Page numbers in italics refer to illustrative material.

### A

**AAHEPPP Journal**, 302

Ableism, 142, 494

*About Campus* (magazine), 298, 364

Absolute knowing, *174*, 177

Absolutist, *174*, 178

Abusive behavior, prevention and awareness of, 117

Academic advising: connecting students to, 472; entry-level opportunities in, 34; as a functional area, 41, 294–295; standards for, 468

Academic affairs, role of, 557–558

Academic and student affairs partnerships, 424; assessment of, 364–366; barriers limiting collaboration in, 364; benefits of, 362–363; defining, 370; developing and maintaining, cultural and structural strategies in, 363; effective, lessons on, 370–371; engaging in, for learning, reasons behind, 360–362; future directions for, 562–563; good practices for, 366–369; overview of, 359–360; planning, 370; research about, 362–366; unnecessary, 364

Academic authority, 227

Academic integration, 255, 257, 350, 454

Academic leaders, as stakeholders, 289

Academic subcultures, 239

Academic-centered approaches, 271

Academic-driven model, 278–279, 280

Academic-student affairs collaboration model, 271, 278, 280, 359. *See also* Academic and student affairs partnerships; Collaboration

Access and affordability: at community colleges, 60; expansion of, effect of, 11–12, 28; improving, need for examining and, 252; inequitable, causes and causalities of, inquiring about, 51; new agenda for, 360. *See also* College costs; Equality/equity

Accountability: assessment for, 331, 519, 522; continued concerns over, in higher education, 552–553; emphasis on, continuing to include student affairs, 560–561; era of adjustment and, 13–14; fiscal, demands for, 304–305; recent calls for, 347; in social media, 354, 355

Accounting methods, 320–321

Accreditation cycle, 384

Accrual accounting, 320

Acculturation, 193, 194, 256, 393
Adaptability, continued need for, 562
Administration, multicultural competency in, 394, 395
Administrative staff: conflicting values system between faculty and, 227–228, 233; and longevity of employment, 228; and shared governance, 226; training and development of, 228; values-driven culture of, 226
Administrative-centered approaches, 271, 273–274
Admissions: entry-level opportunities in, 34; as a functional area, 41, 295; moving beyond, for diversity, 79
Admissions policies: at community colleges, effect of, 12; at comprehensive institutions, 60; freshman students view of, toward disadvantaged students, 84; selective, 10–11, 256
Adult normative and youth normative dichotomy, 346–347, 353, 354
Advanced Placement courses, 263
Advising: defined, 467; and multicultural competence, 394, 395–396
Advising student organizations: importance of, 466–467; issues and considerations in, 474–477; overview of, 467–471; quality of, assessment of the, 477–480, 480–481; roles and functions in, 471–474; and standards specific to campus activity programs, 467–468
Advisor eligibility, 468
Advisors, recommendations for, 547
Aesthetics, as a value, 41
Affiliation, as a principle, 96, 100, 102
Affirmative action, 30, 75, 80
African Americans: blog post involving, 533–535; and campus climate, 73, 80; and the civil rights movement, 28; and community colleges, 12; and defining diversity, 74, 75; and diversity-related services, 68; enrollment trend, 553; as an excluded constituency, 7; and the journey toward self-authorship, 160; at predominantly white institutions, 64; and the presidency, 556; and professional development, 536; rise of institutions focused on, 8, 20; sexual identity of, and historically black colleges, 199. See also Black entries
Afro-Caribbean international students, 213
Ageism, 494
Agency, sense of, 46, 91
Agender, 195
Alabama, Dixon v., 29, 30
Alpha Tau Omega, 23
Altruism, as a value, 41
Alumni associations, creation of, 10
American Association for Higher Education (AAHE), 327–328, 342, 359, 361
American Association of Collegiate Registrars and Admissions Officers, 299
American Association of Community Colleges (AAC), 360, 371
American Association of State Colleges and Universities (AASCU), 360
American College Counseling Association, 297
American College Health Association (ACHA), 297, 300, 306, 454, 464, 558, 561, 564
American Counseling Association (ACA), 297
American Freshman, The (HERI), 84
American independence, 7
American Indian Higher Education Consortium, 63, 69
American Indians. See Native Americans
American Institutes of Research (AIR), 16
American Psychological Association (APA), 25
Americans with Disabilities Act (ADA), 29–30, 298, 305, 459
Annual giving, 323–324
Anxiety, 454, 459, 476, 551, 558
Applying theories to practice: case study for examining, 514–515, 518–519, 520; challenges of, 523–524; considerations in choosing and, 147–149; as a continuum, 523; and the importance of using evidence, 522–523; integrating research and evidence in, as good practice, 522, 527; models of, 516–519; professional and ethical standards in, 524–526; and the strengths and limitations of formal theory, 515–516; and the use of research and evidence, 519–520; wider framework for, 520–521
Artifacts, 67, 230
Artistic personalities, 239
Asian American and Native American Pacific Islander-serving institutions (AANAPISIs), 63, 65
Asian American identity theory, 193–194
Asian Americans: and campus climate, 73, 80; and defining diversity, 74; and diversity-related services, 68; enrollment trend, 553; and the journey toward self-authorship, 160
Assessment: in academic and student affairs partnerships, 368–369; of campus climate, 76, 77, 78–79, 82–83, 403–404; of campus environment, by students of color, 80; case study for application of, 335–339; commitment to, 339–340, 522; as a competency area, 522; of competency as student affairs professionals, 328, 329; consistency in, 340; continuous, 260, 333, 517; and creating a culture of evidence, 339–341; crisis of, 347; definitions of, 328–331, 477, 519; developing a purpose and goals for, 332–333; differences between research and, 330; distinction between evaluation and, 329, 519; of diversity, 78; effective, key elements to, 332–333; of employee productivity, 430; family of theories informing; frequent, 259; as a functional area, 294, 295; history of, in student affairs, 327–328; increased reliance on, 519, 524, 560–561; of multicultural competence and change, 402–404; multicultural competency in, 394, 396; of organizational culture, 230, 233; outcomes-based, focus on, 33, 35, 42, 281, 328, 522, 564; overview of, 327; purposes of, 331–332, 561; of the quality of advising student organizations, 477–480, 480–481; resources for developing skills needed for, 335; of self-authorship, 165; skills needed for, 333–335; standards for, 525; in strategic planning, 312–313; of student change, general model for, 521; systematic, 525; types of, 335–339
Assessment guides, 384
Assessment in Student Affairs (Upcraft & Schuh), 328
Assessment movement, 14
Assessment plans, requiring, 525
Assessment process, knowledge of, importance of, 334
Assessment teams, cross-functional behavioral, 294
Assessment-intervention of student problems (AISP) model, 459
Assimilation, 11, 195, 256, 542
Association for Orientation, Transition, Retention in Higher Education. See National Orientation Directors Association
Association for Studies in International Education, 298
Association of American Colleges and Universities (AAC&U), 45, 53, 153, 167, 169, 170, 182, 360, 372, 504, 505
Association of American Law Schools, 300
Association of College and University Housing Officers–International (ACUHO-I), 301, 388, 520
Association of College Personnel Association, 26
Association of College Unions International (ACUI), 297
Association of Collegiate Alumnae (ACA), 22
Association of Fraternity | Sorority Advisors, 299
Association of Higher Education Parent/Family Programming Professionals (AAHEPPP), 302
Association of International Educators, 298
Association of Public and Land-Grant Universities (APLU), 360
Association of Veterans Education Certifying Officials, 303
Association on Higher Education and Disability, 298
Associations, affiliation with, 59
Assumptions and beliefs: and campus culture, 67; in diversity experiences, gaining knowledge, skills, and awareness of, 503; looking inward for, when interpreting situations, 148; and multicultural competence, 393, 401; and organizational culture, 229, 230; and research paradigms, 141
Athletic conferences, affiliation with, 59
At-risk students: at community colleges, 12; identifying, geolocation data and, 351
Attitude-behavior theory, 257
Attribution theory, 257
Authentic, action-oriented framing for environmental shifts (AAFES) method, 507–508
Authenticity, 212
Authority and power, 227, 412–413, 415, 419, 439, 489. See also Power relationships/structures
Autonomy: departmental, 273; developing, 186, 277; as a principle, 95, 100, 102, 103
Auxiliary services: budgeting for, 321–322, 556; as a functional area, 295; and revenue-increasing measures, 322–323

B
Baby boom, 28
Bakke, Regents of the University of California v., 30
Barnard College, 365
Basic Educational Opportunity Grants (BEOG)/Pell Grants, 13, 30
Bazelon Center for Mental Health Law, 462, 464
Behavioral diversity, and campus climate, 77
Being skills, nurturing, 507–508
Beliefs. See Assumptions and beliefs; Principles; Values
Benchmarking, 340, 522
Beneficence, as a principle, 95, 100, 102, 103
Bennett College, 62
Bill and Melinda Gates Foundation, 263
Binaries, disruption of, 540
Binary identity, 195
Biracial identity, 192
Bisexual identity. See Lesbian, gay, bisexual (LGB) identity
Bisexual men, 199
Black colleges and universities: deans at, 26–27; effect of GI Bill on, 11; emergence of, 8; historically, described, 63–64; as minority-serving institutions, 63. See also African Americans
Black culture, 191
Black gay men, 199
Black identity development (BID) model, 191
Black identity theory, 140, 191
Black Lives Matter, 448, 535, 559
Black male stereotype, 80–81
Blaming, 489
Blogs, 344, 345, 535
Bonds, 316–317, 320
Bookmarking sites, 345
Borderlands approach, 210
Boyer Partnership Assessment Project (BPAP), 364–366, 367, 369–370
Brain development, 170
Brevard Community College, 365, 367
Bridge metaphor, 165–166
Buckley Amendment, 30
Budget cuts, caution involving, 321
Budgeting: approaches to, 317–322; for auxiliary services, 321–322, 556; capital, 320; incremental, 318–319; institutional, 556; performance, 319; trends in, 321; zero-based, 320
Bulletin, The, 297
Burnout, 352, 460
Business affairs, role of, 558
Business and economic fields, 29

C
California Lutheran University, 62
Cambridge, 5
Campus activities, 296–297
Campus Activities Programming (magazine), 297
Campus administration: managerial revolution in, 14; reorganizing, at Northwestern, and the “student personnel” movement, 25–26
Campus climate: assessment of, 76, 77, 78–79, 82–83, 403–404; comparing the various models pertaining to, 79; and culture, 58, 66; deeper understanding of, importance of, 84; defining, 76; diversity and, 68, 77–78, 93; framework for, 76–77; and high-impact practices, 502–503, 505–506; how students experience, 80–82; improving, role of student affairs in, 82–84; and institutional identity and mission, 66; perception of, among racial/ethnic groups, 242; scenario involving, application of the ethical decision making model to, 99–100; and the transformational tapestry model, 78–79; trend involving, 559. See also Campus environment
Campus Compact, 296
Campus culture: academic and student affairs partnerships attending to, 368; aligning student affairs practice with, 68; at black colleges and universities, 64; and climate, 58, 66; described, 66–67; diversity and, 68, 93; influence of institutional identity on, 58, 59; at minority-serving institutions, 63; online institutions and, 65, 66; at research universities, 61; and student affairs practice, 68; understanding, assessment and, 335. See also Campus environment
Campus emergencies, 485
Campus engagement, scenario involving staffing and, 425
Campus environment: assessment of, 80, 338–339; commitment to a, focused on student success, 66; at community colleges, 60; congruence between personality type and, 239, 241; contemporary social trends affecting, 245–246; critical elements of, 240–242; culturally engaging, access to, 244; deconstructing and
reconstructing the, 507–508; ecological nature of, 242–243; educational potential of the, call to harness the, 46–47; elements of, understanding, 240–245; focus on, importance of, 246–247; and high-impact practices, 502, 503, 505, 506; at Hispanic-serving institutions, 64; and hospitality, 491; impact of, on student experiences and achievement outcomes, 236; inclusive, need for, 74; as a learning environment, 47; and LGB students, 199; macro-level changes to, for engaging difference, 506–507; overview of, 236; psychological factors influencing how students perceive and respond to, 257; (re)design and (re)construct of, considerations in, 247; relationship between, and student characteristics, 238–239; relevance and responsiveness of, 243–244; role of, in serving students, 237–238; social media and adapting to, 350; and student departure, 255, 256, 257; and student success, 257–258, 259, 361; taking a leadership role in creating, 418–419; and the theory of challenge and support, 145; understanding, key features for, 58; and values, 67; welcoming versus hostile, effect of, 73. See also Campus climate; Campus culture; Institutional identity Campus racial climate (CRC), 66, 79; assessment of, 77 Campus restructuring, 228 Campus safety, 41, 93–94, 118, 259, 294, 488, 491, 561. See also Campus security “Campus saga,” 16 Campus security, 15, 93, 116–117, 296, 303, 305, 394, 461, 561. See also Campus safety Capital budgets, 320 Capital item, defining, 316 Capstone projects, 33, 504 Care and responsibility, 196 Career competence, demand for, 304, 331 Career development, 472 Career Development Quarterly, 296 Career planning and placement, 15, 17, 25, 26, 28, 36, 294, 559–560 Career services, 296, 472 Career-long learning, 537–538, 543 Caring. See Ethic of care Carlisle School for Indians, 8 Carnegie Classification System, 59 Carnegie Foundation for the Advancement of Teaching, 14, 501, 512 Carnegie Institute of Technology, 25 Carson-Newman College, 365 Cash accounting, 320 Catastrophes, 485 Celebration, of diversity, 84 Cellphone use, 347–348 Center for Service Learning (CSL), 367 Center of Inquiry into the Liberal Arts, 62 Centralized institutions, 241 Challenge and support: in advising student organizations, 470; and cognitive development, 172; described, 145; and holistic development, 165–166 Change: adapting to an environment of, future directions for, 562; assessment of multicultural, 402, 403–404; defining leadership as a process resulting in, 416; differentiating, from development, 170; interpreting data to implement, 333; multicultural, 396–399, 401–402, 403–404; necessary, reflecting on, importance of, 564; pace of, 562; qualitative, in identity, 50; resistance to, 231, 402; risk and, 169, 181, 540; social, advocating for, 93, 463, 499, 503; student, assessing, general model for, 521; and the transformational tapestry model, 78–79; transformative, 171, 397; unprecedented and ubiquitous, 538 Change agents: cultural theories for, to effect organizational change, 229–230; helpers as, 462–463; and multicultural change, 398; sensemaking facilitated by, 231 Charisma, 227 Charity principle, 493 Cheyney University, 8, 20 Chicana identity, 162 Chronicle of Higher Education, The, 16, 303, 306, 427, 550 Chronicle of Philanthropy, 300 Chronosystem, 243 Cisgender, 195 Citizens: enabling, to participate in democracy, 43; good, becoming, key element of, 367, 499, 500, 506; well-educated, seamless educational pipeline leading to, 262–263 Citizenship: fully-expressed, requirement for, 360; principled, for democracy, 91 Civic engagement, 296, 499
Civic learning, 45, 48
Civil rights movement, 28, 29
Civil War period, 8
Civility, 111
Clark University, 9, 61
Classism, 140, 142, 440, 494
Classroom diversity, 500
Classroom-based practices, 500, 503, 504, 506. See also Learning communities
Classrooms: democratic, 44; and effective practice, 259; flipping the, 355; free speech and, 109, 111; make-shift, 11; and notions of teaching, 438, 439
Clery Act, 93, 116–117, 305
Client-centered counseling theory, 457
“Cluster colleges,” 13
Co-construction, 142
Cocurricular model, 271, 273, 279
Cocurricular programming, 301
Codes of conduct, 90, 114, 488
Coeducation: benefits and discrimination arising from, 10; disparities in, into the twenty-first century, 15; and the need for greater oversight of students, 21; pioneers of, 7–8, 20; and student leadership roles, 62
Cognitive development: and dissonance, 145; effect of engaging difference on, 503; and high-impact practices, 504, 506; as a historically separate theoretical base, 154; integrating, with interpersonal and intrapersonal development, 50, 154, 155, 164, 180, 207–208, 215; and intercultural sensitivity, 180; models of, 172–179; and moral development, 179; and the nature and mechanisms of development, 170–172; overview of, 169–170; and political consciousness, 215; responsibility for, 364; role of, in other development models, 179–181. See also Holistic development
Cognitive-structural theories: focus of, 144; use of, scenario for examining, 149
Collaboration, 91, 93, 166, 228, 230, 259, 294, 304, 340, 353, 362–363, 364, 370, 459, 542, 544, 562–563. See also Academic and student affairs partnerships
Collaborative experiences, impact of, 504
Colleagues: arranging informal discussions with, on theory and research, 524; building relationships with, 294, 388; collaborating with, 294, 304; consulting with, 149
Collective bargaining systems, 226
Collective identity, 67
Collectivist cultural orientation, 245
College & University (journal), 299
College and University Professional Association for Human Resources (CUPA-HR), 290, 291, 306
College Board, 263
College budgets, amount devoted to student affairs in, 317
College charters, 7
College costs: and the debate over the purpose of higher education, 551; as a factor in student enrollment and departure, 257; former predictions about student financial aid and, 550; future challenges and considerations involving, 35; highly educated labor as a factor in, 314–315; rising, persisting concerns about, 15, 16, 33, 308, 314, 315, 347, 360, 551, 555–556; systemic “laws” that govern, 314
College Entrance Examination Board (CEEB), 10
College entrance exams, 10, 263
College environment, integration into the, effect of, 256. See also Campus environment
College funding: and AANAPISIs, 65; based on performance, 319; of black colleges, 8; during the colonial period of higher education, 5; competition for, 12; decline in, as a consistent theme, 360, 522; heading into the twenty-first century, 14; and Hispanic-serving institutions, 64–65; and minority-serving institutions, 63; during the national period of higher education, 7, 8; shifts in state, 252, 253, 299, 308, 319, 550, 554; shortfalls in, toward the end of the twentieth century, 14; tying to performance measures, 14
College of William & Mary, 5, 6, 61
College Services Magazine, 295
College Student Educators International, 96, 294, 327–328, 328, 342, 379, 390, 528.
See also American College Personnel Association
College union, 296–297
College-educated person, hallmarks of a, 536–537
College-impact models, 361, 520–521, 524
College-readiness programs, partnerships with, creating, 263
Collegiate outcomes, variety of, complex cognitive skills reflected in, 171
Collegiate subcultures, 239
Color-blind racism, 80, 194, 559
Columbia University, 9, 22, 26, 27
Commercial speech, 111
Commitments, personal, development of, 173
Common core, call for a return to, 31
Common Sense Media, 346
Commonfund Institute, 308, 325, 555, 565
Communication: and assessment, 334, 340–341; consistency in, 341; effective, for conflict resolution, 490; multicultural, 394; open, creating, 455; during strategic planning, 311; for student success, 258; using social media for, and social capital, 350, 353
Communities of practice, 231, 443
Community: building, 246, 348–349, 355, 441, 442; fostering, 96; professional, 387; qualities of, 501; as a value, 41, 48. See also Campus environment; Professional associations
Community colleges: demographic trends in, 553; described, 59–60; emergence of, 10; expanded accessibility to, 30; governance of, 226; as Hispanic-serving institutions, 64; intercollegiate athletics as, 301; longitudinal study involving diverse students from, and theory of self-authorship, 164; as minority-serving institutions, 62; mission of, 60, 254, 424; and residence halls, 292; student profile at, during the “Golden Age” in education, 12; tribal colleges and institutions and, 63
Commuter campuses, 12, 256, 297

Commuter Perspectives (journal), 297
Commuter student services, 297, 383
Competence, developing, 186
Competencies, evolving, addressing. See Professional development
Competency. See Professional competencies
Competing authority structures, 227
Competitive-adversarial model, 271, 274–275, 279
Complete College America, 60
Completion, defined, 254
Completion rates/probabilities, 64, 78, 253, 254, 553
Complex institutions, 241
Complex student body populations, 245–246
Complex systems, 247, 543
Compositional diversity, 77
Comprehensive institutions, 60–61, 62, 68
Compromise, 280
Confidentiality, 96, 116, 119, 461
Confirmation bias, 354
Conflict management, 455
Conflict of interest, 461
Conflict resolution skills, 455, 489, 490
Conflicts: during the 1960s, 13; accepting, 541–542; between affective and cognitive domains in student affairs, 36; arising from different ethical frameworks, 92; between autonomy and beneficence, 95; during the colonial period of higher education, 5; and diversity in the early twentieth century, 10; and ethnic identity development, 193; learning from, intergroup dialogues and, 83; long-standing, within higher education over its purpose, 39–40; mediating, 441; and multicultural skills, 394; practical reference points for addressing, 488; racial, resolution of, for Asian Americans, 193; as relational, 489; seeing the value in, 223; between self and the environment, resolving, 186; sources of, 485–486; between veracity and nonmalfeasance, 96. See also Crisis management
Consortium of Higher Education Lesbian Gay Bisexual Transgender Resource Professionals, 301
Constructed environments, 241–242, 244
Constructed knowing, 175, 177
Constructivism: and the borderlands approach, 210; described, 142; in holistic development, 162, 164; in meaning making, 146
Context: and collaboration, 370; environmental, layers of, 242–243, 247; increasingly cognizant of, 212; individual, 384–385; and informal theories about leadership, 410, 411, 412; intersection of, and multiple dimensions of social identity, meaning making and, 162–163; of the profession, 387–389; role of, in theories, 146–147, 205, 208, 209, 214; understanding, importance of, in assessment and evaluation, 330, 335
Contextual knowing, 175, 177
Continuous assessment, 333
Continuous professional development, 47, 380, 386, 388, 526
Contract law, 114, 115
Conventional personalities, 239
Cooperative Institutional Research Program (CIRP) survey, 522, 556
Coping behavioral theory, 257
Coping mechanisms, 401
Cornell, 7–8, 10
Corporatization, ethics and, 94
Cost-cutting measures, trends in, 322
Council for Advancement and Support of Education, 300
Council for Opportunity in Education, 303
Council for the Higher Education Accreditation, 384
Council of Graduate Schools, 300
Council of Student Personnel Associations in Higher Education (COSPA), 31, 53
Counseling and helping skills: essential, described, 455–460; need for, overview of, 452–453; and personal and ethical issues, 460–462; role of, in effecting change, 462–463; and understanding prevalent mental health issues, 453–454
Counseling and helping theories, 456–457
Counseling services, 294, 297
Counter-storytelling, 207
Courage to Teach, The (Palmer), 439
Crimes Against Children Research Center, 346
Crisis: ability to distinguish among the different types and levels of, 486–487; defining, 484–485; leadership in times of, 489–490; skills and competencies for approaching, 489–490; varying levels and types of, 485
Crisis leadership, 489–490
Crisis management: designing programmatic interventions to work simultaneously with, 509; developing skills in, 455; effective, general strategies for, 490–494; overview of, 484; prerequisite to the process of, 486–487; scenarios for examining, and discussion questions, 494–496; theories, skills, and strategies for, 486–490; understanding definitions and terminology in, 484–486
Crisis plan, development of a, importance of, 119
Crisis response, organizing the approach to, 486–487
Critical analysis, importance of, 247–248
Critical contemporary contexts, 245–246
Critical disability studies, 143
Critical incidents, 485, 487
Critical race theory (CRT): described, 142, 206–208; overview of, 205; scenario for examining use of, 149; and social location, 213; in studies of self-authorship, 163, 207–208; use of, in student affairs practice, 516
Critical theoretical perspectives: applying, to the study of student development, result of, 216; continued use of, 216; focus of, 144; frameworks of, described, 206–211; influence of, 51; mapping, onto holistic models, 164; overview of, 205–206; and reconsidering student development, 211–215; role of context in, 147
Critical theory, defined, 142
Critical thinking, 491–492
Critical-dialogic framework, 440, 444–448
Cross-campus collaboration, building, 259
Cross-campus teams, development of, 228
Cross-cultural engagement, meaningful, 244–245
Cross-functional behavioral assessment teams, 294
Crossroads, 155, 156, 157, 158, 160, 161, 163, 164, 180
“Cube” model of implementation, 517
Cultural capital, 256
Cultural community service, 244
Cultural competence, 82, 92–93. See also Multicultural competence
Cultural conflict, 193, 394
Cultural familiarity, 244
Cultural identity theory, 162, 516
Cultural relevance, 244–245
Cultural responsiveness, 245
Cultural self ways, role of, 163–164
Cultural self-awareness, 370
Cultural socialization, 410, 411, 412
Cultural strategies, 363
Culturally engaging campus environments (CECE) model, 244–245
Culturally relevant knowledge, 244
Culture, organizational. See Organizational culture
Culture centers, 68, 240
Current climate, influences on, 78
CURRENTS (magazine), 300
Curriculum: at black colleges, during the national period of higher education, 8; during the colonial period of higher education, 6; efforts to diversify, opposition to, 31; impact of, on student development, research on, 186; innovations in, during the 1960s, 12; during the university-building era, 9; for women, during the national period of higher education, 7
Cursing or obscenity, 111
D

DailyFeats, 354
Data mining, 304
Dating violence, 117
De Anza College, 62
Dean of students (DOS): and cross-functional behavioral assessment teams, 294; as a functional area, 297–298; and student conduct programs, 302
Deans: at black colleges, 27; of men, 22–24, 25, 27, 28; replacing, with a campus personnel office, 25; terminology changes involving, 28; of women, 21–22, 25, 27, 28
Debate and dissent, allowing, 112
Decisions, making. See Ethical decision-making model
DEEP Project, 259, 270, 271, 278, 280, 363, 508
Delta Cost Project, 16
Democracy: education for, 43–44, 48; principled citizenship for, 91; values of, 48
Democratic schools, 44
Demographic trends, 553–554
DePaul University, 365
DePauw University, 365
Depression, 454, 456, 459, 558
Descriptive statistics, 334
Designing programs for engaging difference. See Engaging difference
Development: differentiating, from change and growth, 170; indicators of student success focused on, 254; nature and mechanisms of, 170–172; risk in both stasis and, 169, 181; theoretical approaches to, described, 144–145; throughout the life span, 185–186; vectors of, 186. See also Cognitive development; Holistic development; Learning and development; Psychosocial development; Student development theory
Development office, fundraising and the, 299–300
Developmental approaches, 144–145
Developmental Math Program, 368
Developmental perspective, 237
Developmental processes, and timing, 243
Dialogue models, 440
Difference: accepting, 541–542; defined, 499; facing, 539; negotiating, 543; valuing, 501, 503. See also Engaging difference
Differentiated thinking, 146
Digest of Education Statistics (NCES), 33, 317, 553
Digg, 345
Digital textbooks, 351
Digital tools, 246. See also Social media
Digitization, 245, 246
Disability services, 298
Disability studies, 143
Disabled students: and campus climate, 82; increasing numbers of, and the need for inclusive theories, 143; legislation prohibiting discrimination toward, 13, 29–30, 298, 459; and TRiO programs, 303
Disasters, 485
Discipline and the Develict, The (Clark), 24
Discrimination: legislation prohibiting, 13, 29–30, 115–116, 298, 301, 303, 305, 459; prevalence of, in the supposed post-racial era, 556. See also Gender discrimination; Racial/ethnic discrimination
Disinhibition, 350
Dissonance, 145–146, 172. See also Crossroads
Distance learners: future challenges and considerations involving, 34–35; opportunities provided to, during the twenty-first century, 15
Distributive justice, 258, 487
Diverse learning environments (DLE), 77
Diversification, 245, 554
Diversity: accounting for, and the differential impact of environments, importance of, 247–248; anti-discrimination legislation encouraging, 13; assessment of, 78; and campus climate, 68, 77–78, 93; and campus culture, 68, 93; celebration of, 84; commitment to, 397; at community colleges, 60; deeper understanding of, importance of, 84; defining, 74–76; early attempts at, 6, 7; in the early twentieth century, approach to, 11; framework for, 77–78; future challenges and considerations involving, 35; and future directions for student success, 261; and the GI Bill, 11; influence of, by the twenty-first century, 15; of institutional identities, 58, 66, 68–69; international, awareness of, 52; and the issue with generalizing research findings, 524; legislation involving, 30; at liberal arts colleges, 61–62; and professional development, 563; questions concerning, 76; relevance and responsiveness of campus environments to, 243–245; research base on, using, to help guide practice, example of, 522–523; respect for individuality and appreciation
of, 91; of society, increasing demands of, on individuals, 153; students’ openness to, intergroup dialogue and, 83; supporting, role of student affairs in, 82–84; in teaching, 419; as a value, 32, 46, 48, 68; at women’s colleges, 62. See also Engaging difference; Multiculturalism

Diversity affairs, facilitating, 440

Diversity experiences, high-impact practices related to, 500, 503, 506–507

Diversity training, 542–543

Diversity trend, 553, 554

Diversity-related services, example of, 68

Division I schools, 289, 301

Dixon v. Alabama, 29, 30

“Do no harm” principle, 461, 526

Documenting Effective

Educational Practices (DEEP) Project, 259, 270, 271, 278, 280, 363, 508

Domestic violence, 117, 448

Dominant identities, high-impact practices and success for students with, 505

Downsizing, 321, 322

Drop-out rate, at community colleges, 12

Dual relationships, issue with, 92, 461

Dualism, 173, 174

Due process, 114

Dynamic tension, 493–494

E

Eastern Florida State College, 367

Ecological perspective, 237

Economic trends, 554–556

Education: aim of, 169; for democracy, 43–44, 48; for everyone, 44; and problem-based learning, 44–45; promise of, 169; role of campus environment and context in, 46–47

Education abroad programs, 298

Educational Amendments, 13, 29, 115–116, 303

Educational attainment: benefits of, 253; factors in, 257; increase in, calls for, 252; US rates of, compared to other countries, 253. See also Student success

Educational philosophy, 259

Educational Testing Service (ETS), 10

Educator role, 473

Effort, 271, 521. See also Student engagement

Ego identity development, 186

Emotional intelligence, 492

Emotions, managing, 186

Empirically grounded work, 47

Endowments, 8, 14, 555–556

Engagement: cross-cultural, 244–245; intercultural, 559. See also Student engagement

Engaging difference: and characteristics of inclusive communities, 501; high-impact practices for, 500, 501, 502–506; overview of, 499–500; programmatic interventions for, 506–510

Engineering programs, evidence on practices that work to support, 520

Enrollment management, 299, 304

Enrollment trends: future, 553–554; historical, 4. See also Student enrollment

Enterprise-based authority, 227

Enterprising personalities, 239

Entrance exams, 10, 263

Environmental press, 241, 242

Environmental theories: application of, to a case study, 248–249; and critical contemporary contexts, 245–246; and the elements of campus environments, 240–245; focus of, 144; as a historically separate theoretical base, 154; and implications for student affairs, 246–248; overview of, 236–237; and the relationship between campus environments and students, 237–239. See also Campus environment; Holistic development

Epistemological reflection, 174–175, 177

Epistemological understanding, levels of, 174–175, 177–178

Epistemology, 173, 196

Equal opportunity programs, 303

Equality/equity: ensuring, in practice, 259–260; lack of, in access to higher education, social justice approach to, 51; racial and gender, advocating for, 499; in the supposed post-racial era, 556–557; as a value, 41, 46, 48. See also Access and affordability

Ernest L. Boyer Commission, 364, 499–500, 506, 512

Ethic of care: described, 92–94; as an innovative model, 271, 276, 279

Ethical decision-making model: application of, scenarios for examining, 99–103; described, 98–99

Ethical development, intellectual and, 173–174, 174–175

Ethical dilemmas: potential, awareness of, 461; scenarios involving, and application of the ethical decision-making model, 99–103

Ethical principles: application of, scenarios examining, in ethical decision making, 100, 102, 103; and making ethical decisions, 98; shared, 95–96;
versus standards, 94; versus values, 90

Ethical professional practice: capacity for, 104; commitment to continued growth in, 103; complexity of, managing, mindset for, 92; developing one’s facility with, importance of, 89; fostering development of, 90; fundamental principles and standards for, 94–98; modern-day ethical considerations in, 92–94; philosophies that undergird, 91–92

Ethical standards: and frameworks, established, 95, 96–98; guidance provided by, scenarios examining, for ethical decision making, 99, 101, 102; and making ethical decisions, 98; and multicultural competence, 394, 396; and philosophies, 91; versus principles, 94; professional and, in application of theory to practice, 524–526; versus values, 90

Ethics: concerns and challenges involving, for helpers, 461–462; and the corporatization of higher education, 94; versus values, 89–90. See also Ethic of care

Ethics Task Force (NASPA), 91–92

Ethnic identity: and dissonance, 145; and the journey toward self-authorship, 161–162

Ethnic identity theory: application of, scenario for examining, 148, 149; described, 193; and racial identity theory, commonalities among, 190; terminology changes involving, 193

Ethnicity: centrality of, 207; division between race and, issue of, 193; intersections of race and social class and, 208. See also Racial/ethnic discrimination; Racial/ethnic diversity

Evaluation: competency standards developed for, 328; continuous, 517; defining, 519; distinction between assessment and, 329, 519; increased reliance on, 519; of organization advisors, checklist for, 479–480; and research, 329, 330. See also Assessment

Evaluativist, 175, 178

Evidence: culture of, creating a, 339–341; gathering and interpreting, 333; greater use of, 524; importance of using, 522–523; increasing emphasis on, 560; integrating theory with research and, 522, 527; standards for, 525; theories framing application of, 520–521; using research and, to guide practice, 519–520

Evidence-based practice, 237, 519, 520, 521, 522

Exosystems, 243, 244, 247

Expectation setting, for student organizations, 476–477

Expenditure categories: for higher education, trends in, 555; in student affairs, 316–317

Experience & Education (Dewey), 439

Experiential knowledge, centrality of, 207

Expert power, 226–227

External authority/formulas, 155, 156, 157, 158, 160, 161, 163, 164, 180, 194, 205

External influences: on campus environment, 245, 246; on student departure, 256

Extracurricular activities: emergence of, 9; redefining and renaming, growing trend in, 16; women’s, disparity in resources and opportunities for, 15

Extracurricular model, 271, 272–273, 279

Extracurricular programming, 301

F

Facebook, 344, 345, 346, 348, 354, 355, 448, 475, 556

Facilitating, types of, described, 439–441, 507. See also Engaging difference; Teaching and facilitation

Facilitator role, 473–474

Facility development, 320

Faculty members: at comprehensive institutions, 60; conflicting values system between administration and, 227, 233; encouraging students and, to engage, 47; graduate preparation, recommendations for, 545–546; higher education’s relationship with, 3–4; identities of, and diverse learning environments, 77; in innovative models, 277, 278, 279; and longevity of employment, 228; period of growth, 33; at research universities, 61; and shared governance, 226; slower growth in ranks of, 32; as stakeholders, 288–289; and student learning, 32, 42; in traditional models, 272, 273, 274, 275; training and development of, 228; values-driven culture of, 226; women, and their importance to student affairs development, 36

Failure: creating spaces for, 418; fear of, 476

Fairness principle, 493
Family Educational Rights and Privacy Act (FERPA), 30, 117–118, 351, 461
Federal funding, 27, 64, 65, 360
Federal grant institutions, 12
Federal legislation: influence of, on student affairs practice, 115–118; key, era of, 13, 29–31. See also specific laws/legislative acts
Fee for service, 316, 320
Feedback opportunities: expanding, 462; frequent, 259; mentoring providing, 509–510; missed, 92; substantive, in high-impact practices, 502; timely, 444
Fidelity, as a principle, 96, 100, 102, 103
Fifth Amendment, 114
50 Hours (Cheney), 31, 32
“Fighting words,” 112
Financial management, 317–322
Financial planning, linking strategic planning with, 309
Financing: conceptual aspects of, described, 314–317; and expenditures, 316–317; and financial management, 317–322; and institutional differences in funding student affairs, 317; overview of, 308–309; in relation to strategic planning, 309, 324; and revenue sources, 315–317; trends in, 322–324
First Amendment: and free speech, 109–113; and religious expression, 108–109
First-generation college students: and AANAPISIs, 65; and comprehensive institutions, 60; and cultural capital, 256; increased participation of, effect of, 15; and learning communities, 220; rise of, during the “Golden Age” in education, 12; and the student services model, 274; and the theory of challenge and support, 145; and TRiO programs, 303
First-order change, 397, 398, 399, 403
First-year programs, 302, 363
First-year students. See Freshman students
Fiscal accountability, demands for, 304–305
Fiscal year, 317
Fisk University, 8
Fit, perceived, student, 239, 255, 540–541
Flickr, 345
Flipping the classroom, 355
Followers versus leaders, 414–415
Following external authority/expectations. See External authority/formulas
Food service operations, 322
Formal theories: caution in applying to practice, 517; and informal theories, distinction between, 138, 139; strengths and limitations of, 515–516
Formalized institutions, 241
Formative assessment, 337
Four-frames model, 221–225, 232
Four-stage intergroup dialogue model, 444–445
Fourth Amendment, 113, 115
Fragmentation, 360–361
Frameworks for Assessing Learning and Development Outcomes (CAS), 328
Framing conflict, 489
Frankfurt School, 491
Fraternities, 15, 23–24, 28, 73, 292, 455
Fraternity and sorority (FS) programs, 299
Free Application for Federal Student Aid (FAFSA), 263
Free association, 110
Free speech, 109–113
“Free speech zones,” 110
Freedman’s Bureau, 8
Freedom: of the student press, 113; as a value, 41
Freshman students: ability of, to engage with diversity, 84; survey of, 522, 556
Full-time equivalent (FTE) student, amount of revenue per, devoted to student affairs, 317
Functional area standards, 293–294
Functional expense category, 309
Functional silos model, 271, 273–274, 279, 363
Functionalist associations, 388
Fund for the Improvement of Postsecondary Education (FIPSE), 364
Fund-raising, 299–300, 323–324
Future of Student Affairs, The (COSPA), 31

G

Gallop Poll, 555
Gay and lesbian identity. See Lesbian, gay, bisexual (LGB) identity
Gender differences: in development of heterosexual identity, 198; inquiry on, in ways of knowing, 177
Gender discrimination: during the colonial period of higher education, 5, 6; in the early twentieth century, 10; legislation prohibiting, 13, 29, 115–116, 301, 303; during the national period of higher education, 7; promotion of deans and, 28; reporting, 116
Gender identity: categorizations based on, issue with, 209; described, 195–196; and performativity, 213; social acceptance of, students’ perception of, 506
Gender identity theory, 196–197
Subject Index

Gender queer. See Queer entries
Genderism, 147, 195
General fund revenue, 315, 320
Generative knowing, 175, 179
Geolocation data, 351
George Mason University (GMU), 365, 367
GI Bill, 11, 27–28
Global citizenship skills, 331
Globalization, 35, 153, 245, 542–543
Good intentions, having requisite knowledge and, as imperative, 536–538
Governing boards, 289, 290
Government regulations, 305, 351
Grade policies, scenario involving, application of the ethical decision making model to, 100–102
Graduate preparation, 34, 298, 385, 400–401, 415, 537, 537–538
Graduate preparation faculty members, 545–546
Graduate student programs and services, 300
Graduation rates: at black colleges and universities, 8; case study involving, 248–249; developing new programs to improve, 559; examination of student engagement and, by the DEEP Project, 259, 271; moving beyond, for diversity, 79; and performance-based funding, 319; tracking, 262–263
Graffiti, 112
Grants and contracts, 323
Great Depression, 27
Greek life, 299, 455. See also Fraternities; Sororities
Ground rules, for dialogue, setting, 444, 449
Grounded theory methodology, 140–141, 162
Group change, multicultural, 397, 398, 403
Group dynamics, issues of, spending time on, 473–474
GroupMe, 475
Growth, differentiating, from development, 170

H

Hampton Institute, 8
Hanover Research, 319, 325
Harvard, 5, 9, 11, 20, 21, 61, 94, 173, 355
Hate speech, 111
“Haves” and “have-nots,” chasm between, likely increase in, 17
Health and wellness programs, 15, 300
Hegemony, 542
 Helpers: as change agents, 462–463; concerns and challenges for, 460–462; defining, 453; multiculturally competent, 460. See also Counseling and helping skills
Helping: models of, 457–459; and multicultural competence, 394, 395–396
Helping role, expanding the, 462–463
Heroic leader myth, 414
Heteronormativity, 143, 209, 210–211, 542
Heterosexism, 140, 142, 147, 163, 440, 494
Heterosexual identity: assumption of, 460; described, 198
Hierarchy, 221, 227
Higher education: during the 1960s, problems and prosperity in, 12–13; after World War I, 10–11; application of personnel psychology to, 25–26; architecture and, 3, 5; colonial period in, 4–6, 20; commitment in, to undergraduate education, 3–4, 9; corporatization of, ethics and the, 94; crisis in, agenda in response to, 360; debates over the purpose of, 39–40, 551; distinctive organizational features of, 225–229, 233; effect of technological advances on opportunities for, 15; enrollment in, 4, 252, 253; and the era of adjustment and accountability, 13–14, 33; essential feature about, 3; former predictions about, 550; and the “Golden Age” following World War II, 11–12, 27–28; hallmark of, in the United States, 68; historical overview of, 3–17; key shifts in, of importance to student affairs functions, 303–305; motivator for students to invest in, 252–253; national period in, 7–9; organization of, 288, 289, 290; oversight of, trend in, 552–553; prestige associated with, 7, 9, 10; purpose of, evolution in, 4, 5, 6, 7, 9, 10, 23; reporting lines in, 289; research in, issue of, 4, 9; shared understanding of the purpose of, identifying a, 40; social justice-based critique of, 51; stratification of, 10; top journal in, 47; trends shaping the future of, 550, 551–557; into the twenty-first century, 14–15; and the university-building era, 9–10
Higher Education Act (of 1965), 15, 30, 63
Higher education institutions: affiliations and associations among, 59; categorizing, various ways of, 58–59; diversity among, 58, 66, 68–69; number of, 288; public versus private, defined, 315; and their stakeholders, 288–289; various types of, described, 59–66. See also


Institutional entries; specific institutions and type
Higher Education Price Index, 308
Higher Education Research Institute (HERI), 84, 522
High-impact practices: benefits of, in the student-driven model, 277; cautions and limitations of, 505–506; characteristics associated with, 501; and considerations for program designers, 508–510; delineations of, for engaging difference, 504–505; intentional facilitation of, 507; overall outcomes of, 504; research on, for engaging difference, 503; at research universities, 61; that focus on “doing,” 507; traditional, delineating, 500, 502–503
High-performing institutions, 259, 271, 272
Hiring staff. See Staff recruitment and selection
Hispanic, switching from identifying as, 214. See also Latino/a students
Hispanic-serving institutions (HSIs), 15, 64–65
Historically black colleges and universities (HBCUs), 63–64, 199. See also Black colleges and universities
Holism, 91
Holistic development, 32, 50, 51, 294; focus of, 144; guidance on using the models of, 165; and liberal arts colleges, 61; longitudinal models in, 154, 155–164; and mapping additional theoretical perspectives, 164; matrix of, 161–162, 163, 194; overview of, 153–154; practice of, 165–166; role of cognitive development in, 180–181; in student affairs practice, 165–166
Holistic support, 82, 245, 247
Holistic transformative learning, 536, 537, 538, 543, 547
Holistic view, 35, 46, 361
Homicidal ideation, 461, 462
Homophobia, 195, 199
Hospitality, 491
Housing programs, 292, 300–301, 316–317. See also Living-learning communities; Residence halls
How We Think (Dewey), 44
Howard University, 8, 27
Human aggregate environment, 47, 241, 242, 244
Human capital, 415
Human crisis, defined, 485
Human dignity, as a value, 41, 46, 48
Human environment, 64, 238
Human resource frame, 222, 224, 225, 232, 425
Human resources, and organizational structure, 293
Humanistic theories, 456
Humanized educational environments, 245
Hurricane Katrina, 314
Hybrid institutions, 59
Hybrid workshop model, 540

I
Identity: binary, 195, 210; categorizing, poststructural theorists on, 144–145, 147, 208; as changing and fluid, reconsidering, 212–213; collective, 67; establishing, 186; grounded in psychosocial theories, 187; internalized, decoupling, from performativity, 213; and intersectionality, 209, 445; learning and, 50; as nonlinear and incomplete, 187, 211; “push” and “pull” process in, 215; reconstruction of, 187; and student development theory, 51. See also specific identities
Identity development: commonalities among theories of, overview of, 190; developmental goal of, 209; and dissonance, 145–146; and ethnic identity theory, 193; evolution of theories on, 189–199; as a historically separate theoretical base, 154; links between psychosocial theories and, 187, 188; and meaning making, 154, 162–163, 164; and multicultural knowledge, 393; overview of; and social media, 349–351; vectors of development influencing, 186. See also Holistic development; Social identity theory
Identity statuses, reformation cycle occurring within, 187
Ideologies, challenging, 207
Image- and reputation-driven organizations, 228, 233
Immigrant students, 60, 65
Imperialism, 542
Implementation method, aligning the, 517
Implementing strategies. See Applying theories to practice
Improvement: assessment for, 331–332; quality, benchmarking for, 522
Improvement orientation, 259
In a Different Voice (Gilligan), 196
Inaction, potential consequences of, 526
Inclusion: of all gender identities, importance of, 197; campus climate and, 73, 77; as essential, 539; ineffectiveness of higher education to advance toward, 556–557; as a value, 32, 46, 48. See also Campus environment
Incremental budgeting, 318–319
Independent knowing, 175, 177
Indiana University, 322, 325
Indiana University Center for Postsecondary Research, 522
Indiana University—Bloomington, 322
Indiana University-Purdue University Indianapolis (IUPUI), 183
Indians, American. See Native Americans
Indifference, addressing, 539
Individual change:
  multicultural, 397, 398, 399, 403; and time, 243
Individual level of success, future directions for scholarship aimed at, 261
Individual multicultural competence, developing, 399–400
Individualism, valuing, 91, 95
Individualistic helping, 462
Informal, interactive diversity, 500
Informal theories: and formal theories, distinction between, 138, 139; mediating role of, 517–518
Initiatives, diversity-related, 74
Initiatives (NAWE), 33
Innovative models of practice, 271, 276–279
Input-environment-output (I-E-O) model, 520–521
Instagram, 355, 475
Institute for Social Research, 491
Institute of International Education (IIE), 245, 250, 298, 306
Institutional action: framework for, 258–259; imperatives for policy and, 259–260
Institutional change:
  multicultural, 397, 398–399, 403
Institutional context, understanding, 386–387
Institutional decision making, structure of, 226
Institutional excellence, concept of, 521
Institutional fit: relationships and, for new professionals, 540–541; for students, 239, 255
Institutional functions, structure of, 226
Institutional history, influence of, on change processes, 229–230
Institutional identity: and application to practice, 68; and campus climate, 66; described, 58–66; influence of, on campus culture, 58, 59; public declaration of, 59
Institutional integrity, 258
Institutional level of success, future directions for scholarship aimed at, 261–262
Institutional mission:
  academic and student affairs partnerships and, 367; aligning student affairs practice with, 68, 260; and campus climate, 66; and campus culture, 67; and career competence, 304; choice of student affairs model dependent on, 281; of community colleges, 60, 254; described, 59; ensuring assessment is aligned with, 332, 340; leadership aligned with, 418; and LGBTQ programs and services, 301; of minority-serving institutions, 63; and online institutions, 65; and organizational culture, 230; as part of institutional identity, 58, 66; primary, that is shared, 424; and strategic planning, 311; and student affairs’ identity and role, 558; and student affairs practice, 68; and student success, 259; and the symbolic frame, 223; of tribal colleges and universities, 63; and values, 67; of women’s colleges, 62
Institutional policy, and action, imperatives for, 259–260
Institutional procedures, imperatives for, 260
Institutional purpose and goals. See Institutional mission
Institutional quality: and the DEEP Project, 271; proxy for, 253
Institutional reach, 289
Institutional size: influence of, on student affairs practice, 68; student affairs organizational charts by, 291, 292. See also Institutional type
Institutional success, 252
Institutional type: and campus culture, 67; demographic trends by, 553–554; and LGBTQ programs and services, 301; list of institutions by, described, 59–66; and organizational structure, 289, 292–293; as part of institutional identity, 58; and student affairs practice, 68, 270
Instruction expenditures, 555
Integrated data systems, creating more, 262–263
Integrated developmental dimensions. See Holistic development
Integrated Postsecondary Education Data System (IPEDS), 262, 309, 315, 325
Integrated thinking, 146
Integration: academic and social, 255, 257, 350, 454; between academic and student affairs, 275; in the college environment, 256, 258; of theory with research and evidence, 522, 527
Integrity: developing, 186; exercising, during conflict resolution process, 490; and professionalism, 389
Intellectual and ethical development, 173–174, 174–175
Intellectual values, 255
Intentional research-driven practice, 47
Interactionism, 172
Interactionist learning model, 160–161, 163, 256
Interactionist perspective, 46–47, 255, 257–258
Interactions, diverse, 74, 75
Intercollegiate athletics: described, 301; as under the purview of student affairs, 41; removing, from student affairs, 294; spending on, 17; women and, 15, 29. See also Title IX
Intercultural engagement, 559
Intercultural maturity, 153, 180
Intercultural sensitivity model, 180
Intergroup dialogue, 83, 440, 444–448
Internal voice. See Self-authorship
Internalization, 191, 199
International Association for Research on Service-Learning and Community Engagement, 296
International Association of Campus Law Enforcement Administrators, 296
International Baccalaureate programs, 263
International student programs, 298
International students, 52, 213, 245, 298, 305, 536, 537, 554
Internationalization, 51–52
Internet access, 344, 345, 348
Internships, 61, 504
Interpersonal and intrapersonal development, integrating, with cognitive development, 50, 154, 155, 164, 180, 207–208, 215
Interpersonal dialogue and relationship, 507
Interpersonal relationships, developing and freeing, 186
Interventions, transformation, developing, 79
Investigative personalities, 239
Involvement, 361, 521. See also Advising student organizations; Student engagement
Involvement in Learning (Study Group on the Conditions of Excellence in American Higher Education), 14, 560
Iowa State University, 61
Isolation: loneliness and, personal story of, 532–533, 535; of minority groups at PWIs, 64, 80; professional, of functional silos, 274; and social location, 214; and student departure, 255
Ithaca College, 94

J
Jeanne Clery Act, 93, 116–117, 305
Job One (Magolda & Carnaghi), 540
Job One 2.0 (Magolda & Carnaghi), 540, 547
Job placement. See Career planning and placement
Johns Hopkins University, 9, 61
Joint Task Force on Professional Competencies and Standards, xxix, xxx, 395
Journal about Women in Higher Education (NASPA), 33
Journal of American College Health, 300
Journal of College Admissions, 295
Journal of College and University Housing, The, 301
Journal of College Counseling, 297
Journal of College Orientation and Transition, 302
Journal of College Student Development, 47, 298
Journal of Higher Education, 295
Journal of Higher Education Outreach, 296
Journal of Postsecondary Education and Disability, 298
Journal of Student Affairs Research and Practice, 298
Journal of Studies in International Education, 298
"Journaling a Tool for Writers" article, 344, 357
Junior colleges. See Community colleges
Justice: applying, as a framework, 489; conflicts concerning, understanding, 487; distributive, importance of, 258, 487; as a principle, 95, 102; racial, 192; restorative, 441, 488; retributive, 488; as a value, 41

K
Keweenaw Bay Ojibwa Community College, 62
Key performance indicators (KPIs), 338, 340
Knowing, as communal, 501. See also Cognitive development

L
Land Grant Act, 8
Land-grant institutions, 9, 23
Language and symbols, 230
Latinas: and political activism, 207, 215; and response to social location, 214; and self-authorship, 207–208; stereotype of, 81
Latino/a identity theory, 194–195
Latino/a students: and campus climate, 80; and community colleges, 12; and defining diversity, 74, 75; development of, 207, 214; and diversity-related services, 68; enrollment trend, 553; and ethnic identity development, 145; helping, and the need for multicultural competence, 460; and Hispanic-serving institutions, 15, 64–65; and the journey toward self-authorship, 160, 161–162; and minority-serving institutions, 63; and stereotypes, 161, 194, 207

Law and Policy Report, 303

Leaders: development of, defining, 415; versus followers, 414–415; versus leadership, 414; managers as, 414; positional role and traits of, early focus on, 411–412, 414

Leadership: for academic and student affairs partnerships, 369; common dichotomies involving, challenging, 413–415; considerations for, in student affairs, 418–419; cultivating access to and broadening the content of, 419; divergent definitions of, case involving, 408; formal theories of, 411–415; informal theories of, 409–410, 411, 412, 416; lack of preparation for, 409; leaders versus, 414; and learning formal leadership theory, 411–415; macro-level environmental aspects shaped by leadership and, 507; management versus, 413–414; power-authority dynamic in, 412–413; role of socialization in defining, 409–411, 412

Leadership capacity, 417

Leadership development, engaging in, 415–417, 418, 419, 469

Leadership efficacy, 417

Leadership enactment, 417

Leadership motivation, 417

Leadership teams, creating, 234

Leadership theory, 411–415

Learning: assessment of, 337; as communal, 501; from computers, 347; difficulty capturing and representing, continued concern over, 560; environments facilitating, 47; failure as a celebrated form of, 418; focus on, 259, 558; indicators of student success focused on, 254; knowledge of, effect of ubiquitous change on, 538; linking in-class, to organizational activities, 472; partnerships for, factors in, 360–362; promoting, at the expense of others, 148; responsibility for, 328, 331; using results of assessment to improve, 328. See also specific type of learning

Learning and development: familiarity with, as advisors of student organizations, 469; feedback essential to, 509; large-scale study linking, 161; in traditional models, 272, 273; valuing, 50, 119. See also Student development theory; Student learning movement

Learning communities: building, organizational approaches to, 220–221, 225, 228–229; described, 220; and new programs, 559; partnering to design, 424; residential evidence on practices that work to support, sources of, 520; staffing practices in, 424; student participation in, 504; using evidence to guide action related to establishing, 522–523

Learning environment: fundamental, and commercial speech, 111; influence of student affairs professionals on, 47; knowledge of the, effect of ubiquitous change on, 538; multicontextual model of diverse, 77; relevance of, 244–245; and the student learning movement, 51; student view of the, 273. See also Campus environment; Seamless learning model

Learning organizations, creating, 232–234

Learning orientation, 490

Learning outcomes: achievement of, and what it means, 169; articulating, for assessment, 332, 333; endorsing and embedding, 169; focus on, 51

Learning Partnerships (Baxter Magolda & King), 166

Learning partnerships model (LPM), 166, 424, 442–443, 470, 543–545

Learning Reconsidered (Keeling), 32, 46, 50–51, 328, 545

Learning Reconsidered 2 (Keeling), 50, 328

Learning-centered approaches, 271, 274–276, 367

Legal imperatives, and ethics, 90

Legal issues: complexity surrounding, 107, 108; constitutional, 108–114; and federal regulations, 115–118; overview of, 107–108; pertaining to practice at public versus private institutions, 114–115. See also specific legal issues

Legislation. See Federal legislation; State legislation

Legitimate peripheral participation, 443

Lesbian, gay, bisexual (LGB) identity, 197, 198–199
Lesbian students: and the journey toward self-authorship, 158, 162–163; and queer theory, 209, 210
LGBT moniker, issue with, 197
LGBT students: and campus climate, 81; and diversity-related services, 68; helping, and the need for multicultural competence, 460
LGBTQ programs and services, 301
LGBTQ students, 211, 214
Liability, 476
Liberal arts colleges: during the 1960s, 12; and career competence, 304; and culture centers, 68; described, 61–62; mission of, 424
Lifelong learning, 424, 543
Liminality, 209–210
Lincoln University, 8, 20
Line items, 318
LinkedIn, 349, 355
Listening to internal voice. See Self-authorship
Listly, 475
Litigation, potential, concern for, addressing, 118
Listening to internal voice. See Self-authorship
Loco parentis, ending of, 29, 30
Locus of control, 257
Long-term student outcomes, tracking, 263
Loosely coupled structures, 226, 229, 233
Low-income students, 30, 64, 65, 82, 303, 348, 551
Lumina Foundation, 263

M
Macrosystems, 243, 247
Management: versus leadership, 413–414; multicultural competency in, 394, 395
Managers, as leaders, 414
Mandatory student fees, 315–316, 323
Marginalization: and critical race theory, 206, 207; further, 216; high-impact practices and, 505; and intersectionality, 208, 209; and leadership, 415; of LGB students, 198–199; of multiracial students, 193; and queer theory, 212; recognizing the intersections of privilege and, 214–215; of students of color, 80–81; variance in, among identities, 82; of women, 81
Market forces, 227
Massachusetts Institute of Technology (MIT), 9
Massive open online courses (MOOCS), 355
Matrix organizational structure, 221
Maturity, 153, 180, 210–211, 216, 395, 535
Meaning making: cluster of assumptions guiding, 176; complex, demand for, 153, 165, 172; content-specific, 209; described, 146; evolution of, as a holistic framework, 154, 180; facilitating opportunities for, 470; foundational versus critical theoretical approach to, 205, 206; and multiple identities, 516; and women’s identity development, 196
Meaning-making structures, 157, 171, 172, 180. See also Cognitive development; Holistic development; Identity development
Measurement movement, 33, 35, 42
Media-sharing websites, 345
Men: as deans, 22–24, 28; deans of, 22–24, 25, 27, 28; gay and bisexual, 199; and gender performance, 213; as the preferred constituency, 7, 20; rapidly increasing undergraduate population of, response to, 23
Men’s identity development, 196–197
Mental health discrimination, 459
Mental health issues, 294, 297, 453–454, 558–559. See also Counseling and helping skills
Mentor role, 472
Mentoring: and high-impact practices for engaging difference, 509; professional development through, 387, 388; in student organizations, 472
Mentors, recommendations for, 547
Mesosystems, 242–243, 244, 247
Messiah College, 364
Mexican American women: and political consciousness, 215; response to social location, 214; and self-authorship, 161, 207. See also Latino/a identity theory; Latino/a students
Miami University (Ohio), 363
Michigan Journal of Community Service Learning, 296
Microaggressions, 80–81, 95
Microblogging, 345
Microcounseling skills, 455
Microsystems, 242, 244, 247
Middle Eastern students, 73
Milestones, 171. See also Meaning-making structures
Military training, 23, 25
Minority groups: approach to, in the early twentieth century, 11; legislation prohibiting discrimination in education for, 13, 30; pressure facing, to integrate into the college environment, 256; recruiting to draw, 14; and technology,
Minority-serving institutions (MSIs), 62–63, 292
Mission. See Institutional mission
“Model minority stereotype,” 80
Monoculturalism, long-engrained effects of, on change, 402
Monoracial categories, issue with, 192
Moral development, 179, 196
Moral philosophy, important tenet of, 491
Morale, 241
Morehouse College, 8
Morrill Acts, 10, 21, 23
Multicultural awareness, 393, 394, 396, 401
Multicultural Awareness Council (MAC), 368
Multicultural change intervention matrix (MCIM), 397–399, 400, 403
Multicultural competence: assessment of, 402, 403; and change on campus, 396–399, 403–404; and creating change, 401–402; defining, 393, 460; developing, 399–401; dynamic model of, 392–396, 403; and ethics, 92, 93; overview of, 392; trend involving, 559. See also Engaging difference
Multicultural competence characteristics of student affairs professionals inventory (MCCSAPI), 403
Multicultural competence in student affairs—preliminary form 2 (MCSA-P2) scale, 403
Multicultural knowledge, 393, 394, 396
Multicultural organization development (MCOD), 396–397, 400
Multicultural organizational development checklist, 397, 400
Multicultural problem solving, considerations in, 401
Multicultural relationships, expanding, 401
Multicultural skills, 394, 396
Multicultural student services, 292, 301–302
Multiculturalism: critique of, 205–206; and diversity-related services, 68; as an integral component of student affairs work, 404; opposition to, 31; as a value, 32, 46. See also Diversity; Multicultural competence
Multi-frame thinking, 224–225
Multipartiality, 441
Multiple identities, 82, 154, 162–163, 208, 212, 213, 214, 516
Multiple theories, consulting, importance of, 526
Multiplicity of opinions, 173, 174, 175
Multiplist, 175, 178
Multiracial identity theory, 192–193
Multiracial students, and the journey toward self-authorship, 160
Muslim students, 84; and campus climate, 73, 82–83; creating spaces for, to congregate, 84; listening to and learning about, 83
Myopic view, 247
MySpace, 344
N
NACADA Journal, 295
NACE Journal, 296
NAFSA: Association of International Educators, 298
Naming conflict, 489
Nation at Risk, A (NCEA), 13, 31, 32
National Academic Advising Association (NACADA), 295, 388
National Academies of Science (NAS), 520
National Association for Campus Activities (NACA), 96, 101
National Association for College Admission Counseling, 295
National Association of Appointment Secretaries (NAAS), 26. See also American College Personnel Association
National Association of Campus Activities (NACA), 105, 297, 388
National Association of College Auxiliary Services, 295
National Association of Colleges and Employers (NACE), 296
National Association of Deans and Advisors to Men (NADAM), 22
National Association of Deans of Men (NADM), 22, 24, 26
National Association of Deans of Women (NADW), 22, 26, 27, 28, 33
National Association of Graduate Admissions Professionals, 300
National Association of Graduate-Professional Students, 300
National Association of Scholars, 32, 38
National Association of State Universities and Land-Grant Colleges (NASULGC), 360, 373
Native American identity theory, 195
Native Americans: and campus climate, 73, 80; during the colonial period of higher education, 6; and defining diversity, 75; and diversity-related services, 68; enrollment trend, 553; as an excluded constituency, 7; helping, and the need for multicultural competence, 460; rise of institutions focused on, 8; tribal schools serving, 15, 63, 72
Need-press model, 238
Needs assessment, 336–337
Negative publicity, effect of, 119
Net Results (magazine), 298
Network organizational structure, 221
“Neutral No More” (Allen), 533–535
New Century College, 367
New professionals, recommendations for, 546
New programs, trends in, 559–560
New student and family programs, scenario involving staffing and, 425
New students: huge numbers of, demand for student services created by, 28; personnel psychology approach to, 25–26. See also First-year students
Nigrescence theory, 191
Nonconformist subcultures, 239
Nonmalleasance, as a principle, 95, 96, 103
Nontraditional students: future challenges and considerations involving, 34–35; opportunities provided to, during the twenty-first century, 15
“Normality,” creation of, questioning, 143
Normative theory, issue with, 211–212
North Carolina State University, 365
Northeastern University, 551, 565
Northwestern University, 24, 25, 26
NWSA Journal, 303

O

Obama, B., 117
Oberlin, 7–8, 20, 21
Objectives, achieving: evaluating student organization programs on, 480–481; performance appraisal focused on, 430; supervision focused on, 425–426
Obscenity or cursing, 111
OccupySLU movement, 534
Off-campus student services, 297, 383
Offline environment, 350
Oklahoma University, 73
Older students: and community colleges, 59; and comprehensive institutions, 60; enrollment trend, 553; future challenges and considerations involving, 34–35; increasing enrollment of, 15; and the for-profit education sector, 15; recruiting to draw, 14
On-campus employment opportunities, 295
One Size Does Not Fit All (Manning, Kinzie, & Schuh), 68, 270, 281
One-size-fits-all models, issue with, 68, 211–212, 270
Online environment, 350
Online institutions, 65–66
Online learners: future challenges and considerations involving, 34–35; opportunities provided to, during the twenty-first century, 15
Open-ended questions, use of, 165

390, 392, 395, 400, 405, 522, 524, 525, 528, 529, 545, 558
National Association of Veteran Program Administrators, 303
National Association of Women Deans, Administrators, and Counselors (NAWDAC), 28
National Association for Women in Education (NAWE), 28, 33
National Association for Women in Education (NAWE), 28, 33
National Career Development Association, 296
National Center for Education Statistics (NCES), xxvii, xxx, 33, 38, 59, 71, 252, 254, 262, 266, 553, 554, 555, 565
National Clearinghouse for Commuter Programs, 297
National Coalition Building Institute, 302
National Collegiate Athletic Association (NCAA), 301
National Commission on Excellence in Education (NCEA), 18, 31, 38
National Conference of State Legislatures, 561, 565
National Institute of Education (NIE), 14
National Institute on Mental Health (NIMH), 465
National Interfraternity Council, 23–24
National Intramural-Recreational Sports Association (NIRSA), 302
National Orientation Directors Association (NODA), 96, 102, 105, 302, 388
National Science Foundation (NSF), 520
National Student Clearinghouse (NSC), 262
National Study of Living-Learning Programs (NSLLP), 520
National Survey of Student Engagement (NSSE), 259, 271, 466, 483, 504, 522
National Women’s Studies Association (NWSA), 303
Operational costs, 316–317

Opportunity, providing, for all, 247

Oppression: and critical theoretical perspectives, 205, 206, 207, 208, 209, 211, 212, 215, 216; embedded, social justice and, 488; engaging in dialogue about, 438, 440; and identity development, 187, 191, 193, 194; and informal theories about leadership, 410, 411; and multicultural knowledge, 393; newer frameworks for understanding, 145; systematic, 501, 506

Optional student fees, 316

Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors, 299

Organization development (OD) theory, 396–397, 400

Organization for Economic Co-operation and Development (OECD), 253, 266

Organizational change: building capacity for, 233; cultural theories and, 229–230; organizational frames and, 223, 225; overview of, 220; readiness for, gauging, 233; sensemaking and, 229, 231

Organizational charts: described, 221; student affairs, by institutional size, 291, 292; university, 290

Organizational commitment, 258

Organizational culture: during the colonial period of higher education, 5; consideration of, 148, 149; and creating a learning organization, 233, 234; described, 229; understanding, 229–230

Organizational environment, 47, 240–241, 244, 247

Organizational leadership, strong, 369

Organizational learning approach, 231, 232–234

Organizational structures and functions: and areas for student affairs professionals, 293–303; factors influencing, 289; in higher education and student affairs, 288–293; and issues and recommendations for practice, 303–305; macro-level environmental aspects shaped by leadership and, 507; and models of student affairs practice, 272; overview of, 288; types of, 221; understanding, 221. See also Institutional mission; Institutional type

Organizational theories/approaches: application of, 232–234; and distinctive features of higher education, 225–229, 233; and the four-frames model, 221–225, 232; overview of, 220; use of, scenario for examining, 149; and ways that change is challenging, 229–231, 233–234

Orientation. See Staff orientation; Student orientation

Otherness, exploring, on a different level, 507, 510

Outcomes-based measures/assessment, focus on, 33, 35, 42, 281, 328, 522, 564

Outness, level of, as a factor, 506

Out-of-classroom approaches, 271, 272–273

Outsourcing, 304, 322, 556

Overcommitted students, 476

Overhead charges, applying, 322–323

Overload, avoiding, 560

Oversight trends, 552–553

Oxbridge model, 5, 13

Oxford, 4–5

Subject Index

P

Pacific Islanders, 65, 160, 553

Paradigm shift, 400

Paradigms, research, 141–143

Paradox, embracing, 439, 516

Parent and family programs, 302

Parents: and the end of loco parentis, 29, 30; expectations of, 17; relationships with, trends in, 559

Participation: and democracy, 43–44, 48, 542; diversity and, 75–76; and facilitation models, 442, 443; of first-generation students, 15; in high-impact practices, 505, 506; pressured, 242; social media and, 348, 350; for student success, 258. See also Student engagement

Participatory pedagogy, 44

Partnerships. See Academic and student affairs partnerships; Learning partnerships model (LPM)

Part-time students, 252, 262–263, 553, 554, 562

Paternalism: end of, 30; era of, 20–21

Peabody Foundation, 8

Pedagogy: during the colonial period of higher education, 5; digital, 246; participatory, 44

Peer culture, 192

Peer facilitators, 441

Peer pressure, 155

Pell Grants/BEOG, 13, 30

Pell Research Institute, 303

Performance appraisal process, 426, 430–432

Performance budgeting, 319

Performance indicators, 313

Performance planning, assisting with, in student organizations, 473, 477

Performance-based funding, 319

Performance-driven funding models, 253
Performativity, 209, 210, 213
Peripheral participation, legitimate, 443
Personal epistemology, 173
Personal learning networks (PLNs), 352–353
Personal liability, 115
Personality, 239, 241, 350
Personnel psychology approach, 25–26, 27, 43
Perspective taking, 490
Perspectives (magazine), 299
Pew Higher Education Research Program, 321, 325
Pew Internet, 347, 348, 358
Philosophies: educational, 259; moral, 491; proactive, 245. See also Professional philosophies; Values
Physical environment, 47, 240, 244, 247
Physical health concerns, 558–559
Pinterest, 345
Placement tests, 263
Poetry, 535
Policy level of success, future directions for scholarship aimed at, 262–263
Political and social identity, fully exploring, 507
Political consciousness model, 208, 215
Political context, understanding, 335
Political engagement, 52
Political frame, 222–223, 224, 225, 232
Portland Community College (PCC), 365, 368
Position, 173
Positional leader roles and traits, early focus on, 411–412, 414
Positive learning environment, 47
Positivism, described, 141–142
Postmodern theories, 51
Post-racial era, supposed, 556–557
Poststructural theories, 51, 142–143, 144–145, 147, 206, 208
Power centers, 240
Power relationships/structures: in conflict-resolution process, 489; and critical theoretical perspectives, 142, 147, 205, 206, 207, 208, 211, 212, 214, 215; in higher education organizations, 226–227; and identity development, 193, 199; in leadership, 412–413, 414–415, 419; in teaching, 439; teaching and facilitating about, 438, 440, 444–448; theories and, 140, 142–143, 147
Practice. See Applying theories to practice; Student affairs practice
Practice to theory to practice (PTP) model, 517
Practice-to-theory and theory-to-practice cycles, 524
Prairie View A&M University, 8
Predictions, nature of making, 550
Predominantly white institutions (PWIs), 63, 64, 80, 161, 292, 460
Preservationist role, 474
Prince George's Community College, 365, 368
Princeton, 11, 61
Principles: application of, scenarios examining, in ethical decision making, 100, 102, 103; basic, identifying the, 40–41; commitment to, maintaining, 68; enduring, and values, 45–49; ethical, shared, 95–96; versus ethical standards, 94; of fairness, 493; guiding, documents that laid out the, 31–32; and making ethical decisions, 98; of student personnel work, 42–43
Principles of Good Practice for Student Affairs (ACPA), 32
Privacy, 30, 96, 113, 117–118, 263, 351, 461
Privatization, 322
Privilege walk activity, scenario involving, 148, 149
Privileged identity exploration (PIE) model, 445, 447–448
Probing questions, use of, 165
Problem-based learning, 44–45
Procedural knowing, 175, 177
Productive communities, 501
Professional associations: and developing multicultural competence, 400; ethical standards of, 95, 96–98; participation in, 387, 388–389. See also specific professional associations
Professional boundaries, maintaining, 378
Professional competencies: areas of, and basic examples, 380–382; described, 379–383; and working outside your area of expertise, issues with, 461. See also specific competency area
Professional Competency Areas for Student Affairs Practitioners (ACPA-NASPA), 379, 380, 383, 395, 537, 545
Professional development: and building in an approach to theory review and translation, 524; continuous, 47, 380, 386, 388, 526; foundational principles of, 536–543; future directions for personal and, 563–564; for helpers, 463; increased need for, 352; learning partnerships in, 543–545; and organizational culture and sensemaking, 233; predictable programs for, issues with, 539; and professionalism, 380, 382, 385, 386, 387, 388; reenvisioning, 535–536; relevancy of stories
to, 535, 536; seeking opportunities for, 294; staffing practices involving, 426, 432–433; stakeholders in, recommendations for, 545–548; standards for, 525; stories for reexamining, 532–535

Professional development architects, recommendations for, 547–548

Professional identity, issue of, 42, 50, 378–379, 385

Professional multicultural competence, developing, 400–401

Professional philosophies: current influences on the, 49–52; enduring principles and values within the, 40, 45–49; framework for the, 40–42; lack of, complaints about the, 39–40; need for, 39, 40, 52; philosophical legacy underlying the, 40, 42–45, 52; shared, existence of, 40, 52; strong, purpose of having, 39; that undergird professional ethics, 91–92

Professional retention, 429

Professional schools, annexation of, 9

Professional standards: ethical and, in application of theory to practice, 524–526; first set of, 31; and multicultural competence, 394, 396; and professionalism, 383–384

Professional student programs and services, 300

Professionalism: application of, to issues of diversity and climate, 82; defining, for student affairs professionals, 378–384; in the individual context, 384–386; in the institutional context, 386–387; multiple levels of, 384–389; norms of, and ethics, 90; overview of, 377–378

“Professionalizing,” as an ongoing practice, 516

Professionals, descriptors distinguishing, from amateurs, 515

Program assessment, 337

Program evaluation, generic statements for student, 480–481

Programmatic interventions, 499, 503, 504, 507–508, 508–510

Programming trends, 559–560

Project DEEP, 259, 270, 271, 278, 280, 363, 508

Psychodynamic theories, 456

Psychological diversity, and campus climate, 77

Psychology of Advertising (Scott), 25

Psychosocial development: described, 185–186; and engaging difference, 503; focus of, 144; general content of, 199; and high-impact practices, 504, 506; as a historically separate theoretical base, 154; integrating aspects of, with cognitive dimensions, 154, 164; links between theories of identity development and, 187, 188; overview of, 185; responsibility for, 364; social media and, 346, 354. See also Holistic development; Identity development

Public, the, as stakeholders, 289

Public forum, principle of a, 109

Public funding, 522. See also Federal funding; State funding

Public speeches, criteria for, 259

Publications and documents, criteria for, 260

Publicity: negative, as a risk, 119; test, 99

Purpose: activities with a, inspiring students to devote time to, 469; developing, 186

Push-and-pull process, 215

Q

Qualitative methodologies, 140–141, 334, 364–365

Quality: of advising student organizations, assessment of, 477–480; institutional, 253, 271, 522; of theories, criteria for judging the, 515–516

Quantitative methodologies, 33, 141, 334

Quare theory, 199

Queer identity, 195

Queer students, 62. See also LGBT and LGBTQ entries

Queer theory, 143, 147, 163, 164, 199, 205, 209–211, 212

Queer-authorship, 211

R

Race: centrality of, 207, 509; division between ethnicity and, issue of, 193; explorations of, creating opportunities for, 509, 510; intersections of ethnicity and social class and, 208; social construction of, 192

Racial acceptance, 192

Racial conflicts, resolution of, for Asian Americans, 193

Racial identity theory: described, 191; and ethnic identity theory, commonalities among, 190; terminology changes involving, 144; use of, scenario for examining, 148, 149

Racial issues, discussing, 437–438, 440, 444–448, 445

Racial justice, 192

Racial quotas, 30

Racial/ethnic discrimination: during the colonial period of higher education, 5, 6; in the early twentieth century,
10; legislation prohibiting, 30; during the national period of higher education, 7, 8; omnipresence of, 149; at predominantly white institutions, 64; trend involving, 556–557

Racial/ethnic diversity: during the colonial period of higher education, 6; initial focus on, in services, 68; in mixed-method study of self-authorship, 160. See also Diversity

Racial/ethnic groups: and campus culture, 66; and community colleges, 12, 59; and integration into the college environment, 256; and perception of campus climate, 242; primary minority populations of, 68. See also Minority groups; specific racial/ethnic group

Racism: ability to recognize, after college, 75; campus climate and, 73, 77, 80; color-blind, 80, 194, 559; conversations on, dynamic tension and, 494; critical perspectives on, 214, 215, 216; and critical race theory, 142, 147, 206, 207; omnipresence of, 149; recognized, in the crossroads to self-authorship, 161; social media and, 448; taking a stand on, personal story of, 533–535, 535–536; teaching and facilitating about, 445; theories and, 140, 189, 191, 192, 193–194

Radcliffe College, 173

Radical subjectivism, 174–175, 178–179

Rape, 117. See also Sexual violence

Realist, 174, 178

Realistic personalities, 239

Received knowing, 174, 177

Reconceptualized model of multiple dimensions of identity (RMMDI), 154, 162–163

Recreation centers, 17, 34, 302, 316

Recreational and fitness programs, 302

Recreational Sports Journal, 302

Recruitment. See Staff recruitment and selection; Student recruitment

Reddit, 345

Reductionism, 525–526

Referent power, 226, 227

Reflection: building time into activities for, 470; career-long, critical, as requisite, 543; critical, feedback essential to, 510; professional development requiring, 385, 564

Reflective judgment, 174–175, 176, 179

Reflective practitioner, becoming a, benefits of, 385

Reflective questions, 470–471

Reframing Organizations (Bolman & Deal), 221

Regents of the University of California v. Bakke, 30

Rehabilitation Act, 13, 29, 298

Relational leadership model, 469

Relationships: with colleagues, 294, 388; dual, issue with, 92, 461; existing, effective academic-student affairs partnerships growing out of, 367–368; healthy, building, principle for, 493; helping, centrality of, 457; and institutional fit, 540–541; interpersonal, developing and freeing, 186; mentor, 387, 388; multicultural, expanding, 401; reality constructed through, 418; of trust, 92, 119, 441, 444, 449, 457, 476, 486, 490; ways of being in, attention to, 507–508

Relativism, 173, 175

Religion: during the colonial period of higher education, 5–6; in the early twentieth century, 10; in the era of paternalism, 20; during the national period of higher education, 7

Religious colleges/universities, 62, 301

Religious discrimination, 10

Religious diversity, 83

Religious expression, 108–109, 113

Religious minority groups, and campus climate, 82

Reorganization, 304–305

Research: accumulated, drawing from, 520; competency standards developed for, 328; differences between, and assessment/evaluation, 330; federal support for, tapering off of, 14; findings from, issue with generalizing, 524; importance placed on, 4; integrating theory with evidence and, 524, 527; multicultural competency in, 394, 396; subsidizing graduate programs and, 12; theories framing application of, 520–521; undergraduate, 504; using evidence and, to guide practice, 519–520; using practice to advance, 515. See also Assessment

Research grants: competition for, 12; expansion of, effect of, 11–12

Research methods, knowledge of, importance of, 334–335

Research paradigms, 141–143

Research universities, 12, 61, 62, 68, 424

Research-driven practice, 47

Research-guided practice, benefits of, 522–523
Safety nets, 276
Safety on campus. See Campus safety
Saint Louis University (SLU), 533–534, 535, 538
Saint Mary’s College, 365
Salaries, 290–291
Same-sex marriage, 84
Sarah Lawrence College, 94
School prayer, 108
Scott Hall Committee, 24, 25, 38
Search and seizure, 113, 115
Second Amendment, 113
Second Great Awakening, 7
Second-order change, 397, 398, 399, 403
Segregation, 11
Self-advocacy, developing, 463
Self-efficacy, 257
Self-evaluation checklist, as an organization advisor, 478–479
Self-evolution, 154, 155, 156, 157–158
Self-knowledge, deepening, 510
Self-reflection: importance of, 385, 564; recognition of, as requisite, 536
Senior student affairs officers (SSAOs): educational and professional background and salary of, 290–291; and organizational structure, 289, 290, 291, 292; tone set by, 339
Servant leadership, 469
Service-learning, 45, 48, 61, 296, 367, 470, 503, 504
Serviceman’s Readjustment Act (GI Bill), 11, 27–28
“Seven Sisters,” 21
Sex discrimination. See Gender discrimination
of dissonance influencing development of, 145–146; for Latinas, CRT used in study of journey toward, 207–208; linking the RMMDI to the journey toward, 162–163; matrix extending and diversifying the portrait of the journey toward, 161–162, 194; model of the journey toward, 159–161; and political consciousness, 215; and professional development, 543; promoting, 470; and queer theory, 210; studies of, as incomplete, 208–209; supporting young adults in growing toward, 165–166; synthesis of the overarching journey toward, 156; theory refining the journey toward, 158–159; theory revealing the strength of context in the journey toward, 163–164; three components of, 159
Self-awareness, 370, 460, 499
Self-assessment: of competency as student affairs professionals, 33, 384, 385–386; consideration of a multicultural lens in, 401; of multicultural competence, 403; of role in the maintenance of structural inequality, 83
Self-authorship: assessment of, 165; and authentic self, 212; demands for, 154, 165; departure from, 211; holistic models for understanding the journey toward, 155–164, 180; influence of self-evolution theory on the journey toward, 155, 157–158; inner core conceptualized in, decoupling performativity from, 213; intersectional examination of, 212; kinds of dissonance influencing development of, 145–146; for Latinas, CRT used in study of journey toward, 207–208; linking the RMMDI to the journey toward, 162–163; matrix extending and diversifying the portrait of the journey toward, 161–162, 194; model of the journey toward, 159–161; and political consciousness, 215; and professional development, 543; promoting, 470; and queer theory, 210; studies of, as incomplete, 208–209; supporting young adults in growing toward, 165–166; synthesis of the overarching journey toward, 156; theory refining the journey toward, 158–159; theory revealing the strength of context in the journey toward, 163–164; three components of, 159
Self-reflection: importance of, 385, 564; recognition of, as requisite, 536
Senior student affairs officers (SSAOs): educational and professional background and salary of, 290–291; and organizational structure, 289, 290, 291, 292; tone set by, 339
Servant leadership, 469
Service-learning, 45, 48, 61, 296, 367, 470, 503, 504
Serviceman’s Readjustment Act (GI Bill), 11, 27–28
“Seven Sisters,” 21
Sex discrimination. See Gender discrimination
Sexism, 195, 216, 440, 494, 559
Sexual activity, and campus climate, 73
Sexual assault, 81, 93, 94, 116, 117, 305
Sexual harassment, 81, 116, 562
Sexual identity: categorizations based on, issue with, 209, 210, 212; constructions of, grounded in heteronormativity, challenging, 143; development of, and sexual orientation, theories of, described, 197–199; differentiating sexual orientation and, 198; social acceptance of, students’ perception of, 506; and social location, 214
Sexual orientation: differentiating sexual identity and, 198; grouping transgender identities with, issue of, 197; sexual identity development and, theories of, described, 197–199
Sexual orientation discrimination, 198–199
Sexual predators, 346
Sexual violence, dealing with, future directions for, 561–562
Shared governance, 226, 228
Shared leadership, 369
Sherman School for Indians, 8
Simplicity of theories, 515–516
“Slacktivism,” 448–449
Snapchat, 475
Social capital, 350, 353, 415
Social change, advocating for, 93, 463, 499, 503
Social change model of leadership, 469
Social class, intersections of race and ethnicity and, 208
Social climate, model focused on, 78–79
Social cognition perspective, 231
Social currency, 355
Social equity team, 79
Social identity, 51; described, 189; fully exploring, 507, 510; and informal theories about leadership, 410; multiple dimensions of, intersection of context and, meaning making and, 162–163; and professionalism, 385; range of, 75; and subcultures, 67; in teaching and facilitation, 438, 441; use of, scenario for examining, 149. See also Multiple identities
Social identity theory: mapping, onto holistic models, 164; use of, in student affairs practice, 516; various identity development theories in, described, 189–195
Social integration, 255, 257, 350, 454
Social justice advocacy, 48–49, 93, 332, 400, 401, 438, 445, 463, 488, 499
Social justice agenda, 207, 208
Social justice, described, 487–488
Social justice strategy, 396
Social justice-based critique, 51
Social location, 214, 215
Social media: and advising student organizations, 475–476; becoming critical consumers of, 449; benefits of, 346, 347, 348–349; and campus culture, 67; and campus environment, 246; concerns about, 345–346; defensiveness and shame in, 449; future challenges and considerations involving, 35; myths about, 346; other aspects of, and student affairs practice, 353–355; overview of, 344–347; research on, and application to practice, 347–349; resistance to, 346–347, 349; and student activism, 448–449, 556; student affairs professionals, 533–534; types of, 345; use of, in student affairs, 347, 349–353
“Social Media, Social Life” article, 346, 358
Social networks: building, 350; defining, 345; popularization of, 344
Social news services, 345
Social personalities, 239
Social values, 255
Socialization, role of, in defining leadership, 409–411, 412
Socially constructed ideas, theories as, 139–140
Societal trends, 245–246, 551–557
Society, responsibility to, 48
Socioeconomic status, 5, 6
“Song of a Lonely Bird, The” (Bui), 532–533
Sororities, 292, 299, 455
Southern Association of Colleges and Schools, 8
Southern University, 62
Sovereign immunity, 114–115
Specialist roles, 294
Spelman College, 8
Sports, intercollegiate. See Intercollegiate athletics
Staff climate, 149
Staff members, identities of, and diverse learning environments, 77
Staff orientation: defining, 426; practice of, described, 428–429; recruitment and selection process and, 426, 430
Staff performance appraisals: defining, 426; practice of, described, 430–432; and professional development, 426
Staff professional development: defining, 426; and performance appraisals, 426; practice of, described, 432–433
Staff recruitment and selection: defining, 426; and
orientation, 426, 430; practice of, described, 426–428
Staff separation: defining, 426; practice of, described, 433–434
Staff supervision: common scenarios involving, 424–425; defining, 426; full spectrum involving, 423; practice of, 429–430
Staffing practices: context for, 424; evolutionary nature of, 426; future directions involving, 563; models of, 425–426; overview of, 423; primary, described, 426–434; synergy between, 426
Stakeholders: communicating with, assessment and, 334; in higher education institutions, 288–289; involving, in strategic planning, 310, 311; as part of staff job interviews, 427
Stalking, 117
Standardized tests, 263
Standards: ACPA, 91, 96–97, 99, 525; for assessment, evaluation, and research, 328, 329; CAS, 31, 293–294, 329, 383–384, 525; NACA, 101; NASPA, 91, 525; necessary, identifying, 42; specific to campus activity programs, 467–468. See also Ethical standards; Professional standards
Standards of Professional Practice (NASPA), 91, 525
Standing Committee for Women, 33
Stanford University, 3–4
State funding, 252, 253, 299, 308, 319, 550, 554
State Higher Education Executive Officers (SHEEO), 253, 267
State legislation: activist, related to accountability and oversight of higher education, 552; concerning weapons on campus, 113, 305; and student affairs practice, 114–115
State normal schools, 8, 10, 60
State teachers colleges, 10, 60
“Statement of Business Ethics and Standards” (ACPA), 101
“Statement of Ethical Principles and Standards” (ACPA), 91, 96–97, 99, 525
“Statement of Ethical Principles” (CAS), 97
Status quo, 48, 140, 205, 215, 319, 413, 540, 563, 564
STEM fields, 29, 322
Stereotypes: of Asian Americans, 80; of black men, 80–81; and ethnic identity development, 145; experienced, 80; Latino/a, 81, 161, 194, 207; of lesbians, 163; and multicultural awareness, 393; perpetuation of, 73; and the principle of nonmalfeasance, 95; specific to racial groups, campus climate and, 80–81; use of theories devolving into, 516; of women, 81
Stories: and counter-storytelling opportunities, 207; interpreting, 139, 141, 142; relevancy of, to professional development, 535, 536; in teaching and facilitation, 442
Strategic plan, defined, 310
Strategic planning: assessment in, 312–313; critiques of, addressing, 313–314; defining aspects of, 310–311; described, 309–314; linking financial planning with, 309; overview of, 308–309; in relation to financing, 309, 324; strategy for, 311–312
Strategic purpose, aligning with, 517
Stress: academic, 257; alleviating, in student affairs work, 352; sources and effects of, for helpers, 460–461; student, trend data on, 558
Structural diversity: and campus climate, 76–77, 83; defining, 74; described, 500; working to address, 93
Structural frame, 221–222, 224, 225, 228, 232
Structural strategies, 363
Structural theories, 145, 147
Structure of Scientific Revolutions, The (Kuhn), 141
Student activism: events during the 1960s that kindled, 13; and intercultural engagement, 559; and social media, 448–449, 556
Student affairs: calls for efficiency in, 33, 35; colonial period in, 270; conflict in, between affective and cognitive domains, 36; consumerism era of, 29–32; effect of competition for students on, 34; emerging specialist roles in, 294; enduring principles and values guiding, 45–49; and the era of college life, 21–24; evolving roles in, 545–548; expansion of responsibilities in, 28; funding of, 315, 555; future challenges and considerations for, 34–36; future directions of, 561–564; during the “Golden Age” of higher education, 27–28; guiding documents for, publication of, 31–32; history of, 20–36, 51; identity and role of, trends in, 557–558; image of, replacing the, 32; integration of academic and, 278; internalization of, US-centric, future challenges and considerations involving, 35–36; legislation impacting, 29–31; mainstay of, in terms of understanding students, 154; mission and
purpose of, trends in, 558; modern, beginning of, 27; multiple pathways into, 563; organization of, 288, 289, 290–293; paternalism in, 20–21, 30; philosophical legacy of, 42–45; professionalism era of, 33–34; rapid growth of, 36; reporting lines in, 291–293; and rising college costs, 15, 16, 33, 35; senior leadership of, influence of, 280; social media use in, 347, 349–353; student learning era of, 32–33; and the “student personnel” movement, 24–27, 42; theories in, 143–147; trends shaping the future of, 550–551, 557–561. See also specific aspects of student affairs

Student Affairs Administrators in Higher Education, 22, 96, 294, 327–328, 379, 390, 528. See also National Association of Student Personnel Administrators

Student Affairs Assessment Leaders, 295

Student affairs practice: ability to approach situations from multiple perspectives in, improving, 263; changing your model of, 280–281; determining the models of, inventory form for, 272, 283–287; development of, overview of the, 270; good, new definition of, 328; issues and recommendations for, 303–305; models of, described, 271, 272–279; “professionalizing,” as an ongoing process, 516; theories underlying the models of, 279–280; using, to advance theory and research, 515, 524; using research and evidence to guide, 519–520. See also specific aspects of student affairs practice

Student affairs professionals: and burnout, 352; commonality among, 92; competency standards developed for, 328; defining what professionalism means for, 378–384; demand for, increased, 28; documents outlining roles and responsibilities of, 31–32; and educators, 247; emergent role of, as scholar-practitioners, 527; emerging specialist roles for, 294; expansion of responsibilities for, 28; forms of risk for, 107; functional areas for, 293–303; as generalists, 292; growing cadre of, 32; having a social media presence, 349; key role of, in assisting students in their transition to and through college, 253; licensure and certification of, 34; preparation of, future directions for, 563; principles and values influencing the functioning of, 46–49; purpose-driven work by, enabling, 39, 46; resources for, 515; role of, in supporting diversity and improving campus climate, 82–84; roles and functions of, identifying, 41–42; self-assessment of competency as, 33; standards for, publication of, 31; stories from, examples of, 532–535; and student learning, 32; and supporting young adults in growing toward self-authorship, 165–166; visibility of, 452

Student agency, 91

Student agency model, 271, 277, 280

Student attrition, 60, 64, 254, 255, 304

Student behavior, relationship environment and, 238–239

Student centers, 17

Student change, assessing, general model for, 521

Student commitment, 255

Student Conduct Administration (SCA), 303

Student conduct programs, 294, 302–303, 441

Student culture: assessment of, 338–339; during the colonial period of higher education, 5; and subcultures, in the early twentieth century, 10; during the university-building era, 9–10

Student departure: as a complex problem, 254; process of, various ways of viewing the, 254–258. See also Student attrition; Student retention

Student development movement, 49–50

Student Development Services in Postsecondary Education (COSPA), 31, 50

Student development theory: assumption prevalent in, queer theory challenging, 210; challenges to, 51; concepts relevant to understanding, 144–147; foundation for, 46–47; foundational versus critical perspectives in, 205, 206, 214; in keeping with principles and values, 40, 50; new directions in, 206, 215–216; shifting the purpose and focus of, 211–212; wholesale acceptance of, 40, 49. See also Cognitive development; Holistic development; Identity development; Psychosocial development

Student engagement: and the DEEP Project, 259, 271, 272; defining, 271, 361; factors in, 505–506; future challenges and considerations involving,
Student enrollment: during the 1960s, 12; continued, defining, 254; economic factors impacting, 257; future trends in, 553–554; heading into the twenty-first century, 14, 15; historical trends in, 4; of international students, 298; muting a decline in, by recruiting new constituents, 14; paths in, 254

Student experiences, types and effects of, 161

Student fees, 315–316, 320, 323, 555

Student financial aid: and assistance, as part of student affairs, 28; and college-readiness programs, 263; former predictions about, 550; future challenges and considerations involving, 35; high need for, 63, 64, 65; Hispanic-serving institutions and, 64; large-scale entitlements for, emergence of, 13; portable, 11, 30; for-profit education sector and, 15; removing, from student affairs, 294

Student identities, and campus climate, 81–82

Student issues, conceptualizing, 459

Student leader grade policy, scenario involving, application of the ethical decision making model to, 100–102

Student leaders, advising. See Advising student organizations

Student leadership groups, new, emergence of, 15

Student learning assessment, 337

Student Learning Imperative (ACPA), 32, 50, 536–537

Student learning movement, 32–33, 40, 50–51

Student loan debt, 252, 551, 555

Student organizations: assessment of, 477, 478; benefits of, 466; liability for, 476

Student orientation, 36, 294

Student orientation programs, 302

Student outcomes, tracking, 262–263

Student persistence: academic advising and, 295; defined, 254; factors in, 255, 256, 257, 504; framework for, 521; and racial climate, 65, 66; and social media, 351

Student personnel movement, 24–27, 42, 45

“Student Personnel Point of View” (SPPV) report, 27, 31, 35, 43, 91, 270, 273

Student Personnel Program for Higher Education, A (Lloyd-Jones & Smith), 39

“Student Personnel Work at Northwestern University” (Lloyd-Jones), 26

Student recruitment: and diversity, 79; and enrollment management, 299; importance placed on, 252, 304; of international students, 298; and negative publicity, 119

Student retention: academic advising and, 295; case study involving, 335–339; defined, 253–254; in defining student success, 254; developing new programs to improve, 559; and diversity, 79; and enrollment management, 299; importance placed on, 252, 253, 304; and new programs, 559; organizational approaches to, 257–258; oversight and, 552; partnerships benefiting, 362; promoting access and, 30, 65; psychological approaches to, 257; recommendations for, 304; responsibility for, social media and, 348; sociological approaches to, 254–256; in the student-driven model, 277; and undergraduate research, 504; various theories on, 254–258, 263

Student satisfaction, 258

Student services: costs associated with, 15, 16; growth in private and public expenditures on, 33; increased demand for, 28; obvious and expected, 15, 17; spending on, analysis of, 16–17. See also Student affairs

Student services model, 271, 274, 279

Student success: academic advising and, 295; at black colleges and universities, 64; and campus environment, 60, 361; commitment to, 66; and the DEEP Project, 259, 271, 272; defining, 254, 271; future directions for, 261–263; and models of student affairs practice, 272, 276, 277, 278, 281; overview of, 252; perceived, 256; and recommendations for practice, 258–261; responsibility for, 237–238, 253, 259, 276, 278, 329, 331, 363; and retention theories, 254–258, 263; student engagement and, 254, 258, 259, 304, 522; and the student-driven model, 277; terms related to, defining, 253–254
Subject Index

Student Success in College (Kuh), 281
Student supervision, 472–473
Student unions, 316–317
Student Veterans Association, 303
Student-centered approaches, 271
Student-driven model, 271, 276, 280
Students: age of enfranchisement for, 30; attracting the best, in a competitive market, 253; characteristics of, relationship between campus environments and, 238–239; competition for, 7, 12, 17, 34, 35, 319; concern for the welfare of, importance of, 36, 258; encouraging faculty members and, to engage, 47; expectations for, 153; expectations of, 17; focus on, 46; forms of risk for, 107; higher education’s relationship with, 3–4; identities of, and diverse learning environments, 77; knowledge of, effect of ubiquitous change on, 538; as stakeholders, 288; and tailored education for everyone, 44; tracking, 262–263; undergraduate discontent among, during the 1960s, 13; welfare of, concern for, 259, 260. See also specific aspects pertaining to students
Study abroad, 61, 504
Study Group on the Conditions of Excellence in American Higher Education, 14, 19, 360, 374, 560, 566
StumbleUpon, 345
Subcultures, 10, 58, 67, 234, 238–239, 241, 539
Subjectiveness, 139–140, 141, 142
Submitivism, 174–175, 177, 178–179
Suicide, 254, 454, 455, 456, 461, 462
Summative assessment/evaluation, 337, 430, 519. See also Evaluation
Supervising staff. See Staff supervision
Supervising students, 472–473
Supervisor characteristics, 430
Supervisor role, 472
Supervisors, recommendations for, 547
Supervisory cycle, 472–473
Supplementary Educational Opportunity Grants (SEOG), 13
Support and challenge. See Challenge and support
Swirling students, 254, 262, 554
Symbolic expression, 112
Symbolic frame, 223–224, 225, 232
Symbols and language, 230
System model, university, 289
Systematic assessment, 525
Systematic oppression, 501, 506
System-based authority, 227
T
Talent development, 432
Taming conflict, 489
Target audience, aligning the, 517
Task Force on the Future of Student Affairs, 364, 374
Teachers College, Columbia University, 22, 26, 27
Teachers colleges, public, 10, 60
Teaching: diversity in, 419; and multicultural competence, 394, 396, 400–401; progressive, described, 439; traditional notions of, 438
Teaching and facilitation: about privilege, power, and oppression, 438, 440, 444–448; about social media, 448–449; clarifying terms and kind of work in, 438–441; general models of, 442–444; models of, 441–448; overview of, 437–438
Team structure, 221
Technical institutes, 10
Technological advances, effect of, on opportunities for education, 15
Technology: banning the use of, in many schools, 353; and flipping the classroom, 355; and professional development, 563; trends in, 557; uptake of, 347–348. See also Social media
Tenure system, 228
Terrorist attacks, 305
Theories: accuracy of, 515–516; college-related, by theory family, subcategory, and focus, 122–135; combining, in practice, 148–149; consulting multiple, importance of, 526; creation of, and paradigmatic influences, 140–143; evolution of, 143, 149; generalizability of, 515–516; integrating, with research and evidence, 522, 527; and multicultural competence, 394, 395; multiple purposes of, 140; nature and meaning of, 138–140; overview of, 137–138; primary sources of, reading, importance of, 149; quality of, criteria for judging the, 515–516; relationships of, to practice, 147–149; as socially constructed ideas, 139–140; in student affairs, core ideas underlying, 143–147; underlying the models of student affairs practice, 279–280; using practice to advance, 515, 524; validity of, mapping development, 171. See also specific theory family, subcategory, and focus
Theory application. See Applying theories to practice

Theory of Advertising (Scott), 25

Theory-to-practice and practice-to-theory cycles, 524

Theory-to-practice models, 516–519

Thinking, ways of, evolution in, 146. See also Cognitive development

Tightly coupled organizations, 226

Timing of events, 243

Title IX, 13, 29, 115–116, 301, 303, 305, 553, 562

Tomorrow’s Higher Education (T.H.E.) Phase II (COSPA), 31

Tougaloo University, 62

Tracking students, 12, 262–263

Traditional models of practice, 271, 272–276

Training: barriers to multicultural, 392–393; crisis response, 548; diversity, 542–543; farsighted, 119; leader-centric, 414, 419; and multicultural competence, 394, 396, 400–401; necessary, identifying, 42; of new staff, members, 423, 433; preferred method of, 387; in research, 335; violent incident response, 561; of younger student organization leaders, 476. See also Graduate preparation; Professional development

Trans* women of color, deaths of, 448

Transfer students, 254, 262–263

Transformational tapestry model, framework of, 78–79

Transformative action, assessment as, 332

Transformative changes, 171, 397

Transformative learning, 50, 170, 470, 536

Transgender identity theory, 195, 197

Transgender students, 62, 81, 553. See also LGBT and LGBTQ entries

Transitional knowing, 174, 177

Transitions, 253, 262

Translation of theory: challenges involving, 523–524; multicultural competence in, 394, 395. See also Applying theories to practice

Transparency, 263, 311, 340, 351, 431

Tribal colleges and universities (TCUs), 15, 63, 72

Triggering events, navigating, 445–447

TRiO programs, 303

Tripartite models, 393–394, 396, 503

Trustees, as stakeholders, 289

Trusting relationships, 92, 119, 441, 444, 449, 457, 476, 486, 490

Truth, 41, 96

Tuition: annual rise in, 16; expensive, and career competence, 304; and mandatory student fees, 316; net revenue from, increase in, 253; as a primary funding source, 308, 319, 554–555

Tulane University, 314

Tumblr, 345, 448

Tuskegee Institute, 8

Twenty-Sixth Amendment, 30

Twitter, 345, 349, 352–353, 354, 355, 448, 449, 475, 556, 557

Two-year colleges. See Community colleges

U

Undergraduate education: commitment to students and, 3, 4; at research universities, 12; as a shared investment, 424; type of institution primarily focused on, 61

Undergraduate research, 61, 504

Undocumented students, 84

Unenlightened perspective, 237

Unequivocal knowing, 174, 178

United Nations, 348, 358

United States Government Accountability Office, 308, 326

Universality, test of, 99

University of Akron, 27

University of Arizona, 365

University of California, 10, 289

University of California, Berkeley, 61, 355

University of California, Santa Barbara, 62

University of Chicago, 9, 10, 21, 22, 61

University of Illinois, 23

University of Leipzig, 24

University of Maryland, 73, 365

University of Michigan, 21

University of Missouri, 365, 369

University of North Carolina at Pembroke, 8

University of Oregon, 23

University of Pennsylvania, 9

University of Virginia, 7

University of Wisconsin, 9, 24

University system model, 289

Unrestricted accounts, 320–321

Upward Bound, 303

US Army, 25

US Constitution, amendments to, 30, 108–114, 115

US Department of Education, 62–63, 65, 93, 117, 360, 374, 552

US Department of Justice, 552

US Office of Civil Rights, 93, 115, 562

US Office of Family Compliance, 117

US Supreme Court, 30, 75, 110

USA PATRIOT Act, 305

Utilization assessment, 336

V

Validating agents, communication from, 257

Values: aligning student affairs practice with, 260; and campus culture, 67;
commitment to, maintaining, 68; enduring principles and, 45–49; essential, identifying, 41; versus ethics, 89–90; future challenges and considerations involving, 35; intellectual and social, and perceived fit, 255; organizational culture driven by, 226, 230. See also Institutional mission
Veracity, as a principle, 96, 102, 103
Veteran student services, 294, 303
Veterans: and campus climate, 73, 82; creating spaces for, to congregate, 84; and the GI Bill, 11, 27, 28; listening to and learning about, 83
Victims’ rights, 117
Vietnam War, 28, 29
Vietnamese student, poem expressing the story of a, 532–533, 535
Villanova University, 365
Violence, dealing with, future directions for, 561–562
Violence against Women Reauthorization Act (VAWA), 117
Virginia Tech University, 365, 368–369
Virtue, 91
Vocational Rehabilitation Act, 13, 29, 298
Vocational subcultures, 239

W
Wabash National Study (WNS) of Liberal Arts Education, 62, 159–161, 504
Weapons on campus, 113, 305, 553, 561
Wellesley, 21
Wesleyan College, 21
Where You Work Matters (Hirt), 68
White House, The, 252, 267, 360, 374
White identity theory, 191–192
White racial consciousness approach, 192
Whites: during the colonial period of higher education, 5, 6, 20; and diverse interactions, 75; enrollment trend, 553; self-authorship studies primarily involving, 157, 158; view held by, of campus climate for students of color, 80. See also Predominantly white institutions (PWIs)
Wilberforce University, 8
William & Mary, College of, 5, 6, 61
William Rainey Harper College, 365
Wingspread Group on Higher Education, 4, 19
Women: and affirmative action, 30; and campus climate, 73, 81, 506; as campus personnel staff, 26; changing needs for, in terms of student affairs associations, 33; and coeducation, 7–8, 20, 21; and community colleges, 59; as deans, 21–22, 28; deans of, 21–22, 25, 27, 28; and diversity-related services, 68; as an excluded constituency, 7, 21; and the GI Bill, 11, 28; growth in enrollment, 15, 21; inclusion of, in ACPA and NASPA, 28; and intercollegiate sports, 15, 29; marginalization of, 81; recruiting to draw, 14; rise of institutions focused on, 7; and the “student personnel” movement, 26; and Title IX, 13, 29; welfare of, concern for, student affairs development fostered by, 36
Women in Student Affairs, 33
Women student programs and services, 303
Women’s centers, 301, 303
Women’s colleges: described, 62; emergence of, 7; enrollment resurgence at, 15; establishment of, and growing enrollment in, 21; new, founding of, following emergence of coeducation, 10
Women’s identity development, 196
Women’s ways of knowing, 174–175, 176–177, 196
WordPress, 345
Work-life balance, 352, 557
World War II period, 27

Y
Yale, 5, 11, 61
YikYak, 556, 557
Younger students: advising, 476; enrollment trend, 553; mentoring, 472; and technology, 347, 348, 350
Youth normative and adult normative dichotomy, 346–347, 353, 354
YouTube, 345

Z
Zero-based budgeting, 320