

INDEX

- Act to Preserve Racial Integrity (1924) [Virginia], 7
- Adelman, C., 9
- Advisers: implications for students of bicultural, 79–80; multiracial student organizations and role of, 55. *See also* Faculty
- Affirmative action, 98–100
- African Americans: challenges faced by Black faculty, 76; “compulsory blackness” forced on, 84; “double consciousness” of, 74
- American College Personnel Association: MultiRacial Network (MRN) of, 1, 43, 45, 56, 98; Standing Committee on Multicultural Affairs, 45
- Appreciation level, 14, 18
- Arnaz, D., 7
- Association of Multi-Ethnic Americans, 59
- Astin, A. W., 19
- Atkinson, D., 13, 14, 15, 17
- Attitudes: changing toward interracial couples, 8; of college students toward multiracial students, 44; improvement toward multiracial people in U.S., 44
- Ball, L., 7
- Bamaca, M. Y., 14, 20
- Bannerji, H., 85, 90
- Baysden, M., 33, 35
- Bean, F. D., 23, 24
- Bélanger, H., 88
- Berry, H., 7
- Berson, M. J., 7
- Between: Living in the Hyphen* (Nakagawa), 87
- Bicultural faculty: biracial and bicultural experiences of, 74–76; Black, 76; faculty culture and, 76–78; impact on biracial and monoracial students by, 79–80; Native American, 80; racialization of, 78
- “Bill of Rights for Multiracial Individuals” (Root), 68
- Biracial college students: affirmative action and, 98–100; impact of bicultural faculty on, 79–80; new college diversity and, 8–9; post-affirmative action era and, 5–6; reorganizing institution assumptions about, 98; technology use by, 63–70; terminology/labels related to, 56; in the United States, 7–8. *See also* College students
- Biracial identity: accessing personal biases about, 59; conflicts between advisor identity and student, 55–57; development, 14–16, 30–31, 44–45; study on self-labeling of, 23–31; understanding how others perceive, 59
- Biracial identity development: challenges associated with, 30–31; impact of racism on, 15, 16; Internet facilitation of, 67; Poston’s five level model on, 14–15; Root’s model on resolutions of tensions of, 15–16; three types of, 44–45. *See also* Multiracial college students
- Biracial identity study: background and implementation of, 23–24; implications of, 29–31; research methods used in, 23–26; results and findings of, 26–29
- Biracial/bicultural commonalities, 74–76
- Birnbaum, R., 76, 77, 78
- Black Berry Sweet Juice: On Being Black and White in Canada* (Hill), 86
- Black faculty, 76
- Blogging, 65–66
- Bollinger, Grutter v.*, 98, 99, 100
- Bonam, C., 14, 19, 20
- “Border crossings,” 30, 44, 45
- Bracey, J. R., 14, 20
- Broido, E. M., 9
- Brown, U. M., 34, 36, 37, 38, 39
- Brown University, 48–49, 50
- Brunsmma, D. L., 13, 14, 17, 19, 20
- Buckner, J., 2, 43, 51
- Bugeja, M., 69
- Burleson, D. A., 67, 69
- Bush, G. W., 6
- Busher, H., 25
- “Cablinasian” self-label, 28, 29, 56
- CACI (Campus Awareness+Compliance Initiative), 1, 56, 57, 58
- Camper, C., 84
- Campus: biracial and multiracial students’ use of technology on, 66–68; racial politics of, 58, 67; technology trends on, 63–66. *See also* Institutions

- Campus spaces: creating your own, 39; cultural groups/knowledge challenge to navigating, 36–38; finding inclusive social and cultural, 38; physical appearance challenge to navigating, 34–36, 37–38; “safe space” created by multiracial organizations, 56. *See also* College students; Private spaces
- CampusActivism.org, 66
- Canada: exploring mixed race experiences in, 86–88; Mixed Race Students Forum held in, 83–84; racial and multicultural context of, 84–86; rethinking mixed-race and student services in, 88–90
- Canadian Association of College and University Student Services, 88, 89
- Carnevale, A. P., 9
- Caruso, J. B., 64, 68
- Center for Multicultural Affairs (University of Colorado at Boulder), 47–48, 49
- Charbonneau, T., 7
- Chesley, G. L., 44
- Chicano Latino Student Programs (Loyola Marymount University), 49–50
- Chickering, A. W., 34
- Choice of group categorization, 14
- CNN, 6
- Collectivism versus individualism, 77
- College students: diversity of new, 8–9, 33; identity development by, 33–34; implications of bicultural faculty for, 79–80; post-affirmative action era and, 5–6; predicted racial composition by 2015 of, 9; private spaces of, 34. *See also* Biracial college students; Campus spaces; Multiracial college students
- “Compulsory blackness,” 84
- Constantine, M., 33, 35
- Cooper, D. L., 64
- Cortés, C. E., 33, 40
- Crary, D., 7, 8
- Cribbie, R., 36
- Cross, W. E., 14, 15, 17, 44
- Cross, W. E., Jr., 75
- Cruz, B. C., 7
- Cultural knowledge: as challenge to navigating campus spaces, 36–38; as multiracial identity development factor, 18
- Culture: biracial faculty and faculty, 76–78; commonalities of biracial and bicultural experience and, 74–76; identity in context of, 18, 36–38; understanding differences between ethnicity, race, and, 59
- Curriculum (multiracial), 98
- Cuyjet, M. J., 2, 73, 82
- Cyberstalking, 69
- DaCosta, K. M., 33
- Daniel, G. R., 36
- Dean, L. A., 64
- DeWalt, C. S., 78, 79
- Dey, E., 98
- Diaz, M., 37
- Diesel, V., 7
- Diversity rates, 8–9, 33
- DOE (U.S. Department of Education), 94–95, 96, 97, 100
- Domino* (documentary), 87
- “Double consciousness,” 74
- Douglass, F., 7
- Douglass, R. E., 94
- Dua, E., 85
- “Dual existence,” 15
- DuBois, W.E.B., 74
- Ecology models of identity development: on factors influencing racial identity of multiracial students, 17–19; origins and development of, 16; on patterns among multiracial college students, 16–17
- El-Khawas, E., 33
- Elliot, J. L., 85, 90
- Enmeshment/denial identity development level, 14
- Estler, S., 68–69
- Ethnicity, 59. *See also* Race
- Evans, N. J., 10, 24, 29, 30, 31, 79
- FaceBook, 64, 65, 68
- Facebook Factsheet, 64
- Faculty: bicultural, 74–80; Black, 76; Native American, 80. *See also* Advisers
- Faculty culture, 76–78
- Families: attitudes toward children of interracial, 44; changing public attitudes about interracial, 8; communication about race within interracial, 26–27
- Federal Bureau of Investigation (FBI), 6
- Feldman, K. A., 19
- Fernandez, C. A., 99
- “Final Guidance on Maintaining, Collecting and Reporting Data on Racial and Ethnic Data” (DOE), 94–95, 96
- Flanagan, E., 97
- Fleras, A., 85, 90
- Forney, D. S., 10, 24, 29, 30, 31, 79

- Fred (student), 35
 Friedlander, L. J., 36
 Fry, R. A., 9
 Fukuyama, M. A., 74, 75, 76
- Galuszka, P., 69
 Gaskins, P. F., 34, 36, 37
 Gasser, H. S., 1, 2, 63, 71
 Gay identity development, 67
 George Washington University, 46
 Gonyea, R. M., 9
 Grinnell College, 98
Grutter v. Bollinger, 98, 99, 100
 Guido-DiBrito, F., 10, 24, 29, 30, 31, 79
 Gurin, G., 98
 Gurin, P., 98
- Hall, C.C.I., 34
 Hamako, E., 100
 Hamm, B., 84
 Hannon, M. D., 53
 Hapa Asian Pacific Alliance (Michigan State University), 56–57
 Hapa Club (Brown University), 48
Hapa students: definition of, 53–54;
 increasing number of organizations of,
 57
 Harper, S. R., 54
 Hate crimes, 6. *See also* Racism
 Heidenreich, L., 53, 57
 Helms, J. E., 14, 17, 44, 75, 79
 Henry, F., 85, 89
 Hernandez-Ramdwar, C., 87
 Higher Education Research Institute, 8
 Hill, L., 86–87
 Hofstede, G., 77
 Holmes, S. A., 8
 Howard, C., 97
 Howe, N., 8, 10
 Hurtado, S., 9, 98
- Identity development: college facilitation
 of, 34; exploration of gay, 67; as ulti-
 mate act of creation, 33–34
 Ifekwunigwe, J., 84
 Imus, D., 6
Imus in the Morning (radio show), 6
 Inclusive campus spaces, 38
 India (student), 34
 Individualism versus collectivism, 77
 Institutions: affirmative action and, 98–
 100; bicultural faculty of, 74–80; fac-
 ulty culture at PWIs, 76–78; mixed-
 race students at Canadian, 84–90;
 multiracial student organizations of,
 53–60; racial classification implica-
 tions for, 95–97. *See also* Campus
 Integrated Postsecondary Educational
 Data System, 94
 Integration identity development level,
 14
 Internet: blogging on the, 65–66; impact
 on student college life by, 63–64;
 “interpersonal divide” from use of, 69;
 social networking sites on the, 64–65;
 wikis on the, 65
 “Interpersonal divide,” 69
 Interracial couples: ban against marriage
 of, 7; changing public attitudes about,
 8
 Interracial families: attitudes toward chil-
 dren of, 44; changing public attitudes
 about, 8; communication about race
 within, 26–27
 Israel (student), 35
- James, C. E., 84, 85, 88, 89
 James, N., 25
 Japanese American Citizens League, 7
 Jaschik, S., 5, 7, 9, 43, 65, 95
 Jasmine (student), 35, 36, 37
 Jayla (student), 35
 Jeter, D., 7
 Jeter, M. D., 7
 Joan (student), 38
 Johnson, D. “The Rock,” 7
 Johnson, G. F., 85
 Johnston, M., 2, 53, 61
 Jones, N. A., 1, 33, 43, 94
 Jones, S., 64, 68, 69
 Josselson, R., 33
- Kassendorf, M., 8
 Kaufman, P., 19
 Kayes, P. E., 74, 76
 Kean, S., 94
 Kelley, M., 95, 96, 99
 Kellogg, A., 1, 3, 34, 39, 44, 93, 96, 102
 Kenney, K. R., 33
 Khan, S., 88
 Kilson, M., 13, 17, 18, 20
 King, A. R., 2, 33, 34, 36, 38, 39, 41
 King, M. L., Jr., 5–6
 King, R., 9
 Kira (student), 37
 Kobayashi, A., 85
 Kuh, G. D., 9
 Kvale, S., 26
 Kvavik, R. B., 64, 68

- Leadership: creating opportunities for dialogue with and between, 59; identity conflict of organization members and, 55–57; multiracial student organizations and role of, 54–55. *See also* Multiracial student organizations
- Learning promotion, 9–10
- Lee, C., 6, 8
- Lee, J., 23, 24, 89
- Leong, N., 96, 99, 100
- Li, P., 85, 90
- Lloyd, J., 64
- Louque, A. C., 74, 76, 80
- Loving, R. P., 7
- Loving v. Virginia, 7
- Lowe, S. C., 1
- Loyola Marymount University, 49–50
- Lunceford, C. J., 96, 97, 100
- Lutz, J., 89
- McClellan, G. S., 1
- McCormick**, 9
- McEwen, M. K., 1
- Mahtani, M., 84, 85, 86
- Malenfant**, 88
- Marisa (student), 36
- Matsumoto, A., 66
- MAVIN Foundation, 16, 45, 57, 59, 95, 98
- Mentoring, 79
- Michigan State University, 50, 56–57
- “Microsoft and FaceBook” (2006), 64
- Milan, A., 84
- Millem, J. F., 8
- Miville, M., 33, 35
- Mixed Awareness Month/Week (George Washington University), 46
- “Mixed Chicks Chat,” 66
- Mixed Heritage Center, 98
- Mixed Race Students in College* (Renn), 59
- Mixed Race Students Forum (York University), 83–84
- Mixed-race narratives, 87–88
- Morten, G., 13, 14, 15, 17
- Mueller, J. A., 85
- Multicultural Student Affairs, 39
- Multiracial children, 44
- Multiracial college students: affirmative action and, 98–100; factors influencing racial identity among, 17–19; impact of bicultural faculty on, 79–80; new college diversity and, 8–9; patterns of identity among, 16–17; post-affirmative action era and, 5–6; reorganizing institution assumptions about, 98; technology use by, 63–70; terminology/labels related to, 56; in the United States, 7–8. *See also* Biracial identity development; College students
- Multiracial curriculum, 98
- The Multiracial Experience* (Root), 59
- Multiracial Heritage Week (Brown University), 48
- Multiracial Network (MRN), 1, 43, 45, 56, 98
- Multiracial student organizations: advisor role in, 55, 79–80; CACI’s tool kit for, 57, 58; conflicts with monoracial student of color groups in, 57; development and leadership of, 54–55; examining the workings of, 53–54; leader and member identity conflict in, 55–57; student affairs professionals support of, 58–60. *See also* Leadership
- Multiracial student programs: affirmative action debate impact on, 98–100; promoting development and learning, 9–10; traditional monoracial focus of, 97–98
- Multiracial student services: case studies of, 47–50; conclusions and recommendations on, 50–51; emerging practices in, 46; gathering and organizing information on, 45–46; promoting development and learning, 9–10; rethinking Canadian, 88–90; social and theoretical contexts for, 44–45
- Murray, A., 7
- MySpace, 64, 68
- Nakagawa, A. M., 87
- Nash, G., 7
- Nasser, H. E., 8
- National Association for the Advancement of Colored People, 7
- National Center for Educational Statistics (NCES), 94
- National Conference on the Mixed Race Experience (2004), 1
- National Conference on the Mixed Race Experience (2006), 1
- National Public Radio poll (2007), 6
- Native American faculty, 80
- New York University’s Center for Multicultural Education, 46
- Niskodé, A. S., 3, 39, 93, 102
- Obama, B., 7, 29
- O’Brien, S., 7

- OMB (U.S. Office of Management and Budget), 16, 93–94, 96, 99
- Orbe, M. P., 26
- Orfield, G., 6, 8
- Organization of Multiracial and Biracial Students (Brown University), 48
- Ortiz, A. M., 1
- Ozaki, C. C., 2, 53, 54, 55, 56, 61
- Padilla, A. J., 56, 57, 58, 95, 96, 99
- Pavlich, D., 88
- Peck, C., 14, 19, 20
- Peer culture, 19
- Pennsylvania State University, 50
- Personal identity level, 14
- Pew Research Center poll (2007), 6
- Phenotype (physical appearance): as challenge to navigating campus spaces, 34–36, 37–38; self-labeling and omnipresence of, 27–28
- Phinney, J., 79
- Pike, G. R., 9, 10
- Pocahontas, 7
- Political activism: creating avenues of, 58; Internet facilitation of, 67
- Pope, R. L., 85
- Post-affirmative action era, 5–6
- Poston, W.S.C., 13, 14–15, 18, 19, 44
- Private spaces, 34. *See also* Campus spaces
- Programs. *See* Multiracial student programs
- Provisional Guidance (OMB), 96
- Pryor, J. H., 9
- Psychological theories of racial identity, 19–20
- PWIs (predominately White institutions), 77–78
- Quaye, S. J., 54
- Race: extraracial identity by deconstructing, 17; interracial family communication about, 26–27; new terminology related to, 10; understanding differences between ethnicity, culture, and, 59. *See also* Ethnicity
- Racial classifications: implications for campuses, 95–97; policies and governance of, 93–95; Statistical Directive 15 (OMB) governing, 93–94; U.S. Census (2000), 33, 43, 94
- Racial groups: biracial identity and identification with, 15; choice of group categorization, 14; U.S. Census (2000) classifications of, 7, 16, 29, 33, 43
- Racial identity: factors influencing multiracial student, 17–19; importance and implications of, 33–34; self-labeling of mixed-race individual/minority parents, 23–31; situational, 16, 17
- Racial identity development: challenges associated with, 30–31; demographic and theoretical studies on, 13–14; ecology models of mixed-race, 16–19; impact of racism on, 15, 16; Poston and Root's foundational theories of biracial, 14–16; psychological studies on impact of multiracial, 19–20; three types of, 44–45
- Racial otherness resolution: as common theme among theories, 44–45; Root's model on, 15–16
- Racial politics: creating avenues for, 58; Internet facilitation of, 67
- Racism: Hill's memoir on Canada and, 86; racial development and role of, 15, 16. *See also* Hate crimes
- Randolph (student), 37
- Rankin, S. R., 8
- Razack, N., 85
- Razack, S., 89
- Reagan, R., 6
- Reason, R. R., 8
- Reid, G. J., 36
- Reisser, L., 34
- Renn, K. A., 1, 2, 3, 4, 13, 14, 16, 17, 18, 19, 20, 21, 23, 29, 31, 33, 34, 35, 36, 37, 38, 39, 40, 44, 54, 55, 56, 57, 59, 60, 75, 89, 96, 97, 98, 100
- “Reverse chameleon effect,” 74
- Reynolds, A. L., 85
- Rhoads, R. A., 76, 79, 80
- Rockquemore, K. A., 13, 14, 17, 19, 20
- Rodney King decision, 9
- Rolfe, J., 7
- Root, M.P.P., 7, 13, 14, 15–16, 17, 18, 19, 24, 27, 29, 30, 36, 44, 45, 56, 59, 66, 67, 68, 75
- Rosin, H., 99
- Rutgers women's basketball team, 6
- Sacajawea, 7
- Sanchez, D. T., 14, 19, 20
- Sands, N., 75
- Sanford, N., 34, 40, 66
- Sansei (third) generation, 73
- Saul, R., 84
- Scarlet (student), 36

- Schiraldi, V., 6
 Schmidt, P., 99
 Schuh, J. H., 75
 Self-labeling process study: background and implementation of, 23–24; implications of, 29–31; research methods used in, 23–26; results and findings of, 26–29
 Services. *See* Multiracial student services
 Shang, P., 2, 3, 4, 5, 12
 Shih, M., 14, 19, 20
 Shupak, N., 36
 Situational racial identity, 16, 17
 Skin color: as challenge to navigating campus spaces, 34–36, 37–38; self-labeling and omnipresence of, 27–28
 Skrentny, J. D., 99, 100
 Smith, A. S., 1, 33, 43, 94
 Smith, D. G., 10
 Smothers, R., 8
 So-Lloyd, G., 33, 35
 Social networking sites, 64–65
 Statistical Directive 15 (OMB), 93–94
 Statistics Canada, 88
 Stein**, 6
 Stereotypes, 74
 Stonequist, E. V., 14, 19
 Strauss, W., 8, 10
 Stubbs, L., 1
 Student affairs professionals: multiracial student organizations and role of, 55; multiracial student organizations support by, 58–60; technology and implications for, 68–70
 Student mentoring, 79
 Students of color. *See* Biracial college students; Multiracial college students
 Sue, D. W., 13, 15, 17
 Swirl, Inc., 59
- Talbot, D. M., 1, 2, 23, 31
 Talisa (student), 38
 Taniguchi, A. S., 53, 57
 Tator, C., 85, 89
 Taylor, L., 3, 83, 84, 91
 Technology: biracial and multiracial students' use of, 66–68; campus trends regarding, 63–66; implications for student affairs practice, 68–70
 Thakur, S., 87
 Third World Center (TWC) [Brown University], 48–49
 Third World Transition Program (Brown University), 48–49
 Thompson, G. L., 74, 76, 80
 Thurman, P. J., 77
 Tierney, W. G., 76, 79, 80
 Tippecanoe Fox, M. J., 1
 Torres, V., 33
 Trimble, J. E., 77
 Turner, C.S.V., 75
- Uba, L., 77
 Umana-Taylor, A. J., 14, 20
 Umbach, P. D., 8
 University of California, Berkeley, 98
 University of Colorado (CU) at Boulder, 47–48, 49, 50
 University of Notre Dame, 44, 46
 U.S. Census (2000), 7, 16, 29, 33, 43
 U.S. Department of Education (DOE), 94–95, 96, 97, 100
 U.S. Office of Management and Budget (OMB), 16, 93–94, 96, 99
 U.S. Supreme Court cases: *Gutter v. Bollinger*, 98, 99, 100; *Loving v. Virginia*, 7
- Vernon, K., 87–88
Virginia, Loving v., 7
 Virginia's Act to Preserve Racial Integrity (1924), 7
- Wagner, W. G., 44
 Wallace, K. R., 13, 17, 18, 19, 20
 Warner, J. N., 85
 Watson, L. W., 79, 80
 Whitla, D., 98
 Wijeyesinghe, C. L., 14, 17, 18, 19, 20
 Wikis, 65
 Wilds, D., 67
 Williams, C. B., 74, 75
 Williams, K. M., 57
 Wilson, R., 67
 Wilson, S., 64, 70
 Wong, M.P.A., 2, 43, 51
 Woods, T., 7, 28, 29, 56
- York University (Canada), 83
 Young, K., 64, 69
 Young, L. W., 53
 YouTube, 66
- Ziedenberg, J., 6