

JOURNAL
OF THE
INDIANA UNIVERSITY
STUDENT PERSONNEL
ASSOCIATION

2000
EDITION

**INDIANA UNIVERSITY
STUDENT PERSONNEL ASSOCIATION**

Department of Higher Education and Student Affairs
School of Education
W. W. Wright Education Building, Suite 4228
Bloomington, Indiana 47405
(812) 856-8362/8364

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Editors' Comments
Jason Pontius, Brent E. Ericson

Hello and welcome to the Spring 2000 edition of the *Journal of the Indiana University Student Personnel Association*. We are proud to present this collection of five articles that represents the contributions and scholarship of the students in the program at Indiana University. Before presenting the articles, we believe it is important to express our sincere gratitude to the individuals who made this issue possible.

We would like to begin by thanking the Higher Education and Student Affairs program alumni and friends for their generous support and financial gifts over the past year. As some of you may know, the *Journal* was in jeopardy of discontinuing hardcopy publication due to financial constraints. Program alumni generously came to the rescue, permitting the publication of this edition. With future support, this publication will continue to represent one of the finest student affairs programs in the country.

In addition, this edition would not be possible without the contributions and dedication of the authors and researchers who submitted their work. We believe that the articles in this year's edition represent a broad look at American higher education. Topics include the concerns of underrepresented faculty members, preferred study environments, living environment satisfaction, living learning centers for Black students, and responses to hate crimes on campus. Furthermore, the authors of the articles in this publication were all members of the second-year cohort of the 2000 Master's program. The editorial committee expresses its profound thanks for the work of the authors, and wishes each class member continued success in their future endeavors.

It is also important to mention the continued support of the Indiana University Student Personnel Association (IUSPA) for the work and financial support of the students in this organization, and the faculty members of the Higher Education and Student Affairs Program for encouraging graduate students to achieve excellence in scholarship, research, and writing.

Finally, this edition of the *Journal* is only possible due to the dedicated efforts and support of the *Journal* Review Board, and Dr. Ada Simmons, our advisor. These individuals have given perhaps the most valuable resource toward the publication of this journal – their time. We thank you and wish the future editors and review board members the same support and dedication with which you have provided us.

We hope that you enjoy this year's edition of the *Journal*, and that you are able to stay in touch with the program here at Indiana University.

State of the Program
Ada Simmons, Ed.D.
Master's Program Coordinator

It is a pleasure to offer you the Spring 2000 edition of the *IUSPA Journal*. The *Journal* is a product of the talented and dedicated students in the master's degree program and in the selection of topics represented, illustrates the intersection of scholarship and practical application that is a hallmark of our program. In the original research conducted for many of these papers, the authors expose the complexities and challenges faced by student affairs practitioners as they attempt to create and sustain healthy learning environments for college students today. Contributing to the conversation on these issues through the publication of the *Journal* is an important step for our students in their professional development, helping to ready them for greater contributions to the field as they step into influential positions on campuses around the globe. We appreciate your faithful contributions to the master's program through the financial gifts that make possible the publication of this *Journal* and through the referrals of prospective students that keep our program high among those nationally ranked.

The master's program in Student Affairs continues to attract students from all across the United States and occasionally from other nations. Our Outreach Weekends in February drew over 75 students to campus to learn about the program, visit with faculty and alumni as well as prospective and current students, and interview for assistantships. Nearly without exception, prospective students indicate being drawn to the field because of the critical influence of their undergraduate out-of-class involvement on their development – and a desire to be involved in impacting similarly the lives of others. Although the majority of students enrolling in the program do so immediately after undergraduate work, several in each cohort have already had a few years of professional work experience in the field or are drawn to the program to facilitate a career change.

Once enrolled in IU's program, students are caught up quickly in the whirlwind of activity in and out of the classroom. The IUSPA continues to be a vibrant mechanism for fellowship and professional development through the provision of friendship-building activities, seminars, and committee work. Recognizing that peers can be extremely effective facilitators of learning, a concerted effort was made this year to more deliberately build associations between doctoral and master's students and first-year and continuing students. Our students also were able to participate in NASPA in large numbers this year because of the proximity of the national meeting in Indianapolis earlier this spring. Two teams took advantage of the opportunity to compete in the NASPA case study challenge, bringing to bear their understanding of students and campus life on a complex, realistic scenario centered around the controversial issue of campus admissions.

Our faculty have been actively pursuing their research, teaching, and service agendas this year, as the following highlights illustrate. Deborah Carter recently completed a book based on her dissertation research entitled *A dream deferred? Examining the degree aspirations of African American and White college students*. Watch for a fall release by Garland Publishers. George Kuh is directing the National Survey of Student Engagement (NSSE) project which is funded by a \$3.3 million grant from The Pew Charitable Trusts. Cosponsored by The Carnegie Foundation for the Advancement of Teaching and The Pew Forum on Undergraduate Learning, the NSSE project is an annual survey of the degree to which undergraduates at 4-year colleges and universities are involved in good educational practices. Look for the first national report to be released in mid-October. On the Indianapolis campus, Gene Tempel received another grant for \$765,000 from Lilly Endowment, Inc. to create the National Community Foundation Institute and joined the editorial board for the new CASE International Journal of University Advancement that Don Hossler is editing. For the second year in a row Gene was named by Nonprofit Times as one of the 50 most influential leaders in the nonprofit sector in the US. Later this summer Trudy Banta will be conducting the 12th International Conference on Assessing Quality in Higher Education, hosted by Royal Melbourne (Australia) Institute of Technology. Representatives from 25 countries are expected to attend this meeting.

You may be familiar with the old adage that nothing is constant except change, and this year is no exception. After spending the past year in Washington, DC doing research with NSF, Fran Stage will begin the next academic year as a professor at NYU. Initially she will be located in DC working on proposals, curriculum change, and other 'distance' projects, but by fall 2001 Fran will relocate to New York City. While we all wish Fran our very best, we will surely feel the loss of her presence and influence among us. The program is also undergoing another personnel change this year. After serving two years as program coordinator, I am stepping back to devote myself full-time to my role as associate director of the Indiana Education Policy Center at IU. My tenure as program coordinator has been richly satisfying on a personal and professional level, and I am indebted to you all — faculty, staff, alumni, and most importantly, our students — for co-laboring with me these past two years. The new program coordinator is Jillian Kinzie, no stranger to the Higher Education and Student Affairs program. A graduate of IU's master's program in Student Affairs and an experienced researcher, teaching assistant, and practitioner, Jillian is ideally situated to draw upon her wealth of related experience and knowledge to provide leadership for the program.

Now it's time to settle into a comfortable chair, put your feet up, and enjoy reading the *Journal*! As always, we enjoy hearing what you're up to, so drop us a line when you have a free moment (hesa@indiana.edu).

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AWARDS AND HONORS

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

Robert Thomas

2000 Elizabeth A. Greenleaf Distinguished Alumni Award

Patricia Volp

2000 Robert H. Shaffer Distinguished Alumni Award

Anna Burkhalter

2000 Elizabeth A. Greenleaf Fellowship Award

David Ortiz

2000 August and Ann Eberle Fellowship Award

Daisy Rodriguez

2000 Robert H. Wade II Fellowship

Marcy Levi Shankman and Gary Williams

2000 Holmstedt Fellowships

Ada Simmons

2000 Kate Hevner Mueller Award

Michael Parsons

2000 Glenn W. Irwin, Jr., M.D. Experience Excellence Recognition Award

Call for Nominations

Nominations of individuals for the 2001 Elizabeth A. Greenleaf and Robert H. Shaffer Awards are now being accepted. The Elizabeth A. Greenleaf Award is presented annually to a graduate of the master's degree program who exemplifies "the sincere commitment, professional leadership and personal warmth" of Betty Greenleaf, for whom the award is named. Previous Greenleaf Award recipients include Louis Stamatakos, Phyllis Mable, Deborah Hunter, Vernon Wall, Jamie Washington, Kathryn Goddard, and Helen Mamachev, to name a few. The Robert H. Shaffer Award is presented to a graduate of the Higher Education doctoral program who exemplifies outstanding service to the student affairs profession. Previous recipients have included "Sandy" McLean, Don Creamer, Alice Manicur, Donald Mikesell, and Gary McGrath.

Nominations for both awards close February 1, 2001. The awards will be presented at the 2001 NASPA and ACPA conferences. Please direct your nominations and letter of support to Jillian Kinzie, 4228 W. W. Wright Education Bldg., 201 N. Rose Ave., Indiana University, Bloomington, IN 47405. Thank you.

Satisfaction Among College Students Living in Greek Housing and Living-Learning Centers

By Brent E. Ericson, William D. Gardner, Jennifer L. Herzog,
Andrew N. Morgan, Edwin J. Stephens

This study investigates how living environments facilitate social, academic, and institutional satisfaction among college students. Specifically, the satisfaction levels of students in Greek chapter houses were compared to those of students in a living-learning center. Results demonstrate that student satisfaction differs by place of residence and by gender, and serve to provide implications for future practice and research.

With the current national focus on assessment, student outcomes, and persistence rates in higher education, levels of college student satisfaction have become increasingly important. Students' level of satisfaction with a particular institution has been shown to be related to their perceptions of their educational experience (Astin, 1993). The value of a student's level of satisfaction cannot be underestimated because satisfaction, in turn, can have substantial effects on outcomes such as persistence, academic performance, and overall success in acclimating to the campus climate (Astin, 1993). One major determinant of satisfaction is a student's living environment. Specifically, Pennington, Zvonkovic, and Wilson (1989) list "place of residence" as being related to overall college satisfaction. Thus, residential environments play a large role in an institution's attempt to enhance the satisfaction of students.

The American College Personnel Association (1994) notes that student affairs professionals can intentionally create conditions that enhance student outcomes. To illustrate this point, Grimm (1993) observed students living in college residence halls and determined that those who lived in living-learning centers (LLC) were more satisfied than those who did not. Research also indicates that students living in Greek houses are more satisfied with their college experience than their peers living in traditional residence halls or in off-campus housing (Pennington et al., 1989).

Living-learning centers and Greek housing have certain similar characteristics, including the fact that students residing in them have intentionally chosen to do so. However, differences exist, such as how