common with the institution and members of the college community, increasing their risk of psychological depression and academic failure (Chhuon & Hudley, 2008). Furthermore, SEAA students, in particular, form their identities based on the guilt and shame of their refugee parents' sacrifices. Therefore, asking SEAA students to talk about their parents' trauma may help in the process of assessing students' needs (Han, 2006). Sanford's (1966) concept of "challenge and support" can help these students shed these feelings of guilt and shame while forming identities outside of their parents' expectations (Alvarez, 2002). To facilitate deep reflection, positive peer relationships, and emotional expression, student affairs professionals can first provide *homeplaces* such as Asian American student groups in which "judgments are suspended, and trusted friends and allies are there not only to listen but also to encourage individuals to express their feelings and thought processes" (Ortiz & Patton, 2012, p.27). These homeplaces are ideal for self-exploration programs, activities, and lectures while creating positive learning outcomes in the company of trusted allies (Ortiz & Patton, 2012) and provide access to peer or faculty role models (Lagdameo et al., 2002). With time, a stronger self-awareness can encourage SEAA students to engage in risk-taking developmental activities such as admitting to one's mistakes, engaging in honest conversations with peers or professors, or exploring a career field that is not expected by their refugee parents (Kodama et al., 2002; Ortiz & Patton, 2012). The experiences that grow out of self-exploration and risk-taking can help SEAA students form their individual identities separate from their parents' expectations (Kodama et al., 2002). Furthermore, having a community with people who share a similar background will help SEAA students find the emotional and social support they need to form healthy relationships and identities outside their parents' expectations while further integrating them into the larger campus culture.

## Conclusion

The transmission of trauma can be a powerful influence on SEAA psychosocial student development. However, college may be the first time that SEAA students have the opportunity to explore their identity apart from their family. With an appropriate amount of academic, social, and emotional support, SEAA students can better understand themselves within the context of their family, their peers, their college community, and U.S. society (Kodama et al, 2002). There is no one-size-fits-all student development model that can adequately capture the unique experiences of students of color (Kim et al., 2009). However, utilizing this new psychosocial model to understand the unique external influences on SEAA students' identity, student affairs professionals can assist these students to develop self-awareness separate from their parents' expectations and will enable them to form their own individual strengths, values, and purpose.

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# Implementing the *Dear Colleague Letter*: A Title IX Case Study for University Compliance

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*This paper analyzes the Dear Colleague Letter (DCL) that was issued by the Department of Education's Office of Civil Rights on April 4, 2011 to examine how sexual harassment and violence are addressed at the collegiate level. After clearly identifying the relevant Title IX requirements and recommendations within the DCL, an instrument was created that higher education institutions can use to assess their level of compliance with these standards. Specifically, this paper examines the implementation of the policy set forth by the DCL at a specific case study institution. The DCL Compliance Instrument (see Appendix A) was created and utilized to determine compliance levels at the case study institution. The instrument represents basic compliance as outlined in the DCL.*

Colleges and universities across the country are legally obligated to create and maintain safe campus environments for students, faculty, staff, and visitors in order to ensure the academic and personal success of all campus constituents (Baker & Boland, 2011; Kaplin & Lee, 2009). Violent crimes disrupt campus and can potentially implicate the university in lawsuits for failing to provide a safe and secure environment (Baker & Boland, 2011; Kaplin & Lee, 2009). Although administrators are taking measures to create secure environments, sexual violence, including sexual assault, continues to be an issue on most college and university campuses. Results of a national survey of college students found that nearly one in five female students experienced an attempted or completed sexual assault while at college, a figure that rose to one in four when the results were isolated to seniors; in addition, over six percent of the men surveyed experienced a completed or attempted sexual assault (Krebs, Lindquist, Warner, Fisher, & Martin, 2007). These numbers are likely lower than the actual number of sexual assaults given the reluctance of many survivors to report these types of crimes (Karjane, Fisher, & Cullen, 2002).

Karjane, Fisher, and Cullen (2002) performed an analysis of higher education institutions' policies regarding sexual assault, the information they distributed to students and employees that related to sexual assault, and the services campuses provided to sexual assault survivors. This research was performed specifically at the request of the United States Congress and was funded by the National Institute of Justice. The findings of Karjane et al. (2002) were telling: only approximately 60% of the schools in the sample of nearly 2,500 had a sexual assault policy. Furthermore, only 40% of the sampled schools offered training in sexual assault response, and even fewer trained faculty, staff, and campus security officers on institution-specific policies or procedures related to sexual assault. Access to sexual assault services was also found to be limited. Less than 50% of schools offered any type of sexual assault services after business hours. Perhaps the most significant take-away from the Karjane et al. (2002) study was the patchwork of policies and varied levels of compliance institutions had in response to federal laws and other guidelines.

Although leaders inside and outside of education have identified sexual assault on campus as a persistent problem, little has been done to articulate a vision for how to move institutions from where they are today to where they need to be tomorrow. For many years individual campuses, with the guidance of government agencies, have created specific services and response protocols for sexual harassment and violence. The *Dear Colleague Letter* (DCL), issued by the U.S. Department of Education's Office of Civil Rights (OCR) in April 2011, is an example of such governmental guidance. The DCL reminds institutions that sexual violence is an extreme form of sexual harassment and is thus governed by the Title IX Educational Amendments of 1972 (Title IX), which amended the Higher Education Act of 1965, and prohibits discrimination on the basis of sex in any federally funded education program or activity. This includes private institutions that wish to remain eligible for federally funded loans and Pell Grants for their students. Specifically, the DCL establishes standards about actions schools can take in an attempt to reduce sexual violence by educating employees and students on how to prevent and respond to such incidents. In an effort to identify an institution's level of basic compliance with the DCL, we have constructed an instrument to indicate the existence of recommended and/or required sexual harassment and violence services. We applied the instrument to a case study institution to examine how that campus interprets and complies with the DCL.

## Literature Review

In 2001 the OCR issued the *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties* (*Guidance*) to modify a set of guidelines originally issued in 1997 due to several Supreme Court decisions related to sexual harassment complaints under Title IX. The 2001 *Guidance* helped schools understand their responsibility to "[recognize] that sexual harassment has occurred and [take] prompt and effective action calculated to end the harassment, prevent its recurrence, and, as appropriate, remedy its effects" (U.S. Department of Education, 2001, p. iii). Although the 2001 *Guidance* provides schools with some ways to fulfill these obligations, it allows the schools a certain level of discretion, acknowledging that "depending on the circumstances, there may be more than one right way to respond" (p. iii). The primary procedural compliance responsibilities outlined in the 2001 *Guidance* included: the issuance of a policy against sex discrimination, the "adoption of grievance procedures providing for prompt and equitable resolution of complaints of sex discrimination (p. 4), and the designation of at least one employee to serve as a Title IX coordinator to ensure institutional compliance with Title IX regulations.

The OCR also outlined the three criteria examined during a federal investigation of a claim against institutional compliance under Title IX: (1) the school has a disseminated policy prohibiting sex discrimination under Title IX and effective grievance procedures; (2) the school appropriately investigated or otherwise responded to allegations of sexual harassment; and (3) the school has taken immediate and effective corrective action responsive to the harassment, including effective actions to end the harassment, prevent its recurrence, and as appropriate, remedy its effects (U.S. Department of Education, 2011, p. 14).

An important feature of this regulation is that it only provides Title IX guidance on sexual harassment, which it defines as: "unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature" (U.S. Department of Education, 2011, p. 2). While this definition includes a reference to physical sexual behavior, several schools, particularly institutions of higher education, were not using the guidelines set forth in the 2001 *Guidance* regarding how the schools dealt with peer-on-peer sexual violence (U.S. Department of Education, 2011).

The DCL specifically clarifies that sexual violence, including sexual assault, sexual battery, and rape, is considered sexual harassment. Therefore, the OCR has the right to mandate policies in regards to allegations and investigations. In many ways, the DCL echoes the institutional responsibilities set forth in the 2001 *Guidance*: that all schools have and disseminate a notice of non-discrimination, that there is a named Title IX Coordinator, and that schools have and use an appropriate grievance procedure to investigate and attempt to remedy any complaints of sexual harassment that might interfere with a student's ability to "participate in or benefit from the school's program" (U.S. Department of Education, 2011, p. 3). However, the DCL is more specific and dictatorial than the original 2001 *Guidance*, particularly regarding the investigation of complaints and any internal judicial hearings.

The DCL is broken into two large sections with subsequent sub-sections to make it easier for implementers to follow. The first section deals with Title IX requirements regarding sexual violence and the second section describes proactive measures schools can take to prevent sexual violence and decrease its negative impact on students. The language between the two sections can at times become confusing. For instance, there are certain items that are merely "recommended" within a section describing requirements. Furthermore, there are some very strongly worded recommendations that due to the language used sound expected, if not explicitly required, by the DCL. The issuance of this letter meant an overhaul of campus judicial procedures at many post-secondary institutions, including our case study institution. The dense and somewhat confusing nature of the policy guidance issued within the DCL, combined with the segmented way in which services previously existed on campus, means that fully implementing the policy requirements and recommendations at the case study institution has been a highly complex process.

## Purpose

The purpose of this study was to examine the implementation of the policy set forth by the DCL at a specific case study institution. The DCL Compliance Instrument (see Appendix A) was created and utilized to determine compliance levels at the case study institution. The instrument represents basic compliance as outlined in the DCL. However, we recognize that in order for the case study institution to truly be effective in responding to sexual violence, additional measures may need to be adopted.

## Methods

### DCL Compliance Instrument

We developed the DCL Compliance Instrument through a multi-step process. First, we performed a thorough reading of the DCL and created a list of all recommendations and requirements that were pertinent within the context of higher education. The items were then mapped for themes or similarities. We identified four main categories of recommendations and requirements in the DCL and labeled them: Proactive Efforts (non-educational), Victim Support Services, Educational Measures and Services, and Incident Investigation and Judicial Proceedings.

The first component, Proactive Efforts (non-educational), calls for the creation of a Title IX Coordinator and the publication and dissemination of non-discrimination policies, grievance procedures, and information regarding the Title IX Coordinator position. The second component, Victim Support Services, includes the provision of medical facilities and counseling services, accommodations for housing assignments, academic assistance, and crisis services. We derived the title Victim Support Services from the terminology present within the DCL.  However, we will be referring to individuals who have experienced attempted or completed sexual assault as "survivors," which we consider a more empowering and progressive term. In the third component, Educational Measures and Services, the DCL states that all students, faculty, and staff must understand what constitutes sexual harassment and violence, as well as the proper reporting methods for those with knowledge of a potential incident. Additionally, the DCL suggests that institutions provide information on sexual harassment and violence, require training for specific student populations on this topic, and make available sexual harassment and violence educational materials to the campus community. The final component, Incident Investigation and Judicial Proceedings, addresses the investigation process, attempts to minimize harm to the complainant during the investigative process, and requires decision makers to have adequate training in order to appropriately respond to sexual harassment and violence. In addition, it addresses the designation of a Title IX officer and ways Title IX information should be disseminated. We assigned each individual recommendation and requirement to one of these four categories and eliminated duplicated recommendations. To further organize the instrument, we separated all of the items by their status as either required or recommended by the DCL and then secondarily separated into the four sub-categories listed above.

In order to allow for a more nuanced understanding of an institution's level of compliance, we created a four-point range of compliance levels to choose from when completing the instrument: not implemented, planned to be implemented, partially implemented, and fully implemented. As implied through the names, each of these compliance levels seeks to understand the current level of implementation of the actions required or recommended within the DCL. Recommendations or requirements marked as "not implemented" means there are currently no such actions occurring on campus, and no definite plans have been established for implementing such actions on campus. Items can be marked as "planned to be implemented" if there is a definite plan emerging or created that will implement the recommendation or requirement on campus. “Partially implemented” items are those which have started to be implemented, but are not considered complete at the time of applying the DCL Compliance Instrument. Finally, “fully implemented” requirements or recommendations are those which are in use or available within the campus environment. Practitioners should be careful to note that the DCL Compliance Instrument provides a current snapshot of DCL compliance at an institution at the time the instrument is completed. This level of compliance is subject to change based on new institutional policies and practices.

### Site Description

The DCL Compliance Instrument was applied to a single institution to determine whether the sexual assault services provided by the campus align with the requirements and recommendations of the DCL. According to the institution’s Clery crime data, there were 117 sexual assaults at the case study institution from 2009-2011. Our case study institution is a large, public university located in the Midwest with an undergraduate and graduate student population over 40,000. The large nature of the campus has led to a decentralization of services where departments operate within functional silos, as defined by Manning, Kinzie, and Schuh (2006), with little communication or interaction between offices or units, in order to meet the needs of the campus community. Student services have followed the same operational approach and function autonomously with staff members who hold specialized roles. Due to the decentralized structure, communication between student services is not built in nor is it required. Within this model, the institution has various sexual assault services, which provide survivor support as well as judicial action.

### Data Collection

In order to gain the information necessary to apply the DCL Compliance Instrument, we contacted various offices on campus (Judicial Office, University Police Department, Counseling Services, Crisis Services, Student Advocates, Health Services, and the Dean of Students Office) and examined their published physical and digital materials to gather information about Title IX related services provided to the campus community. These offices were chosen due to their self-identification as sexual assault service providers. Informational interviews were used to gain comprehensive information about the services and the educational materials that each office provides to sexual assault survivors and other campus constituents. This included the services and educational efforts or programs that are not mentioned in their published physical and digital media, in order to ensure accurate assessment of all relevant campus services and educational materials. The aggregate of the published documents, digital media, and informational interviews were used to determine whether our case study institution met, at minimum, a base level of compliance as outlined within the DCL.

## Findings

When applying the DCL Compliance Instrument to our case study institution, we had to first determine who the Title IX Coordinator was in the context of the DCL. At our case study institution there are several deputy coordinators who address compliance with all aspects of Title IX. The Deputy Coordinator for Students is the Dean of Students, who is responsible for Title IX compliance in matters involving students, including training, education, communication, and administration of the grievance procedure for all complaints against students. After the DCL was published, the case study institution set aside funding for a full-time professional whose specific and sole job responsibility is to investigate student cases of sexual harassment and violence. The Dean of Students delegated these responsibilities to this individual who works out of the Judicial Office. For the purposes of this case study, the DCL Compliance Instrument will be applied from the perspective of this individual. From this point forward, all references to "the Title IX Coordinator" or "the Coordinator" will be in reference to this individual.

### Proactive Efforts (non-educational)

The case study institution has fully implemented all of the proactive efforts required. However, most of the recommended proactive efforts were only partially implemented. We did not find a regular assessment of student activities or groups that focus on preventing a culture that perpetuates sexual harassment and violence. Also, the institution does not conduct a campus climate check with student leaders to assess the effectiveness of existing efforts to prevent sexual harassment and violence. Although a notice of non-discrimination includes a definition of sex discrimination, it does not go so far as to describe or give examples of behaviors that are considered to fall within the definition of sexual harassment and violence. Title IX grievance procedures are not *prominently posted* (U.S. Department of Education, 2011) on school websites. However, this may be due to the vagueness of the word prominent.

### Victim Support Services

The case study institution has fully implemented all of the required victim support services and partially implemented the recommended services. Medical and counseling services for sexual violence survivors are provided free of charge. The institution also provides a 24-hour crisis hotline through counseling services for students who have experienced sexual assault. The institution does not offer an exclusive escort service for survivors, but does have an escort service for the general campus population. With regards to recommended academic services for survivors, students may change or drop a course through normal academic channels, but may still face negative ramifications for dropping a course due to the institution's course drop and withdrawal policies. However, students may petition to have their grades changed through appropriate campus offices and course fee waivers are available on a case-by-case basis.

### Educational Measures and Services

The case study institution has fully implemented all required educational measures and services, while recommended educational measures and services range from fully implemented to not implemented. The institution partially implemented programming throughout the year on institutional policies and reporting procedures related to sexual harassment and violence. In addition, a student and staff committee was created to address important campus topics, one of which is sexual violence, thus the institution was partially compliant in creating a group to assess the best methods for educating the campus community on sexual violence. However, educating the campus community on sexual violence was not the committee's sole purpose, so we did not consider the institution to be in full compliance with this recommendation. The institution has not implemented programming or the distribution of educational materials on sexual violence during new employee orientation. Finally, the distribution of educational materials on campus ranges drastically and many handbooks are missing information on sexual harassment and violence. In addition, no electronic employee handbooks exist. Rather, employees must visit the human resources or affirmative action department websites to find compliance policies and procedures.

### Incident Investigation and Judicial Proceedings

The case study institution has fully implemented all requirements and recommendations for investigations and judicial proceedings. Title IX disciplinary procedures were added to the Code of Student Conduct Procedures. Currently these procedures only exist electronically, but will be printed by Fall 2013. The complainant is notified that complete confidentiality may limit the school's ability to respond to the complaint. The case study institution uses a standard document to help the complainant make an informed decision regarding participation in the sexual violence investigation. If confidentiality can no longer be ensured, the complainant is notified. During the hearing, the Judicial Office also uses the preponderance of evidence standard "that it is more likely than not that the alleged sexual harassment or violence occurred" (U.S. Department of Education, 2011, p. 11) in any sexual harassment or violence case. In addition to the required compliance standards, the case study institution is also in full compliance with the recommendations. The Judicial Office minimizes ramifications for individuals reporting sexual violence situations where illegal substances (underage alcohol or drug consumption) were involved. When applicable, the case study institution investigates whether school employees knew about sexual violence or harassment and failed to report such incidents. During the judicial proceeding, parties are not allowed to directly cross-examine one another. After the judicial proceeding, parties are notified of the outcome at the same time and the institution has an appeals process in place.

## Discussion

### Multiple Title IX Coordinators

At our case study institution, there is a Title IX Coordinator for the entire university system. The Coordinator is responsible for the oversight and monitoring of the overall implementation of Title IX Compliance at the university, including the coordination of training, education, communication, and administration of grievance procedures for faculty, staff, students, and other members of the university community. Each campus has at least one Title IX Deputy Coordinator. At our case study institution, there are four: Deputy Coordinator for Students, Deputy Coordinator for Faculty, Deputy Coordinator for Athletics, and Deputy Coordinator for Law Enforcement. We decided to focus on compliance from the student perspective. At our case study institution, the Deputy Coordinator for Students is the Dean of Students, who is responsible for Title IX compliance in matters involving students. After the DCL was published, the case study institution set aside funding for a full-time professional whose sole job responsibility is to investigate student cases of sexual harassment and violence. The Dean of Students delegated these responsibilities to this individual who works out of the Judicial Office.

As illustrated by our case study institution, the DCL does not necessarily take large university systems into account when issuing requirements and recommendations. The language in the DCL implies that one person should be responsible for implementing all of the requirements and recommendations, although that may not be how they are implemented on campus. It was difficult to apply the compliance instrument to our case study institution because of the various levels and delegation of responsibilities. Ultimately, the system-wide Title IX Coordinator is responsible for ensuring that the institution is compliant. However, he or she may not be the one to actually enact all of the requirements and recommendations. For example, when asked if the Title IX grievance procedures were "widely distributed" (U.S. Department of Education, 2011), the acting deputy coordinator could not say whether or not they had been sent electronically or if they were available in hard copy as per the requirements of the DCL. However, this same person is solely responsible for investigating all possible sexual harassment and violence complaints. The practice of multiple Title IX coordinators may be necessary but it could cause confusion for these professionals when delegating tasks and for the campus community when seeking help.

**Legal Complexities in the Judicial Process**

The DCL states that, on average, these investigations should take approximately sixty days, although the time frame may be longer or shorter depending on the complexities of the case (U.S. Department of Education, 2011). The case study institution adheres to the DCL's sixty-day recommendation; however, if the same case is being pursued legally, issues may arise. The biggest issue is the distinction between the legal process and the judicial process. Since these processes are separate they must have separate investigations. Although law enforcement may share information with the Judicial Office for its investigation, law enforcement officials must gain investigative information within the context of the law. This may cause undue duress for survivors and/or witnesses who must then subject themselves to two separate investigations. Another nuance is the distinction between university law enforcement and non-university law enforcement. University law enforcement is required to report Clery data and to communicate with other campus offices. However, city and county law enforcement are not required to report to colleges and universities. Therefore, a campus may not know when one of their students has been sexually assaulted if he or she reported through an outside entity.

Another legal and judicial nuance is evidentiary standards. During a hearing, the Judicial Office uses the preponderance of evidence standard in any sexual harassment or violence case. Alternatively, the legal system uses beyond a reasonable doubt standard (i.e. no other logical explanation can be derived from the facts except that the defendant committed the crime), thereby overcoming the presumption that a person is innocent until proven guilty. Because of the variance in the evidentiary standard, the legal outcome may be different from the judicial outcome. The Judicial Office will never find a respondent "not guilty," but they may declare "no finding." This is to validate the survivor's assertion that he or she was violated although they may not have enough evidence to assert the preponderance of evidence. The legal system, however, will find the respondent guilty or not guilty. When the Judicial Office finds the respondent responsible in the context of their evidence standard, but the law does not, an argument can be made that the student should not be found responsible in one system, but not the other. The competing processes cause complications for law enforcement officers as well as campus officials, survivors, and respondents.

### Lack of Funding

While interviewing the case study institution's various service providers, it became clear that resources, in terms of funding and staff members, for educational and proactive services were not available. Although funding had been set aside for a new Deputy Title IX Coordinator as previously mentioned, there was no dedicated funding for educational and/or proactive measures for the university police, health services, and student advocates. Many of these proactive and educational measures fell onto staff members with other roles in the departments, so they were not able to dedicate as much time as necessary to provide these services. Funding to support additional staff members as well as the required and recommended services is needed; however, the case study institution has not addressed these concerns. While this is an institutional concern, it also reflects a larger problem. The U.S. Department of Education has mandated change with regards to institutional response to sexual harassment and violence, but has not provided additional funding to assist institutions in meeting these requirements and recommendations.

## Limitations

Several limitations surfaced during the process of creating the DCL Compliance Instrument and the subsequent application of this instrument to the case study institution. We attempted to minimize the impact of these limitations upon the study whenever and wherever possible. The first limitation of this study is that it is based upon the DCL, and thus has many of the same limitations that we cited as connected to the DCL itself. It was at times challenging to decode what was either recommended or required within the DCL, especially when the DCL would state that an item was "required" then shortly afterwards state that such a requirement was "recommended" for a following list of individuals or groups. Furthermore, the research team had to self-define what would qualify as "prominently posted" on school websites, per the DCL requirements regarding Title IX information and non-discrimination notices. We did not build this definition into the DCL Compliance Instrument because there was no such definition present within the DCL, and thus other professionals seeking to use this instrument might wish to use a different definition of this term (and would be well within their rights to do so). It will be difficult to determine with certainty whether a school has met the requirement for "prominently posted" laid out by the DCL without further clarification as to what the Department of Education means by this term. This clarification might not exist until after schools have been penalized for not following this prong of the DCL. The DCL also requires that Title IX grievance procedures be written in language which the students at an educational institution can understand, which again will likely vary from one institution to the next, even within the realm of higher education.

The DCL Compliance Instrument also has inherent limitations because of its purpose and the manner in which it is completed. We created the DCL Compliance Instrument to allow schools to determine whether they were meeting the minimum requirements and recommendations outlined within the DCL. This instrument is not capable of determining how well a school is implementing any of the required or recommended services or procedures. It only allows the school to see, in a snapshot fashion, which of the required and/or recommended aspects of the DCL are and are not being implemented on the campus. We hope that schools will use this instrument to determine possible deficiencies. The instrument is not meant to exonerate a school from going above and beyond the basic requirements laid out or clarified by the DCL.

Finally, there were some limitations associated with our application of the DCL Compliance Instrument to the case study institution. None of the members of the research team are currently employed as full-time professionals within offices dealing with the case study institution's Title IX compliance measures. Accordingly, we relied heavily upon information available through public documents, websites, and informational interviews conducted with full time professionals in such offices. Another limitation was the decentralized nature of the case study campus. Services and procedures related to Title IX compliance are enacted by a large number of administrative offices and various service providers. Because of this it is difficult to determine with absolute certainty whether we were able to appropriately identify and collect information from every office or campus entity that might be involved with Title IX compliance and/or provide education or response services relating to sexual violence. In an attempt to minimize the possible impact of this decentralized environment, we asked each office being interviewed if they could identify other offices or individuals on campus who had positions that dealt in some way with sexual violence. We hoped this would prevent us from missing an office that provides services or manages the procedures related to the case study institution's Title IX compliance.

## Conclusion

Safety on college campuses is of the utmost importance to ensure that students, faculty, staff, and visitors are able to pursue and engage with the academic mission of higher education. The persistent issue of sexual assault and violence on college and university campuses has prompted more recent governmental guidance through the DCL. Applying the DCL Compliance Instrument to institutions allows for an inclusive and simplified mode to accurately measure compliance with the DCL. We urge practitioners, Title IX coordinators, and those charged with compliance and supporting survivors of sexual assault to use the instrument in order to ensure campuses are holistically addressing sexual assault through Proactive Efforts, Victim Support Services, Educational Measures and Services, and Incident Investigation and Judicial Proceedings.

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Appendix A

DCL Compliance Instrument

Directions for use: Select the implementation level that matches each required or recommended compliance item as follows: "not implemented" means that there are currently no such actions occurring on campus, and no definite plans have been established for implementing such actions on campus. "Planned to be implemented" indicates that there is a definite plan emerging or created that will implement the recommendation or requirement on campus at some point in the future. "Partially implemented" items are those which have started to be implemented, but are not considered complete at the time of filling out the DCL Compliance Instrument. "Fully implemented" items are those which are totally or completely in use/available within the campus environment. For the purpose of this tool "Title IX Coordinator" can refer to either the main coordinator or any deputy or designee thereof.

| I. Required for Compliance: | Not Implemented | Planned to be Implemented | Partially Implemented | Fully Implemented |
|---|---|---|---|---|
| **Proactive Efforts (non-educational)** | | | | |
| The institution publishes a notice of non-discrimination stating that it does not discriminate on the basis of sex in its education programs and activities, and that Title IX requires it not to discriminate in such a manner. | ☐ | ☐ | ☐ | ☑ |
| The notice of non-discrimination is widely distributed to all students, employees, and applicants for admission or employment at the institution. | ☐ | ☐ | ☐ | ☑ |
| The institution has adopted grievance procedures regarding sexual discrimination (including sexual harassment and violence) which apply to any complaints filed by students against school employees, other students, or third parties. | ☐ | ☐ | ☐ | ☑ |
| The institution publishes its Title IX grievance procedures in a language that is easy for students and staff to understand. | ☐ | ☐ | ☑ | ☐ |
| The institution sends a notice of grievance procedures to students and employees, including where complaints may be filed. | ☐ | ☐ | ☑ | ☐ |
| The institution has a designated Title IX Compliance Coordinator ("Coordinator"). | ☐ | ☐ | ☐ | ☑ |
| In the case of multiple Title IX Coordinators, the institution states the responsibilities for each such individual within its Title IX Notice.* | ☐ | ☐ | ☐ | ☑ |
| In the case of multiple Title IX Coordinators, the institution designated one coordinator as having ultimate oversight responsibilities, and other coordinators have titles indicating that they are in supporting roles of the main coordinator.* | ☐ | ☐ | ☐ | ☑ |
| The institution provides the name or title and contact information to all students and employees. | ☐ | ☐ | ☐ | ☑ |
| The Coordinator is available to meet with students. | ☐ | ☐ | ☐ | ☑ |
| The Coordinator reviews all Title IX complaints. | ☐ | ☐ | ☐ | ☑ |

| | Not Implemented | Planned to be Implemented | Partially Implemented | Fully Implemented |
|---|---|---|---|---|
| The Coordinator is tasked with looking for any global/systemic issues relating to Title IX compliance within the institution. | ☐ | ☐ | ☐ | ☑ |
| This individual is prohibited from having any other job duties that may create a conflict of interest (such as responsibilities as a judicial hearing officer and/or general counsel duties). | ☐ | ☐ | ☐ | ☑ |
| *This individual received appropriate training, including:* | | | | |
| Training on sexual harassment and violence; | ☐ | ☐ | ☐ | ☑ |
| Training on institutional Title IX grievance procedures; | ☐ | ☐ | ☐ | ☑ |
| Training on how to conduct a Title IX investigation; | ☐ | ☐ | ☐ | ☑ |
| Training on the relationship of alcohol and drug abuse and sexual violence. | ☐ | ☐ | ☐ | ☑ |
| The Coordinator is available to assist school law enforcement unit employees regarding appropriate response to reports of sexual violence. | ☐ | ☐ | ☐ | ☑ |
| The Coordinator has access to all law enforcement unit notes and findings as necessary for Title IX investigations, without compromising the criminal investigation. | ☐ | ☐ | ☑ | ☐ |
| Law enforcement officials are instructed by the institution to inform complainants of their rights to file a Title IX grievance with the school in additional to filing criminal complaints. | ☐ | ☐ | ☐ | ☑ |
| Law enforcement officials report incidents of sexual violence to the Title IX Coordinator when they receive consent from the complainant to do so. | ☐ | ☐ | ☐ | ☑ |
| **Victim Support Services** | | | | |
| The institution notifies the survivor of available support services upon receipt of a complaint. | ☐ | ☐ | ☐ | ☑ |
| Students are allowed to change their academic situation if they are in courses with their alleged harasser in cases of sexual violence. | ☐ | ☐ | ☐ | ☑ |

| **Educational Measures & Services** | **Not Implemented** | **Planned to be Implemented** | **Partially Implemented** | **Fully Implemented** |
|---|---|---|---|---|
| *The institution provides adequate training (defined by DCL as being training on what is considered sexual harassment and sexual violence, warning signs of problematic behavior or distress as it relates to sexual harassment and violence, and how to respond to potential incidents of sexual harassment and violence) to the following campus constituents, as recommended by the DCL:* | | | | |
| Professors | ☐ | ☐ | ☐ | ☑ |
| School Law Enforcement Employees | ☐ | ☐ | ☐ | ☑ |
| School Administrators (including student affairs staff) | ☐ | ☐ | ☑ | ☐ |
| School Counselors | ☐ | ☐ | ☐ | ☑ |
| General Counsel | ☐ | ☐ | ☐ | ☑ |
| Health Personnel | ☐ | ☐ | ☐ | ☑ |
| Resident Advisors (Student residence halls employees) | ☐ | ☐ | ☐ | ☑ |
| The school law enforcement officers are trained on Title IX grievance (non-criminal or judicial) procedures <u>and</u> in possession of copies of the institution's Title IX policies. | ☐ | ☐ | ☐ | ☑ |
| The institution educates employees and students about how to file a Title IX complaint. | ☐ | ☐ | ☐ | ☑ |
| The institution educates employees and students about how to contact the Title IX Coordinator. | ☐ | ☐ | ☐ | ☑ |
| **Incident Investigation & Judicial Proceedings** | | | | |
| Title IX Coordinator has reviewed disciplinary procedures to ensure that they comply with prompt and equitable requirements of Title IX. | ☐ | ☐ | ☐ | ☑ |
| The institution allows students to file sexual harassment and/or sexual violence complaints against fellow students regardless of where the incident occurred. | ☐ | ☐ | ☐ | ☑ |
| *Requirements prior to start of judicial process or investigation:* | | | | |
| Judicial Office requires training of any investigator in sexual harassment and sexual violence prior to that individual performing investigations of such cases. | ☐ | ☐ | ☐ | ☑ |
| Judicial Office requires training of any judicial decision makers who preside over sexual harassment and sexual violence cases. | ☐ | ☐ | ☐ | ☑ |
| Judicial Office/Investigator seeks and receives consent from the individual who was harassed and/or assaulted prior to beginning the incident investigation. | ☐ | ☐ | ☐ | ☑ |

| | Not Implemented | Planned to be Implemented | Partially Implemented | Fully Implemented |
|---|---|---|---|---|
| The institution acts promptly to investigate possible sexual harassment and/or sexual violence even when a complaint has not been filed if the school knows, or reasonably should know, of possible harassment (in accordance with Title IX investigation procedures). | ☐ | ☐ | ☐ | ☑ |
| Investigator or judicial office informs complainant of his or her rights to file a criminal complaint. | ☐ | ☐ | ☐ | ☑ |
| Institution investigates whether additional students might have been harassed and/or victimized by the alleged perpetrator of the sexual harassment and/or violence. | ☐ | ☐ | ☐ | ☑ |
| *Confidentiality during required investigation:* | | | | |
| Confidentiality is maintained for complainant if and when requested. | ☐ | ☐ | ☐ | ☑ |
| The complainant is notified that complete confidentiality may limit the school's ability to respond to the complaint. | ☐ | ☐ | ☐ | ☑ |
| If confidentiality can no longer be ensured, complainant is notified. | ☐ | ☐ | ☐ | ☑ |
| *Judicial Process:* | | | | |
| Institution does not use mediation process in cases of sexual violence. | ☐ | ☐ | ☐ | ☑ |
| The judicial office uses preponderance of evidence standard ("that it is more likely than not that the alleged sexual harassment or violence occurred;" Dear Colleague Letter, p. 11) in any sexual harassment or violence case. | ☐ | ☐ | ☐ | ☑ |
| Both parties have the opportunity to present witnesses during hearing. | ☐ | ☐ | ☐ | ☑ |
| Both parties have the opportunity to submit evidence during the hearing. | ☐ | ☐ | ☐ | ☑ |
| Institution affords identical opportunities to both parties to be heard/be aware of the charges and what the other party has stated, as well as equal access to advisors and/or attorneys (if permitted at all). | ☐ | ☐ | ☐ | ☑ |
| *After close of judicial investigation:* | | | | |
| Both parties are notified of judicial outcome of investigation/judicial conference in writing. | ☐ | ☐ | ☐ | ☑ |
| Institution does not require complainant to sign or verbally agree to a non-disclosure statement in relation to the outcome. | ☐ | ☐ | ☐ | ☑ |
| If institution offers an appeal process, then it applies to both complainant and respondent.* | ☐ | ☐ | ☐ | ☑ |
| Parties are notified of appeals process in writing after judicial outcome. | ☐ | ☐ | ☐ | ☑ |

| | Not Implemented | Planned to be Implemented | Partially Implemented | Fully Implemented |
|---|---|---|---|---|
| *Judicial office or equivalent ensures that investigation of incident will be as* ***prompt and equitable*** *as possible through the following measures:* | | | | |
| Sets a time frame for complete investigation (DCL states that on average these investigations should take approximately sixty days, though the time frame may be longer or shorter depending on the complexities of the case). | ☐ | ☐ | ☐ | ☑ |
| Sets a time frame for both parties to receive outcome notifications. | ☐ | ☐ | ☐ | ☑ |
| Sets a clear time frame for both parties to appeal the outcome/finding, if applicable.* | ☐ | ☐ | ☐ | ☑ |
| **<u>II. Recommended by DCL as Best Practices:</u>** | | | | |
| **Proactive Efforts (non-educational)** | | | | |
| The institution performs a regular assessment of student activities and groups to ensure that there is a not problematic behavior occurring or established culture that support and perpetuate sexual harassment and/or sexual violence. | ☑ | ☐ | ☐ | ☐ |
| The institution, with the assistance of student leaders, conducts a campus "climate check" to assess the effectiveness of existing efforts to prevent sexual harassment and violence, and uses information from this check to inform future planning/actions. | ☐ | ☑ | ☐ | ☐ |
| The notice of non-discrimination includes language defining what constitutes sex discrimination under Title IX, including sexual harassment and sexual violence. | ☐ | ☑ | ☐ | ☐ |
| The notice of non-discrimination or non-discrimination policy includes examples of behaviors that are considered to fall within the definition of sex discrimination, harassment, and/or violence. | ☑ | ☐ | ☐ | ☐ |
| The institution widely distributes its Title IX grievance procedures: | | | | |
| They are sent electronically to the entire campus community. | ☐ | ☑ | ☐ | ☐ |
| They are available in hard copy at various locations throughout campus. | ☐ | ☑ | ☐ | ☐ |
| *They are included as a summary or attachment in:* | | | | |
| Employee Handbooks | ☑ | ☐ | ☐ | ☐ |
| Student Athlete Handbooks | ☑ | ☐ | ☐ | ☐ |
| Student Activity Group Handbooks | ☑ | ☐ | ☐ | ☐ |
| The institution's Code of Conduct | ☐ | ☐ | ☑ | ☐ |
| Course or other institutional catalogs | ☑ | ☐ | ☐ | ☐ |
| They are "prominently posted" on institutional websites. | ☐ | ☐ | ☑ | ☐ |

| | Not Implemented | Planned to be Implemented | Partially Implemented | Fully Implemented |
|---|---|---|---|---|
| The Coordinator regularly communicates Title IX requirements to school law enforcement officers. | ☐ | ☐ | ☐ | ☑ |
| The Coordinator reviews all of the materials relating to a judicial case or hearing of a sexual harassment or violence complaint to determine if a Title IX remedy might be available to a complainant which might not be available under current campus disciplinary or conduct policies. | ☐ | ☐ | ☐ | ☑ |
| **Victim Support Services** | | | | |
| The institution provides or facilitates medical services for sexual violence survivors. | ☐ | ☐ | ☐ | ☑ |
| The institution provides or facilitates counseling services for sexual violence survivors. | ☐ | ☐ | ☐ | ☑ |
| The institution provides or disseminates a crisis number or on-call service for students who are sexually assaulted. | ☐ | ☐ | ☐ | ☑ |
| The institution offers escort services for survivors of sexual assault. | ☐ | ☐ | ☐ | ☑ |
| The institution offers those who have complained of sexual violence the ability to move out of a course shared with a perpetrator/request that the alleged perpetrator be removed from shared course. | ☐ | ☐ | ☐ | ☑ |
| The ability to drop or retake courses without negative ramifications including: | | | | |
| No impact on academic record; | ☐ | ☐ | ☑ | ☐ |
| Waiver of course fees for the affected courses/term(s). | ☐ | ☐ | ☑ | ☐ |
| The institution offers tutoring as a support service for those who have experienced sexual violence or sexual harassment. | ☐ | ☐ | ☑ | ☐ |
| **Educational Measures & Services** | | | | |
| The institution's new student orientation provides educational information about or has programming related to sexual harassment and sexual violence. | ☐ | ☐ | ☐ | ☑ |
| The institution's new employee orientation provides educational information about or has programming related to sexual harassment and sexual violence. | ☑ | ☐ | ☐ | ☐ |
| Student athletes and coaches receive training or educational information on sexual harassment and sexual violence. | ☑ | ☐ | ☐ | ☐ |
| The institution has programming or distributes information during the year that encourages students to report incidents of sexual violence. | ☐ | ☐ | ☑ | ☐ |
| Educational program offerings include information defining sexual harassment and assault, school policies that relate to these issues, and states the penalties for violating the aforementioned policies. | ☐ | ☐ | ☑ | ☐ |
| *The institution created educational materials containing the following information:* | | | | |
| What is considered sexual harassment or violence; | ☐ | ☐ | ☐ | ☑ |

| | Not Implemented | Planned to be Implemented | Partially Implemented | Fully Implemented |
|---|---|---|---|---|
| What to do if a student experiences sexual violence or assault; | ☐ | ☐ | ☐ | ☑ |
| Contact information for victim support services; | ☐ | ☐ | ☐ | ☑ |
| How to file a complaint within the institution; | ☐ | ☐ | ☐ | ☑ |
| How to contact the Title IX Coordinator; | ☐ | ☐ | ☐ | ☑ |
| Description of how the school responds to allegations; | ☐ | ☐ | ☐ | ☑ |
| Response/reporting measures for a student or employee who learns about a sexual violence incident. | ☐ | ☐ | ☐ | ☑ |
| *The institution distributed the above educational materials:* | | | | |
| By posting them throughout school buildings; | ☐ | ☐ | ☐ | ☑ |
| By giving the materials out during orientation; | ☐ | ☑ | ☐ | ☐ |
| By placing materials within employee handbooks; | ☑ | ☐ | ☐ | ☐ |
| By placing materials within student activities handbooks; | ☑ | ☐ | ☐ | ☐ |
| By placing materials within student athlete handbooks. | ☑ | ☐ | ☐ | ☐ |
| *The institution created a committee of students and staff to:* | | | | |
| Determine how to best educate students on sexual harassment and sexual violence. | ☐ | ☐ | ☑ | ☐ |
| Assess how well educational measures are working/whether students seem to know and understand the information being presented to them. | ☑ | ☐ | ☐ | ☐ |
| **Incident Investigation & Judicial Proceedings** | | | | |
| Judicial Office minimizes ramifications for individuals reporting sexual violence situations where illegal substances (underage alcohol or drug consumption) were involved. | ☐ | ☐ | ☐ | ☑ |
| Incident investigation includes ascertaining whether school employees knew about sexual violence or harassment and failed to report such incidents. | ☐ | ☐ | ☐ | ☑ |
| Parties are <u>not</u> allowed to directly cross examine one another during judicial proceeding. | ☐ | ☐ | ☐ | ☑ |
| Parties are notified of outcome at the same time. | ☐ | ☐ | ☐ | ☑ |
| The institution has an appeal process in place. | ☐ | ☐ | ☐ | ☑ |

* Some items may not be applicable to all institutions--even if they are "required" items according to the DCL. Any such items are noted with an asterisk within this instrument.

[1] US Department of Education, Office for Civil Rights. (April 4, 2011). "Dear colleague" letter guidance, supplementing the OCR's revised sexual harassment guidance (2001). Retrieved from: http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.html

# Woman-Warrior: Gender Identity Development of Women in the American Military

Victoria R. Culver

*This article reviews current literature that examines how women in the military experience the masculine culture of the military and literature that further describes the experience of women in the military as they implement gender compensation strategies. This article postulates the Gender Identity Development of Women in the Military theory, which explores the military experience of women through a developmental lens and discusses limitations of the theory and applications for higher education.*

In 1944, the Servicemen's Readjustment Act ushered in a new era in higher education and created a shift in the proportion of Americans who attended colleges and universities (Cohen & Kisker, 2010). The bill, also known as the GI Bill, provided educational and other benefits for veterans who served in the armed forces. By creating an opportunity for every veteran to attend college, the bill helped change the mindset of the American people by making college seem accessible for more people than just the elite members of society (Cohen & Kisker, 2010).

As the United States entered into war following the terrorist attacks of September 11, 2001, a new generation of combat veterans formed. To meet their needs, the Veterans Education Assistance Act was enacted in 2008 to extend the benefits of the GI Bill to men and women who served in the United States Armed Forces after September 11, 2001 (Cohen & Kisker, 2010; Office of the Press Secretary, 2008). Many of the individuals who have benefitted or will benefit from this act are veterans of the "War on Terror," a blanket term for military actions which occurred as a result of the terrorist attacks on September 11, 2001 (Rumann & Hamrick, 2009).

During these conflicts, women were deployed to combat zones at a higher rate than ever before (Baechtold & DeSawal, 2009). Currently, women represent over 11% of members of the military who have been deployed to Iraq or Afghanistan (Benedict, 2009; Iraq Afghanistan Veterans of America, 2011a). These women represent over half of active duty women in the military (National Center for Veterans Analysis and Statistics [NCVAS], 2011). During these deployments, women faced greater exposure to the dangers and stressors of war than women in previous wars due to blurry or nonexistent lines between combat and noncombat missions (Baker, 2006). Additionally, as of January 2013, the ban on American women in combat was lifted, allowing women to serve on the front lines of military actions (Stewart & Alexander, 2013). It is predicted that the number of women veterans will increase by about 11,000 per year for the next 20 years (NCVAS, 2011a).

Due to the increase of women serving in the military, there will be more women veterans eligible to enroll in higher education institutions. In 2009, almost 225,000 women veterans used their GI Bill benefits toward an undergraduate or junior college degree (NCVAS, 2011a). Additionally, although men make up the majority of student veterans enrolled in higher education, a greater percentage of women veterans are enrolling in college than male counterparts (NCVAS, 2013). As more women are exposed to the stressors of war and the number of women veterans grows, it is important for student affairs professionals to take into consideration the unique factors that affect the transition of women veterans from deployment to higher education (Baechtold & DeSawal, 2009).

One particular factor that affects women in the military is the necessity to navigate the masculine culture. Women must overcome the stereotype that females, who traditionally are not supposed to kill or be violent, cannot be soldiers (DeGroot, 2001). Although there have been successful battalions of women, such as the First Russian Women's Battalion of Death, society still does not believe that women have the capacity for violence necessary to be successful soldiers (DeGroot, 2001). In addition, because the military emphasizes that male bonding is essential to small group cohesion, women may have to employ strategies, such as overemphasizing or underemphasizing their femininity, to redefine their gender to assimilate into military culture (Rosen, Knudson, & Fancher, 2003). Women may also face gender discrimination and sexual harassment when working in military units where hypermasculinity is prevalent (Rosen et al., 2003). Specifically, 54% of women in the military experience gender harassment (Lipari, Cook, Rock, & Matos, 2008). Women must navigate a culture where they do not know if it is possible to balance a warrior identity of being a member of the military and a female identity without compromising one or the other. (Herbert, 1998).

Due to this challenge, the gender identity of women veterans may be altered by trying to conform to the masculine culture of the military. Although, Bem (1983) states most people develop gender schema during early childhood, when women enter jobs that are male-dominant, such as the military, they must learn to redefine what it means to be a woman (Herbert, 1998). Herbert (1998) found that women in the military feel pressure to manage their gender by emphasizing either their feminine or masculine qualities to be successful soldiers. As the population of women with military experience on college campuses grows, it is necessary to examine how these students have developed and will continue to develop their gender identity (Baechtold & DeSawal, 2009). The creation of a theory that explains this gender development will help student affairs professionals be more effective in engaging women veterans and better understand how these students are making meaning of their higher education experience (Evans, Forney, Guido, Patton & Renn, 2010). This article reviews current literature related to women in the military and gender identity development and proposes the Gender Identify Development of Women in the Military theory, which examines how women adapt to the masculine culture of the military.

## Literature Review

In order to develop a theory of gender identity development for women in the military, it is necessary to review the current literature on the topic. First, the experience of women in the military must be examined, with a specific focus on how women experience and react to the masculine culture of the military. Additionally, current gender identity development theories applicable to the experience of women in the military should be examined. It is important to note that there is a lack of research which examines the experience of women in the military, specifically women who have served or are serving in the military during the War on Terror.

**The Experience of Women in the Military**

Women in the military must find ways to be successful in the masculine culture of the military (Herbert, 1998; Rosen et al. 2003). Herbert (1998) conducted an extensive study to examine what it means for women to be a part of the military and how they adapt to the masculine culture. Although Herbert's 1998 study was conducted before the War on Terror began, the findings can be applied to the current constituency of military women, and some effects may even be more intense for deployed women who have faced combat (Baechtold & DeSawal, 2009).

By surveying almost 300 women in all branches of the military, Herbert (1998) found that women remain marginalized in the military primarily because of the relationship between the military and developing manhood. She stated that in military culture "it is not enough just to be male; one must be 'more male' than the men in the next squad, platoon and so forth," (Herbert, 1998, p. 8). In addition to operating within a culture that values being masculine, women in the military must also cope with the prevailing military attitude that the best way to challenge masculinity is to accuse someone of being feminine (Herbert, 1998).

Herbert (1998) found that 49% of the women she studied felt a pressure to act either more feminine or more masculine or face a penalty for not meeting gender norms. One pressure that women experience is gender harassment, such as being verbally insulted based on their gender, which can create constant and harsh stress for women in the military (Street, Vogt, & Dutra, 2009). Some women felt that they needed to act more feminine to ensure they were still seen as a real woman while others felt the need to act more masculine to better assimilate into military culture. Many of the women in Herbert's 2009 study also stated that they were confronted with gender expectations that were contradictory while in the military. Forty-two percent of the women Herbert (1998) surveyed noted that they employed some form of gender management while in the military. Women who employ gender management try to exhibit more masculine or more feminine traits than they would naturally. It is possible that other women were not conscious of the fact that they were trying to manage gender, or they have found exhibiting the least amount of gender to be the most efficient way of coping with the masculine culture and gender expectations of the military (Herbert, 1998). Herbert (1998) identified specific strategies that women implement to exhibit masculinity and femininity, which will be further expounded upon in the explanation of the theory.

Because the War on Terror is still taking place, the amount of research about the experiences of women veterans of this war is limited. However, the findings of Benedict (2009) in relation to the experiences of women fighting in the War on Terror correlate with the experiences of women described by Herbert (1998). Multiple women whom Benedict (2009) interviewed indicated a loss of femininity while in the military. They attributed this loss to several things, such as the unisex uniform of the military and the need to keep their hair a certain way. Most of the women that Benedict spoke with indicated that they felt they needed to front, or exhibit signs of a fake identity, such as "being a bitch" (Benedict, 2009, p. 48), in order to confront the masculine culture of the military. Benedict (2009) found that, although there are rules preventing drill sergeants from using defamatory language, many still use misogynistic language which further engrains the masculine culture of the military.

Rosen, Krudson, and Fancher (2003) further explained the masculine culture of the military, which links male bonding with group cohesion. The emphasis placed on male bonding is associated with hypermasculinity, which is the "expression of extreme, exaggerated, or stereotypic masculine attributes and behaviors," (Rosen et al., 2003, p. 325). As Rosen et al. (2003) studied the occurrence of hypermasculinity in the military, they found that it spread during informal socialization between males. They argued that ungendered professionalism could be implemented as a means of building unit cohesion as an alternative to hypermasculinity and male bonding. However, there are obstacles in replacing hypermasculinity, as ungendered professionalism can be difficult to maintain during combat missions and in combat zones where a culture with masculine ideals is likely to develop (Rosen et al., 2003).

## Related Gender Identity Development

When examining experiences of women in the military, it is apparent that many of these women are forced to adopt a gender identity that is not natural for them, emphasizing either their feminine or masculine traits (Benedict, 2009; Herbert, 1998). Edwards and Jones (2009) noticed a similar behavior in college men who feel they must put on a performance to meet society's expectations of men. Their Grounded Theory of College Men's Gender Identity Development examines the need college men feel to put on a mask of masculinity and the process in which they engage in order to remove that mask (Edwards & Jones, 2009).

In the first phase of the theory, known as *feeling a need to put on a mask*, men realize that they will not live up to external expectations of what it means to be a man (Edward & Jones, 2009). Men identify insecurities they have about being men and these insecurities cause them to feel like they need to put on a mask to overcompensate and prove their manhood. In the second phase, *wearing a mask*, men act in compliance with societal expectations for men their age, including partying and swearing (Edwards & Jones, 2009). College males wear the mask as a way to retain their manhood and can internalize the societal ideals of what it means to be a man to the extent they act in ways that contradict their own values. During the third phase of the theory, *experiencing and recognizing the consequences of wearing a mask,* men begin to see to the consequences of wearing a mask and realize that wearing the mask inhibits their ability to have relationships, both romantically and platonically (Edwards & Jones, 2009). Employing *wearing the mask* not only damages relationships, but can cause men to lose a sense of authenticity in their identity. In the final phase, *struggling to begin to take off the mask,* men must cope with the idea that parts of their authentic identity do not fit into the societal expectations of what it means to be a man. Several influences may cause the men to begin to remove their masks, including personal influences, alternate views of masculinity, academic courses, and critical events (Edward & Jones, 2009). To fully remove their mask, men must begin to "transcend external factors" (Edwards & Jones, 2009, p. 215).

As will be further discussed in the next section with the proposed Gender Identity Development of Women in the Military theory, the process that women in the military experience with regard to managing their gender is similar to the process described by Edwards and Jones (2009). Although the populations of male college students and female veterans are very different, both feel pressure to conform to what they think are either societal or military cultural norms for gender. While other gender identity development theories were researched, the theory of Edwards and Jones (2009) was the most comprehensive and applicable to the experiences of women in the military because it most fully aligned with the experiences described by Herbert (1998) and Benedict (2009).

## Gender Identity Development of Women in the Military

The proposed Gender Identity Development of Women in the Military (GIDWM) theory combines the research on the experiences of women in the military with Edwards's and Jones's Grounded Theory of College Men's Gender Identity Development (2009) to create a framework on understanding female veterans' gender identity development. The phases of the GIDWM theory mirrors the phases of Edwards's and Jones's (2009) Grounded Theory of College Men's Gender Identity Development. However, when applied to the experience of women in the military, some phases have more than one identity with which women can identify.

In phase one, *feeling the need to put on a mask,* women in the military begin to identify insecurities (Edwards & Jones, 2009). During this stage, women may fall into two identities, *warrior insecurity* or *femininity insecurity.* Women who fall into the *warrior insecurity* identity become aware of insecurities that they feel with regard to living up to the masculine ideals of the military. They question if they have the capacity for violence, the physical capabilities to perform military tasks, and the ability to be taken seriously by their male peers and coworkers (Benedict, 2009; DeGroot, 2001; Herbert, 1998; Rosen et al., 2003; Silva, 2008). Women who fall into the *femininity insecurity* identity become aware of insecurities related to maintaining their identity as a "real woman" (Herbert, 1998). Women in this phase will begin to identify ways that they can compensate for whichever insecurities they are experiencing.

Once women begin to employ the compensation strategies for their insecurities, they have entered phase two, *wearing the mask.* In this phase, women "covered aspects of their true selves that did not meet society's expectations and presented to society an image that did fit the expectations" (Edwards & Jones, 2009, p. 216). As with phase one, this phase has two identities, wearing the *warrior mask* and wearing the *femininity mask*. In the *warrior mask* identity, women who feel insecurities about their ability to be a warrior and a soldier employ strategies to meet society's and the military's perceived expectations of being a warrior. Most of these strategies emphasize the woman's masculinity (Herbert, 1998). Some examples of strategies that were identified by women in Herbert's study were rarely wearing makeup, keeping hair trimmed short, participating in "male" sports, swearing, working out, and drinking. In the *femininity mask* identity of phase two, women who feel insecurities about their ability to be a real woman implement strategies to meet what they perceive as society's expectations of being a woman. These strategies, such as wearing makeup, wearing traditional feminine clothing, like dresses and lingerie, playing up or downplaying their sexuality, and avoiding vulgarity, emphasize the woman's femininity (Herbert, 1998). Benedict's concept of "fronting" provides evidence that some women serving during the War on Terror are in phase two of GIDWM. The term fronting refers to the "unnatural act they have to put on, day in and day out... to live up to the role of soldier" (Benedict, 2009, p. 141). Benedict described one woman who stated the experience of fronting was like wearing an unauthentic personality.

In the third phase, *recognizing and experiencing the consequences of wearing a mask,* women begin to realize that there are consequences to wearing a mask and employing strategies to reshape and adapt their gender identity to meet society's expectations. Women may begin to realize that they are losing their "true selves" in the performance of wearing the mask (Edwards & Jones, 2009). They also begin to understand that wearing a mask might be harmful to both platonic and romantic relationships. For example, women who identify with the *femininity mask* in phase two might be employing a strategy of dating men to feel feminine (Herbert, 1998). If women are just dating men to seem or feel more feminine, then it is likely that they are not in an authentic relationship. As women begin to realize the consequences of their actions, they may try to develop a personal definition of what it means to be a warrior, a woman, or a woman-warrior (Edwards & Jones, 2009).

As women begin to develop their definitions of being a warrior, a woman, and a woman-warrior, they enter stage four, *struggling to take off the mask.* In this stage, women acknowledge specific aspects of their true selves that are covered by the mask, and begin to transcend external expectations of gender identity (Edwards & Jones, 2009). Because *struggling to take off the mask* requires women to develop an authentic gender identity, it is difficult for them to do so before they are no longer influenced by external factors. Some senior women of the military may be in this stage because, as Herbert (1998) stated, they are significantly less likely to employ strategies associated with wearing either a *warrior mask* or a *femininity mask.* Junior women in the military may not experience this phase until they leave the military and experience dissonance between their true identity and the strategies they implemented while in the military. The dissonance they experience will often cause them question their employment of compensation strategies. Women in this stage may also question their ability to fully regain their true identity. Benedict (2009) found several women who had employed gender compensation strategies and were struggling to recover their authentic identities after returning from serving in the War on Terror.

It is important to note that GIDWM theory is non-linear. Women can cycle through the first two phases numerous times as they experience insecurities related to either their identity as a warrior or as a woman. As Herbert (1998) discovered, women may employ

**Model of the Theory of Gender Identity Development of Women in the Military**

| Phase | Description | |
|---|---|---|
| **Feeling the need to put on a mask** | Women begin to identify insecurities related to one, or both, of two identities | |
| | *Warrior insecurity*: insecurity focuses on living up to the masculine ideals of the military and potential inability to serve as a warrior: | *Femininity insecurity*: insecurity focuses on potential inability to maintain an identity as a real woman while serving in the military |
| **Wearing a mask** | Women begin to employ compensation strategies related to insecurities identified in the *feeling the need to put on a mask* phase | |
| | *Warrior mask:* compensation strategies focus on meeting society's and the military's perceived expectations of being a warrior | *Femininity mask:* compensation strategies focus on meeting what they perceive as society's expectations of being a woman |
| **Recognizing and experiencing the consequences of wear a mask** | Women begin to realize that they are losing aspects of their true selves by wearing a mask and that wearing a mask can be harmful to their relationships with others | |
| **Struggling to take off the mask** | Women begin to transcend external expectations of their identity and come to terms with their true selves. They fully develop a personal definition of what it means to be a woman, a warrior and a woman-warrior | |

different strategies in varying situations and can, at times, employ strategies to compensate for insecurities in both their identities. Thus, it is possible that a woman in the military may be in both identities of the first two phases simultaneously. However, at any given time, most women only employ strategies for either their warrior identity or their identity as a woman (Herbert, 1998), making it rare for women to be in both identities concurrently. Additionally, women in the military may experience the GIDWM theory both consciously and unconsciously. As Herbert (1998) reported, some women knowingly employ strategies to seem more feminine or more masculine, while other women may employ strategies without realizing it.

The Gender Identity Development of Women in the Military theory applies gender identity development to women in the military. Herbert's 1998 study, although extensive, only focused on describing how women experience the masculine culture of the military. Gender Identity Development of Women in the Military theory aims to describe the process of development that women in the military experience, as a result of the masculine culture of the military.

**Limitations**

The key limitation of this study is that it applies a theory focused specifically on the gender identity development of men to the gender identity development of women. However, the process that is examined by Edwards's and Jones's

Grounded Theory of College Men's Gender Identity Development (2009) is representative of the experience of women in the military. As noted in the proposed GIDWM, many of the strategies employed by women in the military are similar to strategies employed by the men described in the Grounded Theory of College Men's Identity Development (Edwards & Jones, 2009). Additionally, both GIDWM theory and the theory of Edwards and Jones (2009) focus on gender identity development in a context where hypermasculinity is the norm.

An additional limitation is that the original study conducted by Edwards and Jones (2009) had only ten participants. However, these ten participants were representative of multiple races, ethnicities, sexual orientations, and socio-economic classes. Thus, GIDWM theory should be applicable to a diverse group of women. Because the research used to frame the experience of women in the military is based on the experience of women in the American military, it cannot be assumed that this theory is applicable to women internationally.

Despite the research conducted by Benedict (2009), another key limitation is the lack of research on the experience of women who have been deployed as part of the War on Terror. Much of the research focusing on women who have been members of the military during the War on Terror is anecdotal. If research with similar methods to Herbert's 1998 study could be conducted again, and focused on women in the military since September 11, 2001, it could provide a broader understanding of the experience of women veterans enrolling in institutions of higher education now and in years to come. Additionally, research should be conducted to further validate GIDWM theory. By studying the experience of women in the modern military, researchers could further examine if their experience aligns with and confirms the theory of GIDWM. As the number of women veterans, especially women with combat experiences, continues to grow, it will be necessary for student affairs professionals to have a theory through which they can frame their interactions with women veterans on a college or university campus.

## Implications

By studying the Gender Identity Development of Women in the Military theory, student affairs professionals can prepare for the influx of women student veterans. GIDWM theory provides a context for what women veterans experience with regard to gender identity both while serving in the military and once they have left the military. It is likely that many women veterans will experience phases three and four of GIDWM while enrolled in an institution of higher education, if they choose to attend, because many will not reach those phases until after their military service. It will be important for student affairs professionals to ensure that women veterans are receiving an adequate amount of challenge and support as these women work through dissonance related to their gender identity (Sanford, 1966). Student affairs professionals, both within veteran services offices and other areas of campus, will be able to use GIDWM to inform their practice while working with women veterans.

## Conclusion

As an increased number of women begin to experience an active role in combat, it is necessary for further research to be conducted on how an experience in the military affects a woman's identity. The repeal of a military policy banning women in combat and frontline positions of the military modernizes the United States military to the realities of the War on Terror (Stewart & Alexander, 2013). Additionally, many women veterans who served in the military during the War on Terror have already experienced heavy combat due to blurry and non-existent frontlines of the war (Baker, 2006). Studies should be conducted which provide qualitative analysis of the anecdotal experiences of women who served during the War on Terror to identify patterns involving changes in their identity.

As DeGroot (2001) stated, "women are changed by their military service" (p. 31). While in the military, women have been forced to question whether they can successfully be both a warrior and a woman (Herbert, 1998). It is the duty of student affairs professionals to help women veterans work through dissonance and recognize that they may be making meaning very differently than other female students at an institution. Until further research is conducted the Gender Identity Development of Women in the Military theory can serve as a framework through which student affairs professionals can gain a better understanding of how women with military experience are making meaning of their gender.

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# Women's Leadership Competencies in Mixed Gender and Single-Gender Environments

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*This study looks at eight female student leaders enrolled at a large, coeducational, public research institution in the Midwest, who are also executive board members in on-campus organizations. The authors utilized interviews and self-assessments to identify perceived leadership competencies in these female positional leaders, who serve in single- and mixed-gender campus organizations, and further correlate the results with the Social Change Model of Leadership. The authors identified similarities and differences in competency, including stronger internal motivation among mixed-gender organization women and more efforts towards collaboration among women in single-gender organizations.*

With the opening of the 113th Congress in 2013, the United States saw a record number of women in Congressional seats – 20 in the Senate and 81 in the House of Representatives (Parker, 2013). As women continue to engage in significant leadership roles in all levels of society, from government to local organizations, educators and researchers must not assume that women's leadership styles and competencies will mirror those of men who have held similar positions. Rather, an understanding of women's leadership competencies in their own right should be developed. College is often an early opportunity for women to seek leadership positions before they enter the workforce (Boatwright & Edigio, 2003); therefore, this paper will explore the rise of women's leadership in college settings, the differences in women's leadership experiences and competencies, and how those competencies align with the Social Change Model of leadership. This model, which states that change occurs as a result of development in seven separate competencies (Dugan, 2006), is an ideal framework because it allows leaders within varying types of organizations explain their own perceptions of how well they have grasped these competencies.

Women first entered the coeducational landscape in the early nineteenth century (Rudolph, 1962). The Morrill Act of 1862 led to an increase in state universities, and this, along with post-Civil War rights expansions, made coeducation "the rule rather than the exception" (Newcomer, 1959, p. 35), but women transitioning into this educational landscape experienced isolation and separation from their male counterparts (Horowitz, 1987). As men continued to develop their own extracurricular activities, "women were kept out of key activities on campus: student government, the newspaper, honor societies, and athletics" (Horowitz, 1987, p. 202). In response, women began creating their own opportunities for extracurricular involvement (Gordon, 1990; Horowitz, 1987). Today, women have not only been integrated into coeducational organizations, they also lead these organizations. However, knowledge of their leadership history provides a framework for understanding some of the residual challenges women may still face when leading their male peers.

Although collegiate women have been integrated into these various student organizations at coeducational institutions, literature suggests that these women have very different university experiences than their colleagues in women-only institutions. For example, women attending coeducational institutions reported fewer faculty interactions, less self-understanding, and less support (Umbach, Kinzie, Thomas, Palmer, & Kuh, 2003). In contrast, women at women-only colleges and universities are more career-driven, they pursue advanced degrees, and they stay in school (Riordan, 1994). These examples show the academic and professional differences of women in single-gender and coeducational universities.

When considering these differences, it is important to also address the role women play in leadership positions. Zenger Folkman (2011) found that women outscored men in 15 of 16 professional leadership functions and that "women were seen as better leaders at every level" (para. 3). Despite this, research conducted at Lipscomb University (2010) showed that women make up more than 47 percent of the workforce in the United States, yet comprise only 15% of executive, director, or board positions. A recent study from researchers at Princeton University found this to be true on college campuses as well, for "women, more than men, tend to hold behind-the-scenes positions or seek to make a difference outside of elected office in campus groups" (Stevens, 2011, para. 3).

While this information about women in leadership can prompt educators at coeducational institutions to work towards offering opportunities for women that will provide them with successes similar to those of their counterparts at women-only institutions, previous research speaks only to women's overall experiences at institutions. Little research has been conducted to explore if leadership differences translate to other areas of engagement for women – specifically, differences in women-only and mixed-gender organizations. This prompted the question: What differences, if any, exist in the self-perceived leadership competencies of women in leadership positions in single-gender and mixed-gender organizations? This project uses the Social Change Model as a framework to identify whether women's leadership competencies vary within single- or mixed-gender environments. By determining collegiate women's perceptions of their own leadership, student affairs administrators and advisors will better understand how leadership is experienced and exercised by women. With this additional knowledge, appropriate support can be developed and extended to prepare collegiate women to lead in various environments. This work can be used to help collegiate women overcome barriers they might face as a result of incorrectly perceived incompetence while leading within a single- or mixed-gender environment. It may also encourage them to continue to persist and thrive despite the gender makeup of an organization.

## Literature Review

### Women and Leadership

Leadership opportunities are present in professional or collegiate environments, yet women tend to be underrepresented in higher-level professional leadership positions (U.S. Department of Labor, 2006). Gerber (1987) notes that leadership traits have often been associated with a masculine personality and researchers have explored how the social construct of gender has affected women's presence in leadership positions. Boatwright and Egidio (2003) found that although previous research suggested that women's need for supportive peer relationships might deter them from seeking out leadership positions, women with a strong, relational leadership style may be more intentional in seeking out leadership positions in order to maintain and increase those peer relationships. This idea of relational leadership is found in the post-industrial paradigm, which posits that leadership is based on relationships, is not exclusively positional, and is meant to create change (Shertzer & Schuh, 2004). However, in environments that are more closely aligned with the industrial paradigm, that is, in environments that are patriarchal and hierarchical, women may be less likely to seek out leadership roles because of a fear of being negatively evaluated by peers or supervisors (Boatwright & Egidio, 2003).

The fear of negative evaluation is linked to both gender status beliefs and gender stereotypes (Ridgeway, 2004). Ridgeway (2004) states that because gender is easily "entwined in the processes of self-assertion, performance, evaluation, and influence by which people attain leadership and authority" (p. 644), the expectation of women's behavior in the workplace – and by extension, in student leadership positions – is impacted by the gender role norms and expectations of others. Yoder (2001) found that in male-dominated environments, women who adopt stereotypically masculine strategies of leadership are disadvantaged and not as effective in their roles. In order to be considered more effective, women in male-dominated environments must mitigate the social status disadvantage that is confounded by gender by either enhancing their own status within the group or by minimizing the perceived status differentials between women and men (Yoder, 2001).

According to Renn and Lytle (2010), the decision to become involved in student leadership opportunities at women's colleges stemmed from encouragement from peers and advisors and created a desire to develop skills and make a difference in their environment. Student leadership experiences that fostered the development of interpersonal and communication skills, a sense of self-efficacy and responsibility, confidence, and self-esteem further sustained the women's desire to be involved (Renn & Lytle, 2010). Even in an all-female classroom setting within a coeducational institution, women emerged with greater skills in "working with groups, making decisions, communicating, understanding self and leadership" than women who participated in a similar but coeducational class (Thorpe, Cummins, & Townsend, 1998, p. 60). By further examining the differences between collegiate women's leadership competencies in single- and mixed-gender organizations, administrators and advisors can identify the support needed for women to diminish fears and more confidently lead in both single-gender and mixed-gender environments.

## Social Change Model

Several well-known theories have been developed to explore and explain leadership development in college students. One of these theories, the Social Change Model, is based on research involving interactions with student leadership groups and effective leaders. The model encourages students to embrace "leadership as a *process*, rather than a position" (Komives & Wagner, 2009, p. xii). By using the model as a framework, students can better understand leadership as a value-based collaborative process involving themselves, their interactions in groups in which they are involved, and their contributions to the community or society.

The Social Change Model examines seven dimensions of leadership (see Table 1), which are grouped into three categories –Individual, Group, and Community – with the ultimate goal or outcome being change. The Individual category considers dimensions of Consciousness of Self, Congruence, and Commitment. Consciousness of Self describes an awareness of internal values that influence a leader's actions. Congruence relates to the consistency of action based on internal values, and Commitment describes the energy directed from the leader towards a purpose. The Group category includes the dimensions of Collaboration, Common Purpose, and Controversy with Civility. Collaboration is characterized by the leader's ability to work with others towards the purpose, while Common Purpose describes the combination of collaborative action with shared values. Controversy with Civility describes the leader's ability to value differences of approach or opinion while maintaining the vision of the group. With regard to the Community category, the final dimension is Citizenship. Citizenship represents the unification of individual and group dimensions and manifests as the identification with and action for a greater community. Each of the dimensions work together to create Change, an integral part of leadership as defined by authors of the model (HERI, 1996).

The Social Change Model has been used to examine leadership development

| Social Change Function | Description |
|---|---|
| Consciousness of Self | Awareness of the beliefs, values, attitudes and emotions that motivate one to take action; consciousness of self is interdependent with congruence |
| Congruence | Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty towards others; actions are consistent with their most deeply held beliefs and convictions; congruence is interdependent with consciousness of self |
| Commitment | Psychic energy that motivates the individual to serve and drives the collective effort; implies passion, intensity and duration; directed toward the group activity and its intended outcomes; |
| Collaboration | Work with others in a common effort; cornerstone value of the group leadership effort; empowers self and others through trust |
| Common Purpose | Work with shared aims and values; facilitates the group's ability to engage in collective analysis of issues and tasks at hand and the tasks to be undertaken |
| Controversy | Recognizes fundamental reality of any creative group effort; differences in viewpoint are inevitable and must be aired openly, but with civility, implying respect for others, a willingness to hear others' views, and the exercise of restraint in criticizing the views and actions of others |
| Citizenship | The process where an individual and group become responsibly connected to the community and the society through leadership development activity. To be a good citizen is to work for positive change on the behalf of others and the community |
| Change | Ability to adapt to environments and situations that are constantly evolving while maintaining the core functions of the group |

Figure 1. Social Change Functions. Adapted from Dugan, Komives & Segar (2008).

among college students, specifically the differences across genders (Dugan, 2006). Researchers have found that women tended to employ a more democratic, relational approach to leadership while men "relied more on task-related behaviors" (Dugan, 2006, p. 218). While this finding informs this research study, it is limited in that it does not examine the differences of leadership among women, or how organizational environments can contribute to leadership development gains.

Utilizing the Social Change Model as a framework, the researchers aim to discover how women's perceptions of their own leadership competencies vary in different student organization environments, specifically, in single- and mixed-gender organizations. Conducting the study at a large, coeducational institution implies that participants had a choice to join a wide variety of organizations whose membership may be single- or mixed-gender. Further, participants may have experience in both mixed- and single-gender organizations and be able to discuss why they chose to lead in the organizations from which the researchers selected them.

### Organizational Environments

Just as socially-constructed gender roles and gender stereotypes affect women's leadership behavior (Ridgeway, 2004), socially constructed organizations can be greatly influenced by "powerful, external factors such as demographic, economic and political conditions" (Tierney, 1988, p. 3). However, organizations also possess an internal dynamic rooted in their own history and mission, as well as in the "values, processes, and goals" (Tierney, 1988, p. 3) held by those strongly involved in forming the organizational culture. In particular, the way that leaders interpret their organization's goals and values affect their understanding of the organizational culture (Tierney, 2008) and, thus, how it is viewed by members and others on campus.

The focus of this project will be on the organizational environment, whether static or dynamic, and specifically on the aspects of complexity, centralization, stratification, and morale as these most closely tie to the role of leadership and engagement within the organization. Complexity refers to the division of work and responsibilities, who is best suited for the tasks, and what their positions entail. Centralization involves the decision-making and power aspect of the organizational environment. The chain of command, the perks of positions, and status levels can describe stratification. Finally, morale can be a strong indicator of the success in the other components (Strange & Banning, 2001). Ultimately, are members happy to be a part of the organization? A high morale shows that members are invested and engaged. Understanding the organizational environment will allow stakeholders to manipulate structures in order to provide an environment that promotes effective leadership and significant engagement.

## Methods

### Site and Sample

The sample for this study was comprised of women enrolled at a large, coeducational, public research institution in the Midwest, who are also executive board members in on-campus organizations. Some organizations were chosen because the researchers had previous exposure to the organization, while others were determined by identifying organizations that have a longstanding reputation, or that have been a key component of student life on the campus where the study took place. The mixed-gender organizations include a student governing body, a residence hall governing body, and a programming board. The single-gender organizations include a women's student governing body, a Greek council executive board, and an academic organization.

Participants were recruited via e-mail (see Appendix A) after collecting contact information from public leadership rosters. The recruitment e-mail was sent only to female leaders on the Executive Board, as defined by the individual organization. An additional invitation was sent to potential participants who failed to respond to the first invitation. Following confirmation of intent to participate, researchers were assigned to participants to independently coordinate a two-on-one interview. Overall, 32 students from the six chosen organizations were contacted. Among the 13 students who responded to the email contacts, eight students were interviewed, three students declined and two students expressed interest but did not provide any availability.

Of the eight women who were interviewed, two were members of the Greek council Executive Board, one was a member of the academic organization, two were members of the residence hall governing body and three were a part of the student governing body (see Table 2). No members of the women's student governing body or the programming board responded or participated. The participants included five seniors, one junior, and two sophomores. Seven of the participants identified as White and one participant identified as Asian. Three of

| Name | Organization | Title | Class Rank |
|---|---|---|---|
| Allie | Women-Only : Academic | President | Senior |
| Sabrina | Women-Only : Greek Council Executive Board | President | Senior |
| Ellen | Women-Only : Greek Council Executive Board | Vice-President | Senior |
| Gwendolyn | Mixed-Residence Hall Governing Body | President | Senior |
| Katie | Mixed-Residence Hall Governing Body | Programming Director | Junior |
| Jessica | Mixed-Student Governing Body | Vice-President | Senior |
| Sally | Mixed-Student Governing Body | Co-Director of Outreach | Sophomore |
| Jenna | Mixed-Student Governing Body | Co-Director of Outreach | Sophomore |

Figure 2. Human Subject Data

the participants were the presidents of their organizations, while other positions included vice-presidents, directors of outreach, and directors of programming.

**Interview Questions and Self-Assessment**

Participants were asked about their leadership style using questions adapted from Haber's (2011) interview guide (see Appendix B). Since Haber's (2011) study looked at leadership experiences, influences, and motivations, the questions were adapted to include aspects that could provide insight into the participants' experiences as they related to their perceived competencies and the Social Change Model of Leadership. The initial questions were broad, addressing the student's involvement in the organization and their position's description. Subsequent questions addressed leadership style and perceived challenges and expectations of their role.

The self-assessment, loosely modeled after St. Cloud State University's (2011) Leadership Assessment questionnaire, included 24 statements corresponding to the eight dimensions of the Social Change Model of Leadership (see Appendix C). Each dimension is associated with three statements that are designed to identify which competencies positional leaders believe they possess. These questions were stated as fact (e.g. *I am passionate about my organization; I am comfortable adapting to new situations*) and participants ranked their perceived competency for each statement on a 5-point Likert scale (*Strongly Agree* to *Strongly Disagree*). Although participants were given the option to rank their competencies on a scale from 1 = Strongly Disagree to 5 = Strongly Agree, participants only selected answers ranging from Neutral to Strongly Agree. The answers provided comparisons not only across specific statements, but also across each of the eight dimensions, which address the specific competencies of the Social Change Model.

**Data Collection and Analysis**

The interviews began with a pre-designed set of questions based on Haber's (2011) instrument, designed to understand the participant's perception of their leadership competency (See Appendix B). The interviewers were selected to avoid any potential bias based on affiliation with the organization (e.g., no graduate supervisor affiliated with a Greek organization interviewed a member of the Greek council's executive board). Responses were audio recorded using a laptop. In addition, handwritten notes were taken by one of the two interviewers. To ensure participant anonymity, each participant selected a pseudonym and listed their position title as well as indicated their membership in a participating organization based on organizational type (e.g., residence hall governing body). Position titles were also, as applicable, changed to general titles rather than organization-specific ones. This allowed researchers to identify participant information while protecting identities. After the interview, participants were asked to fill out a paper self-assessment ranking their personal perceived competencies in leadership qualities based on the eight dimensions of the Social Change Model of Leadership (see Appendix C). Audio files, handwritten notes and the self-assessment were logged electronically and filed based on the organization type and listed under the general position title to further protect participant anonymity.

Both the audio recordings and the interview notes were used in the data analysis of the interviews. The interview data were coded for themes regarding leadership competencies using the process outlined by Creswell (2012). After a preliminary open coding of each interview by one researcher, all researchers used open coding across the interviews to find codes. From the original codes, the researchers further narrowed to identify broad themes across the interviews. Although the researchers primarily used the notes in the coding process, the audio recordings were used to supplement any shortcomings of the notes and to provide specific quotations. In addition, the self-assessments were examined to identify any significant similarities or differences between participants. The data from the self-assessments were then compared to the data gathered from the interviews to act as a supplement to the quotes provided by participants.

### Limitations

Due to the potential for human error in data collection and analysis, the researchers employed various methods to minimize limitations throughout the research process. First, the researchers had to confront the issue of having a research team comprised entirely of women who had been leaders in campus organizations and who recognized the potential for personal bias in the interview analysis. This fact may have served as an advantage as well, when considering the openness and honesty of those interviewed.

The next limitation was the fairly small sample size. Only eight students participated out of a sample of 32 students, yielding a response rate of 25%. In addition, only four organizations from about 750 organizations available on the institution's campus were represented in this study. This small sample may limit the applicability of these results to more organizations or campuses. Three of the respondents were members of single-gender organizations, while the other five were members of mixed-gender organizations. This unequal balance could have skewed the obtained results. In addition, none of the participants were freshmen, which could be due to the emphasis on executive board members in the sample selection. The results may have been different if a higher number of younger students were included. Finally, the interviewed participants did not represent a racially diverse group of students. A sample consisting of women from diverse racial or ethnic backgrounds may yield different results or have different leadership competencies. In addition, the use of a Likert scale on the self-assessment limited the variability in answers. Providing a different type of assessment could have allowed for a more nuanced assessment of leadership competencies among the participants.

## Findings

After reviewing all participants' responses to the interview questions and the leadership competencies self-assessment, various themes emerged related to how these women perceive themselves and their approach to leadership within their organizations.Throughout this section, the self-selected pseudonyms will be used to identify the eight participants of this study (see Table 2).

High levels of commitment to their organization existed among most of the women. Six of the eight participants indicated that they had been almost exclusively involved in their particular organization since arriving at the university, progressing from general membership to increasingly higher leadership positions each year. When asked why they pursued their particular position, many of the women said that they were comfortable being a leader, having been involved in various leadership positions since high school. Six of the women stated that another leader within the organization mentored them and encouraged them to pursue further leadership opportunities. It is interesting to note that while the responsibilities of their particular positions varied in specificity, five of the eight women mentioned that either their responsibilities or the goals for their organization involved programming initiatives surrounding safety and security on campus. These initiatives particularly focused on women's safety and sexual assault.

**The Role of Gender in Leadership**

All of the women commented on developing a particular leadership style because of their gender, with many comments reflecting development over time with components of Consciousness of Self and Controversy with Civility. One participant, Sabrina, stated that when she first worked with the president of the fraternity council, she felt less confident when leading along with him. Over time, she felt she developed more confidence and competence within her own organization and she realized that her leadership style differed from his. She now considers the two of them equals. Similarly, Jenna said that although she has been influenced by strong, independent women throughout her life, she has "learned not to become afraid of men." She used to feel like men knew more than her, but she has since realized that her opinions have value. The perceptions by both Sabrina and Jenna, that they initially felt less competent compared to men in similar positions, is supported by the gender status research. Due to gender stereotypes, men are generally attributed with possessing more ability and competence in areas of leadership (Ridgeway, 2004).

Several of the women described needing to adopt certain behaviors when interacting with male leaders or members of their organization. Jessica, Gwendolyn, and Jenna, leaders of mixed-gender organizations, all indicated that they have felt a greater need to prove themselves to male leaders, or that they need to work harder to be taken seriously. Jessica said that she tries to have a leadership style that she feels is more masculine, and Gwendolyn chooses to be more assertive when interacting with people in her organization than she would be in daily life. When working with her male advisor, Sabrina said that she is not as emotional as she was with her previous advisor who was female.

Allie, who leads an all-female organization, stated that she does not want to be perceived as "aggressive or intimidating" but rather wants to lead more as a friend. Allie said that men may want to act more like leaders, rather than modestly keeping in mind that they are still members of a club or organization. This is a behavior that she has actively rejected in her leadership. Research has shown that women in leadership roles tend to be more concerned with interpersonal relationships, particularly because they may not want to be seen as dictatorial, while men tend to be more autocratic in their leadership (Eagly & Johnson, 1990).

Both Sabrina and Ellen, who are leaders on the Greek council executive board, described their leadership positions as being very personal to them.

Ellen explained it: "I take my position very personally, like I can't, like, I can't dissociate me with my position and so, and I think that's a very like girly thing to do, you know, I think guys are a lot less emotional that way." Similarly, Sabrina stated that leading her organization is an emotional experience, one her male counterparts would not understand.

## Self-Assessment

The data from the self-assessments were analyzed according to organizational type and reflected each component of the Social Change Model. The ratings help inform the self-perceptions of the participants in relation to their interview responses. While elements of each of the dimensions of the Social Change model emerged in the interviews with the participants, three of the seven dimensions – Consciousness of Self, Congruence, and Controversy with Civility – revealed differences in the leadership competencies between women in single-gender organizations and women in mixed-gender organizations.

**Consciousness of Self.** This competency explores whether women could identify the individual beliefs and talents that guided them in their leadership, as well as whether or not they attempted to develop into what they deemed an "appropriate leader." While the interview questions did not directly ask about Consciousness of Self, many of the responses from women in both groups touched upon ways in which they have experienced personal growth as a result of leading. In addition, the women's responses revealed ways in which they feel they have come to be strong leaders, based upon organization members' responses to their leadership styles, as well as ways in which their values led them to pursue their specific position.

For the single-gender organizations, Sabrina expressed an understanding of what types of leadership roles were not suited for her, even if the decision to not pursue those roles was a difficult one. However, she embraced leadership roles that aligned with her personality. In the mixed-gender organizations, Jenna expressed her passion for working with students and placed a high value on student voices being heard. Similarly, Gwendolyn knew her strengths upon entering her leadership position and she knew that she could make a difference in her organization.

Based on the self-assessment, women from single-gender organizations tended to rank themselves as more competent in Consciousness of Self than their peers in mixed-gender organizations even though Consciousness of Self comments were more prevalent in the mixed-gender organization interviews. This difference was most evident for the statement *I identify and pursue opportunities for growth,* as women from single-gender organizations ranked themselves as high as possible while most women from mixed-gender organizations ranked themselves slightly lower. The five oldest women also ranked themselves as high as possible while younger women perceived their competencies in this area to be slightly lower. This could be because of less time spent in the institution and, inherently, fewer opportunities for personal growth.

**Congruence.** Women from both organizational types expressed some challenges to their sense of congruence within the context of the organization's expectations and their own leadership. Both Gwendolyn and Jenna remarked that they modified their behavior, either personally or as a student leader, due to being held to a higher standard. Jessica and Gwendolyn also both stated that they have changed their inherent leadership behavior in order to present a certain image. Gwendolyn stated that she chose to be more assertive in her leadership, whereas Jessica said that she tries to adopt what she feels is a more masculine leadership style when working with male colleagues.

In contrast, women in single-gender organizations described embracing their natural leadership style. Ellen remarked that, occasionally, people do not take her seriously because of her leadership style but she acknowledges that she will not please everyone. Allie described her leadership style as being hands-off and that she has grown to be more comfortable with it since beginning her leadership position.

According to the self-assessment, women of single-gender organizations expressed a greater ability to act in a manner that reflects their personal thoughts and opinions as well as engage in honest communication. Women of mixed-gender organizations ranked themselves higher on the statement *I am authentic and genuine with others.* Nonetheless, women of single-gender organizations had a consistent rating for each statement and reported an overall higher level of agreement with the statements than women of mixed-gender organizations. For both organizational types, women felt most competent with being authentic and genuine with others and least competent regarding honesty.

**Controversy with Civility.** Sabrina, Ellen, and Allie, each from single-gender organizations, had similar comments about controversy within this dimension. Ellen specifically identified that she does not enjoy confrontation but rather works to please people. All three women indicated that they see growth in themselves with regard to handling confrontation with others. The women in the single-gender organizations indicated a lower competency on two components within the self-assessment, specifically, *I engage in constructive criticism with members of my organization* and *I am prepared for others to have differing viewpoints in my organization* with the majority of the women answering with a Neutral response. By contrast, most of the women in the mixed-gender organizations ranked these statements as Agree. A possible explanation for this difference could be reflected in the fact that women in mixed-gender organizations previously referenced a lower incidence in collaboration, and therefore, may have more experience in handling controversy with civility. For example, Jessica referenced trying to actively work with a challenging colleague to figure out how to make their roles work better together. In contrast, women in single-gender organizations seek to please their group members and make sure everyone is happy, rather than work through conflict to a positive resolution.

**Change.** The Social Change Model operates with each of the seven dimensions working towards the ultimate goal of Change. Statements 22 through 24 of the self-assessment addressed principles of Change including personal and organizational adaptability and the organization as a change maker. Women of single-gender organizations identified greater competency regarding personal and organizational adaptability but women of mixed-gender organizations reflected a higher competence concerning the organization's effort to create campus change. Overall, women of single-gender organizations expressed a higher competency regarding Change.

## Discussion

While the self-assessment cannot stand alone as proof of leadership competencies, it can be used to identify areas where the participants' ideas about their leadership competencies are similar to or different from how they act as leaders. It can also assist in examining how this plays into the single-gender or mixed-gender environment. For example, seven of the eight women indicated that they were passionate about their organization and that their leadership is quite personal to them. However, the women in single-gender organizations selected Strongly Agree to the statements *I am passionate about my organization* and *I am internally motivated to be a leader*. In contrast, the women from the mixed-gender organization had answers ranging from Neutral to Strongly Agree.

An important finding to take away from the self-assessment comes from the statement *I am comfortable collaborating with others on projects or events*. Each of the women in the single-gender organizations indicated that they Strongly Agree, while each of the women in the mixed-gender organizations indicated that they Agree. While many may argue that Strongly Agree and Agree are similar, the implications of their differences are great. Selecting Agree is an indication of agreeing with disbelief – meaning, "I am fairly certain I agree, but I can't be 100 percent sure." Strongly Agree is a bold statement, indicating complete positivity and confidence. This finding aligns with Thorpe, Cummins, and Townsend's (1998) finding that women in an all-female classroom setting had more skills regarding collaboration than peers in coeducational classes.

A general theme that can be taken away from the self-assessment lies in the type of statements that were ranked highest by the women in single-gender environments. The statements that appeared to be more collaborative, encouraging, and empowering of others were ranked as Strongly Agree. However, understanding differing viewpoints and criticism appears to be a consistent struggle for these women. While the women from single-gender environments indicated they can respect varying opinions, they had much lower self-ratings regarding engaging in constructive criticism with others and preparedness for others having differing viewpoints. In contrast, the women in the mixed-gender organizations indicated that these issues were easier to manage and resolve which aligns with their previous statements indicating that they have more experience in environments that are slightly more hostile or aggressive.

Another important theme surrounds the topic of Change. The assessment suggests that there is a disparity between the breadth of change that women in single-gender organizations and women in mixed-gender organizations are able to induce. Though women of single-gender organizations display a higher level of personal and organizational perceived competence, this does not translate to a confidence in creating higher level, systematic change. Women in mixed-gender organizations feel competent in the ability of their organization to create change, but they do not identify with personal and organizational skills related to adaptability. This indicates a competency gap for women of both organization types as they appear unable to translate skill sets from individual to organizational levels.

## Implications for Practice

Despite the limited generalizability of this study to other institutions, there are implications that student affairs professionals can take away and apply. Multiple women in mixed-gender organizations mentioned the role of female mentors in the process of applying to leadership positions. By role modeling leadership and taking the time to mentor female students, female student affairs professionals can promote female leadership in mixed-gender organizations. Mixed-gender organizations can also promote this leadership by having female advisors easily accessible to women (e.g. other women who work in the same student affairs division). Some participants mentioned feeling less competent compared to male students in similar positions. Mixed-gender student organization advisors should keep this dynamic in mind during their advising efforts and may provide additional support to women in leadership roles. An important part of this research is the fact that some participants specifically mentioned a difficulty adjusting their leadership style around male leaders. - While all student affairs professionals can play a mentorship role, some may be better able to serve populations of various genders by going through training that addresses the differences student leaders experience in their various roles.

Although the results for many of the eight dimensions were similar for the women in mixed-gender and single-gender organizations, some differences were found for the dimensions of Collaboration, Controversy with Civility, and Change. Women should be aware that joining a different type of organization may have an effect on the types of skills they gain through their participation. Being involved in both types of organizations may provide women the opportunity to gain a wider variety of skills. However, as women seek out leadership roles, advisors could provide insight into the types of skills more likely to be gained. If a woman is strongly interested in working collaboratively, she may be more comfortable joining a single-gender organization, which tends to promote collaboration. Women who enjoy exchanging viewpoints or who wish to gain more experience handling conflict may find these experiences in mixed-gender organizations.

## Future Research

Multiple future research projects can be identified based on the limitations of this project. This study could be repeated on other campuses with more participants in order to obtain results that are a better representation of the female population. In addition, this study focused specifically on executive board members, which may have led to a sample comprised entirely of upperclassmen. Including first year women and women not in positional leadership roles may provide a more comprehensive view of women's leadership competencies in single-gender and mixed-gender organizations.

As noted in the study, women in single-gender organizations ranked themselves much higher in the statement *I identify and pursue opportunities for growth* than their mixed-gender organization counterparts. Research that attempts to identify motivations for

growth, variances across organizations of single- or mixed-gender status, and in relation to gender is encouraged.
Lastly, the focus of this study was on women. Findings in regard to the role of gender in leadership could be supplemented by including the perspective of male leaders in mixed-gender organizations. Some participants mentioned a belief that current leadership dynamics in their respective organizations were a result of personalities or the responsibilities of their position. Interviewing male leaders could help identify if this is a shared opinion across genders.

## Conclusion

It has been proven through research that women have different experiences in women-only institutions than they do in coeducational institutions (Smith, 1990). After identifying a gap in student affairs literature, researchers used qualitative methods to pursue a more complete understanding of women's experiences in leadership. Specifically, this study sought to examine whether the experiences and leadership competencies of women also differed in an organizational environment context, and utilized the Social Change Model as a framework.

Overall, some similarities and distinctions were identified in the leadership competencies of women in single-gender and mixed-gender organizations. Gender and gender stereotypes influenced leadership for these women, as some mentioned being intimidated by male leaders and needing to tailor their leadership style based on the gender of the person they were working with. Additionally, collaboration played differently into their evaluations of their role within their organizations, with women's only organization leaders having positive reflections about collaboration, and mixed-gender leaders speaking less positively about the role of collaboration. Finally, in harmony with generalities made in previous literature about the woman leader's experience in single-gender institutions, women show more passion about their purpose, and more internal motivation, when engaging with other women, or when engaging in an environment that is dedicated to supporting achievement of women. Some small differences were identified through the participants' self-assessments; however, they are not prominent enough to generalize across organizations.

While the findings of this study may seem apparent, it is important to be reminded and informed of the challenges that young women face in leadership positions and how student affairs professionals can ease some of these struggles. Support of women in leadership can only occur when those in positions of authority are able to accept that experiences in varying environments impact leadership competencies. Those in an advisory capacity should remember that collaboration and frequent interaction with figures in authority have historically proven to engage the female leader on multiple levels. In addition, these findings can better inform practice on mentoring women in leadership roles as well as provide an understanding of external or internal barriers that female members may face in becoming leaders within their organizations.

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## Appendix A

## E-mail Recruitment Message

Invitation to Participate in Study of College Women's Leadership

Dear (insert student's name),

Your name was chosen due to your position as a student leader in (insert organization). Our group is conducting a study about how women's leadership styles relate to the types of campus organizations they lead and we would like your input. Participation in the study will only take about 45 minutes. You will be asked to fill out a short survey and will be interviewed about your role as a leader. When reporting findings, identifying information about you and your organization will be masked to protect the confidentiality of your responses.

If you are interested in participating in the study, please contact me at mrlooney@indiana.edu and I will work with you to accommodate your schedule in scheduling an interview. All interviews need to be conducted by (two weeks from email date).

I have attached the study information sheet to this email for further review. Dr. Thomas F. Nelson Laird is the principal investigator this study. His contact information is available on the study information sheet if you have any additional questions. We look forward to hearing from you!

Thank you,
Melissa Looney

Appendix B

Interview Questions

1. Describe the organizations that you are or have been involved in with and any formal leadership roles you now hold or have held in these organizations.

2. Tell me more about your position of (insert name of position) in (insert name of organization).

3. Why did you pursue this position?
   *Probing Questions:*
   - *What were your main motivations?*
   - *Was there anyone who influenced you?*

4. What are some of your goals for the position you currently hold? What are some of your goals for the organization?

5. Please describe your leadership style.
   5a. How would you describe how your leadership style has changed over time?

6. Please describe the ways in which you interact with the members in your group.
   *Probing Questions:*
   - *How do you best communicate with them?*

7. How do people react to your leadership?
   *Probing Questions:*
   - *Are members receptive?*
   - *How was the transition from member to leader?*

8. Do you believe people have certain expectations of you as a leader? Please explain.
   *Probing Questions:*
   - *How have these expectations influenced the way you lead?*

9. What are some challenges you have faced in your leadership role?
   *Probing Questions:*
   - *How have you dealt with these challenges?*
   - *How do you resolve conflict in your leadership role?*
   - *What have been some experiences you have had in adapting to change?*
   - *How would you describe your experience in adapting to change/lead your organization toward change?*

10. Based on what you have shared thus far, do you believe your gender has played a role in how you exercise leadership? Please explain why or why not.

# Appendix C

## Self-Assessment Questionnaire

Pseudonym ______________________ Position Title ______________________________

Age ______________________ Organization Type (Check One)

Year in College ______________________ ☐ Student Governing Body ☐ Women's Student Governing Body

Major ______________________ ☐ Residence Hall Governing Body ☐ Greek Council Executive Board

Race/Ethnicity ______________________ ☐ Programming Board ☐ Academic Organization

| **Areas** | **Statements** | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
|---|---|---|---|---|---|---|
| Consciousness of Self | I know my personal talents, values and interests | | | | | |
| | I identify and pursue opportunities for growth | | | | | |
| | I model appropriate behavior as a leader | | | | | |
| Congruence | The way I think and the way I act are closely matched | | | | | |
| | I am authentic and genuine with others | | | | | |
| | I am always honest with others | | | | | |
| Commitment | I am passionate about my organization | | | | | |
| | I am internally motivated to be a leader (positional or otherwise) | | | | | |
| | I devote time and energy towards organizational outcomes | | | | | |
| Collaboration | I am comfortable collaborating with others on projects or events | | | | | |
| | I appreciate multiple perspectives and talents | | | | | |
| | I enjoy empowering others | | | | | |
| Common Purpose | I enjoy working with others towards a goal | | | | | |
| | I believe the members in my organization should have a shared vision | | | | | |
| | I am happy to engage in collective analysis of problems and situations | | | | | |
| Controversy with Civility | I always respect others' views, even if I disagree with them | | | | | |
| | I engage in constructive criticism with members of my organization | | | | | |
| | I am prepared for others to have differing viewpoints in my organiation | | | | | |
| Citizenship | I believe it is important to be engaged in the community | | | | | |
| | I encourage members in my organization to become active in the community | | | | | |
| | I work to be a good citizen and work for positive change on behalf of others | | | | | |
| Change | I am comfortable adapting to new situations | | | | | |
| | I can lead my organization even when things do not go as planned | | | | | |
| | I believe my organization strives to make changes on campus | | | | | |

# Reflections & Musings from George Kuh

Mara G. Dahlgren & Steven V. Sajkich

*To honor and celebrate Dr. Kuh's retirement from Indiana University in 2010, two current members of the IUSPA Journal Review Board interviewed Dr. Kuh about his experience as a faculty member and researcher with the field of higher education and student affairs. In his typical manner, Kuh shared his personal stories and experiences with humor and humility.*

George Kuh has been one of the most influential scholars in higher education with his work on student learning and engagement. Kuh served as a faculty member for the Educational Leadership and Policy Studies department within the School of Education at Indiana University (IU) for 34 years and retried recently in August 2010. Throughout his time, Kuh took on many different and influential roles that helped grow and secure the academic and scholarly reputation of IU's Higher Education and Student Affairs (HESA) program and established IU as the *Center* (pun intended) for Postsecondary Research. With over 350 publications, numerous awards and honors, and a curriculum vita the length of some novels, Kuh is an accomplished and highly proclaimed scholar of higher education. However, Kuh describes himself more as "an ordinary person who has had more than his share of extraordinary opportunities" (Kuh, 2013, p. 1).

## Beginnings

This "ordinary man" began his career by receiving his Bachelor of Arts degree from Luther College in Decorah, Iowa in 1968. From his first visit to Luther College, Kuh fell in love with the campus and the environment, so it was no surprise that he happily accepted the offer to join the admissions staff after graduation. His experience in admissions fostered his desire to learn more about higher education and provided an outlet to explore and understand different institutional types and experiences. While working in admissions, Kuh worked on his master's degree in School Counseling at St. Cloud State College (now University) in St. Cloud, Minnesota, completing his degree in 1971. After four years, Kuh decided to leave admissions because he was teetering on the edge of what today we call, "burn out." "If you are unhappy with your work, grow the job or grow yourself out of it" (G. Kuh, personal communication, April 2, 2013). This piece of wisdom was offered as advice for new professionals in the field but is certainly applicable to all levels. He acknowledged that we all get tired, but we never really burn out. He jokingly suggested chocolate and rye whiskey to help get through the tough times.

Kuh decided to grow himself out of his admission role and into the role of a doctoral student majoring in Counselor Education at the University of Iowa in Iowa City, Iowa. After completing his Ph.D. in 1975, Kuh stayed at the University of Iowa as an assistant professor in the Student Development and Counselor Education program. A year later, Kuh accepted an assistant professor position at IU in the Higher Education and College Student Personnel program (CSP; now the Higher Education and Student Affairs

Program), beginning his long tenure at the school. When asked if there were any growing pains in the transition from a counselor education program to a more practitioner-based student affairs program, Kuh noted there were enough similarities in the major field courses to be comfortable with the curriculum. In fact, prior to his arrival, the IU CSP program was originally based in counselor education; however, there were differences in the atmosphere. Kuh laughed as he recalled Betty Greenleaf's sternly articulated views about proper attire. He was used to wearing jeans to class, whereas Betty, one of the founders of the CSP department, insisted that men wear coats and ties and women wear blouses and skirts. He recalled his beanbag chair did not last too long in his office either. Aside from the cultural change, Kuh said the transition was easy.

## Working with Legends

When asked about Betty Greenleaf, he referred to her as a grand lady who was deeply "committed to the success of her students and colleagues" (G. Kuh, personal communication, April 2, 2013). Elizabeth (Betty) Greenleaf, an active professor within the program in addition to her role as program coordinator, was best known for her inspirational administrative work and leadership in national professional and civic organizations. Kuh also had the opportunity to work with another of IU's legends, Bob Shaffer, former Dean of Students. Shaffer is described as having a "simple but important goal: to encourage the personal and professional development of those with whom he has contact" (Kuh & Coomes, 1986, p.614). In our interview, Kuh could say nothing but good words about both Greenleaf and Shaffer. Shaffer, who "never had a harsh word to say about anyone" was always supportive and encouraging (Kuh still receives such notes from Shaffer on occasion) and strived to do positive work for the campus community (G. Kuh, personal communication, April 2, 2013). Kuh noted that Greenleaf and Shaffer gave him instant credibility within the field when he joined the CSP program. Greenleaf and Shaffer recognized the changing nature of higher education, especially within applied fields such as college student personnel, and knew that "our program had to increase its scholarly productivity to maintain its leadership position for the profession" (G. Kuh, personal communication, April 2, 2013). They made it very clear that Kuh's role upon joining the IU faculty was to "complement the program's strong practitioner orientation by infusing more theory and research into the course work and student experience" (G. Kuh, personal communication, April 2, 2013).

## Life as a Faculty Member

As a faculty member, Kuh had some learning to do as he was required to teach a course on program evaluation early in his career, a subject in which he had no prior teaching experience. However, by the 1990s, when CSP evolved into the HESA program, Kuh had taught every single class offered (Kuh, 2013). The Introduction to Student Affairs Administration course was one of the classes he enjoyed teaching during his tenure because "the students were excited and enthused" to learn (G. Kuh, personal communication, April 2, 2013). The Introduction course is taken during the first semester of the first year of the HESA program.  The course is highly intensive with the month of October accounting for most of the rigor. Kuh saw October as a challenge and approached it the same way Bob Shaffer approached his work with the mindset that "we are going to push you, but we will be here to support you along the way" (G. Kuh, personal communication, April 2, 2013).

In addition, Kuh created and enjoyed teaching the Environmental Theory and Assessment course. As part of the class, students were required to conduct a semester-long research project. The current structure of the class remains similar to Kuh's original class with students working in groups, conducting research to answer an environmental question, and addressing those results and their meaning to the field through a paper and presentation to the campus community. This was a highly stressful experience for the students as they were asked to complete a research project from start to finish in one semester, but it made them "go beyond what they thought they could do" (G. Kuh, personal communication, April 2, 2013). Looking back, Kuh realized he had designed a course that had all of the conditions for high-impact learning, a subject he would eventually research and address in 2008 with *High Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter.* The course was challenging to teach as it was "very demanding of both the students and the instructor" (G. Kuh, personal communication, April 2, 2013). However, it remains one of his favorite courses because he could watch this "powerful educational experience" unfold throughout one semester (G. Kuh, personal communication, April 2, 2013).

Kuh was not only extensively involved in the master's students curriculum, but also directed 54 doctoral dissertations and many of those students continue to expand the knowledge of student affairs through research. Bruce Jacobs, the current executive director of the Indiana Memorial Union, was among those doctoral students. In reflecting back on his interactions with Kuh as his advisor, Jacobs mentioned that Kuh "taught many of us the value of quick and thorough feedback to students. It is my recollection that papers were returned quickly (often the next day) and generally with more written by George then was in the original document" (personal communication, April 18, 2013).

Kuh approached research as an on-going process. "On more than one occasion, when a dissertation manuscript had been sent to the publisher, the student has said they were pleased that this project was done—only to hear George comment that you are never done" (B. Jacobs, personal communication, 2013). Kuh continued to preach this understanding of research when working on the Documenting Effective Educational Practice (DEEP) project with several of his doctoral advisees. "A group of us who were conducting a campus visit as part of the DEEP project were having dinner after we had spent 3 days interviewing students, faculty and staff at a particular college. Three of us had George as our chair and director—one had not. As we were sifting through the data the person who had not worked with George said, 'I think we have a great deal of solid information, I think we know what is happening on this campus. I do not think we have to come back, I think we are done.' Almost in unison the three of us replied, 'You are never done'" (B. Jacobs, personal communication, April 18, 2013).

## Becoming a Legend

Kuh certainly delivered on Greenleaf's expectation to expand upon the program's strong practitioner-based reputation by emphasizing high-quality, rigorous, research with practical implications. In order to turn his aspiration into a reality, Kuh understood that strong faculty members were instrumental in not only producing knowledge for the higher education and student affairs field, but also in providing students with concrete research experience. "During his tenure the following faculty joined HESA: John Bean, Nancy Evans, Don Hossler, Fran Stage, Trudy Banta, Vasti Torres, Gary Pike, Robin Hughes, and Tom Nelson-Laird. While the HESA master's program had always been highly regarded, George provided much of the impetus for moving the doctoral program from a well-regarded program to one of the leading doctoral programs in the country" (D. Hossler, personal communication, April 21, 2013). In addition, Kuh utilized research to expand on the Living Learning Programs on IU's campus, going above and beyond Greenleaf's expectation. "While serving as Associate Dean of the Faculties, George's research and work lead to the creation of new living and learning environments that continue to grow and thrive to this day" (B. Jacobs, personal communication, 2013).

While Kuh was becoming legendary within the HESA program for his emphasis on research, his desire to understand student engagement and the value of out-of-class experiences made him a legend in the field of higher education and student affairs. In attempting to understand what makes for powerful learning conditions both on- and off-campus, Kuh and John Schuh, now a distinguished professor emeritus in Educational Leadership and Policy Studies at Iowa State University with an astounding 235 publications to his name, conducted the College Experience Study, a multi-institutional study, which would lead them to write *Involving Colleges: Successful Approaches to Fostering Student Learning and Development Outside the Classroom* (1991). "My view at the time was that there would be more interest in our work if the unit of analysis were the institution, not an administrative unit, and if the study focused on the out-of-class experience" (Kuh, 2013, p. 22). Through their study, Kuh and Schuh were able to describe the rich harvest of learning taking place outside of the classroom, the institutional policies and practices that enabled this learning, and the valuable role of student affairs. In addition to providing validation for student affairs, Kuh said the "project was a terrific experience for me, in part because of the wonderful colleagues on the research team and others on the 14 campuses we came to know pretty well" (G. Kuh, personal communication, April 18, 2013). "It put me in a position to do some other national projects that promise to have lasting significance, such as the College Student Experiences Questionnaire (CSEQ), National Survey for Student Engagement (NSSE), Strategic National Arts Alumni Project (SNAAP), and the National Institute for Learning Outcomes Assessment (NILOA)" (G. Kuh, personal communication, April 18, 2013). These national projects allowed Kuh to continue "to conduct research to better understand the value of educationally purposeful out-of-class experiences and what institutions could do to implement policies and practices to engage students more deeply in these meaningful learning activities" (G. Kuh, personal communication, April 18, 2013).

Kuh's stewardship of the CSEQ, which was transferred to IU from UCLA in 1994, was integral in creating NSSE and furthering the research agenda for the program and higher education in general. NSSE sought to "shift the national discourse about what matters in college from what institutions have—resources by way of faculty accomplishments, physical attributes, and student backgrounds—to what students do with these resources" (Kuh, 2013, p. 25). The goals were to learn more about the conditions that helped foster student engagement inside and outside of the classroom and what institutions could do to create and sustain those conditions. This survey has become an important assessment tool that colleges and universities use to guide improvement and foster accountability. Scholars have used NSSE data to advance knowledge of the field, including Kuh, who discovered and documented the value of the high-impact practices. In addition, NSSE was the backbone that allowed the Center for Postsecondary Research to grow and prosper, something Kuh regards as one of his most important contributions. Additionally, Kuh continues to be proud of IU's well-earned reputation for attracting "strong, productive faculty and students" (G. Kuh, personal communication, April 2, 2013).

It is clear that, by any standard, Kuh produced an extensive amount of research on student learning and engagement while establishing a strong research-oriented HESA program and the Center for Postsecondary Research. Kuh applied the knowledge he gained from this research to assist IU in creating positive learning environments for students and faculty. "During his tenure …, true to his own academic writing, [Kuh] implemented a series of initiatives that broke down silos across academic and student affairs offices that enhance both the in-class and out-of-class experiences of undergraduates" (D. Hossler, personal communication, April 21, 2013).

## Post Retirement

Although Kuh is officially classified as Professor Emeritus at IU, he is still active in the field. Earlier this year, Kuh was awarded the 2013 Robert Zemsky Medal for Innovation in Higher Education (Monaghan, 2013). This award is one of many Kuh has received throughout his career in student affairs. When asked how Kuh felt about all of the awards he has received, he jokingly said, "I have outlived those who didn't think I was deserving of them" (G. Kuh, personal communication, April 2, 2013). In all seriousness, Kuh thinks it is "wonderful to be acknowledged" and is "pleased that the kind of work he has done has made a difference and that it has helped others in their work" (G. Kuh, personal communication, April 2, 2013).

Kuh continues to serve in his role as Director of the National Institute for Learning Outcomes Assessment, which is co-located at IU and the University of Illinois where he is an adjunct professor of Education Policy. He still enjoys interacting with current HESA master's and doctoral students. Last spring, Kuh spoke to current IU HESA master's students via Skype, offering them a chance to ask questions and gain an expert perspective as they transition into their first positions as new student affairs professionals. As with any living legend, current and past HESA students are always excited to say that they saw and talked with Kuh at the IU receptions at national conferences.

## Looking Forward

When asked how the student affairs profession is different today, Kuh observed that "the field now has a much deeper and richer literature to draw on to guide practice. At the same time, what matters as much as anything else is what has not changed and I hope will not change, which is that student affairs act in good faith as the conscience of the campus (as Peggy Barr long-time student affairs practitioner and leader always reminded us), and consistently advocate on behalf of high-quality student experience, inside as well as outside the classroom."

When asked about current trends and issues in higher education, Kuh identified several areas of which student affairs professionals need to be aware in order to perform their roles effectively. Kuh emphasized once again the importance of assessment work, since it provides the data to prove that what student affairs professionals do is important to student success. Without assessment, "how can we prove to others that we are essential?" (G. Kuh, personal communication, April 2, 2013). Tied to assessment is the college cost crisis, the implications of which are further exacerbated by the recent economic challenges faced by many recent college graduates who have had difficulty finding jobs that commensurate with their educational preparation. To some observers, such an environment makes participating in co-curricular activities an unnecessary luxury. To combat this, "we need data to determine whether student organization leadership experience, service learning, and other such activities merit institutional and student interest and support" (G. Kuh, personal communication, April 18, 2013). In addition to this data, new student affairs professionals need to stay on top of current research by reading journals, attending conferences, and engaging in conversations with colleagues, both seasoned professionals and contemporaries because "every generation needs to discover for itself what it needs to know" (G. Kuh, personal communication, April 2, 2013).

Within their first job, new professionals will be faced with the challenge of "making the strange familiar," (G. Kuh, personal communication, April 2, 2013). Kuh underscored the importance of learning as much as possible as early as possible about the campus culture and one's employing office or program. "Please, please, please do not be one of those student affairs professionals who starts each sentence with, 'Well at my former institution, we did things 'X' way'" (G. Kuh, personal communication, April 2, 2013). Lastly, the HESA graduate students are always reminded throughout Outreach and the job-search process that the field of student affairs is a small one. Kuh strongly encouraged new professionals to "stay connected with peers and expand that network, remembering to be nice to everyone as nothing is to be gained by bad mouthing a colleague"(G. Kuh, personal communication, April 2, 2013).

While reflecting on his career, Kuh stated, "I hope my students will say I held them to academic performance expectations that stretched them to achieve at levels they did not think possible. I hope the IU faculty and staff will remember me as a congenial colleague who took his share of responsibility for tending to the commons and left the program stronger than when he arrived. People who know me primarily through my publications and national work will likely think of NSSE and my role in establishing the Center for Postsecondary Research as a major research and development operation in higher education. There are worse things to be remembered for…" (personal communication, April 18, 2013).

Over the course of IU's history, there have been many alumni, faculty, and staff that have left a positive impact on the institution and its legacy. Kuh is among those influential people as he left the HESA program and the field of student affairs stronger than when he arrived.

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In 1987, Betty Greenleaf stated, "If every graduate contributed $10 annually, we would make it." We are happy to announce that the graduating master's cohort has taken Betty's challenge one-step further. This year, the master's cohort coordinated the inaugural HESA Class Gift Campaign to support the HESA alumni fund. In recognition of their contribution, the IUSPA journal would like to recognize the donors.

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