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Greetings NASPA Colleagues!

One of the best parts of serving as NASPA president is attending the various NASPA regional conferences. I recently racked up some pretty impressive frequent flyer miles as I attended regional conferences in Chicago, Sturbridge, Mass., Kansas City, and Tucson.

I met with three advisory boards, moderated a “town hall meeting” in New England, discussed issues with community college leaders in Tucson, welcomed new professionals in Kansas City, and participated in senior student affairs officer roundtables in each region. In addition, I spoke with many members individually and in small groups.

Most of the major issues across regions are quite similar: student mental health, retention initiatives, classroom disruption, renovation of deteriorating facilities, Katrina relief efforts, and questions about Facebook and MySpace. While we are in different geographic regions, we face many of the same challenges, regardless of institution size, location, and mission. The sense of pride and collegiality that is found within the regions is one aspect of NASPA that draws dedicated and passionate young people into the profession.

NASPA also participated in a day-long meeting in New York with several other associations: National Association of College and University Attorneys, American College Personnel Association and the Association for University and College Counseling Center Directors. The NASPA delegation, which included myself, past president Shannon Ellis, and current board member Jon Eldridge, met with the Jed Foundation, an organization focused on college suicide prevention, to draft a template to use to combat campus suicide nationally.

Serving as this organization’s president has opened my eyes to the realization that NASPA is a healthy, dynamic, vibrant association that depends equally on dedicated, talented members internationally and on our hard-working, full-time team in the Washington office. 2005 was a great year for NASPA. Attendance at regional conferences was record breaking, and Scott Academy workshops garnered excellent participation and glowing evaluations.

I hope you will join me in Washington March 11–15 as we celebrate “Individual Commitment and Collective Action.” We received more than 800 program proposals for 220 session slots. (Visit the NASPA Web site at www.naspa.org/conference for conference news and information about the upcoming professional development workshops.) Once again, we have assembled an incredibly impressive slate of major speakers. There is a real sense of excitement about being together in the nation’s capital, and pre-registration figures indicate a record attendance! Do not forget that this year’s pre-conference workshops are free.

As my year as NASPA president draws to a close, I thank my Region III colleagues for their support. Every region has its strengths, and I am proud to consider Region III my home. I also want to wish Barb Jones the best of luck with her term as NASPA president. I know Barb will do a superb job, and I look forward to working with her on her new initiatives and completing some of those started this year. For example, it is great to see the new Community College Student Services Institute taking off.

NASPA is your association. More members are involved now in critical volunteer roles than at any time in the association’s history. If there is a facet of NASPA that interests you, make a call, send an e-mail, and get involved. Read the “Forum” and “Net Results.” Share this magazine with colleagues and communicate with NASPA leadership. NASPA wants to know your thoughts, ideas, and concerns.

See all of you in Washington!

Sincerely,

Kurt J. Keppler, NASPA President
Developing Diversity: Lessons from Top Teams

Who is better equipped to lead an organization: a small and homogeneous top management team of like-minded individuals, or a larger, more heterogeneous team of individuals from a wider variety of backgrounds and perspectives?

There are many opinions on this issue, but very little hard data exists to recommend one approach or the other. Findings from a recent study of top management team composition and performance conducted in collaboration with the Center for Effective Organizations (part of the Marshall School of Business at the University of Southern California) suggest that a critical moment is the point of transition: when a close-knit, like-minded top team evolves into a more heterogeneous group of diverse senior executives. This type of transition is increasingly common and the organizations that have navigated it successfully appear to have taken four steps:

1. **Promote openness.** Trust is harder to build and sustain in heterogeneous teams because the bonds that connect people of similar backgrounds are lacking. For diversity to succeed, internal debate should be encouraged (and never punished) and information should flow freely within the organization.

2. **Focus on goals.** Debate is valuable, but it should be explicitly directed toward defining and prioritizing goals. Rather than controlling discussions, the chief executive should play a guiding role, helping participants keep their collective attention focused on topics of shared interest or concern.

3. **Get the pay equation right.** In heterogeneous teams, cohesion—already in short supply—will be further threatened by significant differences in pay among members. A fair compensation structure is essential to maintaining harmony in a management team.

4. **Emphasize training.** Teamwork skills vary enormously from individual to individual. Coaching can make the difference.

—strategy+business, Winter 2005

Outside The Classroom and NASPA

Congratulations the 2006 Prevention Excellence Award Recipients

Syracuse University

~Highest Honors~
Awarded a $10,000 General Scholarship Donation

Additional Recipients
Washington University in St. Louis, Ohio University, Central Missouri State University, College of Charleston, Southern Methodist University, University of Connecticut, Frostburg State University

The Prevention Excellence Awards recognize institutions/organizations for their comprehensive alcohol prevention programs.
**Phi Beta What?**

Enrollment rates to Phi Beta Kappa, America’s most famous honor society, are plummeting at some schools. Last year, when Phi Beta Kappa sent out invitations to qualifying undergraduates nationwide, just three-quarters of them responded. At Colorado State University, two-thirds of invitees declined the invitation.

Many members have no idea what the society actually does or what their initiation fees pay for. Phi Beta Kappa is facing competition from soundalike societies with lower requirements, including some on the Internet with names like Phi Sigma Theta, for which all you need is a friend’s recommendation for acceptance.

Phi Beta Kappa, which is largely run by professors who must be members themselves, says its mission goes beyond résumé enhancement. The group pays for distinguished scholars to speak on campuses, gives out book awards, and publishes a quarterly magazine. Professors at local chapters have started e-mailing and calling students to convince them of the society’s merits and some are even offering to pay the enrollment fee. The group is also dispatching alumni to high schools to spread the word.

The society is now embarking on a major marketing campaign to increase membership. For a new brochure, the group prepared a roster of illustrious names, but incorrectly listed several individuals who were not actually members, including Supreme Court Associate Justice Clarence Thomas and actress Sela Ward.

Corrections Noted

Please note the following corrections to articles that appeared in the Winter 2005 issue of *Leadership Exchange*.

In the article, “Student Indebtedness: What Student Affairs Can and Should Do About It,” please note that author Karen Gross is a professor of law at New York Law School.

In the article, “The Increasing Federalization of Higher Education,” please note an editorial error in identifying the political affiliation of Sen. Robert Byrd, a Democrat from West Virginia.

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**Post-Teenage Wasteland?**

The decade between the late teens and late 20s is one in which many young Americans just won’t grow up, according to a *Time* magazine cover story last year about “twisters” who dip in and out of schools, jobs, and relationships, sometimes ending up back at home. “Emerging adulthood” is the new moniker favored by the flourishing field of 20-something studies. Yet, the constituency that might be most hung up on the transition to adulthood may not be youths, it may be their elders, industrious news experts, and the hovering parents who can’t seem to let go.

Available data suggest that the road to maturity hasn’t become as drastically different as people think. It is true that the median age of marriage rose to 25 for women and almost 27 for men in 2000, from 20 and 23 respectively in 1960. Yet those mid-century figures were record lows. Moreover, Americans of all ages have ceased to view starting a family as the major benchmark of grown-up status. When asked to rank the importance of traditional milestones in defining the arrival of adulthood, *Time* poll respondents place completing school, finding full-time employment, achieving financial independence, and being able to support a family above actually wedding a spouse or having kids. Postponing these last two steps is actually good for the future of the family.

The magic age that most Americans currently point to as the onset of adulthood, according to a recent survey, is 26. That is not so old, nor is it a radically new marker.

The truth is that restless drift, mixed with drive, is a staple of the American way of growing up.

—*The New York Times Magazine*, October 9, 2005

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**Readers Respond**

Federal Remedies Are Not the Answer for Higher Education

The past three decades have clearly demonstrated an increase in anti-higher education sentiment among legislative bodies and governmental agencies. Richard Ekman in his article, “The Federalization of Higher Education,” in the Winter issue of *Leadership Exchange* provides a targeted summary of the alleged “ills” of educational institutions and identified some of the intrusive federal remedies proposed by our legislative branches, which cross any reasonable line that should be established regarding their proper authority. Unnecessary boundary crossings, such as our recent requirement to teach the U.S. Constitution around September 17, disregard the active and uncoerced programs and educational offerings already in place on many of our campuses. As it did for our campus, threats to withhold federal dollars, regardless of the good intentions, can foster resentment and send a frightening message as to how far the arm of the federal government is permitted to reach.

The pragmatic steps offered toward “Turning the Tide” were most rewarding. My personal favorite step takes a lesson from current reality television shows and challenges us to build alliances with other philanthropic and non-for-profit organizations that also face this threat. I value articles such as this one that remind us of the need to remain connected and linked as an American institution and to stay apprised of the work of our elected officials in our nation’s capital.

—Levestor Johnson, Vice President for Student Affairs, Butler University

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Theories abound on what makes for effective leadership. Some theories focus on skill sets that match institutional needs at a certain time. Others emphasize using personal persuasion to motivate and inspire people to go beyond what they think possible to produce outcomes once considered impossible. Common to virtually every attempt to understand effective leadership is that the leader be, as Craig Lundborg said in an article on “Surfacing Organizational Culture,” in the *Journal of Managerial Psychology* (1990), a cultural practitioner—one who understands and appreciates his or her organization’s deeply rooted values and beliefs, but who is able to challenge normative practices that block the institution from realizing its aspirations.

**DEEP LESSON**

Study Reveals Enhanced Roles for SSAOs

By John H. Schuh, George D. Kuh, Jillian Kinzie, Kathleen Manning
Fifteen years ago, the Involving Colleges project allowed us to get a glimpse of some effective student affairs leaders as outlined in *Involving Colleges: Successful Approaches to Fostering Student Learning and Development Outside the Classroom* (Jossey Bass, 1991). One of the more salient findings was that student affairs staff members had a deep, abiding commitment to attaining their institutions’ missions and purposes. It is one thing to acknowledge and applaud such a truism, it is quite another to picture what this behavior looks like in practice and adapt it for use elsewhere.

For this snapshot of student affairs leadership at high-performing colleges, we draw on the findings from Project DEEP (Documenting Effective Educational Practice), an 18-month study of 20 four-year colleges and universities that met two criteria: higher-than-predicted graduation rates and higher-than-predicted scores on the National Survey of Student Engagement (NSSE), taking into account student and institutional characteristics such as size, selectivity, and location. The research team made two visits to each campus, interviewed more than 2,700 people (many more than once), attended campus events, classes, and other activities, and reviewed hundreds of annual reports, viewbooks, institutional histories, and strategic planning documents. As we wrote in *Student Success in College: Creating Conditions That Matter* (Jossey-Bass, 2005), the goal of the project was to “discover what a diverse set of institutions does to promote student success so other colleges and universities that aspire to enhance the quality of the undergraduate experience might learn from their example.” That is, what programs, policies, and practices contribute to student success? What resources are dedicated to student learning that create the conditions for student success? Along the way, we learned a great deal about institutional leadership, organizational structures, campus cultures, strategic planning, and the use of data and other elements that contribute to institutional success.

Our observations are not prescriptive. Rather, they are offered in the hope that you will reflect on these tentative “lessons” about leadership in student affairs and how one or more—when adapted to your own role and context—could inform your work.

**Propositions about Effective Leadership in Student Affairs**

Effective student affairs leaders understand and invest their time, talents, and resources to attain their institutions’ educational missions. At schools that effectively promote student learning and success, what actually happens (the enacted mission) is generally consistent with what is written in the espoused mission. This degree of overlap between espoused and enacted missions is quite unusual. While every institution has a formal mission statement in its catalogue or on its Web site, only infrequently do the behaviors of faculty, staff, and students reflect consistently what the mission says. Most importantly, student affairs leaders at DEEP campuses use the missions as touchstones to conceptualize their work and define the roles of their various units. For example, the University of Michigan Ann Arbor is all about academic excellence. Faculty members are recognized nationally and internationally for their scholarly excellence;
new hires are selected for their potential to achieve similar status. Michigan enacts its espoused mission by designing many opportunities for undergraduate students to participate in research with faculty members and other investigators. Staff members in student affairs and other administrative areas primarily support the academic mission by enriching students’ educational experiences. One prime example is the Ginsberg Center, which encourages students to participate in civic affairs by sponsoring activities that combine service and academic learning.

Central to the mission of Longwood University in Farmville, Va., is developing citizen leaders prepared to make contributions to the common good. Student affairs is central to this effort; over two decades its staff have implemented comprehensive, integrated programs with components that work well together to support students and energize staff who are clear about how their responsibilities relate to the university’s overall goals. Resident assistants are key contributors and are selected, in part, based on an understanding of the educational mission. They receive special training to help their residents practice the values of citizen leadership: community, commitment, collaboration, and civility.

At Sewanee: The University of the South in Tennessee, student life staff provide leadership for the academic mission through a variety of programs and services, including holding faculty appointments and regularly teaching in the classroom. The office of the dean of students organizes the freshman orientation program and advising system and collaborates with the faculty coordinator of the first-year program to provide an intensive academic experience that integrates rigorous classroom work with out-of-class experiences for new students. In addition, the dean’s office staff enforce class attendance politics and work closely with faculty members and students on resolving academic difficulties.

**Effective student affairs leaders understand their institutions’ cultures.**

Campus culture represents “how we do things here and what things really mean,” according to Involving Colleges: Successful Approaches to Fostering Student Learning and Development Outside the Classrooms. Student affairs leaders on all levels at DEEP schools are well versed in the cultural properties of their campuses, and can describe them either in simple, plain language or in highly detailed, nuanced terms using context-specific lexicon. This knowledge allows them to design and implement programs and other initiatives, select and socialize staff, and work with students on a daily basis in ways that are culturally sensitive and relevant. In some cases, this means grounding their activities in an egalitarian set of values. At The Evergreen State College in Olympia, Wash., student affairs staff work with the teaching faculty as process observers. This activity reinforces the institutional belief that all teachers are learners. At the University of Texas at El Paso, cultural competence means learning to assist students who are the first in their families to attend college.

Campus culture can exert a substantial influence on student behavior, but it is not always positive. Examples abound of spring festivals that have run amok, resulting in property damage, personal injury, and tragic loss of life. At DEEP colleges and universities, knowledge of the campus culture—warts and all—provides student affairs leaders with a road map of positive and negative issues to address. Concern about student drinking at Wofford College in Spartanburg, S.C., prompted the vice president to pursue a long-term strategy to reduce alcohol use. The strategy includes consistent enforcement of the rules, legal contracts with Greek organizations for the use of the college-owned houses, an amended social code for organizations, and more consistent enforcement of the alcohol policy in the residence halls. Her vision for the student affairs department is to make sure its policies and programs complement the goals and values of the academic programs to the greatest extent possible, consistent with a student development philosophy.

The senior student affairs officer (SSAO) at Gonzaga University in Spokane, Wash., has been at the institution for many years and understands the institutional culture as well as any one. Her vast knowledge of the campus and tightly-knit relations with faculty, students, and administrators, make her a key “go to” figure when problems inevitably arise. Many issues take her far afield from the traditional student affairs portfolio of activities.
Effective student affairs leaders focus on getting things done well rather than worrying about who reports to whom.

No single organizational structure is common to all 20 DEEP institutions. At the same time, all are highly collaborative entities in their relations with academic affairs. This operating approach is strongly endorsed and modeled by the SSAO. Typically, the reporting relationship is a function of what works well on the specific campus. For example, at Miami University (Ohio), the vice president for student affairs reports to the president. In other cases, such as at the University of Kansas, the SSAO reports to the senior academic officer. More important, at DEEP institutions SSAOs and senior academic affairs officers, in addition to staff and faculty of their units, work together well. Staff and faculty at Wabash College in Crawfordsville, Ind., speak of “a unique level of collaboration between academic and student affairs,” which is a model for the community.

The claims made on the time of SSAOs vary widely from campus to campus. In some settings, leaders spend the preponderance of their time with other senior institutional officers, governing board members, and off-campus constituents. In other cases, the position demands a hands-on approach with the SSAO working closely with students and faculty.

At George Mason University in Fairfax, Va., student affairs staff worked diligently over a long period to ensure that orientation linked students to the educational mission of the institution. Over time, more people from academic and student affairs became involved in the first-year experience of George Mason students. According to one observer, this was an “amazing orchestra of faculty, staff, administrators, and students working in amazing cooperation.”

Sweet Briar College in Sweet Briar, Va., renamed its student affairs unit the division of co-curricular life to underscore the institution’s goal of bringing in-class and out-of-class experiences closer together. Senior administrators seek ways to blur the lines between student affairs and academic affairs to create a seamless learning environment. Co-curricular life staff members see their mission not as distinct from academic affairs, but integrated with academic life and supporting it. Its mission more clearly focuses on enhancing student engagement and learning.

Effective student affairs leaders know, embrace, and advocate on behalf of all their students.

An endearing characteristic of DEEP schools is that faculty and staff members believe in and are committed to working with the students they have, not those they wish would enroll. Winston-Salem State University in North Carolina has a strategic plan that emphasizes developing leadership skills in all students. Permeating every policy and practice is a deep commitment to student achievement bolstered by high expectations, leadership, and service.

At Ursinus College in Collegeville, Pa., faculty and student affairs staff work together to provide a safety net for students. Advisors communicate directly with resident assistants to learn more about students’ out-of-class lives to better understand factors that contribute to students’ poor academic performances. Communication goes in the other direction as well, with staff informing faculty advisors if disciplinary action is pending.

A key component for understanding students is access to good information about them and their experiences. At Macalester College in St. Paul, Minn., the SSAO reviews the
files of all incoming first-year students the summer before they enroll to become acquainted with them before they arrive. The University of Michigan conducted six major studies between 1986 and 2002 about the quality of the undergraduate student experience. The Miami University (Ohio) Office of Student Affairs sponsored several important studies of student life, focusing on such vital topics as the impact of the Miami Leadership Commitment, an initiative to develop the leadership potential of all students. The Miami Climate Survey, co-sponsored by the provost and the vice president for student affairs, examines institutional climate, particularly as it relates to supporting members of historically under-represented groups on campus.

**Effective student affairs leaders are comfortable in their own skin.**

Student affairs leaders know themselves very well. They understand their strengths and weaknesses. Equally important, the institutional fit for each leader is quite good, as might be expected of a strong performing organization. At the University of Maine at Farmington, for example, the vice president for student affairs and community services frequently strolls around campus between classes to stay attuned to the pulse of the student body. We observed several students stop to talk briefly with him, referring to him by his first name. In another case, when an upper-level administrator was referred to by title and last name, it took one student a moment to realize who it was. “Oh, you mean Bill,” he replied.

Finally, the fingerprints of the recently-retired Longwood University vice president for student affairs can be found throughout the structures and experiences designed for students. A national leader in student affairs, she worked tirelessly with faculty and senior administrators to provide an environment where high-quality, educationally purposeful, out-of-class experiences enriched the student experience.

As noted by Linda Reisser and Larry Roper in their chapter, “Using Resources to Achieve Institutional Missions and Goals” in *Good Practice in Student Affairs: Principles to Foster Student Learning* (Jossey Bass, 1999):

> Student affairs professionals must be leaders who understand the mission, context, and culture of their particular institutions… Within and beyond the institution’s mission, they must also be true to the mission of student affairs, which has as its overarching goal the promotion of student learning in the most holistic sense of the word.

We could not agree more with this view. Student affairs professionals at DEEP schools are masters of their practice. Their contributions to enhancing the educational missions of their institutions make their work indispensable to the vitality of their schools and add value to the student learning experience, directly and indirectly.

You can find more examples of high-performing colleges and universities in *Student Success in College: Creating Conditions That Matter* by George D. Kuh, Jillian Kinzie, John H. Schuh, Elizabeth J. Whitt & Associates (Jossey-Bass, 2005) and *One Size Does Not Fit All: Research-based Models for Student Affairs Practice* by Kathleen Manning, Jillian Kinzie, and John H. Schuh (Routledge, in press). Additional practical and actionable insights are presented in a series of easy-to-read briefs that address the roles of different constituents in creating the conditions for student success at http://nsse.iub.edu/institute/.

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Over the past 50 years, changes in the demographic composition of the college student population have affected the higher education experience both within and outside of the classroom environment. New populations of students are seeking to make cultural connections to institutions and to experience personal forms of cultural growth and engagement. Just as the *Brown v. Board of Education* case had an eventual impact on the educational outlook for changing school structures, the recent decision in the University of Michigan admissions case validated the need for institutions to increase commitment to creating diverse campus experiences that contribute to college students’ overall intellectual journeys. Both students and society are communicating that diversity in action, rather than rhetoric, matters.
To create culturally accurate and efficient institutional programs, student affairs practitioners must empower faculty, staff, and administrators to know, understand, and create opportunities for cultural exchanges on their campuses. Student affairs professionals face many challenges in identifying innovative programs, creative initiatives, and new advising strategies to reach and to serve today’s student populations. Co-curricular practitioners must be more than sounding boards for student leaders. They must create effective institutional programs that educate culturally-specific students outside of the classroom to successfully function and to face the challenges of American society both during and after their collegiate experiences.

A practical model to utilize in constructing a comprehensive student affairs portfolio of cultural practice is presented below. The model urges student affairs professionals and advisors to transcend their “advising” roles to become cultural educators outside of the classroom. Student affairs advisors have typically been co-curricular resources to student organizations or to larger specific student populations such as Greek communities, multicultural communities, and student leaders. Most often, they have served as campus connections or leadership counseling resources for students. However, we challenge the use of the term advisor within the realm of multicultural education and diversity interaction as we look for professionals who can serve multiple roles as advisors, educators, and programmers.

Students of color need more than our advice and opinions. They need us to share cultural knowledge and expertise in developing cultural leadership skills. In sharing both the model’s programming conceptual framework as well as examples of campus programs utilizing this model, the article provides a viable and adoptable framework for student affairs professionals engaged in cultural practice.

Student Learning and Student Life

“...I cried when we visited the plantation. I’m an African American studies major and I have read a lot about black history. But the plantation was so real.”

The Tri-sector Cultural Practitioners Model

The Tri-sector Cultural Practitioners Model is a practical framework for any professional whose primary university charge is to serve multicultural communities in a co-curricular capacity, and particularly within student activities and leadership, multicultural affairs, or cultural centers. The model organizes cultural interaction around three critical factors: cultural education, cultural engagement, and culturally focused personal development. The model offers a level of intentionality that is critical—it conceptually creates a form of practice that is in stark contrast to a one-size-fits-all approach to diversity programming. Diversity programming cannot be executed effectively through one program that seeks to include a little bit of everything (social, academic, and personal development). Nor can program offerings be focused only on one dimension. Instead, the model suggests that, just as we need programs that are solely educational, we also need programs that are completely social or fully dedicated to the personal development of students. The model also proposes that all of these types of programs can be created through a cultural lens. To do cultural programming well, we need to fully develop programs that separately speak to each of these dimensions.
Cultural Education
Programs must educate students on the history and practices of various cultures. Cultural education programs allow students to interact with the critical knowledge necessary to fully understand culture. Traditional venues include lectures, panels, and brown bag discussions. Student affairs practitioners often expand opportunities for innovation in cultural education programs, allowing for a level of creativity in student services that has been slow in developing within other parts of the academy. To engage students outside of the classroom, we should provide meaningful and bold experiences not found within the confines of classroom buildings.

While working at the University of Maryland, College Park, we created an annual cultural immersion co-curricular experience, Cultural Journeys. Over a period of three years, students journeyed to Charleston, S.C., Washington, D.C, and Memphis, Tenn., to immerse themselves in experiences that placed history and culture in context. On the cultural journey to Charleston, 20 students experienced life on a plantation, participated in a historical tour of the city, and engaged in dinner discussions on black history and culture with local educators. This cultural immersion made African-American history and culture a real experience for students. As part of an Alternative Spring Break Collaborative program with the Maryland Hillel, 25 Jewish and black students traveled to Memphis for a cross-cultural immersion program to educate students on Jewish and black history in the South. The program focused on providing students historical learning through museum visits, local history tours, synagogue visits, and discussions on contemporary community issues. A lunch discussion with a Holocaust survivor exposed some students to an aspect of history not previously studied. The interweaving of historical education, cultural/religious exposure, and civic engagement made the program a dynamic learning experience.

Finally, African-centered tours of Washington, D.C., were constructed to provide students, faculty, and staff an opportunity to learn local history in an African context. The tours were facilitated by the Institute of Karmic Guidance and focused on African influences in the layout and design of the District of Columbia. This local focus made students feel more culturally connected to their surrounding communities.

Cultural Engagement
Cultural engagement programs are social in nature and typically include entertainment and activities that promote social interaction. Festivals, multi-ethnic luncheons, and performance troupes are often part of cultural engagement programs. At the University of Maryland, a cultural engagement program was created in the tradition of juke joint social venues established for and by African Americans during the American period of social segregation. The juke joint program encouraged black students who continued to experience isolation at predominately white institutions to network, socialize, and express their creative and literary talents in a socially safe place. The primary component was an open microphone poetry hour, which was accompanied by a disc jockey and free food. The program became a learning experience with the incorporation of historical facts, pictures of juke joints, and background information on African-American entertainment. The goal of the program was not only to provide students of color a social outlet, but to link their present needs for social inclusiveness to a very similar history of social exclusion outside of the institution.

At The Pennsylvania State University, one of the many cultural engagement programs created in the Paul Robeson Cultural Center [PRCC] is the World Cultural Festival. A student welcome program, the World Cultural Festival transforms the student union lawn into a global bazaar with cultural display tents representing the continents of the world, an American grill offering free hotdogs and hamburgers served by faculty and staff, and a performance stage featuring cultural entertainment. During its inaugural year, 1,200 students participated. Additionally, the Penn State PRCC hosts a lunch hour called Taste of the Diaspora for each of the Hispanic, Native American, Black, and Asian/Pacific Islander history months. The Taste includes a food court within the cultural center with free samples of ethnic cuisine, educational displays, table conversation facilitators, festive music, and free multicultural books for attendees. This noon program brings together more than 200 students, faculty, and staff for each heritage month. One of the strongest components of this program is its ability to appeal to various sectors of the Penn State community: undergraduates, graduate students, and faculty/staff. Attendees enjoy the opportunity for interaction and group conversation that is sometimes not available with traditional lectures and panels.

“I was surprised to see how many African-American students I did not know. I have developed long-lasting relationships with most of them. The institute has helped my adjustment to this campus.”

Cultural Development
Personal development programs speak to the holistic development of students, including the growth of leadership, professional, and wellness skills. We share three strong examples of such programs.

The Cultural Leadership Institute is a semester-long culturally based leadership experience developed initially at the University of Maryland that has been replicated at Penn State as a credit-bearing course housed in the College of Liberal Arts. The institute is theoretically based on the leadership and cultural theories of the University of California

Participants are exposed to leadership models and practices of leaders of color as they explore the current challenges and leadership needs of various cultural communities. Broad, culturally focused leadership experiences outside of the campus community are part of the program, which is comprised of five core modules: Culture’s Influence on Leadership, Servant Leadership, Cultural Value-Oriented Organizational Management, Campus Connectedness, and Cultural Leadership Beyond College. The experience typically ends with a Cultural Leadership Exchange with another university or attendance at a national leadership conference. At Maryland, the series grew from a small group of less than one dozen students in its first year to 58 students only two years later. Presidents of almost every major student organization of color have participated in the series prior to assuming their leadership roles. Students from honors and cultural organizations, professional societies, Greek organizations, student government, and even those not affiliated with an organization have taken part in the institute.

At Rutgers University, the RU-New Leads Program serves as a model of urban, empowered leadership. Created by Rutgers Associate Dean Darryl Holloman, RU-New Leads creates a community of civic-minded individuals committed to being lifelong leaders. This program takes students through the five leadership challenges presented in The Leadership Challenge by James Kouzes and Barry Posner (Jossey-Bass, 2005) and engages them in activities within the Newark community. The program begins with an introductory retreat and includes leadership sessions that teach the five leadership challenges. Students are charged to enact the five expressions of leadership through civic involvement in the community, including collaborative work with Newark Central High School, Habitat for Humanity, St. John’s Soup Kitchen, and participation in a walk for literacy. The program not only develops engaged cultural campus leaders, but creates culturally oriented and civically engaged leaders to serve society.

**Campus Conversations** was constructed originally at the University of Maryland to enable students of the African Diaspora to meet and develop relationships with administrative leaders on campus, including the president, provost, vice president of student affairs, and student affairs directors, as well as to practice leadership skills. Facilitated by a professional staff member, the program informs student leaders of new and changing campus diversity initiatives and resources. It also provides administrators with feedback and suggestions on the needs of students of color. Campus Conversations was an essential, university-driven program to proactively assist organizations of students of color in becoming actively involved in institutional change—their cultural leadership legacy. At Rutgers University, Campus Conversations extends beyond the African Diaspora and connects all student communities to senior administration through a very powerful dialogue series. In a six-program format, students representing various communities meet collectively with the provost to identify dialogue issues and topics for follow-up conversations. These conversations are intended to strengthen relationships and create viable opportunities for students to engage in service activities.

**The First Two Years/Two Years to Go** program was created at the University of Maryland in response to alumni of color who obtained degrees but were not working in their chosen career fields. The program provides individualized professional development assistance to students of color as a partnership between the cultural center and the career center. Students were divided into two primary groups: those in their first two years of college and those in their last two years. The former group participated in monthly professional development workshops to better understand professional development opportunities offered on campus through student leadership involvement in their first two years. Experiences included undergraduate research, campus-based work, student organizational involvement, faculty apprenticeships, and external summer institutes, internships, and scholar programs. Additionally, students participated in dining etiquette, professional presentations, and portfolio development workshops. In the last two years of college, students received intensive assistance in applying for graduate school and jobs, including informational interviews with employers, mock interview sessions, business protocol training, and field trips to regional job fairs. The network of personal contacts that program coordinators shared were cited as critical to the success of the program.

Excellence in cultural programming is a well-blended mixture of cultural education, cultural engagement, and culturally focused personal development. All three of these areas can be guided by student affairs practitioners as part of a solid portfolio of student service.

*Toby Jenkins is director of the Paul Robeson Cultural Center at The Pennsylvania State University.*

*Clayton Walton is assistant dean and director of the Office of Student Life and Leadership at Rutgers University-Newark.*
The Extraordinary of Student Affairs and Auxiliary Services
Partnership

An Organizational Perspective
From an organizational perspective, administrators have come to think of colleges and universities as entities comprised of several divisions: academics (the faculty and the library), student affairs, business affairs, and advancement, to name the typical higher education configuration. While educational professionals acknowledge these structured silos, today’s students, as education consumers, see a different configuration. Students experience higher education ultimately as two divisions—academics and campus services. Academic affairs tops the priority list of higher education, which is only fitting. However, campus services, the melding together of student affairs, auxiliary services, business services, and even some academic services, are critical components of the educational process as well.

Student Development’s Critical Role
Those that really understand higher education realize that every employee in a college or university is an educator. This view is certainly held by student affairs professionals who seek to develop students as whole persons. As part of the student development process, student affairs contributes to students’ intellectual growth, social awareness, spiritual awakening, cultural savvy, career searches, and sense of campus community. Student affairs’ sibling in the student growth process is the academic side of the house. However, student affairs’ real dance partner in higher education is campus auxiliaries.

Auxiliaries as a Revenue Source
In the past few years, campus auxiliaries have come to the forefront as a significant source of funding beyond student-paid tuition. Higher learning institutions have increasingly turned to revenue-generating campus services for additional monies to aid depleted institutional coffers. Money talks, and a myriad of revenue-generating and cost-cutting options on campus are examined today as never before. As entrepreneurial ventures, auxiliaries are at the top of this list of options. At the same time, if student affairs is to continue to grow, it must find ways to contribute to the positive finances of the institution. As federal and state funding of public institutions has decreased in recent years, the financial contributions of auxiliary services have increased. If student affairs is to improve its position at the university decision-making table, practitioners must prove that student affairs can operate an efficient and effective organizational structure while still enhancing student learning.

A growing trend of outsourcing and privatization places even more emphasis on campus services as revenue sources. In the past, business operators, who contracted to manage food service and bookstore units in the higher education arena, focused solely on the specific business line. However, as the savvy leaders of these business entities study the unique nature of higher learning, they recognize that campus services and students are more than just business. Business partners who operate campus services independently or in college-partnered arrangements today realize that their success is tied to overall institutional and student success. Hence, the most successful contractors have become partners, along with student affairs and auxiliary leaders, in providing expected contract services, but also in attending to and championing student growth opportunities.

The student affairs and auxiliary services partnership comes into play in areas of student development, the primary reason that most of us became involved in higher education. To help students develop, student affairs and auxiliary services professionals must understand the issues and concerns that are important to them.
Students as Consumers

Beyond bolstering college and university revenues, auxiliary services, along with various student services units, are the front-line operations that interact most frequently with students. Auxiliaries are ideally positioned to experience and react to student trends, perhaps more quickly than any other campus division.

Throughout higher education’s history, every generation of collegians exhibits a changing culture and perspective. Students in the 1950s brought increasing attention to social consciousness, and those of the 1960s raised civil rights issues for consideration by American society. Today’s students are consumer-oriented to an extent unlike any preceding generation. Contemporary students are consumers first, students second. Their service expectations go far beyond student wants of even 10 years ago. Students of earlier generations stood in numerous lines all day long, complaining all the while, to obtain the coveted computer punch card that enabled them to register for much sought after courses. Today, how many students stand in line for anything? The Internet, the number of competing higher education institutions, and a faster-paced society have dramatically changed expectations. Meeting students’ basic service needs is a fundamental requirement of a college or university to gain initial enrollment interest and admission applications and to retain students.

According to Arthur Levine and Jeanette S. Cureton in their book, *When Hope and Fear Collide: A Portrait of Today’s College Student* (Jossey-Bass, 1998), contemporary students want: their college nearby and operating at the hours most useful to them, preferably around the clock. They want convenience; easy, accessible parking; no lines; and polite, helpful, and efficient staff service. They also want high-quality education, but are eager for low costs. For the most part, they are willing to comparison shop, placing a premium on time and money. They do not want to pay for activities and programs they do not use. In short, students are increasingly bringing to higher education exactly the same consumer expectations they have for every other commercial enterprise with which they deal. Their focus is on convenience, quality, service, and cost.

The basic campus services provided by auxiliaries deliver the goods to meet the baseline needs of these student-consumers and help to get them and keep them on campus throughout the day and the academic term. Like it or not, good business practice and, increasingly, good higher education practice require education professionals to tend first to students’ desires for convenience, quality, service, and cost. After these desires are met, educators are then able to concentrate on the creation and maintenance of an appropriate academic curriculum and sound pedagogy.

How do auxiliaries fit into the campus service idea of meeting student development needs? Auxiliaries make countless contributions to student learning and the overall campus community as well as provide a funding source that is critically needed in today’s higher education world. Good auxiliary services leaders understand that customer service is not enough in higher education. We are building independent learners and enhancing the educational process.

Today’s students are consumer-oriented to an extent unlike any preceding generation. Contemporary students are consumers first, students second.

Auxiliary Services Contribute to Leadership

Student Employment

Beyond increased revenues, auxiliaries provide a slightly different dance option to students than student affairs. First, campus support services offer a significant resource for student employment on campus. Students have access to paying opportunities to apply knowledge obtained in the classroom. In addition, they can utilize experiences in the workplace to obtain higher paying and more prestigious positions on campus. Those students inexperienced in the work world can develop some practical skills to enhance their knowledge base and life experiences in supportive environments. As they perform and show initiative, astute auxiliary leaders promote students in pay and/or in position. Data from the 2004 National Survey of Student Engagement (NSSE) show that on-campus work is a leading indicator of success in virtually every academic environment.

Leadership Training

Today’s campus services are a venue for leadership training. In more advanced employment roles, and even in basic jobs, students have a testing ground to develop and hone fundamental and advanced leadership skills in a safe environment. Even if they make mistakes, students are not endangering careers or their professional futures. Campus auxiliary services supply a leadership training lab experience that is more advanced and closer to real life than the role-play and case-study group projects assigned to students in the academic curriculum.

Multicultural Education in Action

Auxiliaries provide students with a prime setting for gaining practical multicultural experiences. What could be more enlightening than to work with others from different ethnicities, genders, races, and nations? Real work responsibilities help students form broader acquaintances. While students may still socialize in comfortable social cliques with those of their own ethnicities or cultures, auxiliaries offer a network of co-workers and new friends of potentially differing ages, genders, and cultural perspectives.
Student Retention
Auxiliaries augment the good work of student affairs in student retention. Students have to attend and participate in academic courses to make satisfactory academic progress and to stay in school. Succeeding academically and staying in school is a challenge for many first-generation college students. Other than mandatory classes, what else draws students to campus? Campus services’ training opportunities and activities devised, promoted, and conducted by and in collaboration with student affairs provide many options. The auxiliaries afford an occasion to expand the “must dos” of classes and augment the “would like to dos” offered by student services through convenient eating, shopping, and living opportunities on most campuses today. Campus services provide many of the life essentials that students want and need. Through meeting basic service expectations and demands on campus, students become networked with classmates, friends, faculty, and staff. This retention boost leads to heightened campus community.

Enhanced Campus Community
Campus community is enhanced through the basic services provided by auxiliary services. With the cup of morning coffee from the campus café, the daily newspaper from the campus store, the warm room in student housing, the latest trade book in the bookstore, or the fresh salad at lunch, campus services add to the efforts of student affairs professionals to build campus community. In facilities overseen by campus services, friends meet, eat, interact, laugh, share, and sometimes cry together as part of the campus community that every higher education institution seeks to stimulate.

The Extraordinary Partnership
The student development that we seek for every student can occur most effectively when all elements of campus support the idea. Concentrated, strategic student development is not a universally accepted fact. However, the support that student affairs provides to auxiliary support services and the backing the auxiliaries give to student affairs make for a splendid partnership. Student affairs and auxiliary services have developed into a dancing duo with an affinity for each other and those they serve. When gliding around campus, these partners are a proficient pair. Students, higher education, and American society are the beneficiaries of their important collaborative work.

Jeffrey S. Pittman is vice president for student services at Regent University in Virginia Beach, Va., and an adjunct professor in the school of education. He is immediate past president of the National Association of College Auxiliary Services (NACAS). He also serves on the boards of the NACAS Educational Foundation and the Council for the Advancement of Standards in Higher Education (CAS).
An Interview with Author Cathy A. Small

Cathy A. Small, a cultural anthropologist with a Ph.D. from Temple University, is currently a professor of anthropology at Northern Arizona University. Her ethnographic work has focused on understanding long-term social change, particularly the rise and fall of social institutions, the long-term implications of social structures, and the processes by which culture changes.

Small drew on her anthropology background to research the culture of first-year college students in an attempt to better understand and reach current undergraduates. She subsequently wrote a book documenting the year she spent as a college freshman, *My Freshman Year: What a Professor Learned by Becoming a Student* (Cornell University Press, 2005), under the pseudonym Rebekah Nathan. As a preview to her keynote presentation at the NASPA Annual Conference on March 11, Small discussed observations from her freshman year.

**How did you address the age difference between you and other freshman?**

“I never tried to pass as a 20-year-old student—how could I at 50?—and I never spoke directly about my circumstances unless asked. I did not get many questions from other students, in part because of the egocentrism of adolescents. A few student friends told me afterwards that they thought I was divorced and assumed there was a sad story attached to it. My high school transcript was accepted when I applied and I paid my tuition just like every other freshman.

My age difference became most relevant in social situations. That is my weakest area in the book in terms of observations. Let’s face it, who would invite me to a three-keg party? Even those students that were very friendly with me had some reservations about inviting me to events where they were looking to ‘hook up.’ As a result, my social life was limited to dinners out with student friends, an occasional ‘underground’ music scene, and parties—both drinking and not—to which everyone was invited.

In the classroom and in the dorm, I felt very accepted. I participated in study groups and made presentations with other students. I recall attending a presentation with a group of students from my dorm hall on safe sex entitled ‘100 Ways to Make Love Without Having Sex.’ It started with a rude comment from a student from a different dorm who remarked, ‘Oh great, we have somebody’s mother here.’ My hallmates were outraged.

I experienced a real sense of loyalty as a member of the dorm. I was a good example of students’ acceptance of diversity, the way they worked with me and did things with me. If thrown into certain situations with all types of different people, you adapt. The students did and so did I.”

**Why did you choose to write this book anonymously?**

“At first, I was heavily criticized for writing a book as, what some writers termed, an ‘undercover freshman.’ Many felt it was outrageous for an academic to write an anonymous book. Some people, including anthropologists, accused me of spying on students or using their words and stories without their permission. This is just not true. I received informed consent from everyone cited in the book and about all of the incidents I reported. There is not a single thing in the book that I did not get written or taped permission to include. If I didn’t get permission, I didn’t write about fellow students’ lives. As a result, many of my conversations and certain events that occurred in my shared life as a freshman do not appear in the book.
Anthropologists, when they study people in a certain area, often make up the name of a village to create more privacy for their subjects. It is an accepted practice in anthropology. I did not realize until I was in the writing process that if I used my own name, readers could identify my university. That’s what led me to use a pseudonym. A New York reporter picked up certain clues in the book—geographical references, the size of the university, and other education-related items. He made the connection to Northern Arizona University.”

How has the higher education community responded to the book?
“‘I never intended to be ‘outed.’” But, as a result, I have received invitations from more than 15 universities to speak. Many are interested in pursuing the connection between student services and academic life. I am meeting faculty and students, and getting wonderful responses. The articles and editorials that have been written at my own university have all been tremendous. In fact, students have thanked me for taking a year out of my life to understand what they are all about.

When my identity and the identity of my school was outed, I was very concerned about student privacy and that my university would not understand. But everyone has been fantastic—the administration, student services, and the faculty. Thirty faculty signed up for a book discussion group to look at how we might apply the findings; Northern Arizona University President John Haeger distributed books to administrators and all regents; student-life professionals and I are working as a team to look at implications; and a campus-wide presentation will promote discussions between student services, faculty, and students. This is the conversation I was hoping to hear and why I wrote the book—to come to terms with what is happening among our students. Many conversations are about the whole freshman-year experience. We are revisiting that idea at Northern Arizona University, and are refashioning the concept to see what is possible at all levels of the system.”

How do you characterize today’s student?
“Today’s students are different in many ways from their predecessors, for instance the speed at which they operate, their practicality and utilitarianism, and how they process information. They are very different from any assumptions we have made based on our own experiences or even those experiences of students a generation or two ago.”

Do today’s teaching styles match student needs?
“I don’t think so. Arthur Levine, citing Charles Schroeder, argued that professors prefer more passive learning technologies with lots of autonomy and a high level of abstraction. They want individuals to take control of a more abstract, nonlinear style of learning.

Then you look at what most students respond to: concrete, hands-on, practical learning that is less abstract and more linear. We have to ask ourselves: Should we teach based on our own preferences or the ways our students prefer to learn?

What adjustments can we make to reach today’s students?
“Prior to World War II, approximately 16 percent of high school graduates attended college. Today, two-thirds of high school graduates attend college. A greater segment of American society now goes to college and many of those students are poorer, less elite, less prepared, and in greater debt than their predecessors. They come to college seeking a practical, relevant education, often with a path to a career.

Too many professors decry what students are not: ‘They’re not interested enough. They don’t care about learning. They don’t read.’ Let’s face it. If we can’t draw students to what we teach after seeing them three times a week for 15 weeks, we are not doing our jobs. Give any marketer or advertiser a captive audience several times a week and see if they won’t find a way to raise interest in their product! If we are not getting through, it is not because the audience is at fault. It is because we have not found a way to engage the audience.

My mission as a teacher, no matter how prepared students enter the classroom, is to make adjustments as needed to get the lessons across. I don’t want to ‘dumb down’ the message, but to figure out how to communicate and engage this particular group of students. No matter what or how I think I should be teaching, my job is to reach the students in my class regardless of their backgrounds, their initial interests, and their knowledge.

The Buddhist philosophy of teaching espouses ‘skillful means,’ which says basically the same thing. You need to try radically different approaches, depending on your audience, if you want to reach them.

What are different approaches to reaching students?
“Even though students seem disengaged, they repeatedly say they are in college to learn. When I asked students what they were learning and from where, I found out that, in their perceptions, 65 percent of their most meaningful learning comes from outside the classroom. As a teacher, that means I have to connect what we do in the classroom with what is happening outside the classroom.

For instance, in my class on ‘Anthropology of Everyday Life,’ when I teach about the concepts of ‘family’ and ‘marriage’ in other cultures, I engage students by asking them to write a personal ad as a way to communicate what they are looking for in terms of relationships. We also look at personal ads from other countries and through them compare what different cultures think of dating, marriage, and family. When we talk about folklore and stories in other cultures, we tell and examine our own family stories and the principles and values our family stories teach. When we study art, we go to the dorms and look at dorm doors—how they are decorated. We are constantly looking at our own lives to make connections and to locate the materials we are studying and learning in the classroom.”
How can student affairs better integrate academics with life outside the classroom?

“There is so much potential to bring what happens in the dorms and in students’ lives into the classroom, and vice versa. Faculty must work to promote different relationships with the residence halls and residence hall directors. We must do more than simply bring a lecture into the dorm lobby. There are also lots of opportunities to work with senior student affairs officers (SSAOs) in the learning process.

Student services include everything students are doing when they are not being educated in the classroom. There are real limitations in how faculty look at the learning process. They feel they do not need to know about the other things that students do. They must realize that dorm life is not separate from the classroom; it is all related. We must look at intellectual life, campus community, and diversity as contributing to the total education of students. Learning is not possible without interaction between the academic side and the student life side.

I am coming to the NASPA Annual Conference hoping to work with SSAOs as a team. As an anthropologist who has learned about student culture firsthand, I believe that by partnering with talented people who do this for a living, from residence hall advisors to senior-level administrators, together we can identify what is viable and what can be changed in our interactions with students.”

You use an anthropology term, liminality, when speaking about the first year of college. Can you explain?

“There is a term in anthropology call the ‘liminal state’ or ‘liminality.’ The term comes from looking at rituals and rites of passage throughout the world, the movement from one status in life to another. College has been looked at as a rite of passage that brings an adolescent into adulthood. In the liminal or ‘in-between’ state, a young person moves from the world he or she knows to a state that can be thought of as ‘suspended animation’ in which the standard rules of society do not apply. Around the world, often these states involve putting an adolescent in a new space with new clothes, food, and rules. In some cultures, there is a supernatural or magic quality—certain things are expected to happen to students before they return to their world. This state can be compared to what happens when students leave home to attend college. They are in different places, away from families, surrounded primarily by people in their own age group. Different rules now apply—sleep patterns are different and students get to make their own decisions about whether to go to class or how much to drink. There is a tremendous amount of freedom as well as uncertainty.

It brings you into a different relationship with others. Most students grew up in a neighborhood with others of the same race and religion. Now, they are in a new mix where inequalities are lessened as students share similar statuses. They come together under stress and go through certain rituals together such as hazing, classwork, and exams. There is a lot of potential during this rite of passage. For instance, diversity becomes part of students’ lives in the dorm when they meet students from different countries, ethnicities, or religions. They can see things about the world of their parents—their customs, values, and attitudes—that they did not notice before. This liminality can be transformative.”

What do you think students expect from their college educations?

“Students today think much more about paying off debt when they graduate. They focus on majors that can lead to careers with good job titles attached. With tuition hikes outpacing inflation and a greater reliance on student loans, many students must work to support their daily activities. That means academics must fit into a shorter time frame, and they devalue courses and activities that may not be on their career tracks. There is definitely less interest in liberal studies. In line with their career focus, students must join the right professional clubs, show their community service orientation, and complete internships to look purposeful and on track when they graduate. There is a whole set of new priorities.

There is a squeeze on academics with so many things happening in their lives. Students must become super-efficient and they begin asking questions, such as, ‘Do I really need to buy this book for the course?’ and, ‘Do I have to do this reading to pass the course?’ ‘Maze-smart’ is what George Kuh calls it. Learning is not so much the issue, it is learning to get through the system so you can get into the work world. Higher education is not what we envision; to many students it has become all about being ‘maze-smart.’

These students are tracking through the higher education system. Unfortunately, in their late 20s and early 30s, some decide they do not like the career track they have chosen and may then question the worth of their educations. Within five years of graduation, much of the information they learned about their respective fields is obsolete.

How can we convince undergraduates of the value of opening to new possibilities? To ‘tracks’ not yet formed? How can we encourage students to take advantage of their liminal status to forge new critiques of our world, and new directions for what the world (and they) can be? This is the transformative potential of the college experience.

But because of the demands placed on them, particularly financial demands, seniors are pulling out of the college experience even before they graduate. We need to draw students back into what college is all about—a life of ideas, a connection to community, and a means to broaden experiences, and, in so doing, re-envision our world.”

Nancy Grund is managing editor of Leadership Exchange.
FERPA and Communicating with Parents

By John Wesley Lowery

In recent years, many colleges and universities have worked to develop partnerships with parents to enhance student learning and development. Whenever these conversations occur, questions invariably arise about the extent to which student affairs professionals can share information with parents under the Family Educational Rights and Privacy Act of 1974 (FERPA). Under FERPA, students have some control over the release of their educational records. However, FERPA regulations also clearly allow information to be shared with parents in a number of different circumstances. Those educational records do not include all of the information that student affairs professionals have about students. For example, observations about students based on interactions with students do not qualify as “records” under FERPA.

Releasing Information to Parents

One exception, which has been included in the legislation since 1974, allows a college or university to share information with the parents of dependent students without students’ consent. Once the institution confirms that students are claimed on their parents’ tax returns for the previous tax year, FERPA does not prevent the institution from sharing information with parents. The determination of dependent status can be made by reviewing copies of parental tax returns or by asking students. If an institution is going to make an assumption about students’ dependency, the starting assumption should be that students are independent. An institution cannot make affirmative assumptions that students are dependents.

The FERPA regulations also allow for the release of records in health or safety emergencies. This release could be to parents or others responding to the emergency. However, institutions must understand that the Department of Education strictly interprets this provision. In February 2004 testimony to the National Committee on Vital Health Statistics, Ellen Campbell, deputy director of the Family Policy Compliance Office (FPCO), stated: “The FPCO has consistently interpreted this provision narrowly by limiting its application to a specific situation that presents imminent danger to students or other members of the community, or that requires an immediate need for information in order to avert or diffuse serious threats to the safety or health of a student or other individuals...Any release must be narrowly tailored considering the immediacy or magnitude of the emergency and must be made only to parties who can address the specific emergency in question.”

It should be clear from Campbell’s testimony that while the health and safety emergency exception is not to be used lightly, it does provide an opportunity to share information with parents in certain serious circumstances such as the wake of a suicide attempt.

FERPA and Under-Age Drinking

The most recent change to FERPA that expands the ability of institutions to communicate with parents was passed in 1998. After the death of a number of college students in Virginia in fall 1997, a statewide taskforce addressed issues of alcohol abuse by college students and strongly recommended that colleges and universities partner with parents to address under-age drinking. To that end, Sen. John Warner (R-Va.) introduced an amendment to the law to allow parental notification when a student under the age of 21 was determined to have violated institutional alcohol policy or state or federal laws governing alcohol and other drugs.

It is useful to note that each institution is not required to conduct a disciplinary proceeding in order to make this determination, but instead the institution may establish its own policies for parental notification. This change to FERPA did not supersede any state laws that prevent parental notification as is the case in California. According to a recent study of 349 institutions that I conducted with colleagues Carolyn Palmer and Donald Gehring, 46 percent of responding institutions had formal parental notification policies. However, these policies were far more common at private institutions (55 percent) than public institutions (40 percent).

Written Consent for Release of Records

In addition to these exceptions, institutions can also seek written consent to records from students to allow the release of information to parents. This written consent should simply indicate what information from the students’ education records can be released and to whom. Some institutions have begun to develop written consent forms that students can sign to allow release of information to parents, and institutions share this information with parents during orientation.

The release of information to parents under the exceptions described above is optional. FERPA simply allows institutions to share information with parents when these conditions are met. However, in some cases, other laws or policies may require the release of information to third parties, including parents. Campus administrators must also be mindful of the significant issue of potential tort liability for an institution’s failure to notify parents in the tragic situation when a student commits suicide. While the legal issues raised by these lawsuits are not clearly resolved, the issues cannot be ignored.

John Wesley Lowery is assistant professor and coordinator of the Higher Education and Student Affairs Program at the University of South Carolina. He is author of the chapter, “Legal Issues Regarding Partnering with Parents: Misunderstood Federal Laws and Potential Sources of Institutional Liability,” in Partnering with Parents of Today’s College Students by Kurt Keppler, Richard Mullendore, and Anna Carey (NASPA, 2005).
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The Fuss Over Facebook

BY MELISSA DAHNE

This month marks the two-year anniversary of Facebook.com, a free online directory that connects primarily students through social networks at their respective universities and colleges. The site has quickly become a campus favorite, with about 85 percent of students at more than 2,000 colleges using it to hook up with long lost friends, join social groups, check out photographs of other students, and find parties, according to a recent Chicago Sun-Times article.

While many students think that the photographs and written content in their profiles can only be viewed by their peers, the site is accessible to anyone with an Internet connection, including college administrators and potential employers. This poses new questions to administrators about institutional policies regarding Facebook and similar social networking sites.

Recently, university administrators have been faced with the dilemma of how to respond to potentially illegal content posted on Facebook. In October, Cameron Walker, a sophomore and the president of the Student Government Association at Fisher College in Boston, was expelled after helping create a Facebook group comprised of Fisher students that posted critical remarks about a university police officer, including a scheme to involve the officer in a sexual-assault scandal, says John McLaughlin, chief of campus police at Fisher College.

Fisher administrators acted quickly and decisively, taking action against Walker on a Monday after learning of the postings the previous Friday, McLaughlin explains. That same week, about 75 of the school’s 600 students attended a town meeting called by administrators to discuss the disciplinary actions and to answer students’ questions. “It opened the door to greater debate,” McLaughlin says. “I was quite impressed with the response and the support of the students. They understood the gravity of the situation.”

Institutional concerns should not be limited to Facebook, advises Daren Bakst, president and general counsel for the Council on Law in Higher Education. Generally speaking, Bakst says, students should not post content to Facebook that falls under the realm of unprotected speech. “Students shouldn’t write things that are lies; they shouldn’t defame; they shouldn’t libel; and they shouldn’t harass someone,” he says. Bakst emphasizes that institutions should have other protections in place, such as codes of conduct, computer use policies, and harassment policies that can be applied to Facebook. However, he notes that these protections may differ between private and public institutions.

If universities set a precedent of aggressively searching Web sites for violations, it could create new expectations that institutions will and should be doing this as part of their ordinary course of business, which could place more legal responsibility on institutions.

At the same time, Bakst says, institutions should not be so overzealous as to actively patrol Facebook profiles looking for violations. After their October incident, Fisher administrators “uncovered all kinds of other embarrassing things” on Facebook, according to McLaughlin, but officials did not take action against those students.

“There’s no obligation to go that far,” Bakst explains. “Being so proactive ultimately creates a new risk for all institutions.” If universities set a precedent of aggressively searching Web sites for violations, he continues, it could create new expectations that institutions will and should be doing this as part of their ordinary course of business, which could place more legal responsibility on institutions.

Still, this does not absolve institutions of the responsibility to respond to information they receive regarding potentially illegal material, especially if it threatens public safety.

Current Policies May Apply to Facebook

Such incidents have created a buzz among college and university officials about liability risks associated with certain types of content posted on Facebook, such as photographs of students drinking or using drugs, and written content that defames individuals or threatens public safety. Many question whether institutions should develop written policies that specifically address Facebook.
Rather than spend institutional resources to patrol Facebook for violations, some institutions are educating students on the legal and personal ramifications of abusing Facebook. There is no law that prohibits institutions from disciplining students for what they have posted on Facebook, Bakst says.

At the town hall meeting at Fisher College, McLaughlin emphasized to students to “think about what you put on there; you might regret it 10 years later. Once things are in a public forum, you don’t know where it’s going to lead.”

The University of Missouri-Columbia created a Facebook task force last semester after the vice president-elect of the student government, 19-year-old sophomore Brooke Moody, posted a picture of herself bound to a chair by duct tape as someone poured beer into her mouth, according to a school newspaper article. As in the Fisher College case, a student notified university officials of the photograph.

“There’s a lot of confusion on what the university standpoint is on Facebook,” says Donell Young, coordinator of the Office of Judicial Services for the University of Missouri. While the university does not want to restrict content on or patrol Facebook, Young warns students, “If you are doing illegal activities, you can and will be held accountable.” In an effort to alleviate confusion regarding the university’s stance on Facebook, Missouri’s Facebook task force, made up of three students and seven faculty members, meets biweekly to discuss and plan methods of educating students about Facebook. The task force plans to send e-mails to students, hold presentations and panel discussions, and even post ads on Facebook in the spring 2006 semester to encourage students to think carefully about what they post online.

“The best place to get information out to students is where they are, which is the Facebook,” Young says.

At the 2006 Annual Conference, NASPA will host a special-interest session titled “Thefacebook.com and Other Online Communities: Community Builders or Headache Inducers?” Please visit www.naspa.org/conference/schedule for more details.
Who’s Reading What?

**Freakanomics** by Steven D. Levitt and Stephen J. Dubner (William Morrow, 2005)
This is a fascinating, off-beat book written by an economist who was inspired to write it after an interview with a *New York Times* reporter. The book teaches us that if we just ask the right questions, we can understand certain phenomena that may seem to have no definitive answers. Levitt studies the riddles of everyday life from cheating and crime to sports and child-rearing. His conclusions regularly turn conventional wisdom on its head. Some of the questions he poses concern life-and-death issues; others have an admittedly freakish quality. Thus, the new field of study contained in the book: freakonomics. Levitt’s basic tenets include: Incentives are the cornerstone of modern life. Conventional wisdom is often wrong. Dramatic effects often have distant, even subtle, causes. Experts use their informational advantage to serve their own agendas. Knowing what to measure and how to measure it makes a complicated world less so.

**Everything Bad is Good for You: How Today’s Popular Culture is Actually Making Us Smarter** by Steven Johnson (Riverhead, 2005)
One of the most fascinating books I have read in a long time, this book offers perspectives on the newest generation of learners and thinkers. Johnson takes on one of the most widely held preconceptions of the postmodern world: the belief that video games, television shows, and other forms of popular entertainment are detrimental to cognitive and moral development. Johnson’s argument rests on the Sleeper Curve—a universe of popular entertainment that trends, intellectually speaking, ever upward, so that today’s pop-culture consumer has to do more “cognitive work.” That means making snap decisions and coming up with long-term strategies in role-playing video games or mastering new virtual environments on the Internet. We need not worry about how much time our students spend playing video games. According to Johnson, they are learning valuable problem-solving skills and could outscore previous generations on IQ tests taken at the same age. He notes, “It’s not what you are thinking about when you’re playing a game, it’s the way you’re thinking that matters.”

**Execution—The Discipline of Getting Things Done** by Larry Bossidy and Ram Charan (Crown Business, 2002)
Execution is a leader’s most important job, according to the authors. A lack of execution is the single biggest obstacle to success and the cause of most of the disappointments that are mistakenly attributed to other problems. The authors claim if you do not know how to execute, the whole of your effort as a leader will always be less than the sum of its parts. They point out that without execution, breakthrough thinking on managing change breaks down, and they emphasize the fact that execution is a discipline to learn. The authors offer seven essential behaviors that form a building block for execution: Know your people and your business. Insist on realism. Set clear goals and priorities. Follow through. Reward the doers. Expand people’s capabilities. Know yourself.

**The World Is Flat: A Brief History of the Twenty-First Century** by Thomas L. Friedman (Farrar, Straus and Giroux, 2005)
Friedman defines “flat” as “connected”: The lowering of trade and political barriers and the exponential technical advances of the digital revolution have made it possible to do business, or anything else, instantaneously with billions of other people across the planet. Some call the book alarmist, but it essentially is a warning that we westerners can no longer rest on our laurels that we have the best and most highly educated and savvy workforce in the world. He gives numerous examples about how the best and brightest from India and China previously had to emigrate to the United States to plug into the capitalist system of opportunity. Now with the Internet, the world becomes a small neighborhood where communication and competition are just a keyboard away.

**My Freshman Year: What a Professor Learned by Becoming a Student** by Rebekah Nathan (Cornell University Press, 2005)
Living a real life, fish-out-of-water experience, Nathan left her position as an anthropology professor to return to the other side of the podium. Her goal was admirable: Having
felt a sense of disconnect in the classroom, she wanted to gain an increased understanding of how students tick and to learn their motivations from the student vantage point.

Among her findings, Nathan describes how, despite elaborate efforts to get students more involved and to broaden the sense of community, most students remain within a small circle of friends. She tells how students focus on extracurricular activities that will strengthen their positions in the job market. And her study of dining practices provided a stark example of the isolation many minority students still feel despite efforts to build community.

Similarly, she found international students were often grouped with other international students at parties and other events and noted the perceived lack of interest by American students in those with international backgrounds. Many international students were perplexed by the superficial friendliness of American students, citing the many promises of “see you later” or “let’s get together sometime” that never materialized.

Regardless of whether one is working with undergraduate, graduate, or professional students, this book offers a valuable glimpse of life as a student. Unlike depictions of college life in films, Nathan demonstrates that the true experience is far from formulaic and static. It is constantly evolving. One commonality holds true: To understand the lives of students, we must maintain a watchful eye.

Kelly Anders, associate dean for student affairs, Washburn University School of Law

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**Web Sites to Watch**

**Work911 Workplace**
www.work911.com

Originally created as a hobby, this site is authored by a management consultant who shares his publications as well as other materials of interest to managers. The site contains links to more than 2,000 articles on a wide range of workplace subjects. The next time you are ready to call 911 about the latest office crisis, try this site instead.

**Career Journal**
www.careerjournal.com

Billed as the premier career site for executives, managers, and professionals, this Web site covers all of the hot management topics from pay projections to words that score on a résumé. Managed by The Wall Street Journal, this site offers a full set of job search tools and connections to the Dow Jones Network. Features articles, such as “The Common Mistakes Managers Make” and “How to Get Ahead in Five Simple Steps,” change regularly along with columns that include Work and Family, In the Lead, and Managing Your Career.

**@Brint.com: The Biz/Tech Network**
www.brint.com

This leading searchable site provides access to hundreds of articles, magazines, journals, case studies, libraries, and books. Knowledge management, organizational learning, complex systems, intranets, chaos, and intellectual capital are examples of cutting-edge topics explored. Even though the site can look and feel like information overload, this is one of the more comprehensive management resources on the Internet. You must register for access to complete information, but registration requires less personal information than many other sites.

**Axis Performance Advisors**
www.pacifier.com/~axis/

Chances are your institution is either implementing teams or requiring teamwork for management success. This site tells you how to make a team environment work. Visit Axis for the “10 principles of team-based organizations.” If the people you employ drag their feet when organizational change moves forward, Axis tells you what to do with these “bucket draggers.” The site loads quickly, is well organized, and provides practical information on the career-enhancing strategy of team building.

**GLBT Campus Matters** is a monthly 8-page newsletter that gives you a clear look at GLBT issues on college campuses today.

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Measuring the Effectiveness of Student Leadership Programs

A Framework for Assessing Student Leadership
BY KIM E. VANDERLINDEN

The development of student leadership capacity is included in the mission, vision, and objective statements of many colleges and universities. Research shows that valid instruments to measure leadership development are limited, and most colleges and universities lack a comprehensive method to assess leadership learning and development. Many of the current instruments only allow institutions to gain insight into how programs and services affect self-selected student leaders or those students already involved in leadership programs. To comprehensively assess leadership development across campus, a broader number of students with a variety of leadership experiences must be included in assessment initiatives.

While Dennis Roberts and Bill Faulkner, in their adaptation of findings by C. Brungardt and C. B. Crawford published in The Journal of Leadership Studies in 1996, initially put forth an assessment framework for leadership programming, the framework has broader implications:

• Tracking of participation in various activities, programs, and organizations.
• Student reaction to leadership development programs, courses, and other related initiatives, with questions that focus on satisfaction with opportunities to develop leadership skills.
• Knowledge/learning about leadership theories, models, and concepts that explore student definitions. Questions might ask students to define different theories of leadership or the historical development of leadership studies.
• Leadership self-awareness of personal characteristics, strengths, and weaknesses, where students express perceptions of whether they demonstrate certain characteristics. For example, students might be asked to rate their skills in problem solving, communication, and their ability to inspire others.
• Corollary impacts or measurable outcomes for students, organizations or institutions, and the community. For individuals, corollary impacts might include degree attainment, achievement of personal goals, and achievement of educational goals. For institutions, leadership development initiatives might have an impact on the institutional culture and environment and result in the addition or enhancement of programs and services.
• Measuring changes in behavior before and after an experience. A large number of leadership assessments and surveys document student behavior, yet the majority of these assessments ask students to self-report their behaviors and are only indirect measures of behavior. The literature reveals several behaviors that pertain to leadership such as maintaining consistency, taking ownership, nurturing personal relationships, and practicing ethical decisionmaking.

Populations to Assess
Three different populations of students should be assessed to holistically study and understand leadership development:

• A random sample of the general student population.
• Students intentionally seeking leadership knowledge through educational pursuits or those students participating in leadership programs or workshops.
• Students identified as leaders or those in active leadership positions, including student government members and employees.

These three different student populations are each distinct assessment targets for institutions. In addition, alumni and employers of graduates are important constituencies to consider when assessing student leadership development.

Assessment and Benchmarking Opportunities
Leadership development can take place in the classroom, in co-curricular activities, or in the community. The Leadership Institute at Miami University (Ohio), with support from StudentVoice, is creating a flexible and customizable leadership development assessment instrument to allow institutions to assess leadership at a variety of different points and with diverse populations. This study would not be designed to prove a certain theory or framework, but would provide institutions with an instrument that can be applied to measure leadership across many student populations and across particular programs or initiatives.

A committee of experts in the field of leadership studies/development has convened to develop question sets that would be appropriate for benchmarking and would become the accepted standard by which to measure college student leadership. Within question sets, institutions can still opt in and out of sections or add questions depending on their goals.
Survey Sciences Group, the MSL student survey is being administered this spring via the Web to a random sample of approximately 180,000 undergraduate students at 55 diverse institutions across the country. The institutions in the study include historically black colleges and universities, women’s colleges, Hispanic serving institutions, community colleges, liberal arts colleges, religious institutions, and research universities. This institutional diversity will allow for a rich analysis by institutional type. Institutions may also include a comparison sample and custom questions tailored to specific interests. In addition, the MSL also includes a campus assessment of leadership program elements, such as courses, certificate programs, and emerging leader programs to understand what combination contributes to student leadership outcomes.

Findings should significantly enhance both theory and practice on college student leadership development at the national and institutional levels. The results will contribute to the creation of a national normative data set useful for comparative purposes. Normative data will be searchable by institution type, gender, race, and other demographic elements. The data will be particularly useful for researchers and practitioners wishing to compare the needs of their student populations to the national picture. A broader understanding of the leadership development needs of college students will allow institutions to more accurately target their curricula, programs, and interventions. The identification of positive environmental influences on leadership outcomes should illustrate best practices that can be adopted at other institutions to increase effectiveness. Overall, results will contribute to a fuller understanding of leadership development needs, knowledge on how to improve programs and services, and a foundation from which to build future research and practice. The authors anticipate this study will continue in subsequent years.

More detailed information regarding the MSL can be found at http://www.nclp.umd.edu/resources/msl.asp.

John P. Dugan is coordinator for student involvement and leadership and former coordinator of the National Clearinghouse for Leadership Programs (NCLP) at the University of Maryland, College Park. Susan R. Komives is an associate professor for the College Student Personnel Program, senior scholar with the James MacGregor Burns Academy of Leadership, and NCLP research and scholarship editor also at the University of Maryland, College Park.
NASPA has been offering opportunities for participation in international exchanges since 1995 when the first group of NASPA delegates visited France. Since then, NASPA has signed agreements with Australia/New Zealand, China, France, Germany, Ireland, Mexico, South Africa, Spain, United Arab Emirates, and United Kingdom and associations for international exchanges. These exchanges last approximately one week with an international delegation visiting the United States or alternating with a NASPA delegation visiting a foreign country every other year. Participating in an exchange has a number of benefits for institutions and student affairs staff members.

Reap the Benefits of an International Exchange

BY PATRICIA S. TERRELL AND KENNETH J. OSFIELD

The international exchange coordinator selects the delegates based on three factors: the delegate’s institution has hosted an exchange; that institution’s willingness to host a future exchange; and diversity.

Getting Involved
Coordinating an exchange begins with the NASPA international exchange application and institutional agreement form (go to www.naspa.org/communities/kc/page.cfm?kcpageID=83&kcid=8 for more information). A staff member with budgetary authority such as the senior student affairs officer (SSAO) must sign the agreement form to acknowledge that the institution sponsoring the NASPA delegate may host an international delegation in the future. Once the application has been submitted, the NASPA international exchange coordinator selects participants. Potential participants choose three countries from the 10 available. While no applicants are guaranteed their first choices, they are likely to be placed in an exchange in one of the top three countries selected.

Hosting an Institution
Incoming delegations are often planned around the NASPA annual conference or the Southern Association for College Student Affairs/NASPA annual conference. In some cases, delegations may request to visit a particular area. It is recommended that institutions around the conference area work together to host an international visit. All hosting and touring starts and ends with the NASPA exchange coordinator. The coordinator works with representatives from the various countries to arrange the initial exchange and to contact past exchange delegates to secure hosting sites. Typically, one of the hosting sites takes responsibility for the local logistics and the master itinerary. Institutions that may not have the resources to cover hotel and meals often agree to serve as the lead logistic coordinator.

Hosting is not inexpensive, but most hosting opportunities are spread over two to four universities. The majority of expenses—housing, ground transportation, and meals—are covered by the host institutions. Depending on their budgets, institutions provide what they can. Some delegations are housed on campus, and others are housed in local hotels. For those campuses with hotel space, covering the cost of rooms is easier, while other institutions may have apartments available on or off campus.

Joining An International Delegation
Preference for participating in an international delegation is given to universities that have hosted international delegations. The delegation size varies from three to five delegates. An SSAO from a host institution is encouraged to nominate staff for these positions. The international exchange coordinator selects the delegates based on three factors: the delegate’s institution has hosted an exchange; that institution’s willingness to host a future exchange; and diversity. Airfare, lodging, and meals to and from the host country are the responsibility of the delegates or their institutions. NASPA does not fund any of these costs for delegates. Most in-country expenses, including lodging, travel, and meals are provided by the hosts. Delegates may not be accompanied by friends or family, but may arrange for personal, unhosted visits before or after the
exchange. Delegates are also asked to provide host gifts, ranging from coffee table books about their institutions or geographical regions to campus pens and pencils.

Many SSAOs around the country offer to host exchanges every year. These same SSAOs have indicated that whenever a delegation is not full that they are willing to sponsor a participating staff member. Unlike as it may seem, delegations do not fill up or delegates have to withdraw at the last minute. Also, most exchanges are scheduled during the academic year and some staff are unable to travel when school is in session. Exchanges vary from five to 10 days and in most cases the staff are provided administrative leave to represent their respective institutions.

The authors have participated in a total of four exchanges (France, 1997; Germany, 2001; South Africa, 2002; Australia, 2002). During all four exchanges, the delegations were treated with graciousness, courtesy, first-class accommodations, and wonderful food.

Increasingly, our institutions have global education missions. How can we support our students in these endeavors if we have not opened our eyes and learned about the rest of the world? We believe that we have a responsibility to encourage international cultural understanding and an investment in an international exchange is well spent.

Patricia S. Terrell is vice president for student affairs at the University of Kentucky and is a NASPA international exchange coordinator. Kenneth J. Osfield is the Americans with Disabilities Act compliance officer at the University of Florida and chair of the NASPA International Education Knowledge Community.

Getting Started

1. Review the NASPA International Education Knowledge Community Web site (www.naspa.org/communities/kc/page.cfm?kcpageID=83&kcid=8) to view the itineraries from past exchanges in the United States and abroad.

2. Once the exchange coordinator has identified a primary host institution, the primary contact will identify staff from various departments on campus, including the provost, president, international office, student groups, as many student affairs departments as possible, and faculty and involve them in hosting events.

3. In identifying institutions to participate, follow the suggestions of the exchange coordinator, but do not limit yourself to those institutions. Contact surrounding institutions to host breakfasts, lunches, and dinners, and meeting opportunities. There is no limit to the number of institutions that can help host a delegation.

4. Identify one person from each institution to compile itineraries and submit individual itineraries to the designated person responsible for the master itinerary. Keep the exchange coordinator regularly informed and contact the coordinator with questions.

5. Designate one person to be responsible for securing gifts from each campus. Gifts can include something as simple as pencils and as elaborate as glassware. All gifts should be coordinated by one person and assembled in small packages for the guests. Provide thank you cards with business cards enclosed from each person on campus who meets with your guests.

6. Divide the hosting responsibilities into distinct areas—ground transportation, housing, meals, gifts—and identify one person to manage each area.

7. For those individuals visiting another country, the exchange coordinator will appoint one person as the lead delegate. The lead delegate should initiate contact between all members of the group.

8. Each delegate may want to take a few items from their respective campuses, communities, or states as gifts for the exchange host. In the past, the lead host(s) have been presented with larger, more significant gifts while others may receive minor gifts as tokens of appreciation.

9. Delegate, delegate, and delegate.

10. Finally, make it fun for your guests and for your institutions. Break up the schedule with meetings and interesting attractions such as museum visits, campus tours, sporting events, and even visits to local tourist attractions. Enjoy the experience.
What Makes an Authentic Leader?

BY GWENDOLYN JORDAN DUNGY

Executive Director, NASPA

Fe

ew of today’s academic works meet or exceed readers’ expectations. **Student Success in College: Creating Conditions That Matter** (Jossey Bass, 2005) is the exception. I read the book from cover to cover in short order. This book provides concrete examples of how educating students effectively is a shared responsibility. The National Survey of Student Engagement (NSSE) Documenting Effective Educational Practice (DEEP) study described in the book gives examples from schools like yours, citing colleagues you know. The book left me hopeful that on many campuses throughout the country student affairs is making a difference.

Our cover article in this issue of Leadership Exchange focuses on lessons in leadership for our profession based on the DEEP study. We thought it was particularly important to use this landmark study to share how administrators and student affairs staff have taken leadership roles in contributing to the success of high-performing institutions.

Building on the theme of leadership, I was intrigued by an article in the December 2005 issue of the *Harvard Business Review*, “Managing Authenticity—The Paradox of Great Leadership,” by Rob Goffee and Gareth Jones. In your roles as senior student affairs administrators, you serve multiple constituencies and address varied issues in the course of a single day. According to the article, authenticity is awareness that one has multiple selves depending on the situation. That is, an authentic leader must be skilled in effectively communicating his or her appropriate self at the right time to the right people.

Michael Shaara’s Pulitzer Prize-winning novel *The Killer Angels* (Ballantine Books, 1987) about the Battle of Gettysburg during the Civil War offers excellent examples of authentic leadership employed as part of military strategy. I have combined suggestions offered by Goffee and Jones with specific examples of leadership as presented by Shaara—officers who were aware of their multiple selves and knew when to exhibit them.

1. **Have a few simple goals.**

Gen. Robert E. Lee, commander of the Confederate army, was famous for knowing his mission and his job. “My job is to bring my army to the battlefield prepared and positioned to win.”

2. **Keep people close to you who will give you honest feedback.**

Col. Joshua Lawrence Chamberlain of the Union Army kept Pvt. Buster Kilrain, a former sergeant who was demoted for drunkenly assaulting a fellow officer, close at hand. Kilrain became a friend and mentor to his colonel and believed in his abilities, even though he did not always agree with him.

3. **Possess self-knowledge and skills in self-disclosure.**

Col. Chamberlain knew instinctively which self to present to the mutineers from Maine, how much empathy to exhibit, and how much to disclose about himself. Yet, he still maintained the distance and dignity of an officer who commanded respect.

4. **Gain experiences outside your comfort zone.**

Gen. John Buford, a Union cavalry commander, had orders to follow the Confederate army. With just two brigades on a scouting mission to shadow the Confederate troops as they marched into Maryland and Pennsylvania, Buford exceeded his orders and job description when he realized that he was occupying ground in a most favorable position for the Union Infantry that was to follow him. His decision was critical in this decisive battle.

5. **Stay closely linked to one’s origins, and stay curious about the origins of your followers.**

Gen. Lee understood human nature, and though it was expected that he court martial Col. J.E.B. Stuart, whose cavalry had not done its job of scouting in a timely manner, Lee knew that Stuart was a good soldier. He recognized that to court martial him would have taken away his dignity and honor.

Similar to Goffee and Jones who share attributes of authentic leadership, Schuh et al. share propositions for effective leadership in student affairs. Reflecting on these simple suggestions may help you think about how you, as a leader, are creating conditions for success for those who count on you. Your days and evenings are full; yet take a moment to reflect on which self you are presenting to whom. It could be the one variable that makes the difference in whether or not your staff and others perceive you as an authentic and effective leader.
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