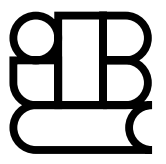




STUDENT SERVICES

A Handbook for the Profession, Fourth Edition

Susan R. Komives, Dudley B. Woodard, Jr.,
and Associates



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PREFACE

One hundred years after the first dean of students appeared in American higher education, the field of student affairs can claim a proud tradition of supporting and enriching millions of college students' personal and academic lives. In that time, postsecondary institutions have repeatedly affirmed the need for traditional student affairs functions, and they have continually added new challenges to the student affairs portfolio in response to societal shifts as well as institutional and student needs.

The study and practice of student affairs has developed over time to encompass a broad theoretical base, extended graduate-level preparation, a strong commitment to service rather than personal gain, and a community of practitioners with high standards for ethical practice and conduct. We must, however, continue to meet our professional and ethical obligations to challenge, revitalize, and expand both our study and our practice. We must know more next year than we did this year. We must share what we know. Finally, we must expect the highest standards of quality in our colleagues' work.

As members of a broad and diverse professional field, we continue to face the challenge of achieving a common understanding. This book is intended to promote a common language about students and higher education, to help ground our practice and inform the many professionals who work in student services functions.

The "Green Book"

In 1980, Ursula Delworth, Gary Hanson, and their associates provided a great service to our field when they published the first edition of *Student Services*. At that time, no single publication covered the breadth and depth of student affairs practice and the

principles that guide it. The second edition of *Student Services*, published in 1989, was eagerly awaited and immediately embraced as a valuable update. The “Green Book,” as it was called, quickly became a fixture in the student affairs field, helping scores of master’s and doctoral degree students become oriented to the profession. The decision to carry *Student Services* into a third edition in 1996 was a tribute to the visionary thinking of Ursula Delworth, Gary Hanson, and each of their authors. We were pleased to edit the third edition and to find new generations of student affairs professionals learning foundational material and new material on such topics as identity theory, student learning, leadership, multiculturalism, and the philosophy of the field. The Green Book is indeed organic. It grows, changes, and expands with the complexity of the field of student affairs work and the complexity of students’ experiences. This edition continues the updates on foundational topics and expands to include chapters on student success, advising, community building, professionalism, and collaborations.

A Note on the Title

What term best applies to the profession described in this book? Our field has been called many things: student personnel, student services, student development, student affairs. While some find the appellation “student services” too limiting, believing that it describes only a portion of what we do or one philosophical approach to practice, we have decided to honor the history and tradition of the previous three editions of this book by keeping the same title for the fourth edition.

Focus of the Fourth Edition

This edition, like the first three, focuses on enhancing students’ experience with post-secondary education through the development of student affairs professionals’ knowledge, skills, and attitudes. We hope that as you read this book, you will ask yourself, How does this information enhance my work with students?

The fourth edition focuses on the new student affairs professional, calling upon a wealth of strong literature in the field to establish a solid foundation for student affairs practice. It also targets graduate students studying to become student affairs professionals as well as individuals entering the field from other professions, such as nurses, campus child-care center directors, and faculty taking on academic advising roles. In addition, we hope other professionals working in postsecondary education will also find numerous sections of interest in their work with students.

This book presents a scholarly review of the foundations of the student affairs profession, including its history, context, values, and theoretical base. It outlines the core competencies required of student affairs professionals, assesses desired outcomes of student affairs practice, and explores future directions for the field. The content of each chapter is not only updated but also transformed, viewing each topic through

multiple lenses or frames reflecting the wide diversity of institutional types, student characteristics, and developmental experiences. Just as the future will benefit from curricular transformation around multiple frames, the study of student affairs must model that practice.

This edition has been designed as a comprehensive text. While many sections and chapters stand alone, the reader will note that many chapters build on and assume knowledge of information presented in previous chapters. Readers are also encouraged to turn to other books, web sites, and associations for the depth that now exists in so many of these topics.

This edition includes major updates of chapters in all sections. In addition to updated scholarship that has appeared since the 1995 writing cycle for the third edition, our authors have focused on the diversity of types of educational settings and have expanded their thinking to include groups of students underrepresented in our practice such as graduate students and distance learners. Five totally new chapters are included: theories influencing student success (in Part Three); processes of advising (in Part Five); processes of community building and programming (in Part Five); reflections on professionalism (in Part Five); and strategies for collaborations (in Part Six).

Contents of the Fourth Edition

This edition is divided into six sections, addressing the historical and philosophical foundations of student affairs, the professional principles underpinning practice in the field, theoretical understandings of student development, organizing and delivering student affairs and educational interventions, professional competencies that facilitate student learning and the broader collegiate experience, and future challenges.

Specifically, Part One explores our historical and philosophical roots and the contemporary context of American higher education. It presents the history of American postsecondary education and provides a foundation for understanding the many different types of institutions and diverse characteristics of college students.

In Chapter One, John Thelin offers a succinct history of American higher education as a whole, tracing the events and movements that have influenced or reflected the student experience in the United States. In Chapter Two, Sylvia Hurtado describes the foundations of the diversity we see today in American postsecondary institutions. She provides a historical overview of these institutions and portrays the current context, emphasizing institutions that have often been overlooked in the literature, such as Black colleges and universities and women's colleges. In Chapter Three, Elaine El-Khawas explores the diversity of college students. She examines the demographic and social trends that have produced the student body of today, investigating how these trends will affect who will go to college in the future.

Part Two presents the professional principles essential to student affairs practice. These chapters build on the history of student affairs and the needs and characteristics of American institutions and students, enumerating the core values of the field, the

ethical principles that guide our professional behavior, and the legal foundations that serve as a context for our professional work.

In Chapter Four, Elizabeth Nuss updates the history of the student affairs field, tracing the evolution of the profession and its key functions. Nuss includes the movement in the 1990s for campus collaborations around student learning and the role the student affairs profession has had in that movement. In Chapter Five, Robert Young presents the philosophies and values guiding the profession. He identifies common themes from historical documents, tracing the evolution of these key ideas into the shared professional vision, values, and philosophy of today's student affairs practitioner. Understanding the beliefs and values that undergird our profession is central to our work in times of rapid change. In Chapter Six, Jane Fried presents ethical and moral guidelines for practice and illustrates how ethical actions provide a foundation for professional behavior in a cultural context. Ethics and standards are such an important aspect of this profession that the entire ethics statements from both the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) are included in the Resources section at the back of the book. In Chapter Seven, Margaret Barr updates her discussion of the essential legal principles affecting student affairs practice, applying them to such important topics as speech codes, campus safety, and domestic partners.

Part Three examines the theoretical bases essential to the profession. These bases are changing as the field of student affairs becomes more complex. Student affairs is a proudly interdisciplinary field, integrating theories from such fields as psychology, sociology, anthropology, and public policy and applying them to the student experience in the academic environment. The theoretical frames are expanded from the third edition to reflect this growing base of theory and perspective. Each of the chapters in this section makes intentional theory-to-practice applications for diverse students.

In Chapter Eight, Marylu McEwen discusses the nature of theory in student affairs and how theory can guide practice. In Chapter Nine, Nancy Evans presents an overview of classic domains of student development theory—focusing on psychosocial, cognitive, and typological models—reframed around social construction theory and updated with new theoretical material such as spirituality development. This chapter also includes career development theory and includes a critique of the limitations of existing theoretical frames to teach the reader how to use multiple lenses.

In Chapter Ten, Marylu McEwen applies perspectives to understanding identity development. She presents the student's life in a personal context, including the social construction of such frames as race, gender, class, ability, and sexual orientation and explores the concepts of multiple identities. Chapter Eleven, by Patricia King, explores cognitive-structural theory and focuses on student learning. King emphasizes the responsibility of student development educators to enhance student learning. George Kuh has updated his chapter on organizational theory. In Chapter

Twelve he describes several inclusive, flexible organizational models for times of rapid change. In Chapter Thirteen, Carney Strange presents an understanding of the collegiate environment and discusses theories on interaction between individuals and their environment. Strange traces the history of this theoretical line and addresses limitations on its development. He emphasizes current theories and research, including ecological models and the concepts of student cultures and climate. In Chapter Fourteen, a new chapter, John Braxton explores theoretical and research frames for retention and student success. He presents classic and current critiques of these frames and their application.

Part Four presents the foundations of student affairs practice and how student services are organized to meet student and institutional needs. The contributors to this section focus on functional areas and the key administrative awareness needed to lead student affairs programs and services.

In Chapter Fifteen, Gwen Dungy presents student affairs organization, functions, and standards of practice. The chapter offers an overview of traditional functional areas and gives special attention to emerging functional areas. In Chapter Sixteen, John Schuh offers an updated discussion of planning and finance, with greater emphasis on revenue sources like activity fees and issues such as fee-based structures, downsizing, and outsourcing. In Chapter Seventeen, Will Barratt challenges us to make creative and effective use of technology and information systems. Jon Dalton again discusses human resources in Chapter Eighteen, presenting a practical foundation for selecting, hiring, developing, supervising, and evaluating staff.

Part Five presents the essential competencies and techniques for skillful professional practice in student affairs. As the contributors to this section demonstrate, professional practice is informed by theory and research and implemented through key roles (such as administrator, counselor, educator), with each role drawing on the practitioner's knowledge, skills, and attitudes to guide his or her practice.

Donna Talbot discusses multicultural and diversity competencies in Chapter Nineteen. This chapter leads the competency section to emphasize the centrality of this perspective and how important the skill of being multicultural is in understanding diverse frames, world views, and experiences of all on campus. Talbot stresses the importance of developing the knowledge, skills, and attitudes required to effectively work with diverse students and to create and sustain multicultural communities on campus. In Chapter Twenty, Judy Rogers writes again on leadership. This chapter presents an inclusive, empowerment-based model of leadership. This model represents a paradigm shift in the profession to collaborative, process-oriented leadership designed to aid effective change in flexible systems. In Chapter Twenty-One, Larry Roper discusses teaching and training in support of the student development educator's role with groups and individuals. In Chapter Twenty-Two, Roger Winston offers an updated version of his discussion of personal counseling including cross-cultural counseling strategies. The advising portions of the previous chapter in the third edition have been expanded into a new chapter in this edition. In the new Chapter Twenty-Three, Patrick Love presents the breadth and scope of individual, group, and organizational

advising with an emphasis on academic advising, career advising, and organizational consulting. Saunie Taylor explores the competencies of intergroup dialogue, mediation, and conflict resolution in new chapter Twenty-Four. Student affairs staff have long been community-builders on campus, and in new chapter Twenty-Five, Denny Roberts explores the concepts and skills of community building and the role of programming in supporting community and personal development. Assessment of student outcomes has a central role in student affairs practice and in Chapter Twenty-Six, assessment expert Lee Upcraft outlines competency in assessment and evaluation. The competency section concludes with new Chapter Twenty-Seven by Stan Carpenter on professionalism. Carpenter explores professional expectations, identity, and professional development as central to this way of being.

Part Six seeks to lay a new foundation for the future by clarifying the impact of student affairs on students. This section also presents issues, trends, and challenges that deserve attention as student affairs professionals continue to enhance the student experience in the future.

In Chapter Twenty-Eight, Leonard Baird discusses the overall impact of the college experience on students. These outcomes include central, general findings and findings that are salient for diverse specific groups by institutional type. In Chapter Twenty-Nine, another new chapter, Charles Schroeder challenges us to operationalize these findings in collaborative ways with diverse partners particularly with those in academic affairs. In Chapter Thirty, we identify trends and developments in higher education, student characteristics and needs, and professional knowledge bases and competencies. We conclude the chapter by presenting advice for the conceptualization and delivery of student services for the new millennium.

Dedication: Ursula Delworth

We dedicate this fourth edition to our friend and colleague, Ursula Delworth, whose legacy with this book we seek to emulate. Ursula's forty-year career in higher education included her work as a counseling psychologist and educator at Colorado State and the University of Iowa as well as work at the Western Interstate Commission for Higher Education (WICHE) in understanding campus ecology. She was an active contributor to the American College Personnel Association serving as chair of the counseling commission and as chair of Division 17 of the American Psychological Association among many other contributions. She and Gary Hanson founded this book and with Allen Jossey-Bass they started the now famous *New Directions in Student Services* series. Ursula was bright, candid, informed, generative, challenging, and visionary. She truly cared for all creatures. Her passion for her cats was well known and led her to work with cats and the elderly and support for abused and neglected animals. Her heartfelt laugh and her pensive nod have motivated and inspired many. She is missed, but her legacies live on in all of her students, staff, and those who ever knew her—and with thousands of professionals who have read her books, including early editions of the *Green Book*.

In Appreciation

Any book this comprehensive represents the hard work of the graduate students and colleagues on the campuses of all our authors. We all benefit by the shared wisdom of so many who read chapters and brainstormed ideas with us and with these fine authors. We are both exceptionally grateful to George McClellan, a wise doctoral student at the University of Arizona who served as our colleague in the process of this book. We were blessed by George's scholarly reading, excellent editing, and skilled management of us and of the process! We both also appreciate the support of the Vice President for Student Affairs at Arizona. Dr. Saunie Taylor's office provided us financial support for the lengthy phone calls, massive amounts of paper, and urgent overnight mailings that go into the editing of such a volume. This support was critical.

Doug is grateful to his wife, Karen, for her wisdom and encouragement during good times as well as difficult ones. He and Karen offer a special thanks to their children, who have enriched their lives in so many ways. Doug appreciates the work of Quanhua Zhou, a doctoral student and graduate associate of Doug's who provided particularly helpful support in the final editing and administrative aspects of preparing this book for publication. Doug is grateful to the many other graduate students who contributed directly or indirectly to the development of the third and fourth editions—truly outstanding students who have or will become successful practitioners and faculty. Moreover, Doug has been blessed with world-class colleagues. Thank you Larry Leslie, John Levin, Gary Rhoades, and Shelia Slaughter for your support, insights, and encouragement for the past fifteen years. Finally, Doug hopes by the time this book is published, he will be teaching part-time and finding new ways to be generative!

Susan is grateful to her husband, Ralph, who continues to amaze her with all the ways he shows his support, and to the inspiration of new granddaughters, Mary and Molly. Most authors wrote these chapters in the fall of 2001 filled with the shared concern of September 11, 2001. Granddaughter Molly was also born that day, reminding all of us of the circle of life that does go on. Susan is also blessed with the wisdom of her many recent alums and graduate students who read various versions of the book and assisted with chapter editing: special thanks to Craig Alimo, Penny Asay, Renee Baird Snyder, Dee Campanella, John Dugan, Wallace Eddy, Amy Ginther, Jeff Greene, Laura Irwin, Susan Longerbeam, Felicia Mainella, Cara Meixner, Laura Osteen, Julie Owen, Richard Stevens, Kristin Vogt, Rhondie Voorhees, and Jennifer Weisman.

The student affairs field brings constant change, constant renewal, and a rich opportunity to learn from many scholarly people. In the process of developing this edition of *Student Services*, we have learned from each of our authors, from our graduate students who assisted in reviewing the contributions, and from each other. We continue to feel exceptionally lucky that we chose a career in student affairs work and in that process have worked with many people of character, people devoted to the student experience, and people passionate about helping their institutions be empowering environments for students and all who work there. It is up to each person reading this

book to create space around you where people learn, are valued, and are engaged in meaningful work in ethical environments. Generations of college students to come will continue to find the college experience to be joyous, threatening, growth producing, upsetting, expanding, and capacity building. Student affairs professionals continue to be the guides to our students in this journey and to our institutions in the design of those pathways. We hope you will find these chapters rich with foundational material to help you in this journey.

October 2002

Susan R. Komives
University of Maryland, College Park
Dudley B. Woodard, Jr.
University of Arizona

THE AUTHORS

Leonard L. Baird is a professor in the higher education and student affairs program at the Ohio State University and editor of the *Journal of Higher Education*. His B.S. and M.A. degrees are in psychology, and his Ed.D. degree is in higher education and measurement. All were received from the University of California, Los Angeles. The author of numerous articles and books, Dr. Baird's chief research interests are the impact of college on students, college quality, and the social psychology of higher education. He has over thirty years' experience assessing students and institutions in higher education, first as a researcher at the American College Testing Program and then at the Education Testing Service, conducting studies on a variety of aspects of higher education.

Margaret J. Barr is professor emeritus at Northwestern University. Her degrees include a B.S. in elementary education from the State University of New York College at Buffalo, an M.S. in college student personnel from Southern Illinois University Carbondale, and a Ph.D. in higher education administration from the University of Texas at Austin. Dr. Barr served as vice president for student affairs at Northwestern University prior to her retirement and previously served as vice chancellor for student affairs at Texas Christian University and vice president for student affairs at Northern Illinois University. She is the author of over thirty-five books, book chapters, and monographs. A former president of the American College Personnel Association (ACPA), Dr. Barr has also served as president of the National Association of Student Personnel Administrators (NASPA) Foundation. She has received the Contribution to Literature Award from both ACPA and NASPA, the Professional Service Award from ACPA, and the Contribution to Higher Education Award from NASPA.

William Barratt is associate professor and master's program coordinator in the Department of Counseling at Indiana State University where he also served as associate dean of the School of Graduate Studies. His B.A. degree is in history and

philosophy from Beloit College. His M.S. degree is from Miami University in personnel counseling, and his Ph.D. degree is in student development in postsecondary education from the University of Iowa (1983). Dr. Barratt authored several articles on information technology in higher education. He has served on the directorate for ACPA Commissions VI, IX, and XII and chaired the ACPA Information Technology Task Force. Dr. Barratt is active in developing web sites and in promoting creative uses of information technology for student learning and student affairs.

John M. Braxton is professor of education and coordinator of the Higher Education Program in the Department of Leadership and Organizations at Peabody College, Vanderbilt University. Dr. Braxton has over fifty refereed journal articles, book chapters, and books. He edited *Reworking the Student Departure Puzzle* (2000) as well as *Perspectives on Scholarly Misconduct in the Sciences* and *Faculty Teaching and Research: Is There Conflict?* He has also authored, with Alan E. Bayer, *Faculty Misconduct in Collegiate Teaching* and serves as a consulting editor for the *Journal of Higher Education* and *Research in Higher Education*. Dr. Braxton serves as a member of the National Review Panel of the ASHE-ERIC Higher Education Report Series. In addition, he is the general editor of the Vanderbilt University Press “Studies in Higher Education” book series. One of Dr. Braxton’s areas of research focuses on the structure and processes of the college student experience.

Stan Carpenter is professor of educational administration and director of the Center for Leadership in Higher Education at Texas A&M University. He holds a B.S. degree in mathematics from Tarleton State University (1972), an M.S. degree in student personnel and guidance from Texas A&M-Commerce (1975), and a Ph. D. degree in counseling and student personnel services from the University of Georgia (1979). Dr. Carpenter has served as the executive director of the Association for the Study of Higher Education (ASHE) and as editor/chair of the ACPA Media Board, as well as the NASPA board of directors. He has received awards for teaching (Texas A&M’s College of Education), scholarship (Senior Scholar of ACPA, 2000; SACSA’s Melvene Hardee Award), and service (Distinguished Service Award from ASHE; National Distinguished Service Award from Alpha Phi Omega National Service Fraternity).

Jon C. Dalton is associate professor and director of the Center for the Study of Values in College Student Development at Florida State University. He earned a B.A. degree in philosophy from Franklin College, an M.Div. degree in religion from Yale University, and an M.S. degree in student personnel services and an Ed.D. degree in higher education from the University of Kentucky. Dr. Dalton was previously vice president for student affairs at Florida State University and Northern Illinois University and served as president of the National Association of Student Personnel Administrators. He has authored four monographs, twelve book chapters, and numerous articles. He directs the annual *Institute on College Student Values*, edits the online *Journal of College and Character*, and serves as senior editor of *About Campus*. Dr. Dalton has received professional leadership and service awards from ACPA and NASPA.

Gwendolyn Jordan Dundy is the executive director of the National Association of Student Personnel Administrators. Her degrees include a B.S. in English from Eastern Illinois University, an M.S. in counseling from Eastern Illinois University, an M.A. in

English from Drew University, and a Ph.D. in policy and administration from Washington University in St. Louis. Dr. Dungy's previous professional association work was at the Association of American Colleges and Universities. Her campus work as an administrator has been at a number of community colleges as both an academic and a student affairs dean.

Elaine El-Khawas is professor of education policy at George Washington University. She also is director of the ERIC Clearinghouse on Higher Education. Previously she served as professor of higher education at the University of California, Los Angeles, and as vice president for policy analysis and research at the American Council on Education. A sociologist, with master's and doctoral degrees from the University of Chicago, she is a former president of the Association for the Study of Higher Education, a member of the board of trustees of Emmanuel College, and currently serves on the editorial boards of the *Review of Higher Education*, *Higher Education Management*, and other academic journals.

Nancy J. Evans is a professor in the Department of Educational Leadership and Policy Studies and coordinator of the Higher Education Program at Iowa State University. Her degrees include a B.A. in social science from Potsdam State College, an M.A. in higher education/college student personnel from Southern Illinois University, an M.F.A. in theatre from Western Illinois University, and a Ph.D. in counseling psychology from the University of Missouri. Dr. Evans has edited or authored five books, including *Student Development in College: Theory, Research, and Practice*, along with numerous book chapters and journal articles. She served as president of the American College Personnel Association in 2001–02, is a member of the editorial board of the *Journal of College Student Development*, received the Contribution to Knowledge Award from ACPA, and is an ACPA Senior Scholar. Dr. Evans' research is focused on the impact of the college environment on student development, particularly with regard to the experiences of lesbian, gay, bisexual, and transgender students.

Jane Fried is a professor in the Department of Counselor and Family Therapy Education at Central Connecticut State University, where she is the coordinator of the master's degree program in Student Development in Higher Education. She holds a B.A. degree in American and world literature from Harpur College, SUNY Binghamton, an M.A.Ed. degree in student personnel from Syracuse University, and a Ph.D. degree in counseling and human development from the Union of Experimenting Colleges and Universities. Dr. Fried is the coauthor of *Understanding Diversity: A Learning in Practice Primer*, author of *Shifting Paradigms in Student Affairs*, and author/editor of *Ethics for Today's Campus*. Her most recent publication is "Civility and Spirituality in Student Affairs," a chapter in *Transforming Campus Life: Reflections on Spirituality and Campus Pluralism*. Dr. Fried has served as chair of the ACPA Standing Committee on Women, the Ethics Committee, and the Affirmative Action Committee.

Sylvia Hurtado is associate professor and director of the Center for Study of Higher and Postsecondary Education at the University of Michigan. She received her B.A. degree in sociology from Princeton University, master's degree in education from Harvard, and Ph.D. degree in education from UCLA. Dr. Hurtado has numerous publications on diversity in higher education focusing on the success of diverse college

students in diverse institutional contexts. She is lead author of *Enacting Diverse Learning Environments: Improving the Climate for Racial/Ethnic Diversity in Higher Education* (1999) and coeditor with David Schoem of *Intergroup Dialogue: Deliberative Democracy in School, College, Workplace, and Community* (2001). Dr. Hurtado has served on the Board of AAHE and the accrediting body, the Higher Learning Commission, and has previous administrative experience in undergraduate and graduate admissions. Her recent research is focused on the preparation of students' cognitive, social, and democratic skills to participate in a diverse democracy.

Patricia M. King is a professor in the Center for the Study of Higher and Postsecondary Education at the University of Michigan. She earned her B.A. degree in English at Macalester College in St. Paul, Minnesota, and her Ph.D. degree in educational psychology at the University of Minnesota. Dr. King is the author of numerous articles and book chapters on student learning and development and is the coauthor (with Karen Strohm Kitchener) of *Developing Reflective Judgment* (1994). She was a founding editor of *About Campus* and serves as its executive editor. Dr. King previously served as chair of the Department of Higher Education and Student Affairs at Bowling Green State University, as assistant vice president for student services at The Ohio State University, and as senior research psychologist to the vice president for student services at the University of Iowa. She has received the ACPA Contribution to Knowledge Award and Senior Scholar Diplomate, and NASPA's Robert Shaffer Award.

Susan R. Komives is associate professor of counseling and personnel services and faculty associate for the Division of Student Affairs at the University of Maryland, College Park. She earned her B.S. degree in mathematics and M.S. degree in higher education at Florida State University, and doctorate degree in educational administration at the University of Tennessee, Knoxville. Dr. Komives is a member of the editorial board for the *Journal of College Student Development*, publications and research editor of the National Clearinghouse for Leadership Programs, and coauthor of *Exploring Leadership* (1998) and *Management and Leadership Issues for a New Century* (2000). She has served as vice president for student development at the University of Tampa, as vice president and dean of student life at Stephens College, and in various student affairs positions at Denison University and the University of Tennessee, Knoxville. Dr. Komives is a former president of the American College Personnel Association, a recipient of that association's Esther Lloyd-Jones Professional Service Award, and is a Senior Scholar Diplomate of ACPA.

George D. Kuh is chancellor's professor of higher education at Indiana University Bloomington. He holds a B.A. degree from Luther College, an M.S. degree from St. Cloud State University, and a Ph.D. degree from the University of Iowa. Dr. Kuh has written extensively about student engagement, assessment, institutional improvement, and college and university cultures. He directs the College Student Experiences Questionnaire Program and the National Survey of Student Engagement, an annual survey of first-year and senior students that is funded by Lumina Foundation for Education and The Pew Charitable Trusts, and cosponsored by The Carnegie Foundation for the Advancement of Teaching and the Pew Forum on Undergraduate Learning. A past president of the Association for the Study of Higher Education,

Dr. Kuh has consulted with more than 150 educational institutions and agencies in the U.S. and abroad.

Patrick Love is an associate professor of higher education at New York University. He earned his B.A. degree in political science and M.S./C.A.S. degree in counseling psychology and student development from the State University of New York at Albany, and his Ph.D. degree in higher education and student affairs from Indiana University. Dr. Love is the coauthor, with Anne Goodsell Love, of *Enhancing Student Learning: Intellectual, Social, and Emotional Integration* (1995), with Vicki Guthrie of *Understanding and Applying Cognitive Development Theory* (1999), and with Dudley Woodard and Susan Komives of *Leadership and Management Issues for the New Century* (2000).

Marylu K. McEwen is associate professor with the College Student Personnel program in the Department of Counseling and Personnel Services, University of Maryland, College Park. Her degrees include a B.S. in mathematics and a Ph.D. in counseling and personnel services from Purdue University and an M.S.Ed. in college student personnel from Indiana University. Dr. McEwen is coeditor of *Working with Asian American College Students*, has served as associate editor of the *Journal of College Student Development*, and has directed more than thirty doctoral dissertations. Her teaching and research interests are in multiculturalism in student affairs and higher education; student development theory, particularly the applicability and enhancement of psychosocial theories for students of color; and White racial identity development. Dr. McEwen is the recipient of NASPA's 2001 Outstanding Contribution to Literature or Research Award as well as awards from Purdue University, Indiana University, and ACPA's Committee on Multicultural Affairs.

Elizabeth M. Nuss retired as vice president and dean of students from Goucher College in Baltimore, Maryland, in 2001. She earned her B.A. degree from the State University of New York at Albany, her M.Ed. degree from The Pennsylvania State University, and her Ph.D. degree from the University of Maryland. Prior to Goucher College, Dr. Nuss served as executive director of the National Association of Student Personnel Administrators (NASPA) from 1987–95 where she played a key role in establishing the association's presence in Washington, D.C. The first twenty years of her career in student affairs were spent at Penn State, the University of Maryland College Park, and Indiana University. Dr. Nuss received NASPA's Dissertation of the Year Award in 1982 and the Fred Turner Award for Outstanding Service to NASPA in 1996. She has authored numerous publications and is a frequent presenter and consultant.

Dennis C. Roberts is assistant vice president for student affairs at Miami University in Oxford, Ohio, and assistant professor in the Educational Leadership Department at Miami. His degrees include a B.A. in music and an M.Ed. in student personnel administration from Colorado State University, and a Ph.D. in college student personnel from the University of Maryland. Dr. Roberts is the author of numerous articles and chapters in books, as well as the editor for *Student Leadership Programs in Higher Education*, the first book advocating and providing an explicit model for leadership development in higher education, and *Designing Campus Activities to Foster a Sense of Community*. Dr. Roberts held several leadership positions in ACPA, including serving as its president in 1985–86. He currently serves on the board of directors of the

LeaderShape Institute and is the founding convener of the International Leadership Association's Leadership Educators' section.

Judy Lawrence Rogers is an associate professor and director of graduate studies in the College Student Personnel master's program in the Department of Educational Leadership at Miami University (at Oxford, Ohio). Her undergraduate degree in history was earned at St. Mary College (Kansas), and she received both her Master's degree in counseling and guidance and her Ph.D. degree in higher education administration from The Ohio State University. Dr. Rogers' teaching and writing interests focus on leadership, leadership development, and organizational transformation. Most recently her publications and professional presentations have explored the spiritual dimension of leadership. Dr. Rogers has served on the *NASPA Journal* editorial board and also as book review editor for the *NASPA Journal*. She currently serves on a Strategic Planning Team for the International Leadership Association.

Larry D. Roper has served as vice provost for student affairs and professor of ethnic studies at Oregon State University since 1995. He received his A.B. degree in history from Heidelberg College, his M.A. degree in college student personnel from Bowling Green State University, and his Ph.D. degree in college student personnel administration from the University of Maryland, College Park. Dr. Roper's publications and presentations reflect interests in topics such as individual and institutional racism, diversity issues, and leadership and community development. He teaches courses in speech communications, ethnic studies, college student services administration, and the doctoral program in community college leadership. Dr. Roper's involvement in professional associations includes serving as editor of the *NASPA Journal*, as a senior scholar with the American College Personnel Association, and as director of the Richard F. Stevens Institute.

Charles C. Schroeder is a professor in the educational leadership and policy analysis program at the University of Missouri-Columbia. His B.A. and M.A. degrees are in psychology and history from Austin College, and his Ed.D. degree is in college student personnel administration from Oregon State University. Dr. Schroeder has authored more than seventy articles, chapters, monographs, and books. During the past thirty years, he has served as chief student affairs officer at Mercer University, Saint Louis University, Georgia Institute of Technology, and the University of Missouri-Columbia. Dr. Schroeder has been very active in the American College Personnel Association, serving twice as president, as executive editor of *About Campus: Enriching the Student Learning Experience*, and as president of the ACPA Educational Leadership Foundation as a senior scholar. He has received awards from ACPA for professional service and contributions to knowledge.

John H. Schuh is professor and chair of the Department of Educational Leadership and Policy Studies at Iowa State University. He earned his B.A. degree at the University of Wisconsin, Oshkosh, and his M.C. and Ph.D. degrees at Arizona State University. Previously, Dr. Schuh held administrative and faculty appointments at Wichita State University, Indiana University, and Arizona State University. He is the editor in chief of the New Directions for Student Services sourcebook series and associate editor of the *Journal of College Student Development*. Dr. Schuh has received the Contribution to