

# INDIANA UNIVERSITY STUDENT PERSONNEL ASSOCIATION

## INDIANA UNIVERSITY

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



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

*Spring 1997 Edition*

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**Editors' Comments**

*Suzanne J. Mendoza*

*Alan Rose*

Welcome to the Spring 1997 edition of the *Journal of the Indiana University Student Personnel Association*! It is with great pride that we present you with this latest edition of the HESA program's contribution to the higher education and student affairs literature. This edition's unique combination of articles is reflective of an interest by professionals and students alike in addressing realistic issues on our campuses in practical ways. Each article highlights or offers perspective on areas of concern to student affairs practitioners. The presentation here of knowledge insightful and helpful in our practice as student affairs professionals is the product of a wide range of student interests and inspirations to be considered carefully in the pages ahead.

Our first article, "Personal Reflections on Campus-Based Professional Community in Student Affairs" acknowledges a need for and reflects on the necessity of a professional community among student affairs practitioners based on key characteristics. "Supplemental Instruction Programs: An Effective Way to Increase Student Academic Success?" is an exploration of the impact of these special study programs on the academic success of students. "Perceptions of Prospective Masters Students" is an environmental study on the effects of the perceptions of Indiana University- Bloomington and its Higher Education and Student Affairs graduate program on students' choice to attend the institution. "Minority Admissions Policies and the Courts: What's a School to Do?" takes on the challenge of reconciling institutional commitment to diversity with the legal issues tangled in admissions policies. "Free Speech and Campus Hate Speech Codes" takes a thorough look at the issues of free speech and campus hate speech codes manifesting themselves on our campuses today. "GROUPS 1996: Goals, Values, Perceptions in Intentional Residence Life Interventions" is an environmental assessment of the intentional interventions by the residence life program during a summer bridge program at Indiana University which results in recommendations for the identification, implementation, and evaluation of a program's goals for student affairs practitioners. "The Role of Faculty in the Governance of Intercollegiate Athletics" discusses the role of faculty in intercollegiate

athletics to offer insight into the importance of faculty in maintaining an academic focus for intercollegiate athletics. "AIDS/HIV and Higher Education" addresses the necessity for and the potentially positive impact of educational programming on HIV/AIDS on college campuses.

The presentation of these articles as a collective contribution to the body of higher education and student affairs literature is only possible because of the dedicated efforts and support of the *Journal* Review Board; Bruce Jacobs, our faculty advisor; and Joyce Regester in the HESA department. We would also like to thank the Indiana University Student Association (IUSA), the Indiana University Student Personnel Association (IUSPA), the Department of Residence Life, adjunct faculty members Bob Weith and Pam Freeman, and our generous alumni for their critical financial support of our publication.

Finally, this year's efforts in producing the *Journal* are a success thanks to the involvement of our other co-editors in training, HESA program first year students, Jennifer Forbes and Ryan Forsythe. We thank you and wish you the same support and dedication with which you have provided us.

Please enjoy this year's edition of the *Journal* - there is exciting information and ideas we can all learn from in the pages ahead!

*Suzanne J. Mendoza graduated from the HESA program in 1997. In 1995, she received a B. A. degree in English from Santa Clara University. While at IU, she served as an Assistant Coordinator in Forest Residence Center and she completed a practicum with the Indiana University Foundation.*

*Alan Rose graduated from the CSPA program in 1997. 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 and as an Assistant Coordinator in Briscoe Residence Center.*

## State of the Program

*Dr. Bruce Jacobs*

Much like public television, the *Journal of the Indiana University Student Personnel Association* needs funding to exist. Just like WTIU (the local station), the *Journal* is now being underwritten by local benefactors. Bob Weith and Pam Sprong have assigned their teaching stipends from the Residence Life Seminar (U559) to reduce the cost of the *Journal*. Their generous support, along with that of other alumni contributors, has made this year's publication possible.

The faculty in the HESA program has developed a recruitment program designed to increase the numbers of students of color admitted to the program. A specific effort was made through the Minority Staff Support Network at the Oshkosh Placement Exchange (OPE). Both academic and assistantship interviews were conducted for the program at OPE. Deborah Carter chaired a committee within the School of Education that has also addressed this issue. It is our goal to recruit students to the program that reflect the demographic makeup of the student population on campus today and in the future.

Michael Parsons and I have spent the last year as coordinators of the doctoral and master's programs respectively. Our efforts have been focused on improving the link between the Bloomington and Indianapolis campuses, creating new assistantships, and recruiting new students to the programs. Interest in the programs remains extremely high. There have been 430 inquiries for the master's program and 175 for the doctoral program. From those figures 115 were admitted to the master's program and 33 to the doctoral program. The Fall 1997 classes are not finalized at this time but we expect an incoming master's class of 35 and an incoming doctoral class of 15. These figures include both campuses.

The overall recruitment efforts were enhanced by the work of the Indiana University Student Personnel Association. A series of changes in the recruitment process enabled us to have more personal contact with each prospective student. The proposal from the students was championed by Dr. Guadalupe Anaya when it was presented at the faculty meeting. The students are currently conducting a survey of all prospective students to

determine how to best structure next year's recruitment effort. The role of our alumni remains important in this process and we appreciate your ongoing commitment.

George Kuh has been on sabbatical this past year. He will return in the summer in a dual role. In addition to his position as Professor of Education, he will also serve as Associate Dean of the Faculty for Indiana University. In this role he will be working with IU's retention effort. Frankly, it is quite pleasing to hear terms like seamless learning, student learning imperative, and student culture being discussed in a variety of meetings around campus. George's new dual role can only bode well for the students in the program and the students of Indiana University. Don Hossler is finishing up his first year as Executive Associate Dean for the School of Education. While his role in the program has been reduced, he remains an active participant with individual students, at faculty meetings and with his research. The same is true of Fran Stage who was recently promoted to full professor.

Last year the students in the master's program developed and implemented a hooding ceremony for students graduating from the program at the Bloomington campus. The ceremony takes place the night before the University commencement exercises. Held in the School of Education, the ceremony is conducted by the faculty who place the master's hood over the head of each graduate. This year's class will continue the practice. From such efforts traditions are born.

Please consider coming back to campus at some point to reconnect with the "glory of ole' IU." Also, please consider the HESA program as you make your contribution to the annual fund drive. It is through your personal support that we are able to fund the *Journal* and support individual student's special projects.

### Awards and Honors

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

Jamie Washington, M.S. 1984	1997 Elizabeth A. Greenleaf Distinguished Alumni Award
Donald Mikesell, Ed.D. 1970	1997 Robert H. Shaffer Distinguished Alumni Award
Carol McBryde, M.S. 1997	1997 Elizabeth A. Greenleaf Fellowship Award
Michael J. James	1996 Raleigh W. Holmstedt Fellowship Award
Robert J. Robeson	1996 Raleigh W. Holmstedt Fellowship Award
Patricia Muller	1997 August and Ann Eberle Fellowship Award
Jean-Noel Thompson	1997 Robert H. Wade II Fellowship Award
Bruce Jacobs	1997 Kate Hevner Mueller Award
Elizabeth Kirpius	1997 Kate Hevner Mueller Award
Lynn Luckhow	1997 School of Education Distinguished Alumni Award
Paula Rooney	1997 School of Education Distinguished Alumni Award
Patricia Volp	1996 Outstanding Student Personnel Professional - State of Missouri

### CALL FOR NOMINATIONS

Nominations of individuals for the 1998 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, Marilyn McEwen, Gregory Blimling, Lawrence Miltenberger, and Jamie Washington.

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 Hennessy, Jimmy Lewis Ross, Robert Ackerman, Don G. Creamer, Nell Bailey, Alice Manicur, Rodger Summers, Caryl Smith, and Donald Mikesell.

Nominations for both awards will close February 2, 1998. The awards will be presented at the 1998 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!

## **Personal Reflections on Campus-Based Professional Community in Student Affairs**

*Terry E. Williams*  
Guest Author

*In this essay, the author reflects on elements needed to establish professional community among student affairs practitioners in higher education. Shared values, focus on student learning, collaboration, deprivatized practice and reflective dialogue are key characteristics of professional communities that promote student learning.*

Many student affairs practitioners would likely agree that it is becoming increasingly difficult today to remain current with the vast knowledge explosion that is occurring not only within our field but in higher education more broadly. There is much in our field to keep up with: new books, monographs, journal articles, videos, conferences and workshops, and internet-based sites that inundate us with many valuable new ideas, research, theories, and models to guide our practice. I know many practitioners in our field, myself included, who confess how challenging and, at times, frustrating it can be to find (or take) the time from our hectic schedules to stay current even as we acknowledge to our colleagues how important it is that we find the time for our own professional development. While keeping current with the literature in our own field is extremely important, I have, nonetheless, found that reading in areas not directly related to student affairs or even to higher education can also be a valuable use of our limited time as the following will hopefully illustrate.

A few weeks ago I found time to read the lead article in the Winter 1996 issue of the *American Educational Research Journal* which reported on a national study examining the relationship of student learning and school-based professional community among K-12 teachers. The research was thought-provoking and both relevant and helpful as I reflected on the work of student affairs professionals in higher education. For me, this particular study reinforced the value and critical importance of working to create on each of our own campuses a cohesive professional community among our student affairs colleagues if we are to be effective in enhancing