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MISSION

MAGIS is the peer-reviewed academic journal for the Student Development Administration (SDA) program at Seattle University. Published annually and entirely student-run, the journal showcases scholarly and reflective writing by SDA students, alumni, faculty, and student affairs professionals. Following the Jesuit tradition of academic inquiry, *MAGIS* is committed to creating the premier forum within Jesuit higher education for dialogue on the theory and practice of student affairs.

VISION

The vision of *MAGIS* is to represent the Seattle University College of Education and Student Development Administration Program as a scholarly and reflective resource for student affairs graduate students and professionals in Jesuit higher education.

LEGACY

The Student Development Administration program is a nationally recognized program that celebrated its 20th anniversary in Spring 2012. It is the only program in the College of Education to recruit nationally and strives to attract diverse and highly-qualified cohorts. As a distinct component of the Seattle University Student Development Association (SUSDA), *MAGIS* released its sixth edition in the Spring of 2012, with a team of over fifteen editors and over 35 submissions.

"Dandelion" by Megan Fillipi

Editorial Board and Acknowledgements

COVER DESIGN

Photo by Tracy Phutikanit, design by Jeff Sandler

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PERMISSIONS

To contact the Editorial Board, please email magis.susda@gmail.com.

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Editors' Note

As *MAGIS* celebrates its seventh volume, we are ushering in a new era for the journal. For the first time, we established a theme: "Engaging Our Identities: Perspectives on Inclusive Practice." Our authors address inclusion of various student populations, including students with disabilities, international students, student veterans, and transfer students. As students of students, the authors critically examine the experiences of underrepresented populations in higher education and present implications for inclusive practice.

Building on our theme of inclusion, we initiated professional development workshops on scholarly personal narrative, writing mechanics, and American Psychological Association style open to the broader SDA community. Finally, we are publishing the journal online rather than in print in order to maximize the use of technology and increase accessibility. In doing so, we hope to encourage scholarly dialogue on the theory and practice of student affairs in Jesuit higher education.

We would like to thank everyone who made this journal possible–our contributors, editorial board, advisors, and the Seattle University Student Development Association.

With gratitude,

Caitlin Blomquist and Emily Wolfkiel

"Where I'm From, Pathfinder Reservoir in Casper, Wyoming" by Lindsey Pierce

Wearing the Mask

Dr. Tim Wilson, *Seattle University*

We wear the mask that grins and lies,
It hides our cheeks and shades our eyes—
The debt we pay to human guile;
With torn and bleeding hearts we smile
And mouth with myriad subtleties (Dunbar, 2013).

A lot of people wear masks in our society. Sometimes we wear them to be playful. Sometimes we wear them to escape aspects of our reality. Sometimes we do so in order to save face. Unfortunately, sometimes we have to wear masks in order to survive. Because society does not always allow us to live in a "both/and" world, compartmentalizing our identities becomes a way of life and prevents us from engaging and living in the world as holistic people.

Masking can be exhausting work. The either/or framework we often operate in requires us to spend a lot of time and energy maintaining the walls between our identities. I never wake up in the morning and say, "You know what? I think I'll be Black today, Catholic tomorrow, male on Tuesday and Wednesday, and heterosexual on Thursday. Yeah, that'll work" (Wilson, 2012). I am all of these things and more—simultaneously, and sometimes these identities are in conflict with each other. The conflict comes about when I am forced to choose—"You can be Black and male, but you won't be expected to succeed academically." Or, "You can be gay or religious, but not both." Maintaining these walls not only keeps oppression—and the masks—in place, it also takes a toll on us mentally and physically. Worn out by the work it takes to keep up the façade, people resort to other, often unhealthy, means to escape the pressure and the pain. This is why we see high levels of substance abuse and suicide amongst LGBTQ youth. This is part of the reason why the life expectancy of African Americans is lower than that of White Americans. Having to wear the proverbial mask is literally cutting life short for some of us. When we maintain these walls, it becomes much harder to remove the masks we wear (Wilson, 2012).

The Jesuits wholeheartedly believe in holistic education. This requires us as educators to integrate the intellectual, physical, and spiritual aspects of ourselves into the process. When this happens, a person is able to live a life of integration and wholeness instead of fragmentation.

So, how do we do this?

If we are serious about removing our masks and engaging all aspects of our identities, then we have to learn how to be in the tension of the both/and. When we engage people only on the basis of race, or gender, or sexual orientation, we ignore—and run roughshod over—the other aspects of their identity; aspects our peers may hold in high regard. For example, I am insulted when people say that they do not notice my race because my racial heritage is important to me. I want people to notice that I am African American, but I do not want people to reduce me to only being African American. I am African American; and I am male; and I am from California; and I am a father; and I am a husband; and I am a son; and I am Catholic; and I am heterosexual; and I am politically moderate. I am all of these things. These things make me who I am. They inform my experiences with, and

Dr. Tim Wilson is the Assistant to the Vice President of Student Development at Seattle University and serves as an adjunct faculty member in the SDA program.

understanding of, the world. If you want to embrace me, you have to recognize and accept that I am all of these things, that they are important, and that they cannot be glossed over because they might make you feel squeamish. This is all of who I am—help me understand all of who you are (Wilson, 2012).

Being in the tension of the both/and requires us to do our own work by critically examining ourselves and listening deeply, respectfully, and humbly to the experiences of people different from ourselves. It requires us to think and dialogue critically about how we got here and how we are going to make things better. Being in the tension of the both/and requires us to wrestle and make peace with those questions that do not seem to yield easy answers. It can be exhilarating, frustrating, frightening, confusing, heartbreaking, and humbling all at the same time. It can help us name and claim our most cherished ideals and reveal the worst aspects of ourselves. It can help us rediscover the difference between cowardice and courage.

Had we been in the tension of the both/and, some of our society's most transformational movements could have been even more profound. For example, during the Civil Rights Movement, the primary focus was on race. When women tried to point out issues of sexism in the movement, they were told that doing so would undermine the ultimate goal. When the leaders of this same movement learned that the genius behind the March on Washington—Bayard Rustin—was gay, they asked him to take a less visible role in the event and the movement. Now, it is easy to read history backwards, but I have to ask, where could we be as a society if women involved with the Civil Rights Movement did not have to wear masks and could have been more visible national leaders in the Movement? What might have happened if people like Bayard Rustin—smart, committed, patriotic, and yes, gay or lesbian—did not have to wear masks and could have been more visible leaders and role models in the Movement?

The either/or framework we have lived—and often continue to live—has created fractures that our society can no longer afford. Therefore, if we as educators are to help students become less broken and more whole, we will have to engage each other more deeply and more comprehensively. Deeper engagement moves us beyond those aspects and values we share and prompts us to develop an understanding of the ways in which people exist in, and move through, our community. Doing so will bring us to a place where we can examine how privilege and oppression impact our experiences. Such an understanding will help us critically analyze what is going on around us and will help us understand the ways we may be perpetuating oppression because of our blindness to our privilege or because of our own internalized oppression. It will help us name the situation and motivate us to work with others to develop less destructive and more equitable alternatives (Wilson, 2012).

This is the type of education I want to promote and practice because it not only contributes to the common good, but it also makes people—starting with me—more whole. This is a key element of the transformational experience we want for students and the "just and humane world" we all strive to live in (Seattle University, 2012).

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Professional Discernment Reflection

Barbara [Babs] Guerra-Torres, *Seattle University*

DEVELOPMENT OF PROFESSIONAL VALUES AND INTERESTS

As a student affairs educator, I place the utmost value in equity, community, and creativity. In my professional role, I define equity not only as access to resources, but more specifically as the cultivation of awareness, knowledge, and skills; enrollment accomplishes little if students lack the language, strategies, and confidence to navigate the higher education system. Furthermore, I believe equitable action means not constraining the individual. When we are mindful of unique strengths and needs, we enable others to forge their own path rather than struggle to adopt that of others before them. I model the consistent and selfless support I received from my personal community by being a motivating force; I do not distinguish between my own success and that of others. Lastly, I believe one must embrace creativity to extend the bond of community. As an educator, I celebrate unique perspectives and look beyond my daily practice to continuously adapt and improve my strategies for student empowerment.

In accordance with my values, my professional interests include transition support and leadership development. Transition support contributes to the advancement of equitable education by ensuring that all students possess the necessary social capital to navigate and succeed within higher education. For instance, first-year programs foster community by connecting students with a supportive network of professionals, peers, and departments across campus. Additionally, transition support coordination thrives on creativity. This work exercises creative license to respond to the unique context of institutional culture, student body, and local community.

Leadership development provides for equitable education by respecting and empowering the individual; it invites all students to explore their personal style of leadership and recognize their unique contributions to a team. This functional area forms community and promotes solidarity through constant teamwork. The myriad models of leadership demonstrate how this functional area celebrates innovation, personalization, and adaptation.

ASSETS AND AREAS FOR IMPROVEMENT

Prior to entering Seattle University's (SU) Student Development Administration (SDA) program, I considered myself a strong coordinator. I had three years of experience organizing events, support services, and retreats for my undergraduate institution's peer mentor program. In addition, I created math and literature initiatives for an elementary school while volunteering with AmeriCorps City Year. Through this experience, I learned to delegate tasks to teammates while recruiting local support. My work with City Year also brought to my attention a skill set that I needed to develop. During my year of service, our team underwent a period of severe discord. Although external mediation allowed us to resolve disputes, I quickly realized how my discomfort with conflict forestalled a solution.

Upon completion of my first quarter in the SDA program, I recognized that I possessed strong analytical skills. Although my undergraduate work—most notably my thesis—conveyed this strength, I assumed that the critical lens and theoretical background that I entered my master's program with was the norm in graduate school. When critical inquiry in the classroom was perceived as a personal attack rather than an exploration of ideas, I realized that my academic background had equipped me with a unique approach to the study and practice of student affairs. My struggle to integrate into the Seattle and SDA communities also demonstrated self-advocacy as an area for personal improvement.

Now in my second and final year of graduate study, I feel that I excel in the formation of partnerships. As the

Barbara [Babs] Guerra-Torres is a second-year SDA student. She is a Graduate Assistant in the Lemieux Library and McGoldrick Learning Commons.

OxyEngage coordinator during my summer internship at Occidental College, I initiated collaboration with both on- and off-campus community members to make the college's pre-orientation program more comprehensive. However, self-confidence remains an area for improvement. First, I consistently doubt my abilities when pursuing a new venture. My fear of failing to meet expectations deters me from pursuing opportunities. Second, I often question my perceived authority. On the first day of student leader training at Occidental, I allowed this assumption to overshadow my knowledge and enthusiasm. My anxiety made it difficult to engage students and caused me to stumble over my words. Fortunately, I had a network of professionals to turn to for advice. Positive feedback from my supervisor and undergraduate assistant helped me take ownership of my role while a new resident advisor provided strategies for engaging Occidental's most critical students.

PIVOTAL MOMENTS

In light of the many educational roles I have played and communities I have lived in, I recognize that my values and interests continue to shift. Throughout my journey as an SDA graduate student, I can name two experiences that have prompted recent developments.

I am the sole member of the Division of Student Development at Lemieux Library's Information Services. This has challenged me to apply the profession's values to my practice. Most of my coworkers fail to grasp the mission of student affairs or the purpose of my role in the library. Library staff expected that I would simply manage their Information Desk (iDesk) student employees. Personal development that extended beyond customer service was a new concept. Although I felt frustrated and out-of-place, I did not find it appropriate to go over the heads of my supervisors by complaining to the Division of Student Development's graduate assistant supervisor. I assumed that the high expectations inherent in pursuit of a professional degree – such as possessing a specific area of expertise and requiring minimal direction – would provide the leverage needed to align my graduate assistantship with the principles of student development. Years of experience as an educational leader and program coordinator encouraged me to defend my values and goals without the intervention of an authoritative figure (Baxter Magolda, as cited in Evans, Forney, Guido, Patton, & Renn, 2010; Pizzolato, 2007); I felt that I needed to resolve the problem independently in order to assert my credibility as a new professional.

My desire to integrate the Division of Student Development and the library department at Seattle University provided me the opportunity to define and enhance my identity as a student affairs practitioner. As I acquaint academically-focused library administrators with the concept of holistic education and incorporate developmental strategies into my work with iDesk staff, I note that student advocacy and direct student interaction provide me more meaning and motivation than purely administrative duties. In addition, various interpersonal challenges present in the aforementioned graduate assistantship have been integral to my professional growth. In the section below, I describe how my changing perception of conflict has moved me away from "extreme relativism and toward an understanding of knowledge as contextual or constructed" (Pizzolato, 2007, p. 230). This shift has incited a passion for interactive learning environments and encouraged me to pursue work involving advocacy and constructive action.

FUTURE

Advocacy work and conflict management represent two areas of growth that I require to be an engaged and competent student affairs professional, specifically in the areas of diversity and social justice.

Regarding student affairs programming, I already ensure the pertinence and accessibility of support services by assessing the diverse needs of students. In addition, I intentionally integrate critical reflection and dialogue into undergraduate leader trainings to foster intercultural awareness and understanding. However, looking forward, I realize that I have done little to actually enact or direct change. As a student affairs professional, and more specifically as a first-generation student and Latina, I place the utmost value in equity and community. My work with public schools and non-profits demonstrates my identity as a community-centered educator, but I have yet to take action as an activist. By activist, I refer to work that effects policy, process, and widespread practice. I must take a step beyond promoting awareness and understanding to truly live out my values of equity and community. Therefore, I aspire to pursue positions that involve direct advising and workshop facilitation. I will combine reflection and dialogue with action to answer the questions: what can we do in our daily lives to solve critical issues that we are discussing? What plans can we implement as a collective to propose and instigate systemic change? Finally, I will incorporate equitable governance and policy by ensuring that administrative decision-making honors students' circumstances.

Before I can begin positive change through equitable treatment and education, I need to hone my skills in conflict management. I am informed regularly by friends and family how I too often hold back responses; I let them fester and compound in order to avoid the possibility of argument. Prompted by the uncomfortable tensions and unfair assumptions made by a coworker, I opened a carefully outlined dialogue with her that successfully resolved tensions and nurtured a deeper understanding between us. Since then, I have been more effective in communicating and understanding different perspective and needs, but know that I have only begun the process. My personal enthusiasm and developing confidence will enable me to more readily navigate governing structures and forge collaborative partnerships to effect innovative change that respects a diverse set of values and needs.

Regardless of these achievements, I still suffer considerable anxiety when I realize that I have something contrary to state, especially towards those who are not immediate family. The normalcy of "critical exchanges in our families of origin where different opinions are expressed and conflicts resolved constructively" (hooks, 2003, p. 135) challenged me to consider how I perceive relationships. The experienced safety amongst my family members—observing that one of them will not easily or permanently cut me off—allows me to confidently process my thoughts and feelings externally. If I can be human and fallible with family, why not with colleagues? I recognize now that when we name conflicts, we begin progress: we are empowered by the freedom to inquire and the knowledge to adjust.

Reflecting on my experiences and actions enabled me to shift further towards relativistic reasoning (Perry, 1968) and self-authorship (Baxter Magolda, as cited in Evans et al., 2010). Embracing conflict allowed me to see that an authoritative title does not make one's opinions and values absolute; I now stand assured in the truth and validity of my personal perceptions as well as my right to express them. Knowing that community is not possible where there is unresolved conflict, but is stronger where conflict has been successfully resolved, I will cultivate a culture of feedback in my place of work to promote healthy conflict management. As a community leader, I must embrace the fact that conflict is a necessary component of sharing oneself with another; the questions that arise and perspectives realized through dialogue and reflection motivate us to learn and grow. If I am to maximize my potential as an educator and students' potential as compassionate citizens, I must embrace and encourage compassionate conflict.

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Mandatory Advising at North Seattle Community College: A Program Enhancement Proposal

Lindsey Pierce, *Seattle University*

This program-enhancement proposal discusses the existing practice of mandatory academic advising at North Seattle Community College, including its strengths and weaknesses. Based on a theoretical framework informed by Astin's (1999) theory of student involvement, Tinto's (1993) theory of integration, and other pertinent research, strategies for enhancing the program to better serve all students at the institution, as well as advising staff, are suggested. Practical implications of these strategies are included, as they impact students, staff, the department, and the institution as a whole. The proposal concludes with expected outcomes to be achieved by the suggested strategies.

Academic advising is a crucial component of student success, particularly for those who are not self-directed in navigating their educational plans. Providing students with the knowledge and resources to achieve their academic goals is exceptionally important in community colleges, due to the many educational paths these students might pursue (both transfer and professional-technical), as well as their less immersive involvement on campus. Some community colleges have implemented mandatory academic advising to ensure that their students are accessing these services. At some institutions, this comes in the form of mandatory orientations for new students or compulsory workshops/seminars for students in a particular program. Other schools have employed required advising checkpoints throughout a student's academic program, while some only require academic advising for particular demographic groups. Whatever the case, quality advising is positively correlated with student retention and success and is therefore increasingly important in community colleges (Spencer, 2008).

CONTEXTUAL BACKGROUND

At North Seattle Community College (NSCC), one of four schools in the Seattle Community College District, there are two forms of mandatory advising in place: academic probation and progress check. The former is fairly self-explanatory, as it is required whenever students are placed on academic probation as a first step in assessing their difficulties and helping them get back on track. The latter was implemented relatively recently by the department's interim director, and it occurs when students pursuing transfer Associate's degrees reach 45 credits of coursework (the halfway point for most programs). A typical progress check appointment consists of evaluating students' progress in their program of choice—usually via a degree audit—and then helping them develop an educational plan to complete their degree and transfer to a four-year institution (P. Itschner, personal communication, May 15, 2012). Progress check advising is enforced through placing registration holds on students' accounts until they have met with an advisor.

While NSCC's mandatory progress check advising has proven beneficial for transferring students, it comes with challenges and weaknesses. One of the biggest challenges is the burden it places on advisors and support staff in serving the resulting onslaught of students, who typically try to schedule appointments during the busy registration periods of each quarter. Consequently, students are often frustrated at the lack of availability of appointments, especially as it impedes their registration process and conflicts with their own busy schedules. Another weakness of progress check advising is that it only targets transfer students (here used to signify

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those who plan on ultimately transferring to a four-year institution), instead of also including those pursuing vocational degrees, which usually require the same amount of credits for completion. Furthermore, NSCC does not yet require students to attend orientations at the beginning of their college careers, and pre-graduation advising is only loosely mandated with no method of enforcement.

One must question how effective a single mandatory advising checkpoint is, as well as who is being excluded from it. Therefore, the purpose of this program-enhancement proposal is to cover theoretical and contextual foundations for improving NSCC's existing mandatory advising to better serve all students at the institution as well as the department's personnel. Practical strategies for doing this are discussed, as well as implications for students, staff, the department, and the institution as a whole.

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

The importance of implementing mandatory advising in community colleges is evident, at the most basic level, in Astin's (1999) theory of student involvement. In it, he postulates that the most valuable resource to an institution and to student success is students' time. He contends that while subject matter, material resources, and individualized educational techniques may all be important to student development, they are superfluous unless they encourage student involvement. Sometimes, student involvement is considered to be comprised of the fun stuff: student activities programming, residence life, study abroad, community service and engagement, etc.; however, there is no reason advising should not be included as a form of student involvement, and as such, students should be encouraged to seek it regularly.

But why, one might ask, does it need to be mandatory? College students are adults, and if they legitimately care about achieving their academic goals, they should seek advising independently, right? According to Tinto (1993), undergraduate students' persistence is not solely based on their own characteristics, goals, and commitment levels but also on the extent to which their institutions integrate them academically and socially (Townsend & Wilson, 2006). Additionally, in his research examining the frequency with which students voluntarily access advising, Henning (2009) found that regardless of their levels of motivation and/or academic difficulty, less than 35% of students sought advising in a one-and-a-half-year period. Based on another finding that students who are most likely to be involved in mentoring programs are those least likely to need them, it is probable that students who need advising the most are those least likely to access it voluntarily (Rice & Brown, 1990).

Therefore, for the mission of academic advising to be achieved and its services utilized by students, it must be "integrated into the life of the institution" (Council for the Advancement of Standards in Higher Education, 2005, p. 4). How better to do this than institute some degree of required advising, especially at community colleges, where student populations are often very diverse and very transient? In this way, NSCC is on the right track with its progress check advising. As mentioned previously, however, the way in which it is currently run presents problems for many students and simply excludes others. Perhaps due to budgetary and staffing constraints, students pursuing professional-technical programs have been left out of this mandatory advising initiative. They may not be intending to continue their education at a four-year institution, but does this mean their degree completion is less important?

Additionally, as many other community colleges in the region are increasingly mandating new student orientations for incoming students—which usually include meeting with an advisor—NSCC continues to keep them optional and minimally advertised (Author's note: As of December 2012, NSCC has a formal plan to make new student orientations mandatory for all students with no previous college credit; however, it is still inconclusive when this plan will be enacted). Higher education research suggests, however, that new student orientations may be very important to students' development and success, especially as they simultaneously foster faculty-to-student, staff-to-student, and student-to-student contact (Astin, 1999; Chickering & Reisser, 1993; Terenzini, Pascarella, & Blimling, 1996).

Mandatory academic advising fits with Astin's (1999) theory, among others, because it encourages students' involvement in navigating their educational goals. Nevertheless, it is also important to consider the fact that many community college students are non-traditional, low-income, and/or parents, and therefore must work and fulfill other external commitments that draw them away from involvement at school. Though not ideal, this is a persistent reality among NSCC's student population; therefore, mandatory advising should be designed to maximally accommodate these students.

Strategies for Enhancement

New Student Orientations

Since many other community colleges in the region are requiring orientations for their new students, and since this is a way for students to become familiar with their institution and its functions—including meeting with an advisor—NSCC should require students to attend one of the four orientations that are already facilitated each quarter. Currently, these orientations are usually informally recommended to new students dropping into the advising office when appointments are scarce. They are advertised on the advising website and on handouts available at the advising front desk but are otherwise not particularly well-publicized.

Ideally, all students, regardless of program of study, would be required to attend an orientation at the start of their college careers (unless they are pursuing post-baccalaureate education, in which case, it is less necessary). This could be enforced through an email notification that is sent to students after they apply for admission and perhaps a registration hold as well. Providing students with a link through which they could sign up electronically for an orientation that fits their schedule would be a convenient and eco-friendly way to facilitate this. Currently, students already sign up online, so this would not be difficult to implement.

While not much would need to change in order to facilitate mandatory new student orientations, they would probably require more staff, a larger physical space, and a time of day that would accommodate working students. This could present a strain on the normal functions of the advising office, as it would take more advisors away from doing individual appointments and would necessitate that they work later hours; however, if almost all new students are required to attend an orientation, there would likely be less of a need for individual appointments each quarter. Additionally, the advisors' schedules could be adjusted so that co-facilitating the orientations would not require any overtime.

Progress Checks

Since progress check advising is currently only required of students in transfer programs, it would be more inclusive and relatively simple to also require it of those in professional-technical programs. These appointments could be adjusted for the latter, so that instead of developing a plan to transfer to a four-year institution, they could develop a plan to find a job in their chosen field. This may require some collaboration with faculty coordinators and/or career counselors who are more familiar with the vocation at hand. If necessary, some faculty members could facilitate the progress checks themselves, as they already serve as primary advisors to students in highly specialized programs.

Of course, similar to the implications of instituting mandatory orientations, requiring progress check advising of all students would place a larger burden on advising staff, straining their availability and energy. One way to alleviate this would be to hire more staff, though in the world of community colleges this is especially unlikely given the limitations of budget and office space. Another option would be to have group advising sessions where more students could be served at one time. In addition to its practical implications, group progress checks could also serve as an opportunity for students to connect with one another. Baxter Magolda (1992) found that students learn best when they can co-construct knowledge along with their educational leaders. Perhaps group advising could offer this opportunity, allowing students to share with each other the knowledge and strategies they need to succeed.

Not to be overlooked is the issue of student privacy being jeopardized by group advising sessions. To avoid any violations of the Family Educational Rights and Privacy Act, or simply the comfort of students, the option of choosing an individual advising appointment should be available. For students whose records indicate that they have been struggling academically, perhaps an individual progress check should be guaranteed. Nevertheless, group advising is conducted in many colleges and universities, usually centering on a common program of study, and it is an efficient and effective way to reach more students at one time. So long as students could be grouped by program of study or some other common goal, this could be a useful strategy to enhance progress check advising without requiring more staff.

Pre-Graduation Advising

As mentioned previously, pre-graduation advising is informally mandated at NSCC, but there is no method of enforcing it. When students inquire at the advising office about the process for applying for their degree or certificate, they are told to set up an advising appointment. However, the graduation application forms are displayed publicly in the lobby, where students can easily pick them up, fill them out, and submit them to the records office without seeing an advisor. To ensure that students have completed all the requirements to graduate, and to create a culminating advising experience, all students should meet with an advisor prior to applying for a degree or certificate.

This could be required by simply removing the graduation application forms from public access and having students fill them out during their appointments. In the case of a student not being able to readily schedule an advising appointment, perhaps an exception could be made; since there is no official deadline for applying to graduate, this may be unnecessary. Students can still attend commencement without an official approval of their graduation application, so scheduling a pre-graduation advising appointment would not be extremely time-sensitive.

The same implications on staff and resources that apply to the other two mandatory advising checkpoints would be present with this final phase; therefore, the same solutions apply. Since advisors already see a large number of graduating students at the end of their community college careers, the impact of formally mandating pre-graduation advising would be minimal.

Utilizing Modern Technology

Amidst the push for mandatory academic advising at community colleges, it is important to remember the target population and how such initiatives could impact it. Because of NSCC's nontraditional student population, especially among those pursuing vocational programs, it is crucial to ensure that mandatory advising checkpoints do not put undue strain on their busy schedules. Arguably, having only three mandatory advising checkpoints is not sufficient to seriously inconvenience students who work, student-parents, commuters, or others who are similarly situated. If they can make time for dental appointments, medical appointments, etc. at least once per year, they can hopefully make time for advising appointments designed to bolster their educational success. Nevertheless, being student-centered should be a goal of any institution of higher education; therefore, NSCC should devise alternative options for students who have difficulty scheduling mandatory advising appointments.

As it is, students may request to have an advising appointment over the phone if coming in for a face-to-face session is too inconvenient. This option could remain, but with the additional volume of students that would be seeking advising once it is required of all, it might be insufficient. Alternatively, there are computer-based technologies that could assist in the facilitation of progress check or pre-graduation advising for those who cannot arrange it face-to-face. For example, virtual video applications such as Skype or those used for some online courses could be implemented, which would allow for face-to-face interaction between students and advisors.

Furthermore, it is possible to use methods that would not even require an advisor's presence and would allow students to engage in the advising process on their own time. Online questionnaires might be constructed, which would walk students through the progress check advising process step-by-step and make recommendations based on their responses. Though not a true substitute for face-to-face advising, it may be a good screening tool to determine which students actually need further assistance. For some, such a strategy would be sufficient to satisfy their advising needs, in which case the burden on advising personnel would be diminished. For others, it would not be sufficient, in which case the online form could prompt them to set up an in-person advising appointment to hash out a plan in more detail.

Implementing these technological strategies to accomplish mandatory advising would require collaboration with the college's information technology department, as advisors are not necessarily trained in this area. Nevertheless, information technology staff are usually willing to offer one-on-one or group training sessions on web content development software and the like so that advising staff could develop their own technological tools as desired.

Expected Outcomes

The possible outcomes of enhancing NSCC's mandatory advising process to include mandatory orientations, progress checks, and pre-graduation advising, as well as requiring these of all students, are many. The following outcomes are those explicitly intended by this proposal: maximization of the retention and degree completion of NSCC students in all programs of study; satisfaction of students in receiving support to achieve their goals; accessibility of advising services to all students; manageability of workloads for advising personnel; and increased vitality and representation of advising services in the institution as a whole. Of course, expected outcomes are all fluff if they cannot be measured. Fortunately, all of these can be measured in one way or another using various strategies.

Retention and degree completion rates are already tracked by the Admissions, Registration, and Records department at NSCC. Therefore, after a few years of implementing the enhanced mandatory advising process, a targeted assessment could be performed to see how these numbers have or have not changed. The assessors would need to control for possible confounding variables, such as economic climate and financial aid disbursement. Such measurements are entirely plausible, especially with the assistance of advising staff who could help with tracking students accessing mandatory advising.

Students' satisfaction with the quality of advising services would be best measured through administering post-advising questionnaires. Currently, this is already practiced in the department, particularly at the end of progress check appointments. The questionnaires are voluntary, though some advisors make a point of encouraging their students to complete them, either online or in hard copy. They should continue to be handed out at the end of every orientation and should also be distributed at every pre-graduation appointment. Perhaps the specific items on the questionnaire could be tailored to fit relevant differences between the various types of mandatory advising sessions. The survey data should be analyzed at least quarterly (as it currently is) and should be taken very seriously.

The accessibility of advising services to students, particularly those who have many external life commitments, may be harder to assess, since those who are not accessing them are not likely to fill out a questionnaire. Nevertheless, the existing questionnaires should feature an item measuring how satisfied students are with the accessibility of advising services, along with an open response category for suggestions for improvement. The more that mandatory advising is enforced and adjusted to fit students' needs, the more likely it is that a diverse array of students will fill out the questionnaires. If providing questionnaires at the end of advising appointments is not sufficient to reach most students, then sending them out via email to the entire student community may be a smarter option. This is a fairly usual practice at many colleges and universities to gauge the effectiveness of a variety of student services.

On the surface, it appears that increasing mandatory advising checkpoints for students means heavier workloads for advising personnel, creating a win-lose situation; however, as mentioned throughout the "Strategies for Enhancement" section of this proposal, there are many ways it could be implemented without overburdening advising staff. In some cases, it may even make their jobs easier. For example, mandatory new student orientations would decrease the amount of one-on-one advising appointments made at the start of each quarter, allowing advisors more time for other kinds of advising and projects while also lessening stress on administrative support staff. Offering group advising sessions based on program of study or some other common goal would have the same effect, while also encouraging peer support and networking. Utilizing technological applications as screening tools or as actual virtual advisors would certainly lighten the load for advising personnel; however, they should not act as a substitute for face-to-face contact in all phases of mandatory advising. Finally, in theory, enforcing mandatory advising checkpoints at the beginning, middle, and end of students' college paths should clarify program requirements and institutional processes, thereby decreasing the necessity for them to schedule multiple sporadic advising appointments. Throughout implementation of the enhanced mandatory advising process, staff feedback should be sought by supervisors through meetings and one-on-one conversations, if not also more formalized methods of assessment.

Advising is an essential student service, but it often goes underutilized due in part to its lack of integration into larger institutional functions. Instituting mandatory advising several times throughout the college careers of all degree-seeking students will inevitably increase its visibility and vitality. Tracking students' usage of and satisfaction with advising services through the methods mentioned previously are ways to measure how essential they are to the college. It is important for advising to work in collaboration with the larger campus community to create seamless experiences for students and employees and adhere to the institutional mission.

CONCLUSION

North Seattle Community College's (NSCC) advising department is already on the right track with its recently instituted progress check advising, as well as its regular new student orientations, pre-graduation advising, and other student success resources. Its advising personnel and support staff work very hard each day to serve a large volume of students as best they can, yet the evidence in support of mandating advising to a greater extent and among a more comprehensive student population is compelling and within the realm of possibility for this office. In fact, simply enhancing some of the strategies already in place would produce a win-win experience for both students and employees, better supporting the former and hopefully easing workloads for the latter.

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"Shipwreck, Fort Stevens on the Oregon Coast" by Lindsey Pierce

The Gateway to College Program

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The practice of dual enrollment refers to a high school student's simultaneous enrollment in high school and college courses. This practice takes on many different forms: explicit partnerships between high schools and postsecondary institutions, formal programs that bridge institutions and provide supplementary support, and independent enrollment by students. In effect, which students dual enroll, why students dual enroll, and what formal dual enrollment programs aim to accomplish vary considerably. Current literature on dual enrollment reflects the practice's nebulous framework. Inconsistent goals and strategies across institutions, districts, and states thwart attempts to assess the benefits and best practices of dual enrollment structures.

Gateway to College offers a solution to the pitfalls of current dual enrollment practices. This national program standardizes dual enrollment process and policy while catering to the specific needs of institutions and their student populations. Furthermore, the Gateway to College National Network facilitates communication between institutions across the United States to ensure the efficient and effective implementation of dual enrollment.

This paper will explain ways in which institutions are implementing and evaluating dual enrollment practices, and review the implications of dual enrollment's general history and framework. It will conclude with an overview of the Gateway to College program and a demonstration of how this unified effort promises to ameliorate the major challenges students and states face in relation to higher education.

THE HISTORY AND FRAMEWORK OF DUAL ENROLLMENT

A comprehensive overview of dual enrollment practices and research leaves open to question the general success of dual enrollment in the areas of college accessibility, retention, and academic performance. Studies commonly fail to offer clear support for or against its implementation and provide little opportunity for cross-comparison due to inconsistent enrollment practices. Consequently, practitioners and policymakers lack the guidance necessary to make informed decisions towards desired outcomes. Regardless, select dual enrollment partnerships demonstrate social and economic benefits for students as well as state governments. A review of dual enrollment research and practice insists on the standardization of the purpose, process, and policy of dual enrollment.

Outcomes across dual enrollment programs remain inconsistent due to a lack of standardization, focus, and mission. Research findings similarly conflict due to stark differences in population samples, as well as a tendency to not control for prior academic performance or aspirations prior to dual enrollment (Bailey, Hughes, & Karp, 2002; Kim, 2008). The challenge is that dual enrollment models vary in terms of instructor type, course location, advisor support, recruitment criteria, and cost. Although Hoffman (2005) avidly supports dual enrollment in her research, she attests to a pervasive lack of organization across program efforts. She notes that dual enrollment as a state strategy for educational advancement varies most blatantly in terms of target population. Formal programs for dual enrollment screen high school students before they can enroll in college courses to determine whether students can attempt to benefit from an early college start. For the majority of programs featured across reports, participation criteria are highly selective or geared towards average achievers (Hoffman, 2005, p. 8). The allowance and encouragement of dual enrollment through state policy tends to address situations wherein students "actively 'select' into" (p. 8) programs out of a desire to get ahead in their educational

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ambitions. Alternatively, Florida and New York offer programs without high entrance requirements (p. 9). In these cases, academic competency testing is not about entrance to a competitive program but about effectively assisting students; benchmarks are set in relation to a remedial range that allows educators to properly meet and challenge students where they are at academically. The selection criteria of dual enrollment programs is far from consistent across the nation, which makes it difficult for educational programmers, administrators, and legislators to compare practices and make informed decisions.

Whether concurrent credit accumulation takes the form of a standardized program or a state policy, the intentions of organizations and states vary in focus. Some researchers applaud the success of dual enrollment courses for "reducing course duplication in the high school and college curricula" (Kim, 2008, p. 5), which infers the practice serves to ameliorate the public school system. In an effort to bypass the grudging repetition of public education standards, these initiatives get great students further ahead as a reward for outstanding academic performance. Additionally, districts argue that college courses make secondary curricula more academically rigorous to keep average learners engaged and thus willing to continue education after high school (Kim, 2008, p. 7). Other studies, such as the Oregon Early Options Study (2000), demonstrate that early exposure impels students to pursue education after high school because college exposure allows them to broaden their conception of education and find their niche (as cited in Kim, 2008). Lastly, Bailey et al. (2002) assert that concurrent enrollment ensures a smooth academic and psychological transition to college (p. 7). With both formal and informal means of dual enrollment, along with a spectrum of program targets and intended outcomes, dual credit practices across the nation resist the comprehensive assessment of student impact.

Dual enrollment programming holds the potential to lessen the financial burden of a postsecondary education for students, as well as save the state money. When partnering college campuses waive tuition fees for high school students, they lessen the number of paid credit hours required to attain a college degree and thus make postsecondary graduation more accessible (Smith, 2007). Dual enrollment holds the potential to curb the ever-widening education gap between socioeconomic classes by enabling high school students to reduce the number of college courses to be paid for. As for state benefits, Kruger (2002) identified the amount paid to high schools and Salt Lake Community College for "annualized full-time equivalent concurrent enrollment students" (p. 136) and found a savings of $1,300 for the state of Utah for the previous school year. Despite such results, 28 states charge students for dual enrollment and thus discourage participation (as cited in Kim, 2008, p. 5). With economic hardship at the individual, local, and national level, dual enrollment presents itself as an untapped resource.

Whether as an effort to get remarkable students ahead, to revive academic ambition amongst the average, or to retrieve those who have fallen behind, dual enrollment programs hold the potential to bolster the U.S. public education system. Unfortunately, economic and social benefits for both students and their respective states cannot truly take effect without an organized effort between practitioners and researchers across the nation. The literature on dual enrollment exposes a deficit of assessment and reevaluation within programs, which does not allow educators to compare programs and research results for best practices. Without the practical advantage of comparing program designs and outcomes, professionals in education stand at a loss as to how to best serve students and make sustainable improvements to educational services.

Gateway to College: Best Practices and Emerging Transformations

The Gateway to College (GtC) program ameliorates the multitudinous pitfalls of current dual enrollment practices. The average lack of communication between institutions, districts, and states and the common absence of standardized policy for dual enrollment typically leave educators at a standstill. Amongst myriad programs across the nation, GtC holds significant promise for the beneficial implementation of dual enrollment. GtC does more than play an active role in the creation of program standards; it conducts widespread research and continual assessment to inform its requirements and practices.

In 2000, the public school district of Portland, Oregon and Portland Community College (PCC) partnered to assist local youth who had dropped out of high school or stood dangerously behind in credits required for graduation. The district identified high school completion as a critical determinant of future success, as only 19% of students who drop out proactively attain a diploma within eight years of their expected graduation date (Gateway to College National Network, 2010). Portland's recovery program went a step further than high school completion and enabled students to accumulate credits toward an Associate's degree or technical/professional certificate. This foot-in-the-door approach encourages students to continue their education. The Bill & Melinda Gates Foundation awarded PCC a grant in 2003 to replicate the program on a national level, and by 2008, Gateway to College stood as an independent nonprofit organization (Sudetic, 2012). With continued support and funding from additional foundations, Gateway to College exists in 35 locations in 20 different states (*2011 Annual Report*, 2012, p. 4).

GtC acknowledges that in addition to school-based factors, personal challenges stand in the way of academic success and degree completion. Participant demographics imply that students fall behind because of financial hardship, home and family complications, and health issues (*2011 Annual Report*, 2012, p. 6). The typical GtC student is 17 years old and enters with an average high school GPA of 1.49 and only 45% of the credits required to graduate (p. 7). GtC not only gives these youth a head start on college credits, but also focuses on their successful management of changes in course load, autonomy, and scheduling brought on by college (K. Saechao, personal communication, May 14, 2012). Students spend their first term in a *Foundation Experience* learning community that focuses on developmental reading, writing, and math. Students typically take between one and three years to fulfill requirements for their high school diploma and thus complete the program. On average, GtC graduates accrue 33 college credits and nearly three-quarters of them continue their college education (*2011 Annual Report*, 2012, p. 7).

A flexible approach makes GtC easy to work with, quick to implement, and locally pertinent. Farrell and Seifert (2007) note on the subject of credentialed faculty for dual enrollment programs that instructors "need to be aware of the demographics of their students so they will understand the needs and strengths of a culturally diverse class" (p. 75). GtC ensures the Gateway to College National Network (GtCNN) staff work directly with site directors from qualifying high schools and community colleges to adapt the foundational model to the specific needs of the community. Kao Saechao, the founding director of Highline Community College's GtC program, shared that GtC acknowledged his personal research and previous experience, which allowed him to continue successful practices (personal communication, May 14, 2012). Flexibility and collaboration make GtC a functional and sustainable form of dual enrollment.

Despite the flexibility inherent to a responsive curriculum, GtC does strictly enforce a set of standards. GtC requires that approved participant schools implement flexible course times and locations, demonstrate strong partnerships through continual collaboration, and "embrace the Gateway to College academic approach and student support strategies at every level throughout the college" (GtCNN, 2012), which is a blend of "rigorous academics with personal support" (GtCNN, 2012). Developed from continual assessment, GtC provides a guideline of best practices to participating schools to ensure consistent results. As one of the few nationally organized dual enrollment models, GtC offers an unprecedented level of internal validity to research on the subject. The program not only standardizes institution type (community college), course location (college campus), and instructor type (college instructor), but also provides a large and representative sample size with participating sites across the nation. The increased representative power of a nationalized program assessment produces a more accurate picture of the effects of dual enrollment. The standardization of dual enrollment goals and methods allows the GtC project to track efficiency and effectiveness more accurately than ever before.

GtC not only establishes programs nationally, but also functions as a national network. Schools in their startup year train together. Preliminary professional development is a three-day training on the program's instructional approach; it covers curriculum development and design, student engagement, and a review of current best practices. The time spent with the learning community also allows partners to discuss what each wants to accomplish (K. Saechao, personal communication, May 14, 2012). Once individual programs are underway, GtCNN continues to foster direct collaboration amongst site coordinators. Peer Learning Conferences and an Annual Directors' Convening provide a space to inspire learner-centered instructional strategies and project-based learning activities. Directors also receive regular assistance from an instructional coach. In Saechao's case it is one of his own choosing, and he receives consistent support in the form of bi-weekly phone calls with a local grant manager. Additionally, in 2011 GtC launched a real-time platform that performs "network-wide analyses on program effectiveness" (*2011 Annual Report*, 2012, p. 15). Saechao notes that the Gateway Live! Platform enables users to pull from nationwide data to feed their personal research (personal communication, May 14, 2012). Through a variety of collaborative efforts, GtC fosters and maintains a culture of evidence that promises to maximize and guarantee positive outcomes.

Despite GtC's supportive practices, the program's first year at Highline Community College (HCC) remained an experience of trial and error. Saechao ambitiously ran two cohorts simultaneously Fall Quarter 2010 with a total of 75 students, but had to cut back to one when only half returned Winter Quarter. At the end of the year, Saechao had to replace two of his three instructors. Regardless, Saechao asserted that "this project is needed" (personal communication, May 14, 2012) and moved fearlessly forward. GtC's receptiveness to dialogue and innovative input empowered HCC to meet its goals. As a result, Saechao optimistically redesigned the English component for 2012. He shared plans to integrate reading, writing, listening, and speaking in a speech class, as he considered this format more skill-focused and practical. Again, Saechao's ideas stem from his professional experience; he wishes to implement a successful component of the College Success course at HCC, which focuses on honing students' practical skills through action (personal communication, May 14, 2012). As with the field of Student Affairs, GtC consistently adjusts to meet the needs of the students it serves and encourages innovative strategies for student assistance. Saechao's struggles only reflect the committed work that goes into the process.

When asked if GtC appeared to be a sustainable dual enrollment model, Saechao provided an emphatic yes. He has total faith that the program will continue nationally because its staff members have done research, are committed to data-driven decision making, encourage successful class practices, and share what they do well (personal communication, May 14, 2012). In addition, Saechao affirmed that the program is financially sustainable. He asserts that start-up funds amply cover planning and initial implementation costs, and K-12 pupil expenditures provide sufficient funds to keep the program running in terms of covering student tuition, books, and support. Higher education budgeting trends also demonstrate a promise of savings and sustainability for schools through GtC. Weak links in the chain of public education force state-funded colleges to provide remedial instruction to assuage the failures of publicly-funded high schools. As a result, the state must increase taxes and divert funding from other programs. GtC funnels money where it will be the most efficient, impactful, and productive.

GtC produces expected outcomes because it is transparent in its results, committed to continuous improvement, and welcoming of involvement at all levels. As a dual enrollment program, GtC is more than a retention effort: it moves beyond surface-level solutions and attends to the heart of our nation's inequities. Through the educational advancement and economic empowerment of youth, GtC addresses a social struggle that systematically weakens the nation's economy. Aside from core curriculum instruction and practical skill-building, GtC serves the national effort to improve career guidance in high school through postsecondary exposure (Bailey et al., 2002, p. 17). A review of GtC's history and a conversation with program director Kao Saechao on its current practices attests to the promising outcomes of this unified effort for equity in educational achievement. Gateway to College is laying the foundation for a seamless pathway to college on a national scale.

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International Student Assessment of Advising Practices Using Cultural Context

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Creating significant learning opportunities for international students requires that advisors adapt to meet a diverse array of needs. Admissions and academic advising represent the main services offered by the International Programs (IP) office at South Seattle Community College (SSCC). Due to the author's connection to academic advising, this paper centers on ways in which advising and assessment practices can utilize cultural sensitivity. The paper concludes with an analysis of the challenges and limitations that SSCC currently faces in the IP office.

Much of the current research and assessment on international students does not directly consider cultural context as it is applied to advising practices. To strengthen the current literature, researchers need to extend studies across several institutions. A wider demographic will prevent the over-generalizations frequently made in reference to subgroups of a culture (Smith & Allen, 2006) and create advising and assessment practices that include cultural considerations to obtain more accurate feedback (Abedi, 2009).

Advising is an influential practice because it can bring students to discover and construct knowledge for themselves using both prescriptive and developmental techniques (Hemwall & Trachte, 2005; Kelley, 2008; Smith & Allen, 2006). This paper reviews the effective modifications and formats that define culturally sensitive assessments for international students. Culturally sensitive assessments will enable advisors to better serve these students. Lastly, the writer will discuss challenges that may hinder culturally informed advising and assessment practices at South Seattle Community College (SSCC).

COMPONENTS AND CONSIDERATIONS OF EFFECTIVE ASSESSMENT

There is a need for more comprehensive assessment of international student advising practices that utilize multiple approaches to bring in a holistic element (Philpott et al., as cited in Johnston, 2010). According to Fink (as cited in Kelley, 2008), there are four basic components of effective assessment: first, the assessment must use a measurement of previous performance to determine how to improve going forward; second, criteria and standards for evaluating student performance on learning goals must be clear and appropriate for particular student demographics; third, students must be able to evaluate themselves and engage in the assessment to increase accuracy; and fourth, feedback from the assessment should be shared with students frequently, immediately, discriminately, and in a caring manner. These four standards, however, do not consider the particular needs of international students. Those who create assessments for international students need to distinguish "between academic language that facilitates learning content knowledge and unnecessary linguistic complexity that impacts the validity and authenticity of assessment for ELL [English language learner] students" (Abedi, 2009, p. 169). Additionally, factoring in context, content, and concepts will more accurately reflect and measure the knowledge, understanding, and skills (Lewis, as cited in Johnston, 2010) of specific student populations.

Context

Johnston (2010) states that context refers to an environment where students can utilize their own sense-making processes (cultural information, knowledge, and practices) to guide their learning interactions. Reflecting this concept of context, a study of Taiwanese Chinese students found that three factors underlie Chinese conceptualizations of intelligence: nonverbal reasoning abilities, verbal reasoning

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abilities, and rote memory (Chen, as cited in Sternberg, 2007). African cultures base intelligence on skills that facilitate and promote strong and stable inter-group relationships (Ruzgis & Grigorenko, as cited in Sternberg, 2007). On the other hand, Sternberg , Conway, Ketron, and Bernstein (1981) discovered that in the United States, intelligence was defined as practical problem solving, verbal ability, and social competence. Context is important to the design of assessments because, just as cultural concepts of intelligence and successful learning outcomes vary, the cultural meaning of assessment differs from one place to another. This variation of definitions needs to be taken into account by advisors during conversations with students, as students may evaluate advisors based on their cultural interpretations (Sternberg, 2007).

Content

Content refers to information or skills that students bring with them to a specific environment (Johnston, 2010). For instance, certain cultures, specifically Asian ones, use dialectical thinking skills in contrast to the linear thinking skills utilized in North America or Europe (Nisbett, as cited in Sternberg, 2007). Mitchell et al. (2010) found that minorities who may find themselves on the margins of an institution use content information and skills to inform thought processes and the way they navigate and experience higher education. Administrators must consider content variance when advising and creating assessments for international students in order to measure and interpret the appropriate phenomenon.

Concepts

Concepts demonstrate understanding of culturally specified practices or information that guide individual choices. In a study of Tanzanian students, Sternberg et al. (2002) found that testing emphasized skills developed at the time of the test rather than acquired in the past. Students unaccustomed to Western-style testing made significant gains on their test scores when they heard test-taking expectations and received guidance through the process. As the lecturer or assessor can influence what is seen to count as knowledge, a working knowledge of students and their cultures is incredibly beneficial (Bishop & Glynn, as cited in Johnston, 2010). From an advising standpoint, both the format and content of assessments need to be modified for different populations and environments. Using different formats, such as dialogues, to assess performance can create a safer space for international students to share their experiences and respond more honestly (Johnson, Takesue, & Chen, 2007).

In addition to setting expectations, Sternberg (2007) notes that the provision of clear instructions assists in the assessment process. His research indicates that children who understand class material can still fail to do well in school. Sternberg (2007) found failure often occurrs because children do not comprehend the instructions for tests and assignments. International students who understand concepts may also need guidance when completing various tasks such as written feedback forms to interpret or understand instructional or technical language.

Another culturally effective format involves making assessment material familiar and meaningful (Sternberg, 2007). A study by Carraher (as cited in Sternberg, 2007) showed that Brazilian street children, unable to do school mathematics, were able to do the mathematics necessary to run street businesses. Results demonstrated that the inability to do math lies not in the level of mental processes but in the level of application to specific environmental contexts. Advisors can collaborate with students to chart academic plans by asking students to reflect upon previous goals, how they met those goals, and challenges they encountered. By using past experiences and strengths to ground students' academic experience (Baxter Magolda, 2009; Hemwall & Trachte, 2005), advisors validate students as knowers. Using assessment that may better match culturally acquired knowledge can help improve school performance (Baxter Magolda, as cited in Pizzolato, 2006; Sternberg, 2007).

Sternberg (2007) states that varying assessment formats, sharing expectations, clarifying instructions, and making content familiar and meaningful strengthens the academic performance of students. Similarly, tacit knowledge, what one needs to know to be successful in a specific environment, can be imparted in advising sessions by using goal-setting and resources on campus, such as tutoring labs, counseling services, or career services. Additionally, advisors can encourage students to connect practical skills that often go unrecognized in academic tests to scholarly practice. This functional knowledge provides advisors with a deeper insight into students' backgrounds so that they can more accurately assess and advise international students.

ASSESSMENT FORMATS

Functional Behavior Assessment

Salend and Taylor (2002) discuss Functional Behavior Assessments (FBA) as a way to understand students of color who may be misunderstood by educators. The person-centered approach of FBA adheres to the four components of effective assessment and can also be applied to an international student demographic. FBA strives to gather information about a student, determine why a student engages in certain actions, and identify variables that lead to maintaining this behavior (Salend & Taylor, 2002). Advisors can incorporate this approach, particularly the final step of identification, to pinpoint learning patterns and goals based on students' previous behavior and culture. Finally, advisors and advisees can devise a tailored behavioral intervention plan that engages the student to develop self-authorship (Baxter Magolda, 2009) and learn how to learn in a new context.

Learning Partnership Model

Students' decisions and behaviors largely relate to their degree of self-authorship or ability to make meaning of their experiences (Baxter Magolda, as cited in Pizzolato, 2006). The Learning Partnership Model (LPM) grounds and facilitates self-authorship using three actions: validating students as knowers, situating learning in experience, and defining learning as a mutually-constructed meaning (Baxter Magolda, 2009). LPM can be useful when conducting assessments because it engages students in their own perspectives to get at the deeper reasoning behind academic engagement or disengagement. LPM asks students to examine their decision-making patterns. This meaning-making process incorporates self-evaluation and goal-setting and can be applied to advising and assessment practices with international students.

Group Dialogue

Many international student cultures emphasize collectivism or the good of the community rather than the individual. Thus, group sharing or peer counseling can help engage this population of students (Wilton & Constantine, 2003) because sharing emphasizes commonalities and shared experiences. In this setting, peers develop empathy for one another through the course of discussion and often come to feel united (Johnson et al., 2007). Brown University formed a Culture Conscious Group in 1997 to meet the needs of Asian Pacific American (APA) students and address identity and culture. A neutral and safe space for exploration was established in hopes of reaching students who were experiencing some concerns but unlikely to seek assistance for cultural reasons (Johnson et al., 2007). Participants discussed parameters and prioritized discussion topics based on collective interests. Discussions revealed common concerns, while culminating feedback showed positive identity formation and an increased likelihood of advocating for and finding assistance through other venues of campus support.

Linguistic Modification

Educators often penalize English language learners (ELL) for lack of English proficiency in areas where language is not the target of assessment. Abedi (2009) differentiates between language that plays a role in the content of a question and language that makes questions incomprehensible to ELLs. As many international students are English language learners, advisors need to consider altering assessments to avoid language that hinders comprehension. Abedi's (2009) research demonstrates that several linguistic attributes slow readers down, limit interpretation, and interfere with concurrent tasks. These features are unfamiliar vocabulary, complex grammatical structures, and styles of speaking or writing that use passive voice or add unnecessary materials and abstractions. Accommodating ELL students linguistically can provide more valid depictions of international students' experiences and feedback (Abedi, 2009).

CHALLENGES AND LIMITATIONS

Advising

To implement effective learning practices for international students, advisors must create opportunities for learning and give thoughtful consideration to the situational factors that currently hinder advising sessions (Kelley, 2008). Identifying these challenges can assist in creating appropriate interventions. To accurately assess whether goals are being met, strategic planning must focus on specific learning goals. Feedback must also be tailored to the specific student demographic.

One key barrier to effective advising and assessment strategies within the IP office at SSCC is resource allocation, both in terms of time and money. This challenge is not limited to SSCC as currently "the institutional focus on efficiency directly contradicts the numerous value-added and student-friendly initiatives that the university in general and the advising office in particular specifically advocate" (Mitchell et al., 2010, p. 300). SSCC's international academic advising services require additional full-time advisors in order to offer humanized and holistic advising for students (Museus & Ravello, 2010). Furthermore, advisors must unite behind learning goals and be consistent in their efforts to help students reach academic and co-curricular objectives.

Assessment

Much of the existing culturally-informed assessment has been tested on younger children, is limited to a few population groups, or evaluates traditional classroom knowledge in subjects such as math or science. Thus, the author has had to modify the material to relate to the international advising setting at SSCC. Furthermore, Smith and Allen (2006) speak of the huge variance that exists between socially-constructed ethnic groups and their values. Generalizations about students within subsets of populations must be made cautiously; individual differences and experiences must be taken into account when approaching assessment. This is especially significant in a community college setting where the importance of advising functions may also be associated with age or maturity level.

Responding effectively to these variances depends on the cultural awareness of advisors and their ability to meet international students' individual needs. The cultural awareness of international student advisors can be ensured through professional development opportunities, but these are costly in terms of finances and time. SSCC currently strives to extend diversity training campus-wide so that ethnic culture is not isolated to a single office, center, or certain academic majors (Harper & Hurtado, 2007). Furthermore, initial efforts to create ongoing assessment groups using dialogue are presently unsuccessful due to the time involved in finding participants, building a sufficient comfort level, and transcribing and analyzing data.

CONCLUSION

Culturally-inclusive advising and assessment practices appreciate and maximize knowledge from students of diverse backgrounds (Johnston, 2010). These practices require commitment and follow-through modeled by educators at every level. Kelley (2008) states that meaningful learning begins with a vision shared by higher education staff, administrators, institutional systems, and policymakers. Therefore, stakeholders must share the responsibility of holding higher education accountable for enacting practices that are relevant, safe, and conducive to diverse student groups (Harper & Hurtado, 2007). Institutions can utilize assessment data informed by the perspectives of diverse students to integrate primary components of significant learning into advising sessions, set expectations, and address difficulties that students encounter (Kelley, 2008).

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"Arrival and Departure" by Tracy Phutikanit

Students in Transition: An Exploration of Best Practices

Nicholas Cubita, Katherine Gast, Maggie Heier, and Laura Lynn Horst, *Seattle University*

This review explores the significance of transition within the lives of students attending college for the first time. Areas of focus include developing powerful partnerships and improving student success through the implementation of orientation programming, living-learning communities, and freshmen interest groups. An evaluation of the impact of collaboration amongst student affairs practitioners and academic faculty during student transition is provided, followed by an emphasis on the importance of fostering meaning-making during transitions. Each of these efforts is included and recommended as a good practice in student affairs.

The field of student affairs plays a vital role in advancing the core educational mission of enhancing and improving student learning. With increasing pressure to prove the value of a college degree, it is more important than ever for student affairs administrators to demonstrate that learning extends beyond the formal classroom environment. Under this scope, student affairs practitioners may experience greater performance expectations as institutions focus on what Pascarella and Whitt (1999) refer to as "the aspects of the university that are most clearly associated with student learning" (Blimling & Whitt, 1999, p. 101).

One way that student affairs administrators contribute to the educational experience is by supporting students through their transition to college. Schlossberg's (1984) theory of transition applies a student development model through which practitioners can frame their role in this process. In *Overwhelmed* (1989b), Schlossberg identifies situation, self, support, and strategies as the 4 *S*'s—areas through which students come to conclusions about their experiences with transition. Utilizing this theoretical framework, practitioners can understand their responsibility to serve students in transition by implementing programs and initiatives that support both their individual and collective needs.

Orientation Programs as Venues to Facilitate New Student Transitions

To enable positive transitional experiences for new students, institutions typically implement a structured orientation program that facilitates social and academic integration. The National Orientation Directors Association (NODA) *Orientation Planning Manual 2010* notes, "Students who attend orientation programs are more successful than those who do not participate" (Rode & Wolfman, 2010, p. 6). After assessing a new orientation program at J. Sargeant Reynolds Community College in Virginia, Hollins (2009) reaffirms the positive effect that orientation had on grade point average (GPA) and retention rates for students who attended. Through summer, fall, or ongoing orientation efforts, faculty and staff ease the challenge of transitioning to a new community by focusing on comprehensive programming.

In *Orientation to College and Freshman Year Persistence/Withdrawal Decisions*, Pascarella, Terenzini, and Wolfe (1986) explored Robert Merton's notion of anticipatory socialization and its relation to the process of transitioning to undergraduate life. This developmental concept, defined as a "process or set of experiences through which individuals come to anticipate correctly the values, norms, and behaviors they will encounter in a new social setting," provides a context to

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better understand the challenges faced by new students while integrating them as members of the campus community (Pascarella et al., 1986, p. 156).

To measure the impact of orientation programs, Pascarella and his colleagues conducted a longitudinal study of college freshmen that took place before, during, and after their first academic year. Based on Tinto's (1975) model of the persistence/withdrawal process and the fit between students and institutional environment, the study proved the significant effects that new student orientation programs have on social integration and commitment to the institution. The results "tend to support" orientation programming as a "potential facilitator" for anticipatory socialization for incoming students (Pascarella et al., 1986, p. 169). Focusing on this process through programmatic efforts can aid faculty and administrators in helping first-year students transition successfully to an institution's community.

Utilizing a set of elements or outcomes to guide an orientation program can allow student affairs practitioners to create a more intentional and informed experience. Komives and Woodard, cited in Blimling and Whitt's (1999) *Good Practice in Student Affairs: Principles to Foster Student Learning*, recognize "the challenge [of] develop[ing] a common purpose and a sense of community within the mosaic campus" (p. 160). To develop a comprehensive orientation program, Robinson, Burns, and Gaw (1996) recommend that practitioners focus on three dimensions: the transition process, academic integration, and personal and social integration. Recognizing the inevitable change that new students face, it is important to provide institutional knowledge and resources, help them to develop realistic expectations of academic and campus life, and establish a venue through which they can connect to their new community (Robinson et al., 1996). Incorporating these realities can allow professionals to implement orientation programs that meet the individual needs of their campus.

When developing an orientation program for incoming pharmacy students at Southern Illinois University Edwardsville, Poirer, Santanello, and Gupchup (2007) focused on enhancing the community aspect of their students' experience through what they consider the Three C's of Community: communication, collaboration, and cooperation. This involved the efforts of various campus professionals, including the Offices of Student and Academic Affairs. To structure the program intentionally, they outlined seven elements of community that would link individual activities throughout a week-long orientation. These elements include "history, identity, mutuality, plurality, autonomy, participation, and integration" (Poirer et al., 2007, p. 1). In addition to sessions that provided information about the program, social interaction was implemented, both casually and professionally, to support and affirm a collaborative environment. Assessing the experience determined that an elements-rooted program is effective at transitioning students into their program.

The various components of successful orientation programs, such as total campus commitment, addressing campus norms, and collaborating with faculty, are helpful in integrating new students to an institution (Robinson et al., 1996); however, these traditional factors are not sufficient to establish a successful transition for new students. Acknowledging that this experience can be overwhelming, Claborn and Kane (2012) explore the implications that homesickness and separation anxiety hold for orientation programs. To provide better support for mental health issues faced by students during their transition to college, they highlight that relationships with members of the campus community make a positive difference, whether with peers, faculty, or staff (Claborn & Kane, 2012). Emphasizing that a fast-paced, week-long traditional model of orientation programming may not best suit students who lack interpersonal and intrapersonal skills, Claborn and Kane (2012) note, "It is [the] responsibility [of] student affairs professionals to identify and provide this population with appropriate support" (p. 14). To provide a more holistic program, practitioners must consider all elements that affect a student's transition experience.

SUSTAINING TRANSITIONAL SUPPORT THROUGHOUT THE ACADEMIC YEAR

In addition to supporting positive student transition into the institution through initial orientation programming, student affairs professionals are actively working to help students build on their initial transitions by finding sustainable ways for students to continue solidifying their engagement with the campus community and learning environment. Practitioners can contribute to successful student transitions by forging partnerships with their academic colleagues to enhance student learning in the classroom and beyond.

One proven method to meet this objective is through the implementation of living-learning communities (LLCs) or freshman interest groups (FIGs) on campus (Kuh, Kinzie, Schuh, & Whitt, 2005; Schroeder, Minor, & Tarkow, 2003; Sullivan, 1994; Sullivan & Wulff, 1990; Tinto & Goodsell-Love, 1998). In his research project on Documenting Effective Educational Practice (DEEP), Kuh et al. (2005) identified several institutional conditions that contribute to student development and student success on campus. One of the key conditions found was active and collaborative learning (Kuh et al., 2005). His research shows that "students learn more when they are intensely involved in their education and have opportunities to think about and apply what they are learning in different settings" (p. 193). Both LLCs and FIGs contribute to learning by providing context.

While learning communities can take different forms, results indicate that students in learning communities spend more time collaborating together and become more involved in their academic pursuits than if their learning had ceased when they exited the classroom. In *Good Practice in Student Affairs: Principles to Foster Student Learning*, Schroeder (1999) outlines several ways that residentially-based learning communities can help institutions accomplish the following objectives:

- Substantially enhance academic achievement, retention, and educational attainment of freshmen;
- Make the campus "psychologically small" by creating peer reference groups for new students;
- Purposely integrate curricular and co-curricular experiences through the development of a seamless learning environment;
- Provide a venue for enabling admitted students to register early for their fall classes; and
- Encourage faculty to integrate ideas, concepts, content, writing, assessment, and research from their various disciplines, thereby enhancing general education outcomes for students (p. 146).

Additionally, there are secondary benefits that result from the partnerships formed when faculty and student affairs professionals join together to work on the behalf of students: not only will these professionals better understand each other and their work, but collaboration can also allow each group to develop a more holistic understanding of its students.

One early example of a successful FIG program comes from the University of Missouri-Columbia, which piloted its first FIG in 1995. Each FIG was comprised of fewer than 20 first-year students who were enrolled together in three courses and assigned in common housing. A programmatic theme ran throughout their academic and residential experiences, which helped to organize and integrate their learning. The program "quickly achieved two of its fundamental goals—to demystify and humanize a large campus and to enhance student learning and academic performance" (Minor, 1997, p. 21). In addition, student GPAs and retention—both indicators of student success—improved immediately within the first cohort (Minor, 1997).

Rollins College, located in Florida, also experienced positive results when introducing living- learning communities in 2003. These communities were created in response to assessment data which indicated first-year student social engagement lagged significantly behind academic engagement (Eck, Edge, & Stephenson, 2007). By creating a living-learning community model for first-year students, Rollins College was able to improve student retention rates while enhancing academic and social engagement for students in the LLC. Based on this success, the college began requiring all first- and second-year students to live on campus, and worked to rapidly expand LLC opportunities for its students (Eck et al., 2007). The authors stated that, “As living-learning communities continue to extend learning beyond the classroom, we anticipate that first-year to second-year retention and six-year graduation rates will improve and that Rollins students will experience other benefits during their college experiences and beyond” (Eck et al., 2007, p. 8).

Through the use of learning communities, student affairs professionals can support student transitions and ultimately student success. The benefits of learning communities, such as LLCs and FIGs, exemplify most, if not all, of the good practices for student affairs that Blimling and Whitt (1999) suggest contribute to creating powerful student experiences and student learning during college. By actively incorporating these strategies through the use of living-learning communities, practitioners not only sustain and manage the transition to college, but also help students to develop the skills and connections necessary to thrive throughout their first year and persist to graduation.

Support Benefits of Faculty-Staff Collaboration

As colleges and universities face strong mandates to improve, it has become more important than ever that collaboration between student affairs staff and faculty occurs. Blimling and Whitt (1999) have identified that forging educational partnerships that advance student learning is a proven and important practice in fostering student learning. Of all educational partnerships, faculty-staff relations are most critical to student success. A study performed by Umbach and Wawrzynski (2005) determined that “students were more engaged on campuses where faculty placed a high level of importance on participation in enriching educational experiences” (p. 168). This demonstrates the power that faculty have in supporting student engagement and student affairs programming through the promotion of co-curricular activities. Additionally, when students are engaged and satisfied with their environment—experiences often associated with the work of student affairs staff— their ability to learn is vastly improved (Blimling & Whitt, 1999). As professional educators, both faculty and staff have an important role to play in supporting student learning and development. This fact is especially true for students who are experiencing transition.

During times of transition, students are especially prone to struggle as they face the challenges of navigating new surroundings and expectations. Schlossberg (1984) defines transitions as “events or nonevents resulting in changed relationships, routines, assumptions, and/or roles” (p. 218). Student affairs staff and academic faculty must recognize that the undergraduate experience is marked by multiple events and nonevents that create a consistent environment of change for students. Retention or withdrawal from an educational program is greatly influenced by students’ level of social and academic integration within the institution (Umbach & Wawrzynski, 2005, p. 156). During times of transition, faculty and staff must function together to achieve a holistic learning environment that meets students’ academic and social needs simultaneously.

The ability of student affairs staff and faculty to fuse goals will determine students’ abilities to absorb them as such—faculty-staff synergy means student synergy. Context, defined by Schlossberg (1984) as one’s relationship to transition, can be positively influenced by what students determine to be their assets and liabilities during that transition. While faculty and staff typically provide context for students independent of each other, successful collaboration can enhance positive context and ensure that it is seen as an asset by students. When such support is rendered, students are more successful in coping with transition. When faculty and staff lend one another their strengths and engage students together, their ability to support students increases exponentially.

Making Meaning from Transitions

Beyond initial or year-long campus-wide programming, another crucial component of the student affairs practice is to guide students in making meaning of their experiences. As students transition to higher education, they are transitioning into a new sector of their identity. In *Helping College Students Find Purpose: The Campus Guide to Meaning-Making*, Nash and Murray (2010) describe this as a time when "the old ways of thinking, sensing, feeling, and believing all fall away, and college students attempt to cobble together new ways that will carry them into the next stage of their lives" (p. 26). It is in this moment that a student affairs practitioner can serve as a catalyst for students to become the authors of their own stories.

The positive interpersonal relationships developed between student affairs professionals and their students serve as safe spaces in which students can reflect on their transitions. Practitioners can help students to develop coherent values and ethical standards through strong mentorship—a key practice in the student affairs profession (Blimling & Whitt, 1999). With supportive guidance, students can learn to make meaning from their experiences, transition successfully, and develop key values.

Although supporting students through their transitions may seem daunting, Nash and Murray (2010) provide several suggestions to guide academic faculty and student affairs staff in their meaning-making interactions with students. Particularly relevant to supporting transitions is their suggestion which emphasizes "continual encouragement to be an active participant in the entire learning experience—both inside and outside the classroom, both on campus and beyond" (Nash & Murray, 2010, p. 100). This correlates to Blimling and Whitt's (1999) good practice of engaging students in active learning. Student affairs professionals and academic faculty cannot make meaning for students, but rather must act as facilitators of the journey. Additionally, educators must utilize campus resources, including student leaders, to ensure that encouragement abounds from all ends of the spectrum.

Nash and Murray (2010) also remind faculty and staff that "constructivist educators understand that meaning-making is all about the student; we are there mainly to evoke, respond, inform and clarify" (p. 102). Similarly, Blimling and Whitt (1999) emphasize the importance of developing a student-centered focus when listing it as a strategy for improving good practice. The student-centered focus is at the heart of the holistic approach that higher education professionals must utilize while placing the onus of development on the students themselves.

Blimling and Whitt (1999) and Nash and Murray (2010) all speak to the natural eagerness and enthusiasm with which most students engage in reflection when given the opportunity. It is imperative that students are provided space and support in meaning-making through reflection, and that it is done in such a way that allows students to remain the focus. Through intentional programming, student affairs professionals and academic faculty can provide undergraduate students with supportive experiences that help them to make meaning from the challenges of transitions.

Conclusion

As students make sense of their transitions, it is crucial that a strong network of support be in place. By implementing orientation programs and sustaining transitional support through first-year experience programs, academic faculty and student affairs administrators can work together to facilitate social and academic integration for students at their institutions. These programs are proven to engage students holistically in their campus communities, and are essential to student success in times of transition and beyond. To solidify these salutary effects, educators must also provide students venues through which they can make meaning of their experiences. In order to ensure the success of such efforts, faculty and administrators must collaborate to create exceptional experiences both inside and outside of the classroom. When combining good practices with student development theory, these measures place students at the center of each institution's focus, increasing their overall success through times of transition.

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Student Veteran Resources: A Community College Assessment

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The following is an abridgment of a research assessment conducted for Cascadia Community College (CCC) in the spring of 2012 as part of an independent study for the Master's program in Student Development Administration at Seattle University. This project was developed to investigate ways for CCC to better serve its veteran student population. Independent research was conducted using journal articles, visits to local and similarly situated community colleges, and interviews with individuals in the field of veteran support services. The following assessment highlights what CCC does well to serve student veterans and provides suggestions for improving support for this population. Assessment and research are important aspects to all student services; for veterans, assessment and research are particularly significant due to their unique needs which require intentional support from faculty, staff, and the institution as a whole.

Research Findings and Literature Review

Designating Campus Space for Veteran Services

As noted by Peter Schmidt, Psy.D., people enter the military as individuals before going through an indoctrination process, where they become a "we" and are taught to support each other even at the cost of taking someone else's life. There is no effective transition out of the military. Thus, when veterans go to college, there is generally no support waiting for them (P. Schmidt, personal communication, May 9, 2012). This is echoed in many readings on postsecondary services for veteran students that reflect on the specific challenges that veterans face. Additionally, Ryan, Carlstrom, Hughey, and Harris (2011) discuss how many student veterans struggle to feel socially integrated in college; nonveteran undergraduates typically do not provide the sense of camaraderie vets are used to or understand their unique experiences and stressors (p. 59).

Having a designated space for student veterans to create community and connect with other veterans is integral to enhancing their learning inside and outside the classroom. It provides a safe space where students can relax and avoid fielding uncomfortable personal questions from other students and faculty. It also provides a seamless and centralized location to help interpret and navigate the "red tape" many vets have to maneuver. A student quote from Ackerman, DiRamio, and Mitchell's (2009) veteran student survey shows the difficulty of these processes:

> It would be a great help not to be just thrown into college. All the paperwork and whatnot I have to go through, they could offer a little more help as far as that and other veteran's programs. I'm probably eligible for things I'm not aware of. And I have nobody here to go and talk to [to] find out about [them]. I'd like to see them actually have a Veteran's Department here. Because when I walked in, they just tossed a piece of paper at me and said, "Oh, here, fill this out." That does not help. [Regular Army serviceperson] (p. 8)

Edmonds Community College and Spokane Falls Community College have designated spaces for veterans, and many more institutions have this as a goal for student support. For veterans to open up and discuss their academic, personal, or disability issues they need to first have trust in the institution to support them and have built a relationship with a person within the institution. In order for other colleges to achieve this, an available physical space is necessary for veterans to use, and an available staff person to bond with; both components symbolize the institutional commitment to veteran students' education.

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Partnering with Disability Support Services

DiRamio, Ackerman, and Mitchell (2008) found that the standard practice at institutions requires each student to present their disability and need for accommodation. They suggested that for a holistic integration of veteran needs, disability offices should be involved in the institution's discussions related to veterans. The authors stressed the importance of student support silos coming together to work more holistically with the institution to implement a streamlined and cohesive process to support vet students from admission to graduation.

Ackerman et al. (2009) note that veteran students, particularly Gulf War Era II veterans who have served deployments in Iraq and Afghanistan, are at a very high risk for war-related injuries and disabilities such as Traumatic Brain Injury (TBI) and Post-Traumatic Stress Disorder (PTSD), which may manifest in multiple ways. Many veterans are new to their disabilities and do not know how they will affect their learning (Honolulu Community College, 2010). Some may not even know that they have a disability. Stigma may also prevent many veterans from seeking support. Other veterans are unaware of services available to them or the process required to attain services.

Madaus, Miller, and Vance (2009) noted in their wounded warriors' survey that moving away from a medicalized approach, which relies heavily on medical documentation, and toward a social model that holistically accepts and welcomes veterans would help reduce stigma attached to needing accommodations to learn. Having a disability support office that coordinates effectively with a veteran center, financial aid office, advising services, and counseling services will not only smooth the transition from boots to books but will also be an indicator to community vets and vet organizations that the campus supports all aspects of vet student success.

Signs, Symbols, and Relationships

Peter Schmidt, Psy.D. described three principles to be considered when looking at whether or not a college or university displays support of vet students in a meaningful way: 1) consider how a veteran would know the campus is vet-friendly; 2) look at the relationship the campus employees and institution intend to create for their vets and vet family members; and 3) think about factors that may preclude or prevent veteran students from self-identifying (personal communication, May 9, 2012). How veterans perceive their higher education institution is one important aspect in creating a safe and supportive learning environment in which all students can reach their goals and aspirations and persist to graduation.

Cascadia Community College Veteran Services and Resources

The following section describes the ways that Cascadia Community College is successfully serving its student veterans by demonstrating symbolic and institutional support for meeting this population's unique needs.

The priority registration bill HB 2345, which allows veterans the ability to register before the general student population, was not passed in Washington State; however, several colleges and universities have adopted the bill at their individual institutions. At CCC, veterans are allowed to register earlier than most students and alongside other populations such as undergraduates utilizing Disability Support Services (DSS). Priority registration serves student veterans well, and lessens stress by preventing schedule conflicts and waitlists. Many veterans have multiple life roles such as being a parent or employed off-campus. Others are on active duty. Giving student veterans early registration allows these students flexibility to take online, early-morning, or late-evening courses. It also recognizes their unique challenges and is a symbol that the institution welcomes and supports them.

Another symbol of support for veteran students is the protocol for active duty students at CCC. Veteran students who are deployed during enrollment are offered the option of receiving an Incomplete (I-grade) and expedited tuition and text reimbursement. This shows an institutional commitment to student veterans and their changing situations. This protocol can also be a good recruitment tool for active duty military that are uneasy about taking college courses for fear of being called to duty mid-quarter. This institution also accepts earned military credit toward their degree which recognizes their strengths and commitment to education while they were in service.

Other strengths of CCC student veteran support include the CCC Veterans Club on campus, which advocates for the needs of its veteran population. The club has had speakers come to discuss veteran issues and teach on PTSD/TBI injuries to both faculty and staff and has orientations specific to veteran students that require mandatory attendance. CCC also has one go-to person for DSS housed in same area as other services vets need like financial aid, academic advising, and career services. While there is not a designated safe space area for vets to relax and create community, there is a one-stop area for them to find the services they need. Lastly, CCC offers a reduced tuition rate for student veterans to monetarily value their service to this country.

Recommendations

Veterans often have the burden of death and destruction on their shoulders as a result of their war-zone experiences, and many do not have the time or opportunity to debrief these experiences. The military provides little psychosocial exit programming for reintegration into civilian or college life post-deployment. To help remedy the lack of psychosocial support upon exiting deployment, and to help veterans transition to civilian and college life, there are some short-term and inexpensive changes CCC could implement.

Short-Term Recommendations

Advising. Advisors have an important role in helping students through transition, especially individualizing support for vets who may have particular financial, emotional, or physical needs. For advisors, it is all about giving veterans a sense of control and a sense of support from their institution, especially as they may feel removed from their peers and military cohort. Additionally, they may or may not have support at home if they are geographically distant from their families. Vet centers, advisors, and mentors help bring that sense of control back through being cognizant of veterans' situation, support, self, and services.

Ryan et al. (2011) explore the transition process for veteran students:

> Student-veterans who negatively perceive the situation surrounding their entry to higher education likely need greater support than those who planned and looked forward to entering higher education; the latter more likely feel a greater sense of control and hopefulness associated with making a successful transition. Advisors must conduct conversations with student-veterans about reasons for being discharged from military service with respect and care. (p. 57)

Intentionally using theory, such as Schlossberg's theory of transition (1981), to base conversations with student veterans is an important task advisors and counselors can use when working with this population.

Improving Orientation Materials. CCC's mandatory orientation for new student veterans is a best practice, but could be improved if resources about local veteran centers were part of the orientation materials. Also including groups such as the Veterans of Foreign Wars, the American Legion, and Disabled Veterans of America at the veteran orientation would provide more connections to the community. Creating a booklet or QR-link to a webpage that lists all the different groups and resources could also help new student veterans navigate bureaucratic higher education resources. To keep costs down, the development of these forms or webpages could be a task of a work-study student, intern, or veteran navigator.

Disability Support Services (DSS). The current DSS office is extremely busy and is not always available to attend veteran orientations. As an alternative to meeting the DSS coordinator in person, the contact could be included on the welcome flyer for veterans made by the veteran navigator. The veteran navigator, counseling services, advising support contact, and financial aid/veteran-certifying official are already listed on the CCC flyer, and DSS could simply be added to this existing form.

In addition, providing more thorough explanations of DSS accommodations and the process to receive them in the veteran orientation packet could be useful. Handouts that discuss PTSD/TBI, the DSS office, and the availability of the CCC counselor, along with having the DSS coordinator attend orientations with high attendance, may be helpful developments.

Improvement of Current Veteran On-Campus Spaces. Like many other community colleges, the veterans' area is housed within career services at CCC. A designated veteran computer could keep up-to-date career services information on how to translate military occupations and experience into civilian terms, and could have career services information for them to use. The career counselor could create veteran-specific forums or workshops around transitioning into, through, and out of college. Lastly, having consistent and publicized hours that the VA-funded student Veteran Navigator will be in the office each week or quarter would be beneficial for veteran students, as more students may use the designated office space if they could depend on someone being there for the hours listed.

Annual Assessment. Peter Schmidt, Psy.D. noted, "Every vet is like some vet is like no vet" (personal communication, May 9, 2012) which could not be more poignant when looking at understanding the needs and desires of CCC's veteran population. CCC should implement an annual assessment in the form of veteran focus groups or surveys to best understand the individual needs of student veterans, as each year brings in new veteran demographics with different ideas, needs, and concerns. Some veterans use financial aid, some do not. Some veterans look for group and events to participate in, some would rather not self-identify. Some veterans know the available supports at CCC and the protocol for receiving them, others are first-generation students and are unaware of all that is available. Assessment to understand the unique challenges veterans face along with the strengths and honesty they bring to the classroom can only help CCC define itself as a veteran-friendly campus, and will help the institution strengthen its commitment to students and the community.

Veteran-Friendly Contacts. Compiling a list of veteran-friendly contacts in each office of the campus is important. Creating vet-friendly identifiers, like a door-sticker or button, makes each veteran advocate clear and obvious to students. Additionally, designating a secondary person for when the main vet-friendly contact is out of the office prevents frustration when only one person in each student services office is able to help students when the main contact is unavailable. This is something an AmeriCorps volunteer created for Spokane Community College and they have found it very useful (Denise, personal communication, May 1, 2012) because in order to build trust with this population it is integral that veteran students feel consistently supported and confident that those they come to speak with know the resources and protocol for their needs.

Long-Term Recommendations

Grant Writing for Vet Support. As seen through research, a veteran center is a best practice and a goal every college should strive for. Ivy Tech received a $15,000 grant award through the Military Family Research Institute in 2009 and now offers a veteran space through sponsorship of a Student Veteran Organization (SVO) (Whikehart, 2010). CCC has many employees and community partners with the capability for grant writing, and it should be looked into for long-term student veteran support.

Work Study Students. Veteran work-study students are an untapped resource at CCC. They are funded through the Veterans Administration, which allows one work-study position for about every 100 vet students at the institution. Space is an issue for all staff, but CCC could be creative with how the work study student performs their duties. Hiring a veteran student to do veteran outreach for CCC where they spend most of their 25 allotted hours recruiting outside the institution is one option that Spokane Falls Community College has employed. Veterans bring with them a myriad of skills that are mutually beneficial for CCC and the veteran to create a bridge between their military occupation and civilian work. Finding a way to employ a veteran through Veterans Administration funding would help move the institution from talking about supporting vets into physically and monetarily showing their support.

Counseling. CCC employs a part-time counselor that serves the general student population. Having a counselor trained on veteran issues is an important resource for student veterans; referrals to outside agencies are vital, but services could be better utilized if located on campus. Spokane

Community College has a counselor from a community-based Spokane veteran center come twice a month to talk with its veteran students (Denise, personal communication, May 1, 2012). Counseling for veterans requires cross-cultural competency on the part of the counselor. As noted by Zinger and Cohen (2010), “Sensitivity training workshops should be provided to both the student body and faculty, as some veterans have reported that the insensitivity that they had experienced from others has negatively affected them” (p. 47). Having a counselor trained on veteran services as a tool for vets as well as a trainer for faculty and staff is yet another way CCC can show its support and cultural competence.

Graduation. Recognizing military during graduation each year is an easy and worthy implementation. Offering red, white, and blue honor cords to wear during the ceremony to signify veteran status and having the president recognize them for their service during convocation is an important step to continuing to support our vets and recognizing their sacrifices.

Task Force. To create more peer veteran support, CCC could have the vet representative appoint a task force of military students and student life personnel to collaborate with local Veterans of Foreign Wars posts to create a Student Veterans of America chapter on campus, as suggested in the text *Supporting Student Veterans in Transition* by Rumann and Hamrick (2009). This is an important step to having students advocate for themselves on campus as well as creating connections outside the campus for resources and supports.

Vet Center. As stated throughout this paper, the most significant change CCC can make to support the student veteran population would be to designate a space for vet students to sit, relax, talk, and find resources. Many of the suggestions listed above could be easily remedied with a veteran center by filling the safe space with access to resources, and having one person as an advocate and go-to for questions on finances, mental health, and academic support. However, it is not enough to simply find a room for veterans to sit; there needs to be communication throughout all college programs and departments for a holistic understanding of veteran strengths and unique challenges and a want from those in positions of power to spend time and resources to not only say they want the best for these students, but show them.

Collaboration throughout the institution and well into the community is integral to supporting veteran students. Burnett and Segoria (2009) outline three levels of collaborative work: “(a) collaboration between Disabled Student Services (DSS) and Veterans Service Officer (VSO); (b) collaboration within the organizational structure of the academic institution; and (c) collaboration with the community at large” (p. 53). The institution must recognize how the past experiences of different student populations influence its curricular outcomes and create a veteran center that serves this population in an intentional way.

Conclusion

Moon and Schma (2011) note within their institution:

> The principle of ‘everybody plays’ was embraced. ‘Everybody plays’ refers to the buy-in from faculty and staff to embrace and actively participate in the military friendly paradigm. Educational seminars given by Veterans Administration counselors, as well as presentations by the military advocate and student veterans themselves, provided insight into this unique population. They also had the desirable effect of creating opportunities for faculty, staff, and community members to step forward to express interest and offer their particular expertise. (p. 55)

Campus and community collaboration is the only way to holistically support student veterans. Vets bring a unique perspective to the classroom and enhance the learning of others around them, and this should be recognized and encouraged by the institution. By investing in CCC veteran students, CCC will be investing in the learning of all students by showing commitment to diversity, access, and academic success. Giving veterans their own center, creating symbols of support such as monuments and appreciation days, and cross-coordination of vet services in a succinct and organized manner will absolutely be paid back by the influx of vet students and the word-of-mouth support by the vet community and community at large. Community colleges are their academic and social reputation, and continued research on veteran supports is encouraged.

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Global Engagement for Students with Disabilities: Best Practices in Higher Education

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This paper analyzes current literature and best practices in the field of education abroad for students with disabilities. Students with disabilities have traditionally been underrepresented in education abroad programs; given the many benefits of participation, colleges and universities have an obligation to promote global engagement for all students (National Clearinghouse on Disability and Exchange, 2011). This research provides an overview of disability law and policy and best practices for supporting education abroad for students with disabilities.

In order to promote student development and success, Kuh (1999) recommends the "cultivation of an ethos of learning," which includes an ethic of care, an ethic of membership, and a culture of collaboration (p. 87). These are guiding principles and best practices that support students with disabilities in global engagement opportunities. These principles provide a holistic framework that encourages experiential learning outside of the classroom and full participation and membership in learning by all students (Kuh, 1999). In order to gain a deeper understanding of best practices that support students with disabilities in education abroad, this research analyzes and synthesizes current literature in the field of education abroad and discusses findings from a stakeholder interview with Gina Lopardo, Director of Education Abroad at Seattle University. Additionally, the following questions are examined: (a) Why is it important for students with disabilities to engage in cultural immersion and education abroad opportunities? (b) What are some of the best practices student affairs administrators can implement to promote education abroad for students with disabilities?

Literature Review

Historical Overview of Students with Disabilities in Higher Education

Historically, society has viewed people with disabilities through a medical model in which they are passive recipients of services aimed at curing or managing their disabilities. According to this model, people with disabilities represent a problem that must be accommodated for legal reasons (National Association of Student Personnel Administrators [NASPA], 2007). The Disability Rights movement focuses on changing how the world is constructed so that all people can participate in life's activities to the fullest extent and with maximum independence (Malhotra, 2001). Associated with this movement is a social model of disability that identifies societal structures as the problem, and through which people with disabilities and allies actively fight for equality (NASPA, 2007).

While progress has been made, college students with disabilities continue to face numerous barriers to full inclusion in higher education. These barriers include prejudice; de-valuation; continuing adherence to the medical model; faculty who are untrained in working with students with disabilities; and inaccessible campus buildings, transport, and educational materials (McLeod & Scheib, 2005; NASPA, 2007). Current

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practices often emphasize the differences of minority students rather than how campuses need to change in order to embrace disability as part of the diversity of a campus (Harbour, 2009). Guzman (2009) found that over 75% of higher education disability service providers concentrate on compliance rather than a social definition of disability to determine eligibility for services. This legal focus coupled with the practice of retrofitting course activities and recommending accommodations does not ensure full participation of people with disabilities in higher education.

Benefits of Education Abroad

Both anecdotal and empirical evidence demonstrates the many benefits of education abroad to individual students and to higher education institutions (Baxter Magolda, 2004; Braskamp, Braskamp, & Merrill, 2009; Institute for the International Education of Students, 2002). Education abroad has been shown to help students develop positive psychological attributes that contribute to their holistic development. Students who study abroad express greater self-confidence in their ability to meet new situations and a lesser need to be continuously supported by others. Education abroad may be an important catalyst for students to develop a sense of self-direction and self-authorship, a goal of many colleges and universities (Baxter Magolda, 2004; Braskamp, Braskamp, & Merrill, 2009).

Study abroad has the potential to benefit students' future employment and career prospects by building their cross-cultural competency and adaptability. In a study conducted by the Institute for International Education of Students Abroad (2002), 82% of respondents reported that they had developed a more sophisticated way of looking at the world after studying abroad. In our increasingly globalized world, workers need multicultural competency, foreign language proficiency, and adaptability. In a survey of over 300 United States corporate executives, 72% reported that they desire to have universities place more emphasis on students dealing with "global issues and developments and their implications for the future" (Association of American Colleges and Universities, 2007, p. 12).

Participation in Education Abroad by Students with Disabilities

Students with disabilities have traditionally been underrepresented in education abroad programs (National Clearinghouse on Disability and Exchange, 2011). Study abroad advisors tend to steer students with disabilities toward programs that offer services and environments that the advisors perceive to be more accessible or supportive (McLeod & Scheib, 2005). In addition, there is a tendency among study abroad advisors, faculty, and others to engage in "care taking," in which they either give students more accommodations than are authorized or they pressure students to accept accommodations that the student neither needs nor wants (McLeod & Scheib, 2005, p. 9). These behaviors, based on misperceptions about disabilities, may explain why so few students with disabilities study abroad.

Students with disabilities reap the same benefits from studying abroad as do students without disabilities, and therefore it is important that education abroad be accessible to all students. Since the rates of unemployment and underemployment are high among people with disabilities, Mobility International USA asserts that education abroad can help students demonstrate their capabilities, such as adaptability, to potential employers (Roberts, 2009). Students with disabilities overwhelmingly report that the beneficial experiences of living and studying in another country greatly outweigh the challenges (McLeod & Scheib, 2005).

In addition to the benefits to individual students, encouraging participation in education abroad for students with disabilities can help educate people in the United States and abroad. Immersion of students with disabilities in a new culture can change the perceptions of the host community toward people with disabilities. Also, when students return from studying abroad, they may be more empowered to educate others about misconceptions regarding people with disabilities (McLeod & Scheib, 2005). Given the potential of students with disabilities to promote greater understanding of disability through education abroad experiences, it is important for higher education institutions to support these experiences.

Disability Facts and Figures

The Americans with Disabilities Act (ADA) defines disability as "a physical or mental impairment that substantially limits one or more of the major life activities of the individual, or a record of such an impairment, or being regarded as having such an impairment" (Kaplin & Lee, 2009, p. 427). Nationally, the number of students with reported disabilities entering postsecondary institutions is on the rise, with current statistics showing 8-11% of the total student population (Hadjikakou & Hartas, 2008). According to the National Clearinghouse on Disability and Exchange (2011), 3% of students with disabilities on college and university campuses participate in study abroad programs. Furthermore, out of the several hundred college students with disabilities surveyed who have studied or plan to study abroad, one fifth use disability support services and accommodations often or very often (National Clearinghouse on Disability Exchange, 2011). As college enrollment continues to increase, more students with disabilities will seek study abroad and cultural immersion experiences. Therefore, it is imperative that student affairs professionals are properly trained and equipped with knowledge and best practices in the field.

Disability Law and Policy

Colleges and universities must adhere to Title II of the ADA and Section 504 of the Rehabilitation Act, which prohibits discrimination on the basis of disability. The law requires that institutions provide reasonable accommodations if a student meets the definition of a qualified individual with a disability, unless the accommodation presents an "undue hardship" for the institution (Kaplin & Lee, 2009, p. 171). However, prior case law has determined that disability law does not apply outside of the United States (Kaplin & Lee, 2009). For instance, in 2001 the United States Department of Education's Office of Civil Rights (OCR) received a complaint from a student alleging that Arizona State University (ASU) discriminated against him based on his disability. The complainant alleged that ASU denied him sign language interpreter services for his yearlong study abroad program in Ireland. The OCR determined that Section 504 and Title II protections did not extend extraterritorially and therefore ASU did not practice discrimination (U.S. Department of Education, Office of Civil Rights, 2001). This case has set precedent and raised dialogue about the topic in the field. Despite the ASU court ruling and the typical financial burden of accommodations, many colleges and universities do fulfill reasonable accommodation requests for students with disabilities studying abroad.

Stakeholder Interview Synthesis

In order to assist this research surrounding best practices in the field of education abroad for students with disabilities, one of the authors conducted an interview with Gina Lopardo, Director of the Education Abroad Office at Seattle University.

Gina was unsure what to do when a student with cerebral palsy wanted to complete an internship in Africa. "Joe" (name has been changed to protect the student's identity) had severe cerebral palsy, which left him fatigued if he spent much time reading or writing and also required the assistance of a guide dog. Gina wanted to support Joe in his dream of interning at a National Government Organization (NGO) in Africa but was unsure if his expectations were realistic. She wondered if it was ethical to help Joe study abroad when his health was already very fragile. The International Development Internship Program (IDIP), a Seattle University program that sends students to intern at NGOs, was unable to provide accommodations for Joe, and several other study abroad providers were also unable to meet Joe's needs. Despite these initial setbacks, Gina was able to help Joe find a program that was willing to accommodate his needs. However, the plane ride proved to be more challenging than Joe had anticipated; upon arriving in Africa, he felt weak and returned to the United States before deciding he was not ready for a semester abroad. After two quarters back at home, Joe came back to Gina's office and said he again wanted to study abroad.

Gina went back to the drawing board and began contacting program providers to see what accommodations they could make for Joe. It was challenging to find a provider because Joe was not willing to compromise on some accommodations. For example, he did not want an assistant, but most providers did not feel comfortable having Joe in their program without one. Connect 1-2-3 accepted Joe into their internship program and agreed to provide appropriate accommodations. Joe, however, did have to compromise on a few things, such as not crawling on the floor because it is not culturally acceptable.

Looking back, Gina found the process frustrating at times but worth the effort. Joe greatly enjoyed his time abroad; he stayed and completed an extra semester of his internship. Through the process, Gina learned that it is important not to impede students' independence, but they need to have realistic expectations for their time abroad. She stressed the importance of thinking critically about all of the accommodations a student might need. To compile a complete list, advisors should have the student walk through a typical day in the United States; this is how the student can spot which accommodations they utilize and start to explore how they will be made abroad.

Best Practices and Recommendations

Research on best practices in the field demonstrates that student affairs administrators should work with each potential study abroad participant to determine his or her educational and physical needs, and the education abroad programs that best fit his or her goals (Council on International Educational Exchange, 2011). Study abroad advisors should create a welcoming space where students feel comfortable disclosing their disabilities and appropriate accommodations can be made. The National Clearinghouse on Disability Exchange (2011) outlines the following practices for student affairs professionals to avoid when working with students with disabilities who seek to study abroad:

- Purposely weeding out candidates due to perceived ability, disability needs, or feeling the environment would be impossible to navigate;
- Discouraging a person's participation because of perceived time, budgetary, or health concerns;
- Feeling that the applicant's disability may be a problem in the host culture; or
- Asking an individual with a disability to sign a release or waiver form that nondisabled students are not asked to sign, for liability purposes.

"Invisible" Disabilities

Study abroad advisors should know that not all disabilities are visible. Learning disabilities, for example, are often overlooked. Students with learning disabilities have the support of disability services offices on their home campus, but this may not be the case when they are abroad, especially if they are participating in an exchange program and will not have the support of a program provider. Often students do not think to disclose or request accommodations for learning disabilities. A best practice for getting information about students' learning disabilities is to require all students to turn in a medical report, which includes a question about learning disabilities, before studying abroad. Another best practice involves collaboration between disability services and study abroad offices. The study abroad office should send a list with the names of students studying abroad to the disability services office and provide information about how students' disabilities may impact their time abroad.

Accommodations

The Learning Abroad Center and Disabilities Services Office at the University of Minnesota teamed up to create the Access Abroad Student Checklist. The guide is to be used by both students studying abroad and their study abroad advisors to establish accommodations that need to be made. It separates accommodations by area: classroom, transportation, housing, etc. It is a very thorough guide that encourages students to think about many of the accommodations they have in the United States and will need abroad. Once complete, this guide is given to the program provider and acts as an informal contract to determine which accommodations the program will provide. As stated earlier, the Rehabilitation Act does not apply outside the United States; however, study abroad program providers often have money set aside to help provide accommodations for students with disabilities who need extra financial assistance. For example, the Institute for the International Education of Students (IES) offers a $500 grant for students with disabilities to fund any necessary accommodations for study abroad (IES Disabilities Abroad Grant, 2011). Study abroad offices should work closely with program providers to see which accommodations they are willing to make. If the program provider cannot afford the accommodations, there are several scholarships specifically for students with disabilities studying abroad. A common best practice is to include an amount in the study abroad office's budget specifically designated for accommodations for students with disabilities.

Cultural Perceptions of Disability

It is important that advisors prepare students with disabilities for how they will be perceived in their host culture. For example, the people of Nepal believe in reincarnation, and those with disabilities are thought to have done something wrong in their past lives. In some countries, people who have seizures are seen as having special powers. Students should not feel afraid of these beliefs but, rather, should feel empowered to create a teaching moment for the local people they encounter abroad.

Recruiting Students with Disabilities

One of the easiest and least expensive best practices is to include students with disabilities in marketing materials about study abroad. Perhaps seeing these images might inspire a student with a disability, who previously thought it was not option, to pursue study abroad.

Conclusion

The goal of educational leaders is to create an "ethos of learning" for all students on college and university campuses, particularly for underrepresented students, such as students with disabilities (Kuh, 1999, p. 87). By acquiring knowledge and a deeper understanding of best practices in the field of education abroad for students with disabilities, student affairs practitioners can better support their students' holistic growth and development. Through continued research, professional development, and training in the field of disability support in higher education, it is possible to promote global engagement for all students seeking experiential learning outside of the classroom. As Mobility International USA's (2011) vision states, we must continually work to ensure a "just, accessible and inclusive community in which the human rights, citizenship, contribution and potential of people with disabilities are respected and celebrated" (para. 5). This research identifies new tools and strategies to enable the creation of supportive and inclusive learning communities. Hopefully, it inspires others to become allies for students with disabilities seeking global engagement in higher education. There are many ways to become involved, including supporting the organizations and agencies discussed above and being an activist on one's own campus. As Kuh (1999) would urge, it is imperative to be a positive contributor to the "ethic of care" and "ethic of membership" on one's college or university campus (p. 87). Regardless of a student's ability status, every student can benefit from studying abroad.

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Leadership Challenge Case Study Caught Between Two Roles: Father Sundborg Responds to the Catholic Church's Exemption Amendment to Same-Sex Marriage

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THE PROBLEM OF PRACTICE

Seattle University (SU) had no choice but to comply with the Catholic Church's position against same-sex weddings as a result of its Catholic foundations. Cognizant of the church's policy on the issue, university president and priest Father Stephen Sundborg's only decision on the matter of State Bill 6239's exemption was in terms of how to relay the message to the public.

On February 7, 2012, *The Seattle Times* wrote that Sundborg "said the amendment protects '[Seattle University] from having to make our chapels available for same-sex marriages'" (para. 3). Sundborg stated that "to require us to utilize them for this purpose would violate our identity and commitment as a Catholic university." Unfortunately, Sundborg's words unearthed "a conflict between Seattle U's official position on same-sex marriage and its social justice mission" (McAleavy, 2012). Had the president anticipated a misalignment between campus and community values, he would not likely have become the target of complaints and outrage. According to SU's student newspaper, *The Spectator*, students, faculty, and staff construed Sundborg's "fidelity to church teaching on homosexuality" (McAleavy, 2012) as a threat to and retraction of queer rights on campus. Sundborg's statement, delivered at the request of *The Seattle Times,* publicized the tension between SU's inclusive, liberal identity and its alignment with Catholic doctrine.

THE INCIDENT

In February, *The Seattle Times* reporter Lornet Turnbull requested comment from President Sundborg on the exemption within State Bill 6239. The measure legalized gay marriage in Washington but prevented the penalization of religious institutions by government agencies for refusing to conduct or host same-sex marriage rites (Turnbull, 2012). Turnbull contacted SU's Media Relations Specialist who, in turn, relayed the email to the Executive Secretary. The email reached President Sundborg without comment. He promptly wrote a simple, two-sentence response that was published in its near entirety the following day.

The Seattle Times article created an iceberg effect. Members of the SU community interpreted Sundborg's strong reaffirmation of the university's Catholic identity as a sign of gradual regression in terms of queer rights; they questioned the future of the Triangle Club and annual drag show, and they anticipated some change in campus climate or official policy that would make the university less inclusive (M. Nixon, personal communication, May 8, 2012). A number of Facebook posts on the SU page called the president's response "unnecessary and 'a slap in the face' to the gay community, intended to appease conservative donors" (McAleavy, 2012). Simultaneously, other posts emphasized, "We make our school what it is. This is a much larger Catholic Church issue" (Office of Multicultural Affairs-Seattle University, 2012). The community members stood divided not only in their agreement with but also in their understanding of the president's statement.

The vocal response of Seattle University members emphasized the starkly divergent set of values present on campus. The allies and members of SU's LGBQT community expected their president to espouse their values, as SU "leads

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Jesuit universities in its progressive views" (Good Jesuit, Bad Jesuit, 2009) and exists in "one of America's most progressive and forward-looking regions" (CollegeXpress, 2012). Regardless, community backlash proved fruitful. Students, faculty, and staff took this event as an opportunity to submit petitions for more inclusive facilities, as well as to publish a study by the Committee to Improve Trans Inclusion (CITI) (M. Nixon, personal communication, May 8, 2012). In congruence with the university's ardent support of social justice, President Sundborg and community members at all levels took this moment of perceived hypocrisy to generate healthy discussion, as well as improve equity and accessibility for campus constituents.

Analysis

The uproar over same-sex weddings on Seattle University's campus exemplifies how leadership is a process rather than a position. It appeared to be understood by many in the SU community that President Sundborg's dual position as priest and university spokesman required him to abide by policy; the true issue of contention rested in the manner in which he responded. Sundborg's impromptu reply to *The Seattle Times* gave way to mass confusion. The student body was not alone in its shock; SU's faculty and staff did not expect Sundborg's statement and were therefore unprepared to assuage students' concerns. Ultimately, Sundborg's decision to respond, independent of input, created more questions than it did curb them. Regardless of the ensuing challenge, Sundborg held his ground and successfully communicated to community members that the campus they knew was not undergoing change. The president's subsequent exercise of collaborative leadership in the form of open forums served to reinstate trust with many community members. Furthermore, it demonstrated a positive progression in the administration's practice of dialogue and collaboration with the broader SU community.

The misalignment of values that caused this leadership challenge to happen does not lie between the leader and his constituents, but rather between the Catholic Church and Seattle University, which Sundborg simultaneously represented. Sundborg explained that due to his oath as a priest and "the extraordinarily strong position of the Catholic Church against same-sex marriage…I could not publically, even if I disagreed with the church, I could not publically articulate that" (personal communication, May 7, 2012). Sundborg's tri-fold role as priest, president, and person required a complex overlap of his stakes and loyalties (Heifetz & Linsky, 2002, p. 203). Regardless of Sundborg's personal values, his hands were tied not merely by his religious covenant, but also by his professional responsibility; he struggled with an "awkward, tension-filled situation because I was not allowed to convey my own personal views on that matter" (personal communication, May 7, 2012). Sundborg expressed that the overarching predicament of his role as SU's president is that anything he says or does becomes the public position of the university. In accordance with the recommendations of Heifetz and Linsky's *Leadership on the Line* (2002), a survival guide for challenging moments in leadership, Sundborg differentiated himself from his roles when he reacted to community response (p. 196). Sundborg recognized community rebuttal not as a personal attack but as a disagreement with how he performed his representative role; this enabled him to incite productive action (p. 188). Sundborg fulfilled his commitment to Catholic governance but saw a need for subsequent action to uphold and integrate his personal commitment to social justice.

Seattle University represents a broad spectrum of constituents in terms of religion and politics (A. Hudgins, personal communication, May 3, 2012). The simultaneous presence of outspoken conservatives and liberals in the SU community made any decision by Sundborg subject to outrage. Understanding this dynamic, Sundborg prioritized campus cohesion over his personal position as he received community response. The president opened dialogue with staff and faculty at his monthly Brown Bag Luncheon, and additionally held an open forum at the university's Law School to publically explain his decision and his words (A. Hudgins, personal communication, May 3, 2012). As Sundborg still "takes the heat" (Heifetz & Linsky, 2010, pp. 141-144) for his wording, he continues to invite discussion. In so doing, the president successfully maintains "a productive level of disequilibrium, or creative tension" amongst his constituents, which forces the wide range of SU constituents to "bear the weight of responsibility for working their conflicts" collectively (p. 159). Sundborg continues to moderate discussion rather than defend his actions in an effort to "refocus attention on the key issues" (p. 159), which in this case included coursework and facilities inclusive of and pertinent to the LGBQT community. What exploded as a conflict between Sundborg and LGBQT-supportive constituents precipitated into discord within the cultural values and vision of the university (Heifetz & Linsky, 2010).

As a Catholic priest and president of a Catholic university, Sundborg holds no leeway in his position. In contrast, the students, faculty, and staff of Seattle University reserve the right to question conditions and act on behalf of their personal mores. Members' values may be highly incongruent in terms of traditional Catholicism, but they tend to share a commitment to social justice. Public discussion, both written and spoken, "gives the work back" (Heifetz & Linsky, 2002, p. 123) to the student organizations, campus committees, and individuals at odds. The solution to this dilemma was thus not an imposed solution from an authority figure but a self-generated one (p. 128). Conversation on the issue of same-sex weddings facilitated efforts to broaden the community's understanding of LGBQT issues. Kouzes and Posner (2002) note that "when values are clear we don't have to rely on direction from someone in authority…we can act independently" (p. 53). Sundborg's encouragement of conversation about LGBQT rights enabled SU members to discern amongst themselves how well their values were or were not being upheld, so as to plan actions of reorganization in an effort to reaffirm collective values (p. 61). Had the issue of LGBQT rights on campus not ripened and exploded in crisis, the terms of gender-neutral facilities and queer studies classes may not have been so fervently set into motion. In the long run, Sundborg's challenge drew attention to the university's need to reevaluate its direction (Heifetz & Linsky, 2002, p. 151).

Public complaints and personal communication made clear that the SU community's primary issue with Sundborg's statement was his choice of words. Executive Vice President Tim Leary, Provost Isiaah Crawford, and Assistant Vice President for Student Development Alvin Sturdivant assured President Sundborg that, "'We support your view; we just think it's a misstep on your part having done it the way you did it'" (F. Sundborg, personal communication, May 7, 2012). Although Sundborg successfully minimized the time to make a decision, he nonetheless acted to the deficit of clarity and trust (Hoy & Tarter, 2008). The executive team informed Sundborg that the situation called for an open discussion. In the interest of students and employees, as well as the representation of administrators, the president needed to take into account the range of consequences made possible by his words. Due to the spectrum of SU's constituency, this was not a situation limited to the president's decision; Sundborg required the perspective and the experience of his fellow staff members to broaden his understanding of campus climate.

Collaboration is not merely informative; it fosters trust. Had Sundborg acknowledged his staff's varied areas of expertise through involvement, he would have reinforced their confidence in the university (Kouzes & Posner, 2010, p. 224). As one expected to personify the institution's shared values, Sundborg needed to "use words and phrases that best express the culture" (p. 78) fostered at SU, as well as solicit input to understand the broader significance of the issue to campus members. The president regained much of his representative stance with SU students by asking questions that "intentionally stimulate people to think more purposefully about values" (p. 78), but he would have avoided efforts to reinstate commitment had he spent his initial time and attention more wisely.

Hoy and Tarter's *Administrators Solving the Problems of Practice* (2008) implies that a consultative approach best suited Sundborg's decision. The complications that succeeded the release of *The Seattle Times* article reveal that Sundborg fell into what Hoy and Tarter (2008) call "the framing trap" (p. 19): he considered the question posed on same-sex weddings too narrowly defined and thus failed to anticipate how his comment insinuated restrictions on LGBQT accessibility. Sundborg felt impelled to speak alone on behalf of SU, and expressed concern that consultation would have yielded a response "so nuanced you never would've known really what was communicated by it" (personal communication, May 7, 2012). In accordance with Kouzes and Posner's (2007) guide to extraordinary leadership, Sundborg was right in his decision not to delegate the response to someone else; he chose to confront a disruptive incident in the life of his organization because he intended to reinforce core values (p. 88). As one who sets the example of a model SU citizen, he had to remain consistent with the institution's foundational policies and reinforce them in times of questioning.

Sundborg's ultimate concern rested in the clarity of institutional values; his commitment to transparency stemmed from an intention to quell anxiety amongst the campus community. Constituents understood the limits of Sundborg's public position on same-sex marriage on campus, but his insistence that "No, I'm the president; I know what our position on this is; I believe we should say this," (personal communication, May 7, 2012) ultimately led him to give rise to insecurity amongst constituents, which he had intended to avoid. Had Sundborg been aware of Individual- or Group-Consultative strategies, he may have better understood that consultation does not require one to defer to consensus (Hoy & Tarter, 2008, p. 124). Sundborg could have still controlled the outcome but would have sooner realized his statement's shortcomings.

A thorough analysis of Sundborg's leadership strategies demonstrates that while his initial response to a controversial issue was misguided, his subsequent actions were both assuaging and fruitful. Sundborg proved himself to be a conscientious leader. The president's allegiance to the church necessitated his adherence to the exemption amendment, but his personal commitment to social justice continues to impel him to encourage dissenters. Sundborg's initiation and invitation of open forums make clear his continued alignment with the mission and goals of Seattle University. Furthermore, this incident stands to exemplify the importance of full disclosure. Sundborg may have chosen to be clear in the university's alignment with the church, but he fell short in the initial conveyance of his intention; he hopes to continue work within the religious system to create change rather than cut ties with the church (F. Sundborg, personal communication, May 7, 2012). Sundborg's receptiveness to his executive team and the broader SU community's desire for dialogue leaves his trustworthiness intact. In action rather than words, Sundborg allows Seattle University "to carry out and be the kind of university it is" (F. Sundborg, personal communication, May 7, 2012): inclusive, considerate, and just.

Personal Reflection

Values-based decisions were clearly made by Seattle University's president. Had I been in his place, my obligation to conform to the standards of the church would go without saying, but I would take extra care in the delivery of the message. Knowing well the pride SU takes in its diverse, inclusive, and liberal identity, my primary concern would not be my comment's congruence with policy. As the personification of a progressive Catholic institution, I would focus on the possible ways by which the media could misrepresent my response or marginalized individuals could misconstrue my words. In addition, the expertise of my diverse staff would enable me to protect myself from appearing opposed to same-sex marriage itself when my intention was to comment on the legislative exemption.

Although I acknowledge Sundborg's position and affirm his leadership method, his strategy of independent action does not hold true for me. My personal leadership style follows a community-based method. In positions bearing the brunt of responsibility, I see myself not so much as *the leader* but as *an advocate* (Bordas, 2007, pp. 85-86). Bordas' *Salsa, Soul, and Leadership* (2007) explains that Western values promote individualized leadership, but there exists a robust multicultural tradition of communal leadership practices within American society. This communal approach to leadership stands relevant to me as a future student affairs practitioner; I embrace my profession's commitment to community-building efforts and co-curricular partnerships, which aim to provide continuously effective service (Guerra-Torres, 2011).

The idea behind consensus is to avoid straining team relationships. Like Bordas (2007), I believe that an institution, community, or mission will only excel with the commitment of all involved (p. 122). In my most successful experiences as a leader, the channels of communication between my team members and I have flowed in both directions. A variety of positions have shown me that diverse opinions do not call for a majority vote but true compromise. When organizational leaders share their decision-making power and participate in two-way feedback, they not only gain useful insights and information sources, but also foster loyalty and motivation (Kouzes & Posner, 2007). I therefore find it unfortunate that Sundborg felt that if he had consulted others, his response “wouldn’t have had my voice and it wouldn’t have had the clarity of the person who has the responsibility, officially, to represent Seattle University” (personal communication, May 7, 2012). In contrast, I firmly believe that consultation “improves predictive power” (Hoy & Tarter, 2008, p. 21). Had I been confronted with President Sundborg’s challenge, I would have consulted my executive team before taking any form of action. Leadership necessarily involves social responsibility, especially at such a representative level. Sundborg’s comment impacted change with and on behalf of others, regardless of its intent. The community’s response to Sundborg’s comment demonstrates the power that constituents grant their leader. They considered that his words alone determined the new tone and direction of the institution. As I prepare to join the ranks of student affairs administrators, I will use this lesson to guide my words and deeds.

That being said, in President Sundborg’s place, I would have inquired why the Media Specialist had not offered guidance on the issue. My concern is that the email request did not merely pass through the Media Specialist’s office; she received the message directly. The lack of communication between Sundborg and his advisors contributed equally to the rise of controversy. Furthermore, the specific topic of same-sex marriage would prompt me to request the input of the Office of Multicultural Affairs and Campus Ministry. The insight of these professionals would enable me to consider the climate of my institution, as well as anticipate the response of various community clusters. As the head of a large institution, my contact with students, staff, and faculty would be limited; this makes the employment of liaisons critical to keep constituents at every level, including myself, informed.

Overall, had I been in Sundborg’s condition, my reaction to *The Seattle Times*’ request would have differed significantly. First, I would have made explicit in my statement what I was responding to: that our adherence to the exemption on same-sex marriage was limited to the prohibition of facilities usage for same-sex weddings. For such a highly-contested and complex social issue, I would have considered verbosity more clarifying than terseness. Second, I would have leaned heavily on those who carried knowledge relevant to the topic and the audience it would affect. My reaction would be informed by my avoidance of conflict as a collaborative leader and shaped by my propensity to think via discussion.

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"Standing Tall, Donner Lake in Northern Nevada" by Lindsey Pierce

Replacing Hazing with Teambuilding: A Step Toward Hazing Education and Prevention

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As a senior in college, my sorority was required to watch a Pete Schuermann documentary entitled *Haze* (2008). The documentary tells the story of 18-year-old college freshman Gordie Bailey. On the morning of September 17, 2004, members of the Chi Psi fraternity at the University of Colorado were faced with a situation that no college student ever wants to deal with: pledge Gordie Bailey was found lying face down on the floor, with no sign of life. Only ten hours earlier his fraternity brothers had put him on the couch to sleep off his drunkenness. Only eight hours before had members drawn all over his face and body with sharpies while he was unconscious. It began as a harmless bonding experience (Schuermann, 2008); however, that morning, when they realized Gordie could not wake up, they called 911 and frantically tried to clean up the markings on his face and arms.

The evening before, fraternity members had taken their new pledges, including Gordie Bailey, to a remote location to drink and have a bonfire before their 'bid night' soiree to celebrate their acceptance into the fraternity. The new pledges were told to consume over ten bottles of various hard liquor and wine within 30 minutes. Although members had checked on Gordie early in the night after they had put him to bed, they did not recognize the signs of potentially fatal alcohol poisoning that Gordie was facing (Schuermann, 2008). Had they recognized the signs, his death may have been entirely preventable. Although hazing is difficult to eliminate entirely, university administrators should implement programs for education and awareness on every campus to reduce the severity of hazing and to prevent future harm resulting from hazing.

Hazing has been a long-standing tradition in many social groups, organizations, athletic teams, and clubs on college campuses. Considered a rite of passage or tradition, hazing has been passed down to "pledges," or newcomers, for years. Hazing often involves various acts of alcohol abuse, intimidation, and brutality, which in some instances can lead to death. Although universities have varying definitions in their codes of conduct, hazing is commonly defined as subjecting someone to acts of ridicule or harassment. Over the years, institutions have broadened their definition of hazing to include any act that makes a member feel uncomfortable within the group, organization, or club.

Although hazing can be harmful or illegal, many college students are well aware that they will be subject to hazing if they join a certain organization, and are willing to pay the price to be included in the group. Often, college students are looking for friendships, a community, or a sense of belonging. To join an exclusive organization such as athletics or the Greek community, students are willing to subject themselves to various tests or tasks in return for friendship and acceptance.

In a study on hazing among Black students in the Greek community, researchers conducted a videoconference with several university and Greek life officials to ask questions about why students haze and are willing to be hazed. Michael W. Gordon, executive director of the National PanHellenic Council, said, "The desire to be in a brotherhood or a sisterhood and involved with something positive is so strong in young people that they are willing to submit to hazing in order to become members" (Morgan, 1998, para. 7). Students in the Greek community, athletics, or various clubs on campus see hazing as part of the "college experience": "College is inextricably linked with drinking through popular movies and television, parental stories, and general statements about college in relation to drinking behavior" (Drout & Corsoro, 2003, p. 536). Furthermore, glorification of drinking alcohol

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and drunkenness leads to alcohol-associated hazing. Many alumni who share stories of their college days highlight the instances of drinking, hazing, and partying of epic proportions. Although the actions involved in hazing can be embarrassing or harmful, many members see hazing as an honor: “You've grown up seeing this happen to rookies, and now it's your turn" (Drout & Corsoro, 2003, p. 496). Many students even view it as an honor to hear the stories from upperclassmen or visiting alumni members.

As a member of the Greek community myself, I remember loving to hear the stories of those who came before me, many of which involved hazing, abusing alcohol, or embarrassing activities. Although I knew these were harmful and possibly toxic situations to be in, I never assumed that something as terrible as bodily harm or death would ever actually take place. I remember feeling connected to the organization, knowing that these intimate stories shared in our organization are not shared among others outside of our community. In many student organizations, hazing can create a similar false sense of unity.

Both Greek and athletic organizations have similar issues with hazing: “Although hazing is illegal in most states, some contend that hazing continues for a number of social reasons that serve important team functions such as enhancing team cohesion” (Van Raalte, Cornelius, Linder, & Brewer, 2007, p. 491). Many organizations understand that team building and task-oriented activities promote team cohesion, and do not view hazing as a negative, toxic form of team-building activities; however, according to a study conducted by Van Raalte et al. (2007), “Results indicated that the more appropriate team building behaviors that athletes were involved in, the more socially cohesive they perceived their team to be” (p. 491). Hazing is a negative action that falsely creates solidarity, inclusion, and values of tradition. Alternatively, positive challenges, events, and team-building activities build healthy cohesive organizations. Since many fraternities and sororities participate in both positive and negative activities, hazing education would make students more aware of how hazing and team-building activities differ. Initiatives for hazing awareness and prevention will help students understand what hazing is and recognize when situations become dangerous.

A study conducted by the National Collaborative for Hazing Research and Prevention supports elimination of the ongoing hazing activities and traditions on college campuses through research, education, and prevention. The research states that among college students

- 55% of those involved in clubs, teams, and organizations experience hazing;
- students recognize hazing as part of the campus culture; 69% of students who belonged to a student activity reported they were aware of hazing activities occurring in student organizations other than their own;
- nine out of ten students who have experienced hazing behavior in college do not consider themselves to have been hazed (Allan, 2008).

These statistics are very high and have been prevalent on college campuses for many years. What is important to understand is that instances of hazing are not going to disappear any time soon. The best way to eliminate harmful hazing activities is for the college administration to be involved, take a stance on hazing, and provide education about the harmful consequences.

Many university officials and parents agree: “Since hazing is pervasive and insidious, it is the responsibility of colleges to protect their students and monitor the activity of any organization allowed on campus. It is also the responsibility of colleges to make sure that students are aware that they could be committing crimes by participating in hazing” (Morgan, 1998, para. 21). Numerous institutions are implementing hazing prevention themed weeks to provide awareness and education for all their students.

Another effective way to prevent hazing, especially in the Greek community or athletics, is to provide necessary information each quarter or semester, and train the coaches, campus officials, and student leaders to recognize hazing behavior and the effects it can have in their community or organization. Educating students about the difference between team building and hazing will help students learn how to recognize when something has gone too far, and to know when to call for assistance. Opportunities for positive team-building experiences and activities should also be provided to encourage each club and organization to participate and promote safe and healthy activities.

Many initiatives have recently been launched to improve hazing education and awareness on college campuses. Most acts of hazing and overconsumption of alcohol that have occurred on college campuses have been completely preventable had the students been able to recognize and acknowledge how harmful these acts were. What happened to Gordie Bailey at the University of Colorado is upsetting and frustrating, because when he needed help, no one was able to evaluate the situation properly. In response to this incident, his parents started the Gordie Foundation and created the documentary *Haze* to provide education about the dangers of alcohol and hazing. In the Greek community at my undergraduate institution, each chapter is required to show this film to the new members during their freshman year. I am proud of how my chapter educates its members about the dangers of hazing, and how it takes steps to avoid hazing behavior. With the help of education and open dialogue about the problems with hazing, student affairs professionals and students alike can prevent students from engaging in such destructive behavior.

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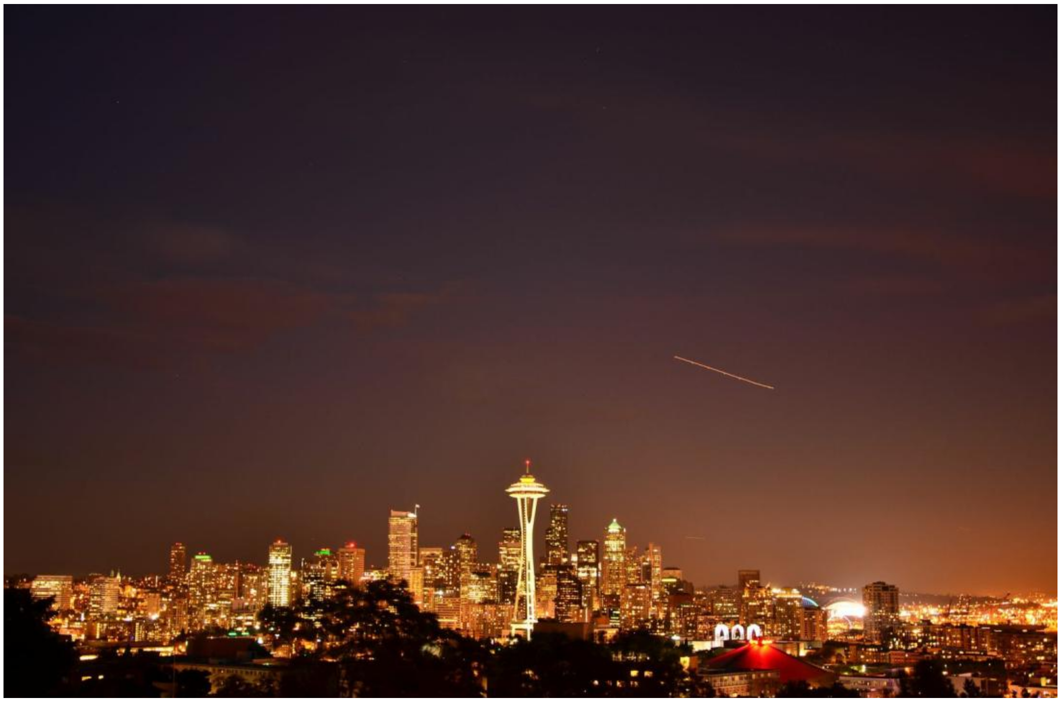

"Into the Sky" by Tracy Phutikanit

Paradoxical Leadership: A Review of the Literature

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This literature review examines a growing field of research on paradoxical leadership, the leadership style that stands against a pervasive culture of fear, aggression, and criticism and instead highlights other power-inducing characteristics. Specifically, the review summarizes material that supports the growing requirement for such fundamental characteristics as vulnerability, authenticity, heart, and love in today's and tomorrow's leaders.

Whether in education or in corporate America, all too often leadership has become synonymous with fear, power, aggression, and criticism. Paradoxical leadership turns these notions on their heads. Perhaps loosely affiliated with transformational leadership, paradoxical leadership focuses more on characteristics a leader brings rather than the vision he or she purports. The very nature of its paradox is that this leadership style stands against the culture of fear, aggression, and criticism and instead highlights other power-inducing characteristics. This paper will review literature from several classic leadership texts, each of which speaks to the idea of paradoxical leadership. In reviewing the literature, the following four key components of paradoxical leadership will be discussed: vulnerability, authenticity, heart, and love.

VULNERABILITY

There is paradoxical power in being vulnerable and leading from a place of vulnerability. The notion that leaders must possess all the answers and lead stoically is a pervasive, but misleading, one. Often, a crisis situation prompts a leader to be vulnerable, as Bill George (2007) describes in *True North*. George shares the story of a CEO who stood in front of his colleagues, admitted his fears and uncertainties about the financial crisis they were in, and showed those he led that he, too, was a real, flawed person (George & Sims, 2007). Vulnerability is power.

John Hope Bryant (2009) echoes the idea about sharing vulnerably with one's colleagues. He confirms that "the bottom line is, you admit your vulnerability…that opens people up to you. But more important, people will now feel free to express themselves to you" (p. 123). To lead vulnerably encourages others to do the same; encouraging a culture of vulnerability should be a valiant goal of leaders, educators, and administrators. Classrooms and board meetings could look drastically different if those gathered around the table felt known and could comfortably share fears, uncertainties, and challenges.

Inherent to vulnerability is courage, from the Latin *cor* or *heart.* Courage originally meant *standing by one's core* (Nepo, 2007). Vulnerability requires courage: courage to be known, courage to share deeply, and courage to stand by one's core. Nepo (2007) calls this the "muscle of paradox" and writes,

> It seems the closer we get to being broken open, the more rawly we experience the muscle of paradox. It is not so much that 'every cloud has a silver lining,' but more that inside everything that is breakable, including us, is the one unnamable thing that is *unbreakable*. (p. 122, emphasis in original)

Bryant (2009) challenges leaders to exercise courage in sharing vulnerably. He posits, "Love leadership is about marshaling courage…leaders will put aside fear and do what most people are not inclined to do" (p. 135). A leader who is vulnerable can uniquely lead, challenge, and support a team or organization, and perhaps through that vulnerability, encourage the vulnerability of others.

AUTHENTICITY

Intimately connected to vulnerability is authenticity. Paradoxical leadership is authentic. The literature shows that

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a critical indicator of authenticity is the scars we bear. The very nature of living means that the process of becoming authentic involves loss. Bryant (2009) explains that scars highlight the "substance in your life" and help "ground you as a person" (p. 30). Amidst the storms of life, authenticity and persistence are born.

It is no surprise that leaders have experienced loss. The ability to authentically share stories and live with the loss signals maturity. Educators should take note of this. Counseling Psychology students consistently engage in the act of storytelling, sharing authentically, and demonstrating strength through weakness. This practice has a place in higher education, but those in positions of influence must be the first to step out of comfort and into authenticity.

To be able to share authentically requires knowing oneself authentically, as Kevin Cashman (1998) posits in *Leadership from the Inside Out*. Additionally, Cashman (1998) includes listening authentically, expressing authentically, appreciating authentically, and serving authentically as key components of an authentic leader. Leading authentically, as the literature shows, is not simply an inward exercise, but rather one that engages others and encourages them to participate in authentic dialogue. Cashman (1998) suggests that listening authentically and encouraging participation "creates the platform for true synergy and team effectiveness" (p. 122).

HEART

Paradoxical leadership is, at its roots, leadership from and with the heart. This idea pervades the literature, though most authors encourage a balance between head and heart. Daniel Goleman (1995, 1998), in his seminal work, *Emotional Intelligence*, and its successor, *Working with Emotional Intelligence*, suggests this balance as a harmony. A harmonized model of head and heart implies that each contributes, albeit differently, to the practice of leadership. Faculty and student affairs professionals are poised to adopt and practice paradoxical leadership. The tendency to lead with heart is, perhaps, inherent for practitioners who genuinely care about students.

Though a fairly recent area of study, emotional intelligence is quickly moving to the forefront as a pivotal element of effective leadership. Studies have been conducted and released emphasizing the financial and relational payoffs of leading with emotional intelligence, or with heart.

The components identified in this literature review could be defined as soft leadership skills, rather than hard, fear-based leadership skills. Though soft, these skills demonstrate strength of character. Bill George stresses that leading with heart is a sign of strength. He purports that leading with heart includes "having passion for your work, compassion for the people you serve, empathy for the people you work with, and the courage to make difficult decisions" (George & Sims, 2007, p. xxxii).

LOVE

Leadership conversations about strength and power often neglect love, though dozens of prominent authors would include it as a key component of paradoxical leadership. Legendary University of California, Los Angeles basketball coach John Wooden described love as essential (Wooden & Jamison, 2007). To care for others and show genuine concern is a sign of true strength. Love, in much the same way as heart, is often misunderstood as soft or weak. But "soft is strong," as taught by the *Tao Te Ching* (Dreher, 1996, p. 65). To lead with love is, as Dudley Weeks coined, to have "power-with" rather than "power over" (Dreher, 1996, pp. 188-189). Love speaks to partnership and requires, at a fundamental level, a willingness to reach out and know the ones being led (Bolman & Deal, 2001). To know and be known is intimately connected with vulnerability, one of the qualities discussed earlier.

Administrators and leaders can connect with their colleagues and employees in genuine ways by approaching relationships and conversations with love, compassion, and empathy. Baker and O'Malley (2008) suggest that compassion and love are ways of actually empowering and strengthening colleagues. The coin of empowerment has two sides, as Lowney (2003) maintains when he describes "love-driven leadership" as "great affection" paired with a passion to see colleagues and employees "run at full speed towards perfection" (p. 179). Both sides are required to adequately and effectively empower and love one's followers.

In his book, *The Essential Wooden*, John Wooden shares a story of his own father taking a horse's reins from an angry farmer and speaking softly and lovingly to the horse. Where anger and whipping had failed to move the large animal, love succeeded (Wooden & Jamison, 2007). Leaders who can embody this type of love-driven leadership can show that love, rather than anger and fear, produces results.

Conclusion

Leadership is ubiquitous, but time has shown that preferred models of leadership change frequently. What is telling is that the key elements of paradoxical leadership—vulnerability, authenticity, heart, and love—have spanned time and stand as markers for true and lasting leadership. CEOs, directors, educators, and administrators should harness these elements, practice them, and engage those they lead in paradoxical ways. As the literature has shown, these characteristics produce results. Leading paradoxically has the potential to garner great victories—for oneself, for those one leads, and for one's organization.

Academic advising is a crucial component of student success, particularly for those who are not self-directed in navigating their educational plans. Providing students with the knowledge and resources to achieve their academic goals is exceptionally important in community colleges, due to the many educational paths these students might pursue (both transfer and professional-technical), as well as their less immersive involvement on campus. Some community colleges have implemented mandatory academic advising to ensure that their students are accessing these services. At some institutions, this comes in the form of mandatory orientations for new students or compulsory workshops/seminars for students in a particular program. Other schools have employed required advising checkpoints throughout a student's academic program, while some only require academic advising for particular demographic groups. Whatever the case, quality advising is positively correlated with student retention and success and is therefore increasingly important in community colleges (Spencer, 2008).

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