

EDITORS' NOTES

Student affairs educators have observed an increase in the number of biracial and multiracial college students, defined as students who have parents from more than one federally defined racial or ethnic background, such as Asian-White, Latino-Black, or Native-White-Latino (Talbot, Gasser, Kellogg, and Stubbs, 2006), and data from the U.S. Census Bureau (Jones and Smith, 2001) predict a steady increase in this population over time. A substantial amount of literature, including several volumes of *New Directions for Student Services* (McEwen and others, 2002; Ortiz, 2004; Tippeconic Fox, Lowe, and McClellan, 2005), addresses developmental and service needs of monoracial students of color (Asian and Pacific Islander, Black, Latino, and Native American), but student affairs professionals have few resources on which to draw in understanding the experiences and identities of traditional-age multiracial students. We intend this volume to meet this need.

In the past five years, a small body of empirical research on multiracial college students (for example, Kellogg, 2006; Renn, 2004; Talbot, Gasser, Kellogg, and Stubbs, 2006) has emerged that is being used in service of this growing population. Our goals here are to expand the reach of this research and share examples of good practice in providing programs and services for multiracial students, also known as mixed-race or mixed-heritage students. We also aim to expand consideration of biracial and multiracial issues to include bicultural faculty members and mixed-race Canadians.

Evidence of the need for knowledge about multiracial students comes in the form of robust attendance at professional conference sessions on serving multiracial students and from the many requests for information that we who present on these topics receive, as well as the establishment in 2005 of the MultiRacial Network in the American College Personnel Association Commission on Multicultural Affairs. Further evidence of interest in this topic comes from multiracial students themselves, who at regional and national conferences of mixed race students (2004 National Conference on the Mixed Race Experience, held at the Claremont Colleges; 2006 National Conference on the Mixed Race Experience, held at Macalester College) call on their institutions to understand their needs and to provide appropriate services on campus (see Campus Awareness & Compliance Initiative, 2005). We have attempted to meet the interests of all of these groups, though we recognize that in an area as dynamic and growing as multiracial student research and practice, it is nearly impossible to stay ahead of developments in the field. We designed this volume to be used in its entirety to

provide broad coverage of important aspects of theory and practice and as individual chapters for readers who are interested in understanding one or more aspects in depth.

In Chapter One, Paul Shang provides an introduction to the complexities of race and racial identity in the United States and on campus. He points out where we have, and perhaps have not, made progress in understanding race and race relations in the past several decades.

Kristen Renn describes in Chapter Two various models of identity development for biracial youth and college students. She discusses how these models have been used in research and as the basis for services for students.

In Chapter Three, Donna Talbot describes original research findings on the development of students whose parents are both people of color. In comparison with mixed-race students who have one parent who is White, these students may have greater difficulties identifying with a peer group and experience more personal isolation. Talbot explores how they are confronted by the challenges of addressing intragroup dynamics without the privileges associated with having a White heritage.

The challenges and joys of being a biracial student are described by Alissa King in Chapter Four, in which she shares data from her research, other research on biracial students, and her own experiences addressing the perennial *Who am I?* and *What are you?* questions that college students explore.

Michael Paul Wong and Joshua Buckner in Chapter Five and C. Casey Ozaki and Marc Johnston in Chapter Six discuss providing services to multiracial students. Wong and Buckner provide an overview of services developed within the context of multicultural affairs or minority affairs offices that have branched out to include providing services to mixed-race students. Given that the history of providing services to students of color has been based on serving monoracial students, the development of services for mixed-race students has featured a variety of approaches. Related to the dearth of organized services for mixed-race students, Ozaki and Johnston emphasize the role that student organizations play for identity development, emotional support, and organizing around social and intellectual causes. Ozaki and Johnston also provide ten recommendations for advisers working with organizations of multiracial students.

In Chapter Seven, Heather Shea Gasser explores the use of technology by multiracial students to form relationships, gain affirmation, and develop personally. She provides a number of online resources and discusses the imperative for student affairs professionals to be familiar with technology and how to use it to serve students.

In Chapter Eight, Michael Cuyjet describes the experience of being bicultural, in comparison to being biracial or multiracial, and juxtaposes the bicultural experience with the values of the predominant culture. He compares the perspectives of being a bicultural faculty member and estab-

lishing faculty identity with the traditional values ascribed to faculty culture. In so doing, he not only depicts the challenges bicultural faculty experience in their academic departments, but also represents the importance of demonstrating the successful bicultural experience for all students, especially students of color.

Leanne Taylor provides an international perspective, specifically Canadian, in Chapter Nine. Although the Canadian outlook on and history of racial matters differs from that of the United States, Taylor points out that mixed-race people in Canada have experiences that are similar to those in the United States. We include this chapter to provide an alternative perspective on understanding race from outside the United States and to inform student affairs professionals who practice in other nations.

In Chapter Ten Angela Kellogg and Amanda Niskodé describe how U.S. higher education institutions must adapt to recent changes in federal policy that require them to collect and report data on race/ethnicity in a format that allows students to identify themselves in multiple categories. They discuss implications of this shift for admissions policies and other policies designed to build diverse student bodies. Kellogg and Niskodé also underscore one of the themes of this volume: serving all students well may begin by allowing them to identify themselves accurately. Serving all students well requires the recognition, appreciation, and understanding of their diverse backgrounds and the acknowledgment of their experiences in the whole of higher education.

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