

INDIANA UNIVERSITY  
STUDENT PERSONNEL ASSOCIATION

INDIANA UNIVERSITY  
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JOURNAL OF THE INDIANA UNIVERSITY  
STUDENT PERSONNEL ASSOCIATION

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## AWARDS AND HONORS

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

Don G. Creamer  
Vernon Wall  
Louis C. Stamatakos

Robert H. Shaffer Award  
Elizabeth A. Greenleaf Award  
IU School of Education  
Distinguished Alumni Award  
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Paula Rooney  
Terry Williams  
Scott Rickard  
George Kuh

## CALL FOR NOMINATIONS

Nominations of individuals for the 1993 Elizabeth A. Greenleaf Award and Robert H. Shaffer Award are now being accepted.

The Greenleaf Award is presented annually to the alumnus/a of the master's degree program in Higher Education and Student Affairs, "exemplifying the sincere commitment, professional leadership and personal warmth characteristic of the distinguished professor for whom the award is named." Previous Greenleaf Award recipients include Vicki Mech-Fields, Keith Miser, Louis Stamatakos, Phyllis Mable, James Lyons, Paula Rooney, Joanne Trow, Carol Cummins-Collier, Thomas Miller, Frank Ardaiole, Deborah Hunter, and Vernon Wall.

The Robert H. Shaffer Award is presented to an alumnus/a of the Indiana University Higher Education doctoral program who exemplifies outstanding service to the student affairs profession. Previous Shaffer Award recipients include John Welty, David Ambler, L. "Sandy" MacLean, Thomas Hennessey, Jimmy Lewis Ross, Robert Ackerman, and Don G. Creamer.

Nominations for both awards will close on February 5, 1993. The awards will be presented at the 1993 NASPA and ACPA conferences. Please direct your nominations and supporting materials (e.g., vita) to George Kuh, W. Wright Education Building, Room 236, Bloomington, IN 47405. Thank you.

## STATE OF THE PROGRAM

George D. Kuh

Greetings from Bloomington! Fran Stage, the coordinator of the master's program, is spending the 1991-92 academic year teaching in the Indiana University program in Malaysia. In her absence, I, with help from others (Kathy MacKay, John Downey) are sharing the coordination tasks; obviously it takes three people to do Fran's work!

Fran left for Malaysia in June, 1991, where she is presently teaching introductory mathematics courses. En route, she taught for a month at the University of Hawaii. Her time abroad has been exciting as she and her family have had numerous opportunities to travel to such places as Singapore, Hong Kong, and the Himalayas. We look forward to her return in August. In her absence, Kathy MacKay, who recently completed her dissertation, has assisted with program coordination duties and taught several courses. Two other doctoral students also have played key roles: Diana Baker taught the Student Development Theory class (U548), and John Downey coordinated the practicum experience for both first- and second-year students.

Don Hossler is in his second year chairing the Department of Educational Leadership and Policy Studies; he continues to teach the capstone seminar in the master's program (U580) and team-taught with me the one credit Administrative Practices class (U551). My teaching assignments include two required courses in the master's program, Introduction to Student Affairs (U544) and Environmental Theory and Assessment (U549). Yes, for those of you who graduated in the past 15 years, I continue to assign issue papers!

The master's program remains robust. Last year, we received well over 400 inquiries and close to 200 applications for admission. Ultimately, 34 new, full-time students matriculated last fall. We are experiencing similar numbers of inquiries and applications this year. Unfortunately, we cannot accommodate all those who are qualified. To achieve a manageable number of students in each class without increasing entrance requirements to an unreasonable level, we instituted an additional requirement for admission last year: obtaining an assistantship. This decision was made in consultation with adjunct faculty and administrators who play key roles in the program, including Tom Hennessey, Tim Langston, Don Luse, Dick McKaig, Fran Oblander, Winston Shindell, and Bob Weith. While the vast majority of students had assistantships in the past, in recent years a half dozen or more students annually began the program with the hope of obtaining a paid position shortly after the start of the fall semester. Some were successful, some were not.

We wish we had more assistantships available. But we cannot serve more students without additional faculty resources, which are highly unlikely; also, the budget situation in Indiana is not much better than most other places, and it is unrealistic to expect additional assistantship positions. If anything, the number may decrease somewhat.

There is good news and bad news about student affairs on the Bloomington campus. First the good news. Last summer student affairs was reorganized once again. We are now back to a single division headed by our colleague, Dick McKaig. We are delighted, of course, that various areas of student affairs are now consolidated under the leadership of such a fine professional. The bad news is that Tom Hennessey will retire at the end of this academic year. Several events are planned to pay tribute to Tom. Contact the Department of Residence Life (812-855-1764) for details.

Elsewhere in this issue you will find a letter from me explaining how you can help keep the *Journal of the Indiana University Student Personnel Association* viable. I hope you will read the letter and act accordingly.

Finally, we are excited about the prospect of moving into the Center for Excellence in Education in August. For many, the completion of this state-of-the-art teaching and research facility, ten years in the planning, is a dream come true. Please stop by and see us at our new address when you get a chance. Also, stay in touch and continue recommending IU to outstanding prospects. We are very grateful for your continuing support.

## The Black Culture Center and its Relationship to Campus Climate and Institutional Culture

Crystal K. Johnson  
Judith L. Kunkle  
Patty A. Muller

African-American students at predominantly White institutions of higher education have historically reported feelings of socio-cultural alienation, isolation, and dissatisfaction with the campus environment (Cheatham, 1991; Flemming, 1985; Sedlacek, 1987). Studying campus climate issues for African-American students is becoming increasingly important for two reasons. First, professionals within higher education have emphasized the importance of commitment to diversity and the need for a supportive environment for minority students (Carnegie Foundation for the Advancement of Teaching, 1990). Despite the increased attention, the proliferation of racist incidents and racial tension on college campuses has threatened the academic, social, and interpersonal comfort of African-American students. Second, student retention has become an institutional priority due to demographic shifts in the nation's growing minority population (Rainsford, 1990). African-American students' perceptions of the campus environment are critical to their retention. Their perceptions of campus environments as inhospitable and alienating increase their likelihood of attrition (Green, 1989). Currently, attrition is a particular problem for African-American students, who are twice as likely as their peers not to return after their first year of college (Report of the Minority Enhancement Council, 1991).

The purpose of this study was to contribute to the research on culture centers for African-Americans on college campuses. Specifically, this study assessed the relationship between the Black Culture Center (BCC) and the campus climate as perceived by African-American students, the general student population, and campus administrators and student leaders at Indiana University-Bloomington, a predominantly White public university with 35,000 students.

The following research questions were addressed: 1) Does the BCC at Indiana University enhance African-American students' feelings of support and belonging on the campus? 2) Is the BCC meeting the needs of the African-American student population? 3) What is the White student population's level of awareness regarding the BCC? 4) Are the administrators and student leaders supportive of the BCC?

After a review of the related literature, the study's methods and results are presented, as well as its limitations. Recommendations and conclusive remarks follow.