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STUDENT PERSONNEL ASSOCIATION

INDIANA UNIVERSITY

1995-96 *JOURNAL* STAFF

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In Memoriam
Kevin R. Pirelli
June 11, 1971 - February 21, 1996

Kevin Pirelli enrolled in the college student personnel administration master's program in the Fall of 1993 after receiving his B.A. degree from Rutgers University in New Brunswick, New Jersey. During his undergraduate years, he was active in residence hall government, Sigma Alpha Mu International Fraternity, and the Rutgers University Glee Club which he served as President. In the Spring of 1992, he was one of 18 juniors inducted into the prestigious Cap and Skull Honorary Society at Rutgers. During his first year at Indiana University, Kevin held a graduate assistantship with the Director of the Indiana Memorial Union, advised the Student Steering Committee of United Way, served a practicum in the Office of Student Ethics, and was active in the Indiana University Student Personnel Association. He also designed and proposed a significant piece of research for the Association of College Unions International (ACUI) focusing on college presidents and their perceptions of college unions. His proposal was accepted and provided the base information for a keynote session at the 1995 International Conference and for a major article in *The Bulletin*, the official magazine publication of ACUI. Kevin Pirelli was a young man with a huge heart totally dedicated to fostering the development of college students. He had a passion for serving others, and his honesty, sincerity, and dedication touched all who worked with him.

Winston Shindell
Executive Director
Indiana Memorial Union/IU Auditorium

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EDITORS' COMMENTS

John Bean
Kelli Kapustka Smith

Welcome to the Spring 1996 edition of the *Journal of the Indiana University Student Personnel Association*! We are extremely pleased to present you with this latest edition of the Indiana University legacy to the higher education and student affairs literature. The articles that have been selected represent a broad array of issues and ideas transcending functional areas and encompassing our past, present, and future as student affairs practitioners. They are a product of each author's personal interests, professional experiences, and exposure to CSPA coursework. The depth of their expertise and interests culminates in what we believe are thoughtful and enlightening manuscripts.

Our first article, "The Future of Student Affairs in a Post-Modern Era," addresses the changing nature of higher education and the various forces impacting upon this change. "A Portrait of the Life and Influences of a College Administrator: Elizabeth A. Greenleaf" is a fitting tribute to a matriarch of the IU CSPA program, whose profound contributions to higher education and student affairs are still evident. "Toward Success of One and All: Career Counseling for Minority Students" considers the particular issues surrounding career counseling for minority students and offers suggestions for improving the effectiveness of minority career counseling relationships. "The Diversity Advocate Program: Through the Perceptual Lens" is an environmental assessment of a residence hall diversity program which brings contemporary college environments theory full circle with today's reality of administering student affairs programs. "Environmental Influences on the Development of Women Student Leaders" takes a fresh look at the special developmental needs of female student leaders and provides recommendations for increasing the participation of women in campus leadership roles. Lastly, "Tuition Prepayment Programs and Student Body Diversity" introduces us to a timely method of financing higher education which may have profound impacts on financial aid as we know it and on the demographics of today's college student population.

We are grateful to many individuals who have unselfishly devoted their time, effort, and support to the production of this year's *Journal*. We thank the *Journal* Review Board for the careful evaluation and selection of the articles, the authors for their enthusiasm and eagerness to make suggested revisions, and Dr. George Kuh for his unfaltering support and guidance. We would also like to thank the Indiana University Student Association, the Indiana University Student Personnel Association, the Department of Residence Life, and our generous alumni for their critical financial support of our publication. The publication process is indeed a team effort, and we appreciate the difference that so many people have made in producing yet another fine representation of the IU CSPA program.

Finally, you will notice that our *Journal* has a new look. This year's Review Board and editorial team felt strongly that our publication should maintain a crisp and polished image that appropriately reflects Indiana University's eminent role as a leader in educating higher education and student affairs practitioners. We believe that the changes made in cover design and format result in a publication most worthy of bearing the Indiana University name. We hope that you will notice and appreciate these changes.

We invite you now to sit back, relax, and enjoy the pages that follow!

John Bean graduated from the CSPA program in 1996. He completed his B.S. degree in business management and psychology at Birmingham-Southern College in May, 1991. Prior to attending IU, he served as Financial Aid Coordinator at the University of Alabama at Birmingham School of Public Health. At IU, he served as a graduate assistant in University Financial Aid Services and completed a practicum in the IU School of Law Admissions Office.

Kelli Kapustka Smith graduated from the CSPA program in 1996. In December, 1992, she received a B.S. degree in psychology with a minor in women's studies from Nebraska Wesleyan University. Prior to attending IU, she served as Coordinator of Student Activities at Doane College (Nebraska). At IU, she worked in the Student Employment Office and the Arts and Sciences Placement Office of the Career Development Center. She also worked in the Student Activities Office and co-taught a leadership course through the Indiana Memorial Union Board.

STATE OF THE PROGRAM

Dr. George D. Kuh

Greetings from the Heartland! As with many regions of the country, it's been a tough winter in Bloomington. Within one week's time in early January, we exceeded the annual average snowfall for these parts!

There is considerable news to share, much of it dealing with faculty and program developments. "So long, Pudge Hefelfinger." That's the refrain around the Higher Education and Student Affairs suite with the announcement of the retirement of Phil Chamberlain this summer. After 30 years of teaching, Phil's move to the next phase of his life marks the end of an era for the IU higher education program as he was the only active faculty member appointed prior to 1975. Don Hossler was recently named Executive Associate Dean for the School of Education, effective in July. As a result, Don's participation in the graduate program will necessarily be reduced somewhat. This will pair him in the Dean's Office with Fran Stage who continues in her role as Associate Dean for Research. Don will continue to teach at least one course a year and work with students on individual research projects. I am planning a year-long sabbatical for 1996-97. Part of that time I may be abroad, although the details have yet to be finalized.

We are fortunate that two new colleagues joined us this past year. Michael Parsons, an IU Ph.D. (formally a member of the IU Labor Studies faculty), will coordinate the doctoral program. His appointment is at IUPUI and his primary teaching assignments include Introduction to College and University Administration and topical seminars related to academic labor markets and administrative leadership. Deborah Carter from the University of Michigan joined us in January, 1996. She teaches the Capstone Seminar and will teach the Environments class in the fall.

Bruce Jacobs now is the coordinator of the master's program. He will continue to serve as Director of Residence Life while sheparding the master's program. Bruce will also teach one course a semester and supervise the practicum experiences. This arrangement promises program continuity and will better integrate the academic program with the practical experiences component.

In response to increasing numbers of requests, the faculty have designed a second track in the master's degree program to meet the needs of full-time employed students who wish to obtain a graduate degree focused on higher education. This would include people with an interest in institutional advancement, planning and budgeting, and other administrative functions. The program requires no new courses or faculty; rather, it is a reconfiguration of existing courses designed to meet a local demand. This move prompted us to officially (finally!) rename the master's degree, Higher Education and Student Affairs.

As you can see in the list of Awards and Honors, Bob Weith from the Office of Student Ethics became the third recipient of the annual Kate Hevner Mueller Award last May. The Mueller Award goes to an outstanding assistantship or practicum supervisor.

Last October, one of the towers of Forest Residence Center was dedicated to Elizabeth Greenleaf. This was a wonderful event drawing graduates and former staff members from around the country to participate in a Residence Life symposium and the dedication of the facility.

Interest in HESA graduate programs remains robust. However, as the Halls of Residence moves forward with a long overdue renovation program, in any given year for the foreseeable future at least one residence center may be closed, thereby reducing the number of personnel required. This has the short term impact of reducing the number of assistantship opportunities for our students. We are doing everything possible to respond in a proactive way to this unavoidable set of circumstances. To alleviate some of the potential negative impact, the Department of Residence Life earmarked all of its 1996-97 assistantship vacancies for students in the HESA program.

Increasing numbers of our students have opportunities to present at national meetings such as ACPA, NASPA, and ASHE. However, we lack departmental funds to support their travel to these events. In the past, we have been able to use alumni contributions but we have all but depleted those resources. In addition, as I indicated last year, this *Journal* is self-supporting. Thus, we again making a special plea that as you weigh options for supporting these worthwhile activities, you give the Higher Education and Student Affairs program at IU fair consideration. A donor card is enclosed with this issue for this purpose.

The best sources of prospective students are people like you. We appreciate your mentioning IU to promising prospects. As always, we welcome your suggestions and assistance in preparing students for a challenging career in higher education and student affairs administration. We look forward to hearing from you.

AWARDS AND HONORS

Congratulations to these members of the Indiana University family on the following recognitions:

Frank Ardaiolo, M.S. 1975, Ed.D., 1978	1996 Teele Award ACPA Commission XV
Gregory S. Blimling, M.S., 1974	1996 Elizabeth A. Greenleaf Distinguished Alumnus/a Award
Lawrence J. Miltenberger, M.S. 1963	1996 Elizabeth A. Greenleaf Distinguished Alumnus/a Award
Caryl K. Smith, Ph.D., 1973	1996 Robert H. Shaffer Distinguished Alumnus/a Award
David Campaigne	1995 Raleigh W. Holmstedt Fellowship Award
Katherine Douglas	1995 Raleigh W. Holmstedt Fellowship Award
Robert Weith	1996 Kate Hevner Mueller Award
George D. Kuh	President-Elect, Association for the Study of Higher Education; Contribution to Student Affairs Through Teaching Award, NASPA IV-E
Jill Carneghi	Chair, Joint Meeting of ACPA and NASPA in Chicago
Alice Manicur	NASPA named its annual Women's Institute after Alice

CALL FOR NOMINATIONS

Nominations of individuals for the 1997 Elizabeth A. Greenleaf and Robert H. Shaffer Awards are now being accepted.

The Greenleaf Award is presented annually to the graduate of the master's degree program in Higher Education and Student Affairs "exemplifying the sincere commitment, professional leadership and personal warmth

characteristic of the distinguished professor for whom the award is named." Previous Greenleaf Award recipients include Vickie Mech-Fields, Keith Miser, Louis Stamatakos, Phyllis Mable, James Lyons, Paula Rooney, Joanne Trow, Carol Cummins-Collier, Thomas Miller, Frank Ardaiolo, Deborah Hunter, Vernon Wall, William Bryan, Terry Williams, Marylu McEwen, Gregory Blimling, and Lawrence Miltenberger.

The Robert H. Shaffer Award is presented to the graduate of the Indiana University Higher Education doctoral program who exemplifies outstanding service to the student affairs profession. Previous Shaffer Award recipients include John Welty, David Ambler, L. "Sandy" McLean, Thomas Hennessey, Jimmy Lewis Ross, Robert Ackerman, Don G. Creamer, Nell Bailey, Alice Manicur, Rodger Summers, and Caryl Smith.

Nominations for both awards will close February 3, 1997. The awards will be presented at the 1997 NASPA and ACPA conferences. Please direct your nominations and supporting materials (e.g., vita) to Bruce Jacobs, W.W. Wright Education Building, Room 4228, 201 N. Rose Avenue, Indiana University, Bloomington, IN 47405. Thank you!

THE FUTURE OF STUDENT AFFAIRS IN A POST-MODERN ERA

Dr. Gregory S. Blimling
Guest Author

Modern assumptions about knowledge and the purpose of universities are under attack from all sides. In this essay, four postmodernist attacks on higher education are identified, and three currents of change resulting from these pressures are discussed. Consideration is also given to how student affairs can respond constructively to these changes.

After more than 30 years in student affairs, most as a chief student affairs officer, Bryan decided to resign and join the faculty. As we sat speaking in hushed tones in the corner of a nondescript reception at an uneventful professional meeting, he shared his frustrations about student affairs and the state of higher education. Bryan's son recently graduated from college and planned to pursue a master's degree in student affairs administration. Bryan didn't know what to tell his son. He asked me what I thought. I was quiet while I searched for an answer.

Modern assumptions about knowledge and the nature and purpose of the university are being attacked from all sides. Postmodernism is the source for many of these attacks, as I argue in the first section of this paper. Next, I outline three currents of change resulting from these pressures. In the final section, I focus on how student affairs can respond constructively to these changes.

POSTMODERN ATTACKS ON HIGHER EDUCATION

Postmodernism[1] is a perspective reflected by a "set of attitudes and efforts designed to modify and correct modern ideas" (Elkind, 1995, p. 11). These

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[1]Postmodernism refers to a perspective or philosophical approach. Postmodern refers to an era or historical period.

modern ideas are based on the assumption that human progress is promoted through rationalism, humanism, scientific method, democratic organizations, and, above all, individualism. These ideas are and have been the foundation of Western knowledge. Postmodernists challenge these ideas by attacking the hierarchies of modern life and the structure and meaning of the language we use to conduct our daily lives. Bloland (1995) argues that the postmodernist attack on modernist culture "calls into question higher education's legitimacy, its purpose, its activities, its very raison d'être ... [and] ... presents a hostile interpretation of much of what higher education believes it is doing and what it stands for" (p. 522). A frequent method of challenging modernist ideas is through language usage. Changing the nomenclature for racial referents to *European American, African American,* or *Native American* is one form of challenging the word concepts used previously to describe these groups -- *White, Black, Indian.* Substituting referents to cultural origin instead of color has a subtle, equalizing influence. Other challenges to modernism come in the form of revisionist history, hate-speech codes, and deconstruction of written work to uncover hidden assumptions that represent a particular system of reasoning.

Although the postmodernist's perspective is antithetical to the modern institution of universities, universities are the source for most of the dialogue about it and have become the target for those who take issue with this perspective. One reaction to postmodernism comes from social conservatism. Adherents to this position describe higher education as fractionalized and depersonalizing. The attacks on higher education have come in the form of higher education reports, criticism of the moral and ethical climate of campuses, and attacks on faculty tenure, faculty teaching loads, and the curriculum. Bloland (1995) describes the social conservative position as a desire to return to an idealized traditional world of homogeneous values, clear hierarchical structures, and a stable, safer, and more predictable way of life. These beliefs are frequently rooted in "religious fundamentalism and political conservatism"(p. 543), which is now setting much of the agenda for higher education (Healy, 1996).

Two examples illustrate this reaction: (a) In Tennessee, proposed legislation would require that evolution be taught as theory rather than fact, (b) In Utah, state senators wrote higher education officials to protest gay and lesbian sensitivity training for teachers. The senators stated that "P.C. [politically correct] dogma is not what the majority of Utah taxpayers want

taught" ("State Legislators Are Protesting," 1996, p. A33). The first example shows an attempt to equate a fundamentalist Christian belief (scientific creationism) with empirical research (evolution); the second challenges the postmodern effort at reconceptualizing language descriptors for marginalized groups. Both demonstrate attempts to exercise control over universities' autonomy in setting the curriculum and thereby defining knowledge.

A second postmodern influence in higher education comes from science and technology. Lyotard (1984) argues that, in a postmodern world, science and the scientific method are delegitimized as just one more metanarrative equal to other theory constructs such as scientific creationism and "new age" sciences. Sciences come to be judged by efficiency and effectiveness, eventually declining in status to the level of a technology. What emerges from this demise of the scientific narrative and other grand narratives is universities that function as instructional centers to train a workforce to meet the needs of a world economy of multinational corporations. Lyotard (1984) views higher education's only reason for existence in a postmodern world as a contribution to a performance-based economy. One's worth in the postmodern university is judged by productivity -- the capacity to deliver efficient, effective, low-cost education -- and knowledge becomes that which is technically useful and can be transferred easily into computerized information.

Over time, technology becomes more important than the narratives that form the canon of Western knowledge. Knowing how to access information replaces mastering or comprehending the information. In a recent national survey of teachers in grades 4-12, 75% of the respondents ranked achieving computer literacy (technology) as more important than knowing the works of Shakespeare, Plato, or American authors such as Hemingway or Steinbeck (Riechmann, 1996). Finn, a research fellow at the Hudson Institute and a former official of the U.S. Department of Education, said in response to the survey: "Teachers have been brainwashed by the political-correctness crowd [postmodernists] to think that anything associated with 'classics' is tainted as 'dead, white, European male' imperialism" (quoted by Riechmann, 1996, p. 13A).

A third postmodern attack comes from reformers. Levine (1996) believes that the current reform movement rattling higher education began in about 1983 following the publication of the federal report *A Nation at Risk.* It was followed by *Involvement in Learning* (1984), *To Reclaim a Legacy* (1984),

Integrity in the College Curriculum (1985), and *Higher Education and the American Resurgence* (1985). More than two dozen of these national reports on education appeared between 1980 and 1985 (Gamson, 1987). Distinctions among different types of institutions were not made, and the reports were filled with volatile terms such as *crisis, decline,* and *disaster*. Directed to state legislators and university governing boards, the reports were intended to stir public opinion and create major changes in higher education (Trow, 1987). The reports supported the conservative agenda of the Reagan Administration's Secretary of Education, William Bennett, and of others who sought reform in higher education's postmodernist, politically correct, liberal environment, which allegedly had entrenched itself in universities since the educational reforms of the 1960s.

A fourth attack comes from state budget constraints and a bevy of media stories about sexual harassment by professors, faculty research on medieval Italian marble formations, six-hour teaching loads, and students' complaints about instructors who could not speak English. Legislators began asking awkward questions about graduation rates, faculty teaching, availability of classes, and language skills of teaching assistants from other countries; the answers they got caused them concern. Erosion in support for higher education by legislators and other community leaders followed. Encouraged by the media, they adopted the belief that higher education was mismanaged, wasted state resources, and lacked accountability (Breneman, 1993; Harvey, 1996; Mahtesian, 1995; Wadsworth, 1995).

The transformation of science into technology, reform attacks, conservatism, and budget constraints are forces imploding the boundaries that have separated universities as distinct academic communities. These forces have paraded themselves as progress, accountability, and efficiencies. The effects have been dramatic. What has emerged from this debate is a changing view of the role of higher education in society. It is a move from universities as the sources for truth and knowledge to universities as the source of a trained workforce to meet the needs of a world economy. Higher education's special status as a keeper of legitimate grand narratives of Western civilization and as a sanctuary for scholarship, teaching, and service is in transition.

REFORM IN HIGHER EDUCATION

All essays of this type hold the author's hidden assumptions, as does this one. One of mine is that most universities, by themselves, change very little. Innovation, improvements, discovery, and enhancements are commonplace in this environment. But the mission, organization, hierarchy, purpose, and curriculum remain fundamentally the same. Students change; faculty do not. Administrators come and go to meet the changing needs of the university and the temperance of the public and political landscape. If this sounds cynical, it is not meant to be. Indeed, one of higher education's great strengths is its slow, methodical, and at times plodding attempts at change. It is this resistance to change that explains in part why attempts at reform are in themselves unsettling to higher education.

Two forces within universities resist these calls for change: (a) academic fundamentalism, or the institutional press for scholarship and recognition as proven methods of getting tenure and (b) what I call administrative whiplash, a condition administrators get from years of being pulled one way, yanked another, and then suddenly jolted by an unforeseen crisis that overloads their sense of civility and enthusiasm for innovation or change. Administrative whiplash leaves a stiff neck, cautious movements, and a tendency to move in the direction of least resistance. When forced with the choice between changing or proving there is no need to do so, most faculty and administrators get busy on the proof -- usually by forming a committee.

It should then come as no surprise that change in higher education is more likely to come from external sources. People who have found models that seem to work well in business have faith that greater productivity, efficiency, and cost savings would be realized if higher education followed their example. "Total Quality Management," "Continuous Quality Improvement," "Management by Objectives," "Organizational Development," and "Reengineering" are a few of the tombstones that mark ill-fated attempts to recast higher education in a corporate model. Those who don't run universities see it as easy; those who do, know it is not.

Many forces are working on this river of reform in higher education. The ripples on the surface are easy to see. I have tried to look below the surface to identify currents in the river that will alter its course over time and influence student affairs. What is important about efforts to reform higher education is

that these efforts have moved higher education into a period of transition. Reform periods historically last about 15 years (Levine, 1996), with varying periods of transition into and out of reform. The question is, How will these forces affect student affairs? Three currents of change have emerged in this transition period that will influence student affairs: (a) demand for accountability and efficiency, (b) forces of student disengagement, and (c) increasing pressure to reform the moral and ethical climate of universities.

DEMAND FOR ACCOUNTABILITY AND EFFICIENCY

In spite of all of the education reports and criticisms, the public remains confident in higher education; policymakers, the media, and business leaders have significant reservations. However, both community leaders and the general public agree on wanting an accountable system that produces qualified graduates, useful research, and affordable access to education (Harvey, 1996; Wadsworth, 1995). These factors have resulted in the establishment of productivity measures, cost-cutting, outsourcing, and student aid reform.

Productivity

Texas, Florida, Arkansas, South Carolina, and Tennessee are among the Southern states currently using productivity measures to evaluate the performance of tax-supported colleges and universities (Farrington & Robinson, 1996). Productivity measures include items such as credit hour production, faculty teaching loads, graduation rates, and number of non-English speaking teaching assistants. Nedwek (1996) reports that, in Missouri where productivity measures are linked to financial incentives, state institutions are rewarded $1,000 for each African American student who graduates from a "critical field" or scores above the 50th percentile in a nationally-normed test such as the Graduate Record Exam.

Few, if any, of the productivity indicators address contributions made directly by educators in student affairs. Absent are questions concerning leadership skills, interpersonal skills, psychosocial development, or other benefits associated with the out-of-class experience. If student affairs' educational efforts are considered, it is in relationship to how satisfied students are with an educational service. In other words, education is being defined by measures attributed to the teaching experience of the classroom. By omission, student affairs is devalued and the boundaries of education are limited to the

classroom. When the humanizing experiences of college that build social trust and character are ignored, students become products to be shaped more efficiently and effectively for a postmodern world economy.

Pragmatically, institutional priorities follow from funding priorities. If the classroom experience is the only contribution to education evaluated, then only the classroom efforts stand to be rewarded with additional funds to further education.

Cost-Cutting

By being held to the same budgetary constraints placed on other state agencies throughout the 1990s, higher education has had to face greater financial accountability (Mahtesian, 1995). Medicare, Medicaid, corrections, and K-12 education have forced states to reorder their budget priorities. In the process, higher education has lost out. As other portions of state budgets increased, higher education's portion declined by over 2% from 1980 to 1992; and in 1993, 75% of the states failed to appropriate enough money for higher education to keep pace with inflation (Mahtesian, 1995).

Colleges and universities responded to budget constraints with tuition and fee increases. They increased an average of 6% for Fall 1995 -- more than twice the rate of inflation (Gose, 1995) -- and approximately 7% since 1983 (Evangelauf, 1994). Backlash to these increases from students and the public discouraged governing boards and state legislators from further raising tuition and fees (Crenshaw, 1995; Folkenflik, 1996). Instead, they began instituting the postmodern business strategies of downsizing, cost-cutting, and outsourcing.

Student affairs programs rely heavily on revenue from student fees and receipts. Residence halls, health services, student activities, student union programs, and student recreation programs are usually funded in this way. Given the productivity and accountability issues confronting higher education, student affairs programs may become more dependent on these funds. In Germany and other Western European countries, the state pays for classroom instruction and research, and students pay for all other programs and services. Budgetary constraints, coupled with classroom productivity measures, may lead to this funding model for many American universities.

Outsourcing and downsizing

Mismanagement, waste, and an overabundance of unnecessary employees are central in the public's image of most governmental agencies (Carville, 1996; Limbaugh, 1993). This perception has led to a belief that letting private enterprise take over various university functions will lead to greater efficiency and cost savings for taxpayers (Healy, 1996). Support for this belief among trustees and entrepreneurial legislators comes from books such as *Re-engineering the Corporation: A Manifest for Business Revolution* (Hammer & Champy, 1993) and media reports of downsizing and privatizing at major multinational corporations such as Xerox, IBM, and AT&T.

Privatization, or outsourcing, is not new in higher education. Food service, bookstores, maintenance, and printing are frequently outsourced. What is new is the presumption that outsourcing is inherently better than having the university provide the service. Unheard of ten years ago, college health services, college counseling centers, and career planning centers once managed by student affairs are among areas being outsourced to "for profit" corporations.

Under some circumstances, outsourcing may decrease costs and increase efficiency. But, it can also lower quality and present other problems. In studying outsourcing of college counseling centers, Phillips, Halstead, and Carpenter (1996) found that universities outsourcing their counseling centers expressed concern over the loss of control, response to and management of crises, and transportation of students to off-campus counseling locations. A common source of dissatisfaction was that counselors under outsourcing spent more time on therapy and less time on providing "a broader array of counseling, psycho-educational, and student development services" (p. 58) that enhance the educational climate of institutions and offer preventive interventions.

Student Aid Reductions

Increased pressure to balance the federal budget forced an examination of federally subsidized student aid programs. Among the bad ideas surfacing in 1995 were taxing colleges and universities for the loan programs they administer, increasing interest rates on PLUS parent loans, eliminating the student loan grace period, and capping expansion of the Direct Student Loan Program -- delivering billions of dollars to the hands of bankers (Riley, 1995).

In 1997 the Reauthorization Act for student aid will be reviewed by Congress. Efforts to address the federal debt and balance the budget leave little room to speculate about increasing student aid. The most favorable scenario for higher education may be retaining the programs it currently has at the same rate of funding. The more likely scenario involves some cut in federal support.

Because student affairs administrators usually administer financial aid programs on campus, changes in student aid regulations significantly influence their daily work. For those student affairs administrators not directly responsible for the administration of student aid, diminished resources in student aid will affect access to higher education by those least able to pay and will influence the number of part-time students, the number of hours students work, the number of students working, the length of time it takes students to complete a bachelor's degree, and the ability of students to pursue graduate work, particularly in high-cost programs such as medicine and law. The indirect effect is diminished access to college and closer scrutiny of any student fee or tuition increase.

Most students receiving student aid actually borrow the money through federally supported student loan programs. In the past two years, money available for student loans increased by 50% whereas that for Pell Grants remained the same. In the 1995-96 academic year, Pell Grant funds increased modestly. Approximately $26 billion was available for loans, whereas only $5.7 billion was available for Pell Grants (Gose, 1995). How much more debt through student loans can we ask students to assume upon graduation? The heavy emphasis on loans discourages from a college education those least able to pay because of the heavy debt they assume.

FORCES OF DISENGAGEMENT

Technology

Student affairs has never been at the "cutting edge" of technological innovation. Given the choice between being high-tech or high-touch, student affairs has worn the latter as a badge of distinction. When pushed to

participate in their own universities through student information systems, electronic mail, and the ever-increasing technological sophistication of students, student affairs educators were dragged into the new age of technology. The implications for student affairs are many. High-tech security systems for residence halls, sophisticated job-search programs over the Internet, interactive video-conferencing for job interviews worldwide, and computerized counseling programs such as "Ask Uncle Ezra" at Cornell University and "Ask Uncle Sigmund" at Appalachian State University are some of the commonplace examples of technology in student affairs. Orientation programs on CD-ROMs, electronic admissions, and distance learning only marginally expand this list.

The real implication for higher education, and thus student affairs, is that technology is fundamentally changing the relationships of students to the university. Recently, Morrison (1996) asked a group of higher education administrators what implications for higher education would emerge if a major software company, like Microsoft, joined with a provider of educational materials, like Disney, and a telecommunications company, like AT&T, to produce and sell educational training modules. A host of implications were generated, including the possibility that a 4-year academic degree might be offered over the Internet, with students never having set foot on the campus that awarded the degree.

This possibility raises an important issue. If college administrators, faculty, and higher education policymakers see a college education merely as the accumulation of academic credits and as a process of credentialing, the outcomes related to student affairs programs will be absent.

The Internet may become one of the best teaching tools available, and use of it for classroom instruction increases daily (DeLoughry, 1996). The number of Internet users worldwide has grown from approximately 5,089 in 1988 to approximately 6.6 million in 1995 ("Anniversary Issue," 1996). Jones (1995) believes that this new technology is spawning a "cyber society" of "close" remote relationships, which may lead to a renewed sense of community. If true, we would be switching from community in contact to community in isolation. The Internet and similar technologies are "radically 'privatizing' and 'individualizing' our use of leisure time . . . at the cost of positive social externalities" (Putnam, 1995, p. 75), which come from personal interaction with others. Human relationships that decrease in time and increase in space offer a good definition of disengagement. The need for the high-touch expertise of student affairs educators may become more important in the postmodern university but less available.

Increasing Segmentation of Student Groups

The college population of today is more racially and ethnically diverse than at any time in the past. This diversity will increase throughout the foreseeable future (National Center for Education Statistics, 1994). Within the continental United States, states with the highest percentage of college students from underrepresented groups include New Mexico (38.7%), California (35.6%), Texas (30.8%), Mississippi (29.9%), and Louisiana (29.3%). New York, Florida, Maryland, Georgia, and Illinois follow closely, with percentages ranging from 26.2% to 24.9% (National Center for Education Statistics, 1994). A state's racial composition significantly influences the racial diversity of that state's public universities. For example, based on projections from California's K-12 enrollment, White students will account for only 25.9% of that state's college enrollment in 2020; 48.2% will be Mexican American or Hispanic, 19% Asian American, and 6.9% African American (Munitz, 1995).

One result of increasing diversification on campus has been a move toward increased segmentation of students. One good example of this comes from the University of Michigan, where gay, lesbian, and bisexual (GLB) students have organized themselves into 22 separate student organizations. They include organizations for GLB Hispanic students, GLB African American students, African American lesbian women, and others (Gose, 1996). Levine (1994) reported that his research on college campuses showed an increase in this segmentation among the college population. Where once there was one biology club, now several exist, including ones like a "biology club for women of color."

Pluralism, or the increasing segmentation of the student population, may serve important psychosocial needs for traditionally aged undergraduates struggling with normal issues of identity formation. Institutions have addressed the increased diversity and demand for more pluralistic environments in a variety of ways. Some have expanded or developed offices in student affairs areas focused on diversity and multiculturalism. Large institutions, such as Ohio State, have offered separate specialized offices

within student affairs for African Americans, Asian Americans, Mexican Americans, Hispanics, and GLB students. Each of these segmented communities may emerge as an area of specialized knowledge and research within student affairs.

Disillusionment of Students

Today's college students have been characterized as self-oriented, pseudo-conservative, competitive, situationally ethical, and high-tech oriented (Bradford & Raines, 1992). Other descriptive features of the current college generation include a fear of being unemployed, anxiety about living in an economy where they are doing less well than their parents, and a feeling that the previous "baby boomer" generation robbed them of opportunities for success (Levine, 1993). Each generation of students presents its own set of challenges for higher education. For this generation, Zollo (1994) suggests that it might be dealing with cynical cohorts of students out to gain a competitive advantage regardless of the ethics involved -- in other words, survival of the fittest.

Social Activism

Activism may be cyclical, occurring in cycles of approximately 15 to 20 years (Levine, 1980). These cycles are characterized by a phase in which the interest of the individual is placed over the interest of the community, followed by a phase in which the interest of the community is placed over that of the individual. Students should be entering a period of activism characteristic of the late 1960s and early 1970s (Levine & Hirsch, 1990). Signs of an increase in student activism are present. In 1990, 7.1% of first-year students believed it was likely or very likely they would participate in a protest or demonstration in college. This compares with 4.1% to 4.7% in the late 1960s (Astin, Korn, & Riggs, 1991). However, by 1995, only 5.2% of new students believed they would participate in a protest or demonstration. These findings are consistent with a dramatic decline in interest about political issues, currently at its lowest level since data were first collected (Astin, Korn, & Riggs, 1996). Of course, these data show only what freshmen believe they might do, not their actual level of social activism, and reflect opinions only from students attending those institutions that chose to participate in the survey in a given year.

Social activism may be a function of the campus culture. The top ten activist campuses in 1995 were the State University of New York and the Universities of California at Los Angeles, Colorado at Boulder, Hawaii, North Carolina at Chapel Hill, Wisconsin at Madison, Cornell, Michigan State, and Rutgers ("Top 10 Activist Campuses," 1995). All of the institutions are large research universities, and over half have a history of activism.

Civic Disengagement

Putnam (1995) observed that membership in the Red Cross, parent-teacher associations, Boy Scouts, and similar civic organizations has declined significantly during the past 15 to 20 years. Consistent with students' low interest in politics, "Americans' direct engagement in politics and government has fallen steadily over the last generation" (p. 68). Because social trust and civic engagement are strongly correlated, the lack of engagement by students in the important normalizing experiences of association in colleges could undermine the social trust, collaboration, and broad-based sense of self derived from collective associations.

Pavela (1995) points out that the long-term consequences of a social system based on disengaged, isolated individuals competing for survival include a diminished capacity for empathy, duty, fairness, social trust, and satisfying relationships with others, plus increased cheating. Student affairs may be in the best position to address these concerns through group associations, leadership programs, and similar forms of involvement that draw students together.

INCREASING PRESSURE TO REFORM THE MORAL AND ETHICAL CLIMATE OF UNIVERSITIES

In recent studies, researchers have found drug usage among high school students to be increasing and the use of marijuana, hallucinogens, amphetamines, and other controlled substances to be increasing among college students (Hanneberger, 1994; Levy, 1995; Weschsler and Associates, 1995). Although rates of alcohol consumption among college students appears to be relatively stable (Presley, Meilman, & Lyerla, 1995), the newest concern is "binge drinking" (Wechsler and Associates, 1995). For several years it appeared that both drug usage and alcohol usage were declining (Johnston,

O'Malley, & Bachman, 1990). Now the increases appear to be moving toward levels not seen on college campuses since the 1970s.

A host of other demoralizing issues have barraged college campuses: sexual harassment, acquaintance rape, hate speech, academic dishonesty, campus violence, and the increase in the psychopathology of students seeking counseling. All continue to challenge educators in student affairs and the basic civility of college campuses.

Hoekema (1994) claims that student affairs is partially to blame for what he describes as a moral vacuum on many college campuses. Using college residence halls and information from various campus disciplinary codes as examples, he criticizes the academic community for abandoning its historic role in establishing clear values, categories for desirable and undesirable behavior, and a political position for addressing each of these. Among the worst offenders in the moral decline of college campuses are college residence halls that, in his opinion, lack both privacy and common standards. He criticizes residence hall policies that place together students with opposing views on sex, alcohol, drugs, cleanliness, personal rights, and other values. The result is a peer environment that gravitates to the lowest common denominator of behavior -- an environment in which residence life staff believe everyone has the right to do whatever he or she wants, as long as it does not hurt anyone else.

Part of the criticism being hurled at higher education is that student affairs, among other areas, fails to set moral and ethical standards and promotes a liberal, postmodernist agenda in conflict with "traditional American values." Typical of the conservative rhetoric heard about higher education are the comments of Sowell (1995), an economist and senior fellow at the conservative Hoover Institute. He writes:

> Freshman orientation is treated as an opportunity to have spokesmen for homosexuals, radical feminists, environmentalists, and other causes get a shot at a captive audience. Conversely, views to the contrary are not only screened out but shouted down, whether originating on campus or in lectures by outside speakers . . . . The question is not why alumni are trying to restore some integrity to colleges. The question is why it took them so long to act. (p. 130)

He goes on to villainize higher education by claiming that "many Americans who love their country have no idea of the depth of the hatred of this country and its values by large numbers of academics" (p. 130).

This kind of volatile rhetoric is frequently discounted in the academic community as misguided, uninformed, right-wing barbarianism. But many outside the academic community hear this criticism. It is in the court of public opinion that higher education may need to present its case. Unless it makes a conscious effort to combat some of these strong and conservative views, it may find itself struggling in the legislature and among governing boards in a McCarthy-like atmosphere where guilt has been decided and the discussion focuses only on the remedy.

WHAT CAN STUDENT AFFAIRS DO?

Given the increasing pressure for accountability, increasing student fragmentation, and changing moral and ethical climate, what can and should student affairs do?

Reexamine the Student Affairs Mission

The most significant change in the direction of student affairs since *The Student Personnel Point of View* (American Council on Education, 1937) came when student affairs' work was redefined as promoting psychosocial and cognitive growth and development in students (Brown, 1972; Miller & Prince, 1976). A spectrum of developmental theories entered the dialogue about student affairs in higher education.

Only recently, Bloland, Stamatakos, and Rogers (1994) challenged many of the core assumptions about student development. They concluded that student development was a failed strategy that separated student affairs work from the central mission of the university. After the cries of heresy subsided, and the cracks in the wall of professional identity and pride were patched, some continued to question the role of student affairs. The publication of *The Student Learning Imperative* (American College Personnel Association, 1994) added to the dialogue. Although not a direct challenge to student development, it critiqued student affairs and pressed for more attention by educations in student affairs on student learning outcomes central to the academic mission of universities. The National Association of Student

Personnel Administrators (NASPA) in the same year released *Reasonable Expectations* (Kuh, Lyons, Miller, & Trow, 1994) which reaffirmed the need for student affairs to examine its role in higher education and to focus on (a) teaching and learning, (b) curriculum, (c) institutional integrity, (d) quality of institutional life, and (e) educational services.

The most recent questions about the role of student affairs have come in a NASPA document entitled *Propositions* (Whitt, 1996). The author offers a series of propositions and questions about student affairs' role, mission, and purpose. A reading of it causes the most committed of student development advocates to pause and reflect on what student affairs organizations have and have not done and what they need to do to participate fully within the changing academic community.

What is remarkable about the recent flurry of reports and recommendations for expanding or at least redefining the role of student affairs is that the student development "paradigm" went virtually unchallenged for almost 20 years. With the exception of the critique of student development offered by Bloland, Stamatakos, and Rogers (1994), none of the other documents directly challenge the dominant student development philosophy. Authors of the recent documents suggested expanding the concepts of student development to become more inclusive and suggested that student affairs align itself more closely with the central learning objectives of higher education. It is too early to tell what effect this reform movement in student affairs will have, but the political climate and the reform efforts throughout higher education indicate that at least the vocabulary student affairs educators are using to explain their work is changing and that the dialogue is new. From my perspective, the mission of student affairs should contain a set of principles for good practice. Among these I would include accountability with faculty for student learning, student involvement in the university community, and the creation of a moral and ethical climate that enriches the lives, character, and development of our students.

Improve Research in Student Affairs

Because of its historical relationship with counseling and psychology, student affairs has focused on individual students and their development. Other ways of understanding the student experience need exploration. Social constructivism is one such approach. It focuses on connections between the

personal and social life rather than decontextualized accounts of pscyhological problems. In other words, in social constructivism the social, rather than the personal, becomes central to defining the acquisition and meaning of knowledge (Lyddon, 1995). This theory may be better suited to understanding how engagement develops and how moral and ethical climates evolve.

Although psychosocial and cognitive development theories have played dominant roles in student affairs research, the instrumentation and practical applications of many of these theories have lagged behind. In applied fields such as student affairs, not only must the theory be clear and concise, but inexpensive and reliable assessment instruments must be available. More low cost, computer-scorable instruments are needed. Without easily accessible instrumentation to measure development within a particular theory, access is limited to people with specialized skills.

A large volume of research describes what students learn in college. Little of it shows how student affairs programs and personnel directly influence those student outcomes (Pascarella & Terenzini, 1991). Most of student affairs' claim to influence on educational outcomes is inferential and indirect. Fore example, living in a college residence hall is one of the best predictors of who will graduate (Astin, 1993; Pascarella, Terenzini, & Blimling, 1994). But what is it about living in a residence hall that makes this difference? We need to demonstrate how specific actions, activities, programs, and services relate directly to educational outcomes such as graduation rates, communication skills, critical thinking, and ability to function in a global community. Then these findings need effective dissemination. Terenzini (1995), in a speech before the Association for the Study of Higher Education, criticized higher education researchers for their failure to make their research meaningful and accessible to higher education policymakers. Too often, educational decision makers reach important policy decisions based on popular myths about higher education (Terenzini & Pascarella, 1994). A library full of research of the influence of out-of-classroom programs on student learning is not helpful is no one reads it or knows about it. New forms of communication such as the new magazine *About Campus*, published jointly by the American College Personnel Association and Jossey-Bass Publishing Company, may offer student affairs one such avenue to enter the dialogue about what influences student learning in college.

Change the Moral and Ethical Climate

Higher education was founded for the purpose of developing in students both intellect and character (Blimling & Alschuler, 1996). In recent years, a focus on the latter has been sacrificed to the notion that higher education should help students clarify their values but should avoid teaching specific values or character traits such as honor, integrity, trustworthiness, and compassion. Cole (1995) points out that the idea of not teaching values and character is a break with the teaching traditions of philosophers such as William James and Alfred North Whitehead who regularly shared their values with their students at Harvard University. He believes that the lack of such teaching is a major contributor to the moral and ethical decline on college campuses.

Boyer (1995) agrees. He argues that schools should function as communities committed to common principles that instill character in students. The principles he suggests are honesty, respect, responsibility, compassion, self-discipline, perseverance, and giving. Pavela (1995) would add to these academic honesty, civility, and respect for freedom of thought and expression.

Saying that these virtues should be taught in higher education is the first step. The next is to make systemic changes in the functioning of university communities to create an environment supporting these values. Tolerance for academic dishonesty, disrespect between students and teachers, and a general lack of civility must be changed. Student affairs can begin this process through the establishment of programs that orient students to the values of the community, promote values education, support honor codes and other codes of conduct that set standards, and support the setting of clear expectations for all members of the university community -- students, faculty, staff, and administrators.

CONCLUSION

Predictions are only projections of present occurrences placed in the context of the possible. If you want to know the future of higher education, look behind you. The past may be the best predictor of what lies ahead.

In the past few months, I have thought at length about my friend Bryan, his concern about the direction of student affairs, and the advice he might offer

his son. I believe I would tell him that if a measure of a person's life is the challenges overcome and the contributions made, then great opportunities await him in student affairs. The transition through postmodern attacks on higher education call for new visions, new methods to realize those visions, and proven successes. It is in understanding and managing these multidimensional issues that the real issues for student affairs and higher education exist.

A colleague recently described to me a classroom building on his campus built during the early 1980's in a period of crises over energy. To maximize energy efficiency, the building was built without windows. Although efficient, the building lacks aesthetics, stifles its users, and leave students with a constrained and claustrophobic feelings. Without windows, there is no view of the world outside, no fresh air, and no sunshine entering the building. Such buildings frequently become what engineers call "sick buildings" because the lack of light and fresh air breeds mold and bacteria and retains noxious odors, all of which cause the buildings' users to become ill.

My fear is that if efficiency, effectiveness, and accountability become the building blocks of reform in higher education, we may reconstruct higher education as a building without windows -- efficient, but lacking the humanizing experiences that are the heritage of a college education. Radical reforms toward efficiency, effectiveness, and accountability could restructure higher education as a sick building.

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Gregory S. Blimling received his B.A. degree in sociology and speech (1972) and his M.S. degree in college student personnel administration (1974) from Indiana University. He holds a Ph.D. degree in Educational Policy and Leadership in Higher Education and Student Personnel Work from Ohio State University. Dr. Blimling has extensive experience in student affairs and presently serves as Vice Chancellor for Student Development and Professor of Human Development and Psychological Counseling at Appalachian State University in Boone, North Carolina. He is the Editor of The Journal of College Student Development and the author of a number of books and articles about college students.

A PORTRAIT OF THE LIFE AND INFLUENCES OF A COLLEGE ADMINISTRATOR: ELIZABETH A. GREENLEAF

Sarah E. Coomer

Elizabeth A. Greenleaf was an influential college administrator and educator at Indiana University-Bloomington. She aided in the development of the University's college student personnel administration program, influenced the development of residence hall administration, and wrote about the advancement of women in higher education. This article will discuss the accomplishments of Elizabeth Greenleaf and her contributions to higher education through an examination of her life and writings.

It is important to reflect upon those who have been significant and influential in college and university environments because they helped form what higher education is today. Considering the dedication of a tower in a women's residence center at Indiana University-Bloomington (IU-B) to Elizabeth A. Greenleaf in Fall 1995, a careful inspection of her life and influence as a college administrator is relevant. The accomplishments of Elizabeth Greenleaf and her writings about higher education have been an inspiration to both practitioners and women. An integral participant in the formation of the college student personnel administration (CSPA) program at Indiana University and pioneer for women in higher education, Elizabeth Greenleaf deserves to be studied as a role model for women in education today.

This article will revisit Greenleaf's life and the path that she took in higher education. Her influences on the CSPA program will be examined. The article will then discuss Greenleaf's writings which outline her views on both the influence and necessity of residence halls, the role of women in the field of college administration, and the four-fold responsibilities and characteristics of student affairs practitioners.

BIOGRAPHICAL HISTORY OF ELIZABETH GREENLEAF

Elizabeth Greenleaf was born to Herrick and Blanche Bryant Greenleaf on November 4, 1919 (Hunter & Kuh, 1989). She was introduced to college life at a young age because her father was a mathematics professor at DePauw University in Greencastle, Indiana. After graduating from Greencastle High School in 1937, Greenleaf attended DePauw University. She studied political science and history and received an A.B. in 1941. The university provided many opportunities for Greenleaf to become involved in student activities, student government, Greek life, and Panhellenic affairs (Hunter & Kuh, 1989). It was during this time that Greenleaf most likely began to realize the importance of engaging in college activities and the life lessons that could be learned from such participation.

After graduating from DePauw in 1941, Greenleaf became a high school social studies teacher. From 1946-47, she left teaching to complete a master's degree in political science at the University of Wisconsin. Greenleaf then returned to work in Indiana high schools as a teacher and counselor. She worked from 1941 to 1950 for the city of Greencastle as a recreation supervisor and camp counselor. These experiences helped Greenleaf decide to pursue guidance work. This decision led her to Indiana University-Bloomington where she completed an Ed.D. in counseling and guidance in 1952 (Hunter & Kuh, 1989).

Greenleaf was employed by Southern Illinois University at Carbondale (SIUC) after completing her degrees from Indiana University in 1952. At SIUC, she worked as the Coordinator of the Activities Development Center and as an assistant professor. She then served for two years as the Dean of Women at San Jose State University in California before returning in 1959 to IU-B as the Director of Counseling and Activities in the Halls of Residence. In 1969 Greenleaf resigned from her administrative position in the Halls of Residence and turned to developing and teaching in the CSPA program at Indiana University (Hunter & Kuh, 1989). This position granted Greenleaf a greater awareness of the importance of trained professionals in student affairs and the importance of residence halls in higher education.

INFLUENCES ON THE COLLEGE STUDENT PERSONNEL ADMINISTRATION PROGRAM AT INDIANA UNIVERSITY

The CSPA program was designed to educate and prepare professionals in the field of student affairs and college administration. During the time Greenleaf served as the chair of the CSPA department, it grew and advanced. "Her rich experiences, coupled with the contribution of excellent colleagues, contributed to the master's program being ranked as the top program in the country," (Hunter & Kuh, 1989, p. 324). Sandeen (1982) notes that it is still typical for Indiana University's program to be ranked first.

Greenleaf stressed the importance of leadership and role modeling in the CSPA program. In her presidential address given at the American College Personnel Association national conference in 1968, she stated that it is important to "define our role in the contributions we are to make in the institutions of higher education which we represent" (Greenleaf, 1968a, p. 226). This statement still applies to college administrators as they define how to help students achieve and work with faculty and administrators.

INFLUENCES ON RESIDENCE LIFE

Changes at IU-B in 1959 drew Greenleaf back to her alma mater. It was this year that marked the opening of the first facility in the United States specifically designed and constructed for coeducational living, a revolutionary concept for the 1950s.

The residence hall environment was a new and important facet of higher education when Elizabeth Greenleaf entered student affairs. Previously residence halls had employed a house mother, typically a matronly woman, to inspect girls for curfew, do paperwork, collect money, and help homesick students (Greenleaf, 1970). In the new residence hall setting, positions that advised students were filled by individuals who had studied counseling, student behavior, and theory.

Greenleaf (1970) wrote that residence halls were no longer places for students to simply eat and sleep; they had become places for students to grow and develop as whole persons. She encouraged the new residence life staff to set challenging environments that supported students in attaining their academic goals. Greenleaf stressed the importance of the counseling and

programming functions in the residence halls. These perspectives continue to be essential elements of residence life. The building of community is a primary focus for today's residence life staff, another concept found in Greenleaf's writings (Greenleaf, 1970).

Residence Assistant training has been influenced by Greenleaf's writings of the residence life staff member. She stated that Resident Assistants must relate to students, be knowledgeable about world events, accept social change, use creativity, and commit time to work with students (Greenleaf, 1970). All of these premises are important for the residence life staff member.

INFLUENCES ON WOMEN IN HIGHER EDUCATION

Elizabeth Greenleaf was a leader in encouraging women to rise to the challenges and frustrations of studying and working in higher education (Hunter & Kuh, 1989). Her dedication to women's issues in higher education can be illustrated by her dissertation, which studied the attitudes and achievements of women in different schools at IU-B. After completing her dissertation, Greenleaf continued to write papers and make presentations on women's education and women's roles in education.

Greenleaf was aware of the disappointments of the women who had attempted to gain membership in the all-male club of higher education administration (Hunter & Kuh, 1989). During the 1960s and 1970s, women were gaining influence in employment, and Greenleaf saw this as an opportunity for women to gain positions in college administration. In her writings, she encouraged educated women to become involved in administration and to bring change for women and the field of student affairs. In higher education, she stated "... women [professors] have been assigned large undergraduate classes; and if they are conscientious in challenging students, they have little time left to carry out the activities that pay off: service, research, and publication" (Greenleaf, 1973-74, p. 77-78). This statement is significant because it describes the obstacles that women faced in the early 1970s and lists the three pursuits that Greenleaf believed were crucial in achieving success in higher education.

Greenleaf stated that a woman in higher education must be: "(1) concerned enough about the current status of women in education that she is willing to do something about it; (2) willing to prepare herself and assume the

FULL responsibilities of an educator; and (3) willing to be challenged and to challenge others" (Greenleaf, 1973-74, p. 80). When these goals are met, women will be able to achieve administrative positions in higher education (Greenleaf, 1973 - 74).

According to Hunter and Kuh (1989), Greenleaf had a salary in the lowest third of all academic department chairs at Indiana University while serving as head of the CSPA program. "Such experiences only served to strengthen [her] conviction that women in higher education needed to support each other in their quest for equal treatment" (p. 325). Greenleaf became a role model for her female students in the CSPA program. She encouraged them to lead and take positions that would be challenging to them and to all women (Hunter & Kuh, 1989). In 1973, she wrote that women educators must reflect on their positions, attitudes and involvement in the women's movement. She stated in this article that a female educator should "become concerned about the role of women in today's educational world, must herself serve fully as an educator, must serve as an example by her participation in all phases of education, and must challenge and encourage other women to work for self-learning and self-growth" (Greenleaf, 1973-74, p. 77).

GENERAL INFLUENCES ON STUDENT AFFAIRS

Greenleaf wrote in a 1968 journal of the National Association of Student Personnel Administrators that the responsibilities of student affairs practitioners should be four-fold:

They [student personnel administrators] must set an environment in which the students can meet their academic goals. This responsibility means not just control but stimulation of out-of-class activities that enrich and expand learning. Guidance and counseling for students, to the end that each develops to his fullest capacity, will continue to fall under student personnel services and become increasingly important. Since students spend 80% of their time outside the classroom, and good mental health is a real concern, there must exist in the campus community out-of-class educational and recreational experiences -- a continued responsibility of the student personnel services. Perhaps of most importance is the need to provide for students: scholarships, loans, legal advice, and other assistance. (Greenleaf, 1968b, p. 31)

These responsibilities continue to be important to student affairs work.

Greenleaf also identified eight professional characteristics in which student affairs professionals must excel. They must:

be a manager... be skilled in the art of communication [This includes challenging students on the meaning of their communications]... be sharp intellectually in order to challenge the young men and women to think... be traveled... be a skilled administrator able to involve students, faculty, and staff in carrying out the four functions of the student personnel worker... be a generalist with ability to coordinate specialist functions: counseling, housing, financial aid, activities (student voting), student involvement in world affairs, health services, placement, research... be a catalyst to bring about interactions between the faculty, students, and staff ... [and] be able in dealing with students as individuals. (Greenleaf, 1968b, p. 31-32)

These characteristics cut across all student affairs functional areas and have as much meaning for the financial aid counselor as the residence hall director.

CONCLUSION

Elizabeth Greenleaf portrayed a strong commitment to the field of student affairs. As an integral part of the development of the College Student Personnel Administration program at Indiana University and as a role model for practitioners in the field, Greenleaf is remembered and respected. She paved the way for the current residence hall system and operations by outlining professional goals for residence hall staff. Greenleaf was a strong woman who encouraged the equal acceptance of women in student affairs. She can best be characterized by this quote which she used often in speeches and writings: "Student affairs workers have a big job. It is an important one. We must get it done and get it done right. I hope you will have some fun getting it done!" (Greenleaf, cited in Hunter & Kuh, 1989, p. 330).

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Sarah E. Coomer graduated from the CSPA program in 1996. She received a B.A. degree in Art at Hanover College in 1994. At IU, Sarah served as an Assistant Coordinator of Briscoe Residence Center and worked for the Office of Orientation Programs as the Student Staff Director.

TOWARD SUCCESS OF ONE AND ALL: CAREER COUNSELING FOR MINORITY STUDENTS

Tony Ellis

This paper considers the unique cultural issues that minority students bring to the academic environment and the impact these issues have on career counseling for minority students. It examines the need for a constant dialogue on the issues faced by minority students in higher education and the concerns inherent in such an approach. Additionally, it offers support for providing minority career counseling services and includes suggestions for developing effective career counseling relationships with minority students.

Student members of ethnic minorities face great barriers to completing their undergraduate degree and successfully entering the work force (Bowman, 1993; Lee, 1991). This group of students often has difficulty finding positive role models and systems of support (Bowman, 1993). One area that may be deficient in serving these students is career counseling services. Crosson and Richardson state, "Comprehensive, culturally relevant counseling services are seen as crucial to promoting a college environment that is conducive to academic persistence" (cited in Lee, 1991, p. 23). Valuable counseling services for minority students must, therefore, be a part of an institution's offerings (Lee, 1991). This paper will first consider the unique cultural issues of minority students in career counseling and the need to establish a dialogue of issues framing one's work with ethnic minorities. An explanation of concerns in establishing minority career counseling services will follow. Finally, support for career counseling services targeting minority students and suggestions for developing effective career counseling relationships with these students will be considered.

Isolation, nonacceptance, alienation, racism, and unpreparedness are only a few of the barriers that many minority students face during their college experience (Saufley, Cowan, & Blake, 1983). Support and encouragement are needed to assist these students throughout the educational process (Fouad, 1993). And while counseling offices offer services for personal, academic, and career needs, these centers may not be designed or prepared to face the

challenges of working with ethnic minority students (Stage & Associates, 1993). Fouad (1993) adds that counseling services beneficial for traditional students may not be effective with racial and ethnic minorities. Career counselors must maintain a dialogue on the current issues impacting minority students to ensure that counseling sessions, programs and other resources take into account their unique characteristics and meet the needs of students from different ethnic backgrounds (Rifenbary, 1991). Issues that can be affected by one's ethnic background and cultural socialization include concepts of time, response to authority, perception of duty to others versus self, and methods of interacting within group settings (Anderson & Ellis, 1988; Delpit, 1988). These issues may play an integral role in the career development of a student through decisions of job location, level of authority, and compensation requirements. Career services professionals, therefore, should consider each topic a competency area for their own professional knowledge base (Rifenbary, 1991).

Despite the apparent need for career counseling services that reflect a knowledge of the issues facing ethnic minorities, there are concerns in maintaining such services. Vondracek and Schulenberg report this type of counseling to be too narrowly focused and suggest that it fails to consider the complete spectrum of student development in attempting to affect change (cited in Bowman, 1993). There is also an absence of ethnic minorities in research efforts and much of the literature. Moreover, consideration must be paid to the importance of role models in career development and counseling. With few minority professionals in most career fields and even fewer in graduate preparation programs, minority students are challenged to find much needed role models for both counseling and career investigation (Bowman, 1993; Parker, 1995).

David Ortiz, Assistant Director of Career Counseling Services in the Indiana University-Bloomington Career Development Center, postulates that a lack of minority professionals in higher education leads students to utilize administrators in campus advocacy offices, such as Latino Affairs, for career counseling (personal communication, February 28, 1996). Janice Wiggins, Interim Director of Groups Student Support Services Program at Indiana University-Bloomington, suggests the lack of minority professionals and minority students' requests of career counseling from non-career services professionals make it difficult for institutions of higher education to assess and promote the need for minority career counseling. Minority students may

perceive the absence of minority career counseling services as a lack of interest on the part of the institution (personal communication, April 10, 1996). Wiggins further states that career counselors should embrace the obligation to offer minority students the career development knowledge and support not readily available to them through their cultural socialization. By maintaining a dialogue on the issues that impact minority students, career services professionals will be positioned to remain connected with offices currently offering support and services to this population. Such collaboration will foster a trust in the career professionals among students, offer the professionals needed insight into the lives of minority students, and could result in an increase in referrals of students to career services professionals.

Information supporting the need to create a dialogue on minority student needs within career development continues to grow. For instance, many of the issues students face during career development are approached differently by members of different cultures. Minority students approach decision making, planning, concepts of time and self-worth, and values development from a perspective unlike their student colleagues in the majority population (Rifenbary, 1991). Rifenbary acknowledges that "cultural and ethnic influences are central to the career development process [and that] career development [programs seldom] focus on ethnic, culture, sex, or class origins" (p. 7). Family, separation from home community, and the individual's stage of their own racial identity development may also influence the minority student's career decisions (Rifenbary, 1991).

Bowman (1993) suggests that career counselors consider the following points prior to and during a counseling dyad with a minority student. First, students must be educated on the real barriers to ethnic minorities in the labor market. Second, the counselor must be prepared to provide direct advocacy to the student in regard to their ethnic identity and career plans. This may include verbal support, proper referrals to other campus services and adequate resources for minority focused career issues. Third, the professional should work to reduce the existing barriers whenever possible. Finally, raising the students' educational goals for the purpose of expanding future opportunities should be of paramount importance. Hawks and Muha add that the student's language, culture, and family should be incorporated into the programs whenever possible (cited in Bowman, 1993). By reviewing these points, the unique concerns for minority students become clear, and the need for services specifically addressing their unique issues is apparent.

No longer can we devalue the need for career counseling services or entirely value career counseling professionals that are knowledgeable and inclusive of the issues facing minority students. While concerns in establishing such efforts exist, they do not outweigh the field's obligation to these students who continuously struggle against barriers to success. By initiating and maintaining a dialogue on the issues facing minority students, career services professionals can best meet the needs of these students. To remain truly responsive to the changing college student population and to promulgate that diverse college community, we must offer services to address the needs of all components of that community.

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Tony Ellis is a first-year student in the CSPA program. He holds a B.B.A. degree in marketing (1992) from the University of Texas at Arlington. Prior to attending IU, Tony served on the national staff of his fraternity, Kappa

Alpha Order, for three years. His service included leadership roles as a traveling chapter consultant and Coordinator of Educational Programming. At IU, Tony serves as a graduate assistant in the Arts and Sciences Placement Office of the Career Development Center.

THE DIVERSITY ADVOCATE PROGRAM: THROUGH THE PERCEPTUAL LENS

Elizabeth Matejczyk
Elizabeth Rubin
Shaun Travers

This study assesses the effectiveness of the Diversity Advocate program at Indiana University-Bloomington, concerning its ability to influence the knowledge, attitudes, and behaviors of students surrounding issues of diversity. Results reveal that the program did not achieve all of its stated goals. Recommendations include a significant change of the system as well as a redefinition of its role within the residence halls.

Diversity, defined by Manning and Coleman-Boatwright (1991) as students of differing ethnic, racial, religious, or sexual backgrounds, is a serious topic on university and college campuses throughout the nation (Stage & Hamrick, 1994; Wong, 1991). This study looks at the effectiveness of a specific diversity education intervention implemented at Indiana University-Bloomington (IU-B). First, the issues surrounding diversity education and the DA program will be discussed. An overview of the perceptual model of environmental theory will follow. The methods of the study will then be described, followed by an account of the techniques used to analyze the data. Next, the results of the study will be discussed, and limitations will be reviewed. Finally, recommendations will be issued for improving, restructuring, and revitalizing diversity education initiatives at Indiana University-Bloomington.

One way that IU-B has chosen to address the diversity education issue is by establishing the Diversity Advocate (DA) program. The purpose of this study is to assess the effectiveness of this program in its ability to influence the knowledge, attitudes, and behaviors of students surrounding issues of diversity. Specifically, the researchers wish to examine differing perceptions of the DA program from students living in the residence halls, with regard to its effectiveness and means of implementation.

THE IMPORTANCE OF DIVERSITY EDUCATION

In addition to the more traditional white, middle-class college student population, individuals now enrolling in higher education include people of color, people from other generations, and people with varying religious beliefs and traditions (Astin, 1993). New challenges arise from interactions among such groups that do not hold similar core values and assumptions. Education about differences and similarities becomes an integral component in the development and growth of everyone involved (Astin, 1993). However, as campuses have become more diversified, racism and hate crimes have increased (Stage & Hamrick, 1994). There often is very little interaction between members of different racial groups, which can contribute to this racial tension (Jones, Terrell, & Duggar, 1991). Thus, the more diverse an institution becomes, the more important it is to encourage the acceptance of differences.

It seems that student affairs professionals now devote more attention to these cultural diversity issues. This is evidenced by an increase in the number of published articles, programs, and conference presentations surrounding multicultural issues (Pope, 1993). However, if interventions addressing such issues are sporadic and unorganized, educators will not succeed in changing the campus climate or lowering the number of incidents of racism and other forms of oppression (Pope, 1993).

THE DIVERSITY ADVOCATE PROGRAM

One way the residence life staff at IU-B addresses diversity education is through the DA program. This program is comprised of students, hired by the Department of Residence Life, who attempt to educate their residence hall peers about diversity issues. The DAs accomplish this by presenting programs on topics such as race, sexuality, culture, and gender. In an attempt to broaden awareness, they also foster informal one-on-one discussions among the students with whom they live.

The DA program is currently under assessment as its major source of funding, a grant from the Eli Lilly Endowment, expires at the end of the 1995-96 academic year (W. Shipton, personal communication, September 11, 1995) (see addendum). It is, therefore, important to examine its structure so that new ways to fund and manage the program can be examined.

THE PERCEPTUAL MODEL OF ENVIRONMENTAL THEORY

A diverse student population will inherently include a diversity of perceptions. According to the perceptual model of environmental theory, an environment can be considered and defined by the perceptions of those within the environment (Strange, 1991; Walsh, 1978). This approach is appropriate for exploring the DA program and its ramifications. As Strange (1991) writes, "Individual and collective perceptions of an environment are critical in understanding how individuals are likely to react in that environment" (p. 176). Because a study was not conducted to assess the university climate prior to the implementation of the DA program, there is no comparative information available. Thus, this study must rely on the subjective perceptions of residence hall students in order to gain an understanding of the program's effectiveness.

The DA program is designed to provide educational opportunities about diversity issues for students through both formal and informal interactions. However, if the participants (in this case the individuals living in the residence halls) do not view these interactions as educational, then the program has not succeeded. By assessing the DA program according to the perceptual model, one can determine whether it requires restructuring so that it may accomplish what is intended -- knowledge and acceptance of individual differences.

METHODS

IU-B offers housing in large, 1,000 person residence halls, or "centers." Students who reside in these buildings usually live in wings of 40 to 60 undergraduates. These students are predominantly white, Christian, middle class and are from 18 to 21 years of age. In each of the centers examined, a supervising residence life staff member was asked to solicit the students needed to participate in the focus groups, approximately ten individuals per center. While not proportional to the residence hall population, this study intentionally included both men and women, students of color, and differing religious affiliations. The staff member was instructed to find students who possessed wide varieties of experience within the university. Students were to be selected based on these experiences, not by their association with or preexisting knowledge of the DA program.

The researchers requested 10 students each from Willkie Quadrangle and Foster Quadrangle, and 20 students from Read Center. The first 10 from Read were to comprise an initial focus group, with 10 others participating in a final group. The eventual participants, however, totaled 30, with the number in each focus group varying between seven and ten. Seventeen men and 13 women participated. Twenty-four students were white, three African-American, one Asian-American, one Asian-American, and one Latino.

The focus groups discussed the effects of diversity education attempts in the residence halls through researcher-guided questions (see Appendix). The interviewing rooms used were enclosed areas to ensure confidentiality and privacy of the focus groups. The first two focus groups met during the last week in October, 1995; the second two groups met during the first week of November, 1995.

The interviews were audio taped, and the researchers took extensive notes during the interviews. Each of the three researchers selected specific students whose responses they noted, ensuring that every student's response was recorded. The tapes were used to supplement and validate the notes taken by the researchers. The responses were then initially examined for generally shared opinions among the residence halls. These were broken down into individual units, and a content analysis was conducted. This first level of analysis relied on the researchers' notes, divided into individual thoughts, ideas, or concepts. The second level of analysis involved compacting the categories from the initial examination into more clear and succinct divisions. The researchers then analyzed these newly uncovered themes (Merriam, 1988).

RESULTS

The researchers discovered that the participants of the study held greatly varying perceptions of diversity at IU-B. The following topical areas will be discussed: participants' backgrounds; information they have seen; their levels of diversity awareness; their perceptions of the campus, diversity advocate program, and programming; and the degree to which the program has brought about change. The richest information obtained was regarding the DA program itself. Although often negative, these perceptions were reality for the students who held them. Clearly, these perceptions were intrinsically linked to their past experiences.

Participants' Backgrounds

The students represented different environments ranging from small towns in the Midwest to large cities on the East Coast. They often used this information about their background to explain their level of diversity awareness. For example, one woman explained her town's racism by stating that her high school's population was 2,500 with at most "ten black kids." Other differences in background included residing in rural versus metropolitan populations as well as the number of places lived, which was vocalized by the woman of color who said that she is "pretty much aware of what's going on [because] I moved from one culture to another."

Information Seen

One woman noted that seeing flyers which are directed toward one race (the Black Student Union) can alienate persons of other races because they appear to exclude them. Others felt that the high quantity of the flyers alone is a negative aspect of the DA program, as they saturate the atmosphere. "Advertising is just an ignorable part of the environment," one man said. Contrastingly, some perceived that there was "nothing out there." Some students felt that the information that was available was worthwhile; the flyers kept them informed. Bulletin boards sparked their interest in various ideas and programs. One respondent claimed that one of the best benefits was belonging to an electronic mailing list from the Director of Diversity Programs, which kept the student informed of campus programs.

Level of Diversity Awareness

As the participants considered their own levels of diversity awareness, four major themes appeared in the responses. First, some people felt that they were open-minded, such as the participant who stated, "I will never judge a person by the color of his or her skin, nor will I segregate. I will listen to everyone." A second theme revolved around acknowledgment of the limitations surrounding diversity awareness. A respondent implied that his attitudes and values were not as diverse as they could be. The next theme concerned the relativity of awareness. "Maybe I didn't miss what I didn't have," stated an interviewee. The final theme was that college, in fact, had affected some students. For instance, one person stated, "I have come a long

way in college." The levels of awareness possessed by the participants directly impacted their perceptions of their university.

Perceptions of the Campus

Perceptions varied dramatically regarding diversity on campus. For example, one person stated, "There is so much on this campus, so many cultures" while another said, "Everyone else here [besides me] is white and Christian." Students believed that others self-segregate. Almost every participant noted that the Black Student Union (BSU), OUT (the Gay, Lesbian, and Bisexual Student Organization), and similar organizations, while not explicitly excluding others, do not openly invite those from outside their group. These general perceptions of the IU-B campus directly influence students' views of the DA program.

Perceptions of the Diversity Advocate Program

Some students unconditionally feel that the DA program is beneficial. However, most believe either that it is not as effective as it could be or that it is entirely ineffective. Participants who supported the program in its present condition often identified a specific DA who had influenced them. Others acknowledged its effectiveness only at certain times and in specific situations; for example, a woman suggested that a DA might be best suited to address racial tension on a floor. However, most people in the focus groups had little good to say regarding the DA program.

Most of the feedback the researchers received was negative. Common themes included budget allocation concerns, staffing issues, major obstacles, and various minor concerns. No one was shy or apprehensive in expressing these opinions; in fact, the researchers perceived much rancor and disgust from certain participants. However, the information received was invaluable in its candor and suggestions for improvement.

Budget allocation concerns ranged from the perception that the DAs are not affecting change at all, which is a waste of university money, to the perception that DAs are affecting change, yet the program itself is a waste of university money. Examples of responses include, "All they [DAs] do is get free room and board," (a misconception since DAs are paid with a room fee reduction and small stipend) and "The DA program has not raised awareness.

IU is good at wasting money." Some students felt that there was money available for DAs with which to program but that they were not utilizing it.

One of the most confusing elements of the DA program is its relationship to the residence life staff as a whole. Resident Assistants (RAs) are a trademark of residence halls and are perceived to be the primary disciplinarian, programmer, and resource person. The presence of the DA confuses some participants: "The DA concept may be good, but in reality aren't two staff members trained for the same thing?" asked a respondent. The confusion between the roles of the DA and RA often produces obstacles inhibiting the program's success.

Four primary obstacles seem to plague the DA program. The first is the name of the program itself. "DA," for reasons unspecified, "scares people away," one person commented. The second is the perception that the university is trying to promote a particular point of view to all students, identified by a student as the "thought police." Another major obstacle incorporates two vital elements, both of which seem to be lacking: time and people. When DAs do make the time in the hall, there is often a perceived lack of consistency in their effectiveness. Finally, a question which many posed: Is the DA to be a friend, resident, staff member, or some combination of the three? The answer is inconclusive.

There seems to be potential for the program's success, yet many people expressed minor misgivings about certain aspects that are inherent to the system. For example, the program fights a lack of student motivation which is seen university-wide. One student said, "Student motivation is hard. People are just not interested. Nobody comes [to programs]." Additionally, information from the DAs is being conveyed to the wrong people, according to some participants: "Information is going to people who are already open-minded." Others feel that information is simply not getting out at all.

Perceptions of Programming

Programs mentioned by the respondents included: "Crossing the Line" (an interactive diversity game), movies and films followed by discussions, formalized group meetings (BSU, OUT), and international programs. In contrast to the positive experiences some people have had in attending these diversity programs, others expressed negative sentiments. Some people said

that the guilt factor weighs heavily into their reluctant attendance, such as the respondent who voiced, "I feel obligated to go if it is advertised on my floor." Others said that they had not attended any programs at all. Some resented the food-as-bribe ploy which is often used by programmers. "It sickens me to see people go just for the food -- they won't get anything out of it," said one respondent. Topics addressed can have a definite impact on attendance as well.

Degree to which the Program has Brought about Change

The residents of the halls held varying opinions regarding how they were affected by the DA program. Some believed the DA program was extremely successful, while others felt it was a waste of efforts. No one expressed that the DA program had a dramatic positive effect on his or her thinking; there were more negative than positive comments mentioned overall. For example, one participant stated, "The DAs didn't revolutionize or change me [but] they did push a button which caused me to think now and then." Contrastingly, another said, "The program hasn't affected the way I've thought about anything." Another comment provided insight into an additional concept: that the program has potential. "The DA program hasn't really affected me. It has the potential to, but it hasn't yet," stated one participant. However, the underlying sentiment towards the program was characterized by comments such as, "It hasn't affected me at all," and "The DAs are going to have to work really hard to change us."

Towards Change

All participants in the focus groups agreed that celebrating the diverse population represented at IU-B was important. Many suggestions regarding restructuring and revamping the current program were offered. Many students called for an undefined restructuring. Others felt that "togetherness," not diversity, should be the primary focus. Another idea for amelioration of the program in terms of staffing was expressed by the comment, "It is hard for peers. The issue needs more time than a student is able to give." The respondent then expressed that full-time professionals should be used instead. Masking the program's intended purpose was suggested as another means for increasing attendance. For instance, one person said, "Closed minds are hard to reach. Maybe disguising it [would help]." Another stated, "Try free pizza for every program. Maybe it is worth it to bribe." However, others felt that

these tactics would reduce the program to mere mendacity. The implications of these ideas are issues with which the Department of Residence Life must struggle.

Each of the students interviewed defined his or her reality differently from the rest, and every person's experience was unique in its own right. The perceptions of the DA program, when examined using these parameters of reality, obtain an inconsistent view. No single idea expressed is what "most" or "many" students feel. However, the perceptions, as reported, do represent reality for these students, and as such are valid. They are the subjective observations of the DA program from its intended audience; inconsistencies in opinion and perception were expected by the researchers.

DISCUSSION

The tenets of environmental theory, as described by Strange (1991) and Walsh (1978), allow definition of the environment by the perceptions of those within the environment. The data collected allowed the researchers to deduce several major perceptions concerning the DA program. First of all, according to the respondents, the DA program has not been an overwhelming success. Evidenced by the themes of dissatisfaction with the information presented, the programs produced, and the diversity at IU in general, the program was generally seen as struggling with its identity.

Secondly, there have been certain successes, especially with particular programs (Crossing the Line) and particular DAs; thus, the program has not been a complete failure. Not all elements of the program are negative; certain interventions do positively affect people. This appeared to be related either to the degree and quality of contact a student had with a DA or to a program the student had attended. The goals each person understood for the DA position seemed to be in confusion. This was due to the fact that the goals of the program were never made clear to the students. As they were the major participants in the program, perhaps the goals should have been made explicit to them. The Department of Residence Life issues a Statement on Diversity each year; although this defines to some degree what diversity is, it does not mention the role of the DA. This ambiguity was clearly perceived as a weakness by most students, although it is arguably a strength of the position. Since the role of the DA is not narrowly defined, it can be shaped according to the boundaries of a DA's ability.

Finally, the students in general believe that the program should be seriously overhauled or cut completely. The DAs who are currently employed are not available in enough quantity for significant one-on-one contact. The programs are not presented in a manner which appeals to the wide variety of students who inhabit the halls, with a few exceptions.

IMPLICATIONS

Some interventions facilitated by DAs can just as easily and effectively be implemented by RAs. Individual DAs have made connections to individual people, and that appears to be very positive. However, without a tremendous expansion of the present program, widely utilizing this method of education is practically impossible. Training and expecting RAs to make similar contacts on a regular basis, in addition to their present duties, is more practical. Unfortunately, it is less feasible considering the already extensive responsibilities of RAs. Diversity education can, therefore, be facilitated without DAs. Almost every respondent felt that diversity education in the residence halls was, in fact, important. The majority of the respondents felt that the DA program could be changed, or even eliminated. However, the focus groups all expressed that, even without the DA program in its current form, education on diversity should continue in some form. Nonetheless, the form it should take was, and still is, debatable.

LIMITATIONS

The study was challenged by certain limitations. The researchers foresaw possible difficulties in using focus groups, such as having less control of the discussion than the participants and difficult data to analyze. Additionally, the researchers had some inherent biases due to their involvement with the Residence Life department, as they were all Assistant Coordinators who work closely with DAs. Further, the lack of full attendance in focus groups decreased the quantity of responses and weakened the diversity of opinion within the study; fewer students interviewed meant fewer data collected. Additionally, when focus groups did not have satisfactory participation, those students in attendance solicited their friends to participate, which may have reduced the breadth of responses.

RECOMMENDATIONS

Considering the limitations of this study, the researchers can still provide recommendations regarding the DA program. Specifically, these recommendations can be directed to the Director of Residence Life, the Associate Director of Residence Life for Diversity Education, and the Associate Director of Residence Life for Administration and Personnel. These recommendations offer a broad range of possibilities for the future of the program, are provided to ensure the most comprehensive options available, and are not mutually exclusive:

- Develop clear program goals stemming from student needs and desires. An ongoing process of evaluation can be used to update the program as the needs of students change.

- Define clearly the role of the DA both on the floors and within residence life staff. Differentiating DAs from RAs would stimulate DA effectiveness and allow residents to easily understand the jurisdiction of the two positions.

- Expand the program to one DA per floor. Increasing the commitment to the program would allow for significant one-on-one interactions and would more clearly demonstrate the University's investment in the promotion of diversity awareness.

- Create volunteer leadership positions within the student government which focus on diversity programs. This encourages only highly motivated students to participate and allows student government to tackle issues about which the students obviously have strong feelings.

CONCLUSION

Groundbreaking in its attempts to acknowledge and celebrate the differing aspects of human diversity on a hall-wide level, the Diversity Advocate program was conceived from the heart and implemented with daring. This study was able to draw out and articulate concerns about the DA program in methods not previously attempted. This study offers some evidence that the program has seen success and can offer benefit to the University -- if not in its present form, then in a manner that remains unimplemented. Regardless, the

researchers believe that this study will assist the campus administrators previously mentioned in changing the Diversity Advocate program to better serve the students of Indiana University-Bloomington.

ADDENDUM

At the time of this study, the Diversity Advocate program was being reviewed because its funding by the Eli Lilly Endowment was expiring. Subsequently, the program has been replaced. The new program, to be implemented in the fall of 1996, will utilize 20 Community Educators, whose only responsibility will be diversity programming. Due to this limited number of staff, the program will forego all focus on individualized interactions; instead, RAs will be expected to have these interactions. Despite this challenge, it is the hope of the researchers that this program will maintain diversity education as a high priority at Indiana University-Bloomington.

APPENDIX
Interview Questions

1. How do you define your level of diversity awareness?

2. What types of information have you received/seen about diversity in your center and how has it affected you?

3. Tell me about diversity programs you have attended, both in hall and on campus.

4. What are your perceptions of the DA program?

5. How has the presence of the DA program caused you to think about your own attitudes and beliefs?

6. Is diversity education in the halls important?
   (If the answer is yes) If so, then what form should this take?

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Elizabeth A. Matejczyk graduated from the CSPA program in 1996. She received a B.A. in Sociology, with a minor in French, from Wheaton College (MA) in 1994. At IU, Elizabeth served as an Assistant Coordinator for Residence Life in Wright Quad, and was an executive board officer of IUSPA.

Elizabeth S. Rubin graduated from the CSPA program in 1996. She received a B.A. in 1994 from Indiana University in English, with a minor in French. At IU, Elizabeth served as an Assistant Coordinator for Residence Life in Read Center.

Shaun R. Travers graduated from the CSPA program in 1996. He received a B.A. in 1994 in Psychology and Theatre Arts from California Lutheran University. At IU, Shaun served as an Assistant Coordinator for Residence Life in Read Center.

ENVIRONMENTAL INFLUENCES ON THE DEVELOPMENT OF WOMEN STUDENT LEADERS

Suzanne Mendoza

This paper explores the impact of environmental influences unique to coeducational and single-sex campuses on women student leaders. Recommendations for fostering the development of women student leaders are provided based on the examination of the environmental factors.

The development of abilities such as leadership skills are outcomes often associated with the college experience. Astin (1993) notes the close connection between increases in the leadership skills of undergraduates and the college experience. Among undergraduate women, leadership experiences have been shown to enhance competence and self-confidence (Astin & Leland, 1991). Despite the fact that women account for approximately half of undergraduate students attending colleges and universities today, their male counterparts occupy the majority of campus leadership positions (Leonard & Sigall, 1989; Wilkerson, 1989).

The purpose of this paper is to illustrate the impact of the environmental influences of a coeducational institution and those of a single-sex (all women's) campus on the development of women student leaders. First, this paper will investigate the impact of negative environmental factors on the development of women leaders on a coeducational campus. Then, the impact of positive environmental factors on student leadership development on a single-sex college campus will be examined. Finally, there will be an assessment of the environmental factors characteristic of single-sex campuses which can be implemented at coeducational institutions to promote the development of female student leaders.

Women on coeducational campuses face many barriers to becoming leaders. One of those barriers is the biased treatment that occurs when women earn less respect than men, which causes their voices to be ignored and devalued (Leonard & Sigall, 1989). A recent study by the National Association for Women in Education on the treatment of women in college

classrooms illustrates this lack of respect for women on coeducational campuses. Joan Morgan (1996) reports:

> Troublesome practices by faculty members identified by the study included: using women students as examples in hypothetical situations with sexual or other inappropriate overtones; interrupting women's comments more than men's; responding extensively to men's comments with praise, criticism or coaching but to women with patronizing brush-offs; and attributing women's achievement to luck or affirmative action but men's to talent or ability. (p. 21)

Other factors that inhibit leadership development in women are intimidation due to men's competitiveness and fear of social disapproval when taking the initiative (Leonard & Sigall, 1989). Unfortunately, women who do overcome this intimidation and take initiative are often criticized for being overaggressive by peers, male and female alike. With these potential demoralizing outcomes in mind, leadership often does not seem worth the price to women on a coeducational campus.

At an all-women's institution, however, the price of leadership is more affordable for students because of the positive impact of certain environmental factors on campus. One of the most significant environmental influences on these campuses is the role modeling by faculty and administrative leaders. Whitt (1994) explains that "a consensus style of leadership in which everyone is valued equally" (p. 201) prevails among women student leaders. These students claim that working with, rather than for, faculty and administrators fosters this consensus leadership style. Another positive environmental factor is a consistent availability of various leadership development activities such as workshops on women's leadership styles. A final influence can be seen in the numerous opportunities offered to students for involvement in the actual operation of the institution. Whitt reports that at one women's college, students have the opportunity to be "voting members of most college committees and chair the faculty-student committee responsible for enforcing Honor Codes" (p. 202).

Given the information presented on the impact of different institutional environments on the development of female student leaders, the best option for increasing the number of women leaders on coeducational campuses is to create the nurturing environmental factors seen on single-sex campuses.

Suggestions for fostering such nurturing factors include hiring more female faculty and administrators; recognizing outstanding global, national, and local women leaders; establishing leadership development activities specifically aimed toward women (Whitt, 1994); and developing a mentor program between female undergraduates and campus professionals. The possibilities for encouraging the development of women leaders on a college campus are numerous. However, it is important to solicit the support of faculty and staff to ensure the success of these numerous opportunities for women on co-educational campuses.

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Suzanne Mendoza graduated from Santa Clara University in 1995 with a B.A. in English. She is a first-year student in the CSPA program and plans to graduate in May, 1997. Suzanne is also an assistant coordinator in Forest Residence Center, an all-women's residence hall.

TUITION PREPAYMENT PROGRAMS AND STUDENT BODY DIVERSITY

Alan Rose

This paper discusses issues surrounding tuition prepayment programs, a relatively new form of higher education finance, with a focus on the potential impact of such programs on financial aid and student body diversity. It summarizes the history of tuition prepayment programs, describes the target group for such programs, and explores the implications of such programs for participant and non-participant financial aid. It concludes with a recommendation for a program design that might overcome some of the challenges that existing and defunct plans have faced.

Faced with a decreasing pool of high school graduates ("Coping With Costs the Wyoming Way," 1987) and increasing price competition from state-funded institutions (Minard, 1985), private colleges and universities must consider applying new tools for recruitment and financial aid. The concept of prepaid tuition programs, through which a state or institution sells contracts guaranteed to cover all or a portion of a future student's higher education costs, is one alternative that private institutions should examine (Rothschild, 1992). Such programs offer a definite advantage over individual savings plans for families who wish to save for their children's education, because states and institutions can seek the advice of professional fund managers more easily, diversify their holdings more broadly, and invest with a longer-range perspective (Anderson, 1987; Anderson, 1991; Davis, 1995).

However, questions regarding the financial viability of existing tuition prepayment programs abound (Button & Koselka, 1994; Evangelauf, 1988; Rothschild, 1992). In addition, critics of prepayment cite concerns that these programs might limit an applicant's choice of institutions (Anderson, 1987; "Coping With Costs," 1987; Minard, 1985; Rothschild, 1992). Evangelauf (1988), Hodel and Layzell (1989), Minard (1985), and Rothschild (1992) have also noted that student affairs administrators and other interested parties, including alumni, worry that institutional prepayment programs might adversely affect an institution's control over admissions standards or tuition

rates. Another area of interest is the potential effect of tuition prepayment programs on student body diversity, especially during an era in which colleges and universities have been attempting to increase enrollment among underrepresented groups ("Coping With Costs," 1987; Hodel & Layzell, 1989; Rothschild, 1992).

This paper will focus on the impact of tuition prepayment programs on student body diversity. First it will present an overview of the history of tuition prepayment programs. Second, it will describe the target group for such programs. Third, it will summarize the effect that prepayment has on the financial aid eligibility of the target group. Fourth, it will explore the implications of prepayment programs on the ability of institutions to meet other students' financial needs. Finally, it will briefly discuss the primary obstacles to successfully implementing such programs at private institutions and offer a possible solution.

THE HISTORY

The first tuition prepayment program was founded at Duquesne University during the summer of 1985 (Minard, 1985). Patrick J. Fleming, the vice president in the Pittsburgh office of national insurance broker Fred S. James & Company, devised the program as a method of increasing Duquesne's future enrollment. In 1985, a prospective student could purchase four years' tuition starting in 1999 for $5,593. Duquesne anticipated that the same tuition would cost a non-prepayed student $51,912. Within the first six months of its existence, the families of 482 future students had purchased contracts through the program, and *Forbes* declared that tuition prepayment was "clearly a bright idea whose time has come" (Minard, 1985, p. 39). In 1988, however, with its tuition rising faster than predicted, its investments earning substantially less than anticipated, and only 639 participants in its program, Duquesne was forced to discontinue sales of new contracts (Button, 1993).

Canisius College, which began offering $7,000 contracts in 1986 for four years' worth of tuition in 2004, worth an estimated $120,000, had also suspended its program by 1988 (Jaschick, 1988). It attracted only 21 participants, more than the programs at The College of Saint Rose (13), Quincy College (12), Gannon University (7), and Nichols College (4) had enrolled in similar time spans (Evangelauf, 1988). By 1992, few of the single-institution programs continued to accept new enrollees (Rothschild, 1992). As

Evangelauf (1988) notes, however, many of these private institutions had designed their programs for alumni and had therefore limited their market appeal.

In contrast, state agencies promote their programs to a wider audience. Michigan opened the Michigan Education Trust (MET) in 1988 and had attracted 55,000 participants by 1991 (Blumenstyk, 1991). In the same period, Florida's plan enrolled over 138,000 future students (Rothschild, 1992). However, state programs have encountered obstacles. For example, taxation issues postponed the start of the MET from its approval in 1986 until two years later (Jaschick, 1988). Questions regarding the ability of the Michigan program's investments to cover future tuition demands caused the state to suspend sales in 1991 (Blumenstyk, 1991). An adjusted version of the MET opened in October 1995 (Healy, 1995). The new program offers contracts at a fixed price instead of using a sliding scale that varies charges based upon the age of the participant. As a result, when the MET reopened, the cost of enrollment had almost doubled from its pre-suspension level to $19,800.

Broad promotion does not guarantee success for state programs, either. Wyoming, which in 1987 became the first state to offer tuition prepayment, closed its program in 1995 after selling fewer than 700 contracts (Davis, 1995). Like most state plans, Wyoming's limited its participants to enrolling in a public institution within the state and permitted sales only to state residents. The plan introduced in Massachusetts in 1995 allows students to enroll in any of 67 public and private colleges, including such flagship institutions as Amherst College and Boston University. Rather than selling contracts that guarantee to cover full tuition, it sells certificates that cover a percentage of the tuition at each institution. This percentage varies by institution but remains fixed over time. The program also welcomes enrollments from outside the state, and succeeded in enticing more than 200 residents of Connecticut, New Hampshire, and Rhode Island to make purchases during its first year. A plan implemented by Texas in early 1996 promised to include over 70 institutions, more than half of them private.

THE TARGET GROUP

The target group for tuition prepayment programs is composed of children from middle- and upper-middle-class families who will attend college as traditional-aged students. Like other education savings plans, tuition prepayment programs are aimed primarily at families with "disposable income" which generally includes the middle- and upper-middle-classes (Anderson, 1987; Hodel & Layzell, 1989; Rothschild, 1992). Hodel and Layzell (1989) define *disposable income* as the money available for "'non-essential' goods and services" (p. 26), such as college tuition. Upper-class families can usually afford the investment advice, diversification of assets, and long-range outlook that tuition prepayment programs offer (Anderson, 1991). Families with lower socioeconomic status generally do not have the resources to invest in savings plans (Hodel & Layzell, 1989; Rothschild, 1992).

In addition, prepayment is best suited for traditional age, first-time students (Hodel & Layzell, 1989; Rothschild, 1992). Prepayment contracts cost less and provide better returns the further in advance they are purchased, with the exception of those purchased in the revised MET program (Button & Koselka, 1994; Davis, 1995; Healy, 1995; Hodel & Layzell, 1989). This means that the parents of a newborn will usually pay a lower premium over current rates and receive a higher overall yield than the parents of a high school student if they purchase contracts in the same program on the same date. Adults who decide to attend college would benefit from a prepurchase program only if they begin their financial planning years in advance.

The market for tuition prepayment programs, then, is the family of a future college student who would fit today's definition of "traditional" in terms of both age and socioeconomic status (Hodel & Layzell, 1989). For institutions struggling to increase the diversity of their student bodies, such plans would appear to be counterproductive because they would enhance the ability of traditional students to attend without improving institutional accessibility to lower income, older, or returning students. However, when the implications of tuition prepayment programs on financial aid are considered, such plans can actually be viewed as increasing financial aid opportunities for, and thus improving accessibility to, non-traditional students.

THE IMPACT ON PARTICIPANT FINANCIAL AID

Tuition prepayment programs reduce participants' financial aid eligibility in two ways. First, the United States Department of Education has ruled that tuition prepayment contracts should be viewed as student assets when determining the expected family contribution (Rothschild, 1992). Because

students are required to contribute as much as 35% of their assets toward college costs, this ruling reduces the amount of aid that participants can receive. Second, prepaid tuition directly reduces the cost of attending college (Davis, 1995). This reduction diminishes the amount of financial need that participants have and lowers their financial aid eligibility. Participants lose from both the asset and the cost side of the financial aid equation.

However, the typical middle- or upper-middle-class student would probably receive a package of loans rather than need-based grants and scholarships even without participating in a prepayment program (Davis, 1995). A reduced package of loans would still be available to participants with unmet need, but participants would take a smaller portion of an institution's financial aid resources.

THE IMPLICATIONS FOR INSTITUTIONAL FINANCIAL AID

The reduction in financial need among this group of "traditional" students would leave additional financial aid resources available for others, especially lower-middle- and lower-class students (Rothschild, 1992). In effect, by offering a program that allows middle-income families to ensure their children's college education, colleges and universities can allocate additional funds to benefit low-income families. Although much of this aid would be in the form of loans, it would still be a welcome addition to the funds that institutions can offer. In addition, private institutions, which depend upon full-pay students to support need-based scholarship programs (Breneman, 1994), might experience an increase in paid tuition. Such an increase would translate to expanded pool from which to draw need-based scholarships, especially among institutions devoted to increasing their diversity.

These two forms of additional aid availability might help private institutions offer more attractive financial aid packages to non-traditional students than they currently do (Rothschild, 1992). The responsibility for informing these students about the increase in available funding would fall on the individual institution. Colleges and universities that wish to improve their student body diversity should target information regarding increased opportunities for support to the students whom they most wish to attract. By presenting themselves to non-traditional students as more affordable, private institutions will help to broaden their accessibility to under-represented groups, increasing the potential for diversifying their student body.

CONCLUSION

The implications of tuition prepayment programs on student body diversity comprise only one policy area that private institutions must examine when they consider whether to implement such a program. The most pressing concern of these institutions must be whether they can successfully invest the funds to cover tuition increases. As this paper has indicated, most private institutions that have tried selling tuition contracts have suspended sales, because they have been unable to attract enough participants to make their programs financially viable (Evangelauf, 1988; Jaschick, 1988; Rothschild, 1992). Many state programs have encountered obstacles because they restrict institutional and individual participation. The Massachusetts plan is certainly a step in the right direction, but the future student's choice of institutions is still limited.

The creation of a tuition prepayment consortium modeled after this plan, but comprised of a variety of institutions nationwide, might solve these problems (Anderson, 1991; Evangelauf, 1988). Such a program would offer participants the opportunity to choose from among public and private colleges and universities in their state and elsewhere. The diversity of participating institutions would encourage widespread, rather than focused, marketing efforts. These factors should attract more participants than current and defunct plans have, increasing the ability of the consortium to invest successfully.

The concept of tuition prepayment is relatively new to the field of higher education finance. Additional experimentation and investigation could uncover a program that answers the criticisms encountered by pioneer programs. The implementation of that tuition prepayment program will provide an additional method for traditional students to save money for tuition. It will also signal the opening of new opportunities for non-traditional students to find the financial assistance that they need to attend private institutions.

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Alan Rose is a first year student in the CSPA program. He majored in English at Haverford College, graduating in 1990. Prior to attending IU, he worked in retail management as well as computer and accounting consulting. He also pursued a career as a singer-songwriter-acoustic guitarist and released a self-produced album of original material. At IU, he has worked as a Graduate Resident Assistant in the Collins Living Learning Center.

GUIDELINES FOR AUTHORS

The *Journal of the Indiana University Student Personnel Association* invites master's students and alumni of the college student personnel administration program to submit manuscripts for publication in the Spring, 1997 edition. These manuscripts may report original research, replicate or review prior research, or discuss theoretical, organizational, and professional issues and concerns in higher education and student affairs. The following guidelines, which are consistent with those of other professional journals, are offered to assist authors in preparing manuscripts for submission.

1. Manuscripts must be prepared according to the format and guidelines of *The Publication Manual of the American Psychological Association (APA), Fourth Edition.*

2. Manuscripts should be word-processed using Word Perfect version 5.2 or higher. Manuscripts must be double spaced on 8.5" x 11" paper with a 1" margin on all sides. Use a common font style, such as Courier or Times Roman. Set all text in 12 point type, and use one font size throughout. Set headings and subheadings in boldface type. All pages with the exception of the title page should be numbered. Do not justify right margins.

3. Manuscripts should be no longer than 20 double-spaced, typewritten pages, including references, tables, and articles. Exceptions should be discussed with the co-editors prior to submission.

4. An original manuscript and seven clear copies must be submitted. Authors must also submit a 3.5" MS-DOS formatted computer disk containing the manuscript in its entirety. The original and copies of the manuscript cannot be returned.

5. Language is a powerful tool. Authors are reminded to use words that cannot be read as biased, oppressive, or offensive by reasonable people. Such resources as *The Non-Sexist Word Finder: A Dictionary of Gender Free Usage* and *The Dictionary for Bias-Free Usage: A Guide to Non-Discriminatory Language* may be useful in finding appropriate language substitutions. Avoid the use of the term "subject." Use more specific references such as "student," "client," or "participant" instead.

6. Use titles that are short and descriptive of the manuscript's content. Do not use abbreviations in titles.

7. Only citations included in the manuscript should be listed in the references. Double check all references to ensure that all sources cited in the text appear in the references and vice versa. Make sure all references are complete and correct. Authors are responsible for the accuracy of all references, quotations, tables, and figures.

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