

College Student Services Administration Program Portfolio

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Abstract of Portfolio

This work is a representation of my competencies, experiences, reflections and learning through the College Student Services Administration Master's of Education program at Oregon State University. This paper consists of both research and reflective writing and demonstrates in-depth my learning and development over the past two years in the College Student Services Administration (CSSA) program. Furthermore, in this paper I describe and analyze where I was developmentally both professionally and personally before entering the CSSA program, the growth I experienced as a result of this program and my future aspirations and goals related to working in the field of higher education. I discuss and give examples of how my various internships, projects, classes, current research, personal experiences and assistantship have assisted me in addressing the five competencies. In addition, I discuss my area of specialization and the reasoning behind my decision to further my learning in that area. Finally, it is my hope that I can use some parts of this paper to contribute to a research article which will add to the literature in the field.

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As I transitioned into the CSSA program, I was nervous, excited and even a little skeptical about the purpose of pursuing a graduate degree. At the time, I did not understand the amount of learning and personal development I would experience as a result of the program. During my time at OSU I have been fortunate to work with and learn from a number of supportive, motivational and knowledgeable individuals who have contributed to my professional and personal development. I would like to take this opportunity to thank all of the CSSA faculty and staff, my 2012 CSSA cohort, assistantship supervisor Marian Moore, committee members Tom Kirch and Kate Halischak and many more who have challenged, guided and supported me through this transformative process. Additionally, I would like to extend special thanks to my committee chair, Eric Alexander, for all of the hard work and time he devotes to assisting me during this journey. Sanford (1966) discusses that for growth to occur, a person needs a balanced amount of challenge and support as appropriate for the task. Eric Alexander does an excellent job of challenging and motivating me while also providing the proper support when needed. He is an exceptional mentor and plays a major role in my development. I truly value the time we have spent together over the last two years.

Chapter 1: Introduction

My journey to Oregon State University and the CSSA program was a winding one. Growing up in Corvallis, Oregon, and having a family who stressed the importance of going to college and earning a degree, I was very fortunate to be exposed to the collegiate environment from a young age. I viewed attending college as an expectation rather than a choice because everybody I knew went to college. While reflecting on these thoughts, I realized that I come from a place of privilege. However, at that time in my life I did not understand the benefits I had in society as a result of identifying as a white, heterosexual and an able-bodied male. As a result of identifying with multiple privileged groups in society, I did not consciously think about my privilege. The developmental stage I was in at that time of my life reflects Black & Stone's (2005) research that states "Privileged persons may be unaware of their dominant status or may sometimes be aware of it and are simply disinterested," (p. 246). Miville, Darlington, Whitlock & Mulligan (2005) discuss that racial identity could have a lower impact on psychosocial development for white students than for students of color. During my first term of graduate school, an article by Peggy McIntosh was very transformative for me. In the article, McIntosh (1988) discusses that white men come from a place of unacknowledged privilege and most of their thought process is unconscious. I can relate to that statement because the majority of my life I have taken for granted the privilege I hold in society. Furthermore, McIntosh provides an extensive list of daily effects of white privilege on her life. As I read through the list, I felt guilty for not having more of an awareness of my privilege and determined to begin exploring and analyzing the impact my identity and privilege have on me and others around me. I feel very

fortunate that my first class, Student Development Theory I, provided an opportunity for me to explore further what this all meant to me.

Despite coming from many places of privilege, there was one major barrier to my attending college -- money. My parents were not financially able to help pay for college. I was aware from a young age that I would be responsible for financing college. As a result, much of my drive and passion from a young age was put into developing into a highly skilled basketball player, allowing me to earn an athletic scholarship and thus attend college. By the time I was a junior in high school, I was one of the top basketball players in Oregon and was recruited by a number of Division I institutions. My dream of playing college basketball at the highest level became a reality when I accepted a full athletic scholarship to the University of Portland the summer before my senior year. However, a few months after accepting the scholarship offer, I made some bad personal decisions which resulted in University of Portland rescinding the scholarship offer. This news was devastating because competing at the Division I level was a goal I had since grade school. After the initial shock of losing the scholarship, I regrouped and decided to attend Cuesta Junior College in San Luis Obispo, California. If I worked hard, I could earn a Division I scholarship after one year of competition.

As an undergraduate student, I struggled with figuring out what I wanted to study and, more importantly, what I wanted to pursue as a career after college, besides playing basketball professionally. The first few years of college at Cuesta, I was undecided on a program to study and ultimately earned a lot of credits that did not end up transferring to the next institution I attended. I was also unmotivated, doing only enough to remain eligible for basketball. I skipped class frequently, did not know how to study effectively and was not involved with anything on

campus other than basketball. The transition to an out-of-state junior college also resulted in a very different first year experience. I arrived in San Luis Obispo a few days before classes started and did not have the option of attending an orientation. I lived in an apartment about eight miles from campus, with no car, and with roommates from the basketball team who were from all over the country. This also turned out to be my first extensive experience being exposed to racial diversity. About two thirds of my teammates identified as African American, and the majority of them were from the east coast. After a successful season and being recognized as one of the top junior college players in the state of California, I was offered and accepted an athletic scholarship to University of California Irvine (UCI). I was thrilled with this opportunity to transition to the Division I level.

My experience during my first year of college included a number of transitions. Applying Schlossberg's Transition Theory to my own experiences provides me with a framework for understanding how I dealt with these situations. Schlossberg describes a transition as an event or non-event that changes a role, result, relationship or routine (Evans, Forney, Guido, Patton & Renn, 2010). Schlossberg, Waters & Goodman (1995) suggest every individual is different in how he/she deals with transitions, and transitions may lead to growth or decline. When I lost my scholarship to the University of Portland, the time it took for me to get over that loss was a lot longer than the time it took for me to transition into moving to California to begin school. After enrolling at UCI, I found out that I was required to declare an academic major. I still did not know what I wanted to study so I decided to pursue sociology because I thought it would be an easy major as it was a common major for student athletes. My reasoning for major selection supports current research that student athletes select less challenging academic paths. Schneider,

Ross & Fisher (2010) offer that many college administrators believe many student-athletes choose the path of least resistance so they can maintain their eligibility. Furthermore, Schneider, Ross & Fisher (2010) believe that multiple athletes from one team will have the same major for simplicity, flexibility, competition eligibility and the fact that they feel comfortable going to class with other athletes and that student-athlete academic counselors are believed to push student-athletes to certain academic majors and curriculums with the hope that they will maintain athletic eligibility throughout college. My experience and mindset as a student-athlete were consistent with this research. One of the first questions I asked my athletic academic advisor at UCI was “What professors on campus are athlete-friendly, and what classes are other student athletes taking?” Initially, I choose the path of least resistance because I did not have a career direction and wanted to direct most of my energy into becoming a successful basketball player instead of a student.

I enjoyed living in Southern California, going to school on a large campus and being part of a Division I athletic program. However, as a student-athlete at a Division I institution the time commitment was significantly greater than my previous institution (see Appendix A). I experienced the same challenges that students from the general population faced except I basically had a full-time job playing basketball in addition to being a student. According to Comeaux & Harrison (2011) student-athletes have high demands from their sport which often creates challenges with student life. For example my basketball schedule consisted of practice six days a week, lifting weights five days a week, film sessions and meetings with coaches and athletic academic advisors. Being a student-athlete consisted of at least a forty hour a week time commitment. Comeaux & Harrison (2011) state, “As a result of this time commitment, student-

athletes have less time available for their academic pursuits and other educationally productive activities” (p. 236).

At the time, I thought UCI was the perfect fit for me, but in reality I had done very little research about anything related to the university other than the basketball program.

Unfortunately, my time spent at UCI was short-lived. After having shoulder surgery the previous summer I was not able to get healthy and did not have an opportunity to compete at the level I was accustomed. Also, UCI was an extremely challenging academic institution, and without having the proper study skills, I was grossly underprepared for that kind of academic rigor in addition to balancing my athletic commitments. According to Burnett, Dilley-Knoles & Peak (2010) many universities provide a variety of resources that assist and monitor their student athletes’ academic performance as a way to assist with the unique challenges this student population faces. UCI offered a number of resources specifically to help student athletes succeed such as academic tutoring, study hall, athletic academic counselor meetings and referrals to other resources on campus. Symonds (2009) suggests that even though academic support services are available to student athletes, many athletes do not utilize support because as a result of their athletic time commitments. This research supports my experience. I knew of the services provided at UCI; however, I was often too tired to utilize services.

Early in the first term, I knew UCI was going to be a challenge and probably not the best fit for me academically. The majority of my classes consisted of 300 plus students in large lecture halls. Very rarely did I utilize instructor office hours, and at times I would skip class because I knew the instructor would not know. As a result of my academic behavior and the minimal effort I put forward, I was placed on academic probation two out of the four quarters I

attended UCI. After struggling much of the year academically with the large class sizes, being unhappy with my basketball situation and not feeling connected to the university, I decided UCI was not the right fit for me and change was needed. I contacted my former college assistant coach at Cuesta, a mentor to me since my first year as an undergraduate. He put me in contact with the head coach at Chaminade University of Honolulu, a Division II institution. Pursuing a Division II school was my best option at the time because I could participate in athletics immediately, which would not have been the case if I transferred to another Division I institution. After a few conversations with the head coach I was offered and accepted a full-athletic scholarship.

Reflecting on my first three years of college allowed me to identify a few patterns. First, I would describe myself at that time as an uninvolved student. Second, I did not have a clear career objective, and third, I was an average student academically. Astin's Theory of Student Involvement (1984) helped me make sense of my situation. Astin (1984) discusses that involvement has been shown to be instrumental in the development of students in college and "involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience," (p. 297). Astin (1984) further states that the more a student is involved on campus, the more that student will learn and develop personally. This theory has helped me understand my undergraduate experience, especially my first three years at Cuesta and UCI. Based on Astin's (1984) theory, an involved student is one who spends a good amount of time studying, is on campus often, participates in student organizations and interacts with other students and faculty frequently. Previously, these were activities in which I was rarely involved and as a result, I struggled academically.

Arriving at Chaminade, initially, was a big culture shock. Not only was Chaminade a small institution of 2,500 students, it was also a very diverse university (see Appendix B). For the first time in my college experience, and maybe in my life, I was considered a minority student. According to the department of institutional advancement, Chaminade's ethnic breakdown is 67% Asian/Pacific Islander, 4% African American, 6% Hispanic, 17% White, non-Hispanic, 0.7% American Indian/Alaska Native and 2% Non-Resident Alien and 3% of the student population did not report ("Facts & statistics," 2012). Moving to Hawaii was also the first time in my life that I experienced discrimination. As a result of attending Chaminade University, interacting with a diverse student body and teammates, I gradually became more aware of my racial identity.

One of the student developmental theories that helps me make sense of my racial identity is Helms' White Racial Identity Theory. According to Helms (1992) this theory was designed to, "raise the awareness of white people about their role in creating and maintaining a racist society and the need for them to act responsibly by dismantling it," (p. 61). This theory consists of two phases, the abandonment of racism and the development of a non-racist White identity. During the first phase the individual moves from obliviousness to consciousness of their race and develops a clearer understanding of the role of whiteness in society (Helms, 1992). I started developing this consciousness my first year of college but I did not fully understand what being white in society meant until I attended Chaminade. During the second phase of Helms' (1992) theory, the individual understands what it means to be white, takes ownership of racial power and privilege and works towards abandoning white privilege. Reflecting on my undergraduate experience, I started to develop an understanding of what it meant to be white, but I do not think

I took ownership of my privilege or intentionally worked toward abandoning white privilege. It was not until graduate school, that I began addressing the last two points of Helms' second phase.

Each school I attended during my college experience had a different impact on my development. I experienced a medium sized junior college, large public and small private institution. However, Chaminade had the biggest impact on my development. Strange & Banning (2001) write about the importance of involvement in relationship to retention at institutions and how "creating conditions that support the desire of students to remain in a particular setting" (p. 137) is vital. At Chaminade, the small class sizes, individual attention from professors and the diverse student population were all positive aspects of my experience and major reasons why I was successful. As a result of attending a small institution, access to professors and counselors was easier, and I took more initiative in figuring out my degree requirements and met with professors regularly.

After completing my final year of athletic eligibility, I was faced with a very difficult decision of finishing my degree or beginning a professional basketball career overseas. As a result of switching my major from sociology to business during the first year at Chaminade, I needed another year of school to complete my degree. My coach offered to keep me on scholarship so I could complete my degree, but I also had a passion to play professional basketball overseas. After thinking about this decision, I returned to Chaminade and graduated. Returning to school and finishing my degree seemed like an obvious decision to many, however; this was one of the hardest decisions I ever made in my life. I knew that returning to school would ultimately mark the end of my basketball career which was a huge transition, considering

all of the time and effort I put into my craft. Transitioning out of the role of student-athlete was something I struggled with because identifying as an athlete had been essential to me for the majority of my life. According to Stankovich, Meeker & Henderson (2001) research reveals that as a result of athletic retirement, athletes may experience negative impacts such as loss of appetite, weight fluctuation, insomnia, mood changes, decline in motivation and lack of trust in others while going through sports retirement. Although, I did not experience a majority of these impacts, there were times during my final year that I lacked motivation and struggled internally with the fact that my collegiate athletic career was over.

With the completion of my athletic eligibility and the decision to return to school instead of pursuing a professional athletic career, I started thinking about what I might want to do after college. Up until this point, I had put little effort into my career development and identifying potential job fields to pursue. Lally & Kerr (2005) discuss that college athletes demonstrate a lower level of career planning and development compared to the general student population. My career planning up until this point was practically non-existent, and I had only given minimal thought about ever going to graduate school. My main goal was to finish college and find a job, preferably related to athletics. However, I really enjoyed the last few years of my college experience and truly valued higher education because of the transformation I experienced. As a result, I started thinking about the different types of jobs I could pursue at a university.

There are a number of theories that help me understand my experiences as an undergraduate student. Schlossberg's Transition Theory, Astin's Theory of Student Involvement, Helms' White Identity Development theory, and Chickering's Seven Vectors of Development all help explain my experiences as an undergraduate student. Schlossberg's theory helped me

identify the many different transitions I experienced in college and assisted me with being able to make sense of the different transitions that occurred. Additionally, it provided me with the framework to analyze each transition and determine how it affected me and my development during college. Astin's theory of involvement helped me understand what educationally meaningful activities were and the importance of being involved with those activities in relationship to college success. Analyzing this theory and my experiences allowed me to acknowledge that I was more involved at Chaminade and had an easier time connecting with non-athletes. This equated to a better college experience and increased development as opposed to my experience at UCI where I was uninvolved. Additionally, I believe Chickering's seven vectors applied to me even though I did not necessarily experience them in order. According to Chickering & Reisser (1993) the last two stages of the seven vectors, *Developing Purpose* and *Integrity*, are stages of development that I experienced early on. Initially, I did not think much in college about the career path I wanted to pursue, but I did know I was going to graduate from college and find a job, which in my opinion is developing a purpose. However, just because I experienced these seven vectors of development does not mean my development is done. At different stages in life these vectors could potentially be reevaluated or established. Developing my identity is an ongoing process even after experiencing the seven vectors. Finally, Helms' theory provides a framework for me to look at my white identity development and has allowed me to become aware of what being white means.

After graduating from Chaminade with a Bachelor of Arts degree in Business Administration and moving back to Corvallis, I decided to pursue a career in higher education. I gradually started searching and applying for student affairs jobs, without much knowledge about

what the field of student affairs actually entailed. I also started researching graduate programs and scheduled an informational interview with a staff member at OSU who was affiliated with the CSSA program. As a result of my lack of work experience I had a challenging time finding a job. I ended up interning with Student Leadership & Activities at Western Oregon University (WOU) for six months before securing a full-time position as an Admissions Counselor at WOU. These two experiences enhanced my development by providing me with an opportunity to work with students and were instrumental in leading me down the path of pursuing graduate school and ultimately gaining admission into the CSSA program.

Chapter 2: Area of Specialization

The area of specialization I selected for this program is social justice issues in athletics. I truly value the learning and development that I experienced as a result of my student athlete experience and want to pass on that learning. Prior to graduate school, I had very little knowledge about the area of social justice. Over the course of the last two years, I spent a considerable amount of time analyzing my identity and came to the realization that the reason I spent so little time previously was because of the privilege I hold in society. My privilege has allowed me to ignore social justice issues, and it was not until starting the CSSA program that I began to examine critically what social justice means. As a result of my previous low level awareness and knowledge, I made it a goal of mine to learn more about social justice because I strongly believe in promoting fairness, equity and respect for diversity, and that is the main reason I decided to pursue this topic during the course of my program. Specifically, I would like to explore how and what social justice issues impact college athletes and work toward creating equity in my future work with students.

During my time at OSU, I addressed my area of specialization in a variety of ways which included a mixture of course work, research, and internship experiences. Since the CSSA program is rooted in social justice, I had many opportunities in classes like Student Development Theory I, Multicultural Issues in Higher Education and Student Development Theory II to explore different topics. Iverson (2012) asserts that expanding multicultural competence is critical to understanding social justice and advocating for social change. These classes played an important role in my desire to further my understanding around social justice and helped me develop multicultural competence by expanding my knowledge, awareness and skills around multiculturalism through various readings, conversations, research and class assignments (see Appendix C). I have also learned that in order to bring about change, higher education professionals need to have a level of self-understanding and critical awareness about themselves. Reason & Broido (2005) discuss a few examples of how individuals can develop a critical awareness of and for themselves, such as the importance of reading and learning about social justice issues, identifying the multiple identities an individual possesses, and critically examining the role power, privilege and oppression plays in daily life.

Exploring current literature regarding social justice issues in athletics has allowed me to enhance my understanding of this topic. Some of the current social justice issues impacting student athletes include the inclusiveness of LGBTQ athletes, Title IX and equal opportunities for women athletes and the exploitation of athletes in revenue generating sports. Recently there have been multiple examples of collegiate and professional athletes who identify within the LGBTQ spectrum who have come out publicly in hopes of inspiring other LGBTQ athletes to follow. Athletes such as Michael Sam, (University of Missouri football), Derrick Gordon,

(University of Massachusetts basketball), and Conner Mertens, (Willamette University football) are helping pave the way for more athletes to feel comfortable expressing their true selves. The culture of athletics historically has been unfriendly and unwelcoming to LGBTQ students. According to Elfman (2013) sports teach men and women to act, look and dress a certain way, and participation in sports systematically marginalizes, isolates and segregates anyone who is perceived as different than the societal norm. As a former student athlete, the marginalization of individuals who are viewed as different is something I often witnessed. It was not uncommon to hear homophobic slurs in the locker room or practice arena, and at that time in my life, I gave little thought to how that language could impact others. However, according to Elfman (2013) there has been a shift in this area in terms of athletes themselves. Voices are emerging and organizations forming that promote a welcoming and safe environment for LGBTQ student athletes. As a higher education professional and someone who aspires to work with student athletes, I believe it is my responsibility to assist with this movement.

Another social justice issue that relates to athletics that I explored is the issue of student athletes receiving payment for their services. Two current issues revolving around this topic consist of O'Bannon v. NCAA and the Northwestern football players' pursuit to form a union. O'Bannon V. NCAA is an antitrust class action lawsuit filed against the National Collegiate Athletic Association (NCAA). The lawsuit, which former UCLA basketball star Ed O'Bannon filed on behalf of the NCAA's Division I football and men's basketball players, challenges the organization's use of the images of its former student athletes for commercial purposes (Streeter, 2009). Furthermore, according to Strauss & Eder (2014) a regional director of the National Labor Relations Board recently ruled that a group of Northwestern football players were employees of

the university and has the right to form a union and bargain collectively. The decision could give momentum to those who believe the NCAA should modify its rules on how athletes are compensated. Both of these issues deal with accusations that the NCAA is exploiting student athletes, especially those who participate in revenue generating sports such as basketball and football and not allowing them to profit from the billions of dollars they are bringing into the NCAA. I believe what the NCAA is doing is unjust. Today, as a result of economic growth and development, college athletics is viewed as mass entertainment with many institutions making millions of dollars (Eder & Bishop, 2013). An athletic scholarship is no longer fair in relationship to the amount of money student athletes generate for athletics programs.

The research I have completed has also provided a framework for better understanding social justice in relationship to athletics. One of the topics I researched was Student Athlete Life in American Higher Education (see Appendix D). According to Rudolph (1990) collegiate athletics has a long and controversial history in American higher education and the collegiate athletic movement started as a result of the importance college students began to place on physical appearance and condition. During the Emergent Nation Era (1790-1869) American college students were no longer just content with “liberating the mind” (Rudolph, 1990, pg. 151) they were looking for something more that would satisfy them physically. Initially, the movement of the development of organized athletics was met with hostility. Rudolph (1990) discusses that in 1787, the faculty at Princeton outlawed students from playing hockey because it was not something in which a scholar should participate. As a result of this announcement, there would be no further progress to the college athletic movement until 1826 when German refugees showed and introduced Americans to the outdoor gymnasium. The first intercollegiate athletic

followed the gymnastics movement in 1852 when Harvard and Yale took part in a crew competition (Veneziano, 2001). This research also helped me learn about the historical oppression women and African Americans faced in relationship to collegiate athletics. During the Transformational Era (1870-1944) African Americans who participated in athletics were discriminated against by fans, coaches, opposing players and teammates and there was aggressive opposition toward integration (Spivey, 1983). Additionally, women were just beginning to participate in athletics during the beginning of the Transformational Era, and it was not until 1892, when basketball was introduced at Smith College that women became active in intercollegiate athletics (Gerber, Felshin, Berlin & Wyrick, 1974). According to Gerber, et al (1974), the equal rights movement and Title IX were two major contributing factors to the development of equality in intercollegiate athletics. However, discrimination against African American athletes is still prevalent today. There have been numerous occasions as a player and spectator that I have witnessed racial slurs being directed at African Americans. Furthermore, despite Title IX, which has helped women's sports grow (Smith, 2011), women's athletics still seem to lack in popularity compared to men's athletics. Despite the positive steps that have been taken in creating equality for these populations, there is still work to be done.

Finally, my work with student athletes this year as a counselor with Academics for Student Athletes has also allowed me to develop a better understanding of systems of privilege and oppression and become more aware of social justice issues related to student-athletes. At Oregon State University, there are a number of student-athletes who identify as African American or another underrepresented student populations. There were multiple times during the year while working with a student who identified as underrepresented that I would introduce an

academic topic or suggest a resource on campus and expect the student to know what I was talking about. I had to catch myself and identify that my knowledge at times allows me to take things for granted. Having the opportunity to work with a number of underrepresented student athletes has given me more perspective on their experiences and what Oregon State University looks like in their eyes.

As a result of my learning, I find myself now trying to look at various issues through a social justice lens and am becoming more aware of the identities I possess and how that shapes my world. Iverson (2012) discusses that critical consciousness, equity-mindedness, and social justice advocacy are necessary to address disparities and promote an agenda for social change. Overall, I feel it is my responsibility to continue to educate myself about social justice topics, critically examine my identity and be able to have informed and supportive conversations with all students about issues they may be facing. I will focus my energy on compassion and strive to use a social justice lens with the work I will be doing in the future. My goal is to apply my learning in this area to future jobs and student populations and to work toward positive change.

Chapter 3: Knowledge and Understanding of Higher Education and Student Affairs

Articulate knowledge of historical and philosophical underpinnings of past and current issues shaping the field of student affairs and the student experience (a).

Understanding the historical and philosophical underpinnings of past and current issues shaping the field of student affairs and the student experience is a topic I knew very little about prior to attending graduate school. However, working in higher education for three years at Western Oregon University, I developed a general knowledge of a variety of current issues that impact higher education and the student experience. Some of those issues include student

retention, college access and admission policies for undocumented students. Furthermore, as a result of my CSSA experience, I developed a greater appreciation and understanding of the importance of the historical and philosophical underpinnings of past and current issues shaping the field of student affairs and the student experience. Developing competence in these issues allows student affairs professionals to be better prepared to address the challenges of students.

Harvard College, founded in 1636, was the first of nine colonial colleges responsible for developing rulers, clergy and cultured men (Rudolph, 1990). These early colonial colleges followed the English higher education system focusing on a curriculum of Latin, Greek, religious studies and literature. Cohen & Kisker (2010) discuss that the goal of these early institutions was to educate only white men for positions in law, government and the clergy. Learning about the purpose of the early colonial colleges and the student demographics causes me to reflect on my own privilege. As someone who identifies as white, heterosexual and male, I hold privilege that historically allowed me to take higher education for granted. Based on my identities, I possess certain privileges and advantages that society granted me solely as a birthright, not because of intelligence, ability or my personal merit (Black & Stone, 2005). This realization helped me identify why I previously knew so little about past issues affecting higher education.

In the early to mid-1800's the English model of higher education shifted toward a German model which focused more on research, creating new knowledge, and adding vocational and technical knowledge to the curriculum in addition to the liberal arts. According to Rudolph (1990) wealthy, white men still made up the vast majority of the student population during this time. However, at the end of the Civil War, education became an option for the middle-class and women. The Morrill Act of 1862 or the "Land Grant Act" prompted institutions to change their

curricula and replace them with something more accessible to everyone. Before attending OSU, I was not familiar with the purpose of Land Grant Colleges. I now understand the significance of the Land Grant Act, which shifted education from the classical studies and allowed for more applied studies that would prepare students for the world that they face once leaving the classroom. Additionally, The Morrill Act of 1862 has been instrumental in providing governmental support for education and ensuring there will always be money to finance educational facilities.

I also researched the past, present and future experiences of student athletes. According to Veneziano (2001) the first intercollegiate athletic event occurred on August 3, 1852, when Harvard and Yale battled in a boat race. However, Watt & Moore (2001) suggest that football quickly surpassed crew in the 1880's as the most popular college sport "mainly because media coverage and sponsorship for athletic events began to take form of becoming a lucrative business" (pg. 8). During this time, intercollegiate athletics, similar to the higher education system, was designed for white, rich males. For African American athletes in higher education, most notably those attending or pursuing admission to predominantly white institutions, integration was met with aggressive opposition and hatred in athletic competition, the classroom, and community (Martin, 2009). Spivey (1983) states, "Black athletes at predominately white universities had been both segregated and despised, yet cheered at game time" (pg. 116-117). Additionally, intercollegiate athletics were not available for women at this time. Prior to 1870, activities for women consisted of recreational activities instead of specific sports (Bell, 2007). In 1972, Title IX was passed as a result of women historically not having equal rights. Gerber, et al (1974), describes Title IX is a law that requires gender equity for boys and girls in every

educational program that receives federal funding. Today, institutions risk losing federal funding if they do not comply with Title IX. As a student athlete at Chaminade University, I was unfamiliar with the significance of Title IX and often questioned why women's athletics should have equal scholarships when the men's sports brought in the majority of the revenue. As I have developed a better understanding of Title IX over the last two years, I understand the impact and importance it has had in creating equity in college sports and institutions of higher education by providing equal opportunities for women.

These historical examples have clearly shaped higher education today. As a practitioner, I believe it is my responsibility to continue to develop my knowledge of historical issues and trends in higher education and work towards creating an environment that promotes diversity, college completion and accessibility for all students. Reading student affairs literature such as *The Chronicle of Higher Education* and *Inside Higher Ed*, collaborating with other professionals and working with students from diverse populations are ways I can continue to enhance my knowledge of this topic.

Demonstrate knowledge and understanding of the range, scope, and roles of different functional areas within higher education (b).

As a result of entering this program with higher education work experience, I possessed some general knowledge about the range, scope and roles of different functional areas within higher education. My position in admissions at Western Oregon University required me to recruit and provide admissions information to prospective students. Along with explaining WOU's admission requirements to students, I also provided information about academic programs and resources on campus to prospective students. At WOU, Admissions is divided up into two

sections, recruitment and processing, and both of these areas are supervised by an assistant director. Five counselors and an assistant director make up the recruitment side of the office. Each counselor is responsible for recruitment territories in Oregon and out-of-state as well as contributing to on campus recruitment programming during the year. The processing side of the office consists of three processors and an assistant director for processing. The main duties of these professionals are to process admission applications and complete transfer articulations. Processors verify that student transcripts meet WOU admission requirements and often meet with students to discuss issues or concerns about transfer credits. In addition, Admissions also assists with student orientation, creates and implements a variety of programming targeted at incoming students (Making College Happen, Preview Days, WOU Project), and collaborates frequently with faculty and staff on campus.

As another example of developing my understanding of the depth of program responsibility, I gained deeper knowledge about the Student Enrichment Program (SEP). SEP is a federally funded program that is designed to provide extra resources and improve retention for historically underrepresented students. Students are eligible for SEP if they qualify as first-generation, low-income or having a documented disability. Since I worked with a number of first-generation students and half of the student population at WOU identified as first-generation, I thought it beneficial to research this student population further. Mehta, Newbold & O'Rourke (2011) suggest first-generation students feel less prepared to attend college, deal with more stress, have lesser means to cope, and are less involved in social activities on campus. Shepler & Woosley (2011) offer that these issues lead to lower academic performance and lower college satisfaction. Students who lack in these areas typically do not utilize support services on campus

and are less likely to persist or graduate than their non-first generation peers. Through informational interviews and collaborating on presentations, I learned about the various ways SEP supports students such as providing textbooks, laptop and desktop computers, supplemental grant aid to eligible participants, individualized instruction with professional staff in reading, speech, study skills, writing and critical thinking skills, academic advising and offering a Summer Bridge program, which provides orientation to new students about transitioning to a successful life at WOU.

I also enhanced my understanding of functional roles by attending a student affairs fair (see Appendix E). At the fair there were a number of different functional areas represented, many of which I had minimal knowledge. I had the opportunity to develop a brief understanding and learn about different services each department offers students. I spoke with individuals from the University Exploratory Studies Program (UESP) office and learned that they provide advising to their exploratory studies program students as well as other students on campus who need advising. I also learned that the academic success center houses UESP and offers services such as supplementary instruction, academic coaching, and two courses including a career decision making class and a academic success course. Without attending this fair, I probably would not have pursued one of my most valuable internship experiences during this program - teaching academic success. I also had the opportunity to talk with and learn about the New Student Programs & Family Outreach (NSPFO) department. I learned that one of the main responsibilities of this office is to facilitate the transition process for new students and their parent/family members. NSPFO offers the START program, a two-day orientation, advising, and registration program with sessions offered June through September, designed to assist incoming

students with transitioning successfully to OSU. In addition to START, I also learned that this department offers resources for parents and families to keep them connected to the departments and people that play an active role in their students' lives. NSPFO also offers programs like CONNECT and U-Engage which play an instrumental role in academic success for new students.

My internship experience with Academics for Student Athletes and assistantship in Career Services also provided first-hand knowledge of a number of functional areas. As a Career Services Graduate Assistant, I developed in-depth knowledge of the range, scope and roles of Career Services at Oregon State University. In addition, I developed an understanding of the services the department can provide for students, different positions employees may hold within a career services department, and different ways career service departments work to collaborate with others on campus to promote career development. At OSU, Career Services is broken up into two areas, employer relations and career development. The career development part of the office included five Career Counselors and two graduate assistants. The responsibilities for Career Counselors include assisting students with resume and cover letter critiques, interview preparation, outreach presentation, graduate school applications and career exploration among other duties. The Employer Relations part of the office includes three employees who are responsible for strengthening ties with employers and alumni, organizing Career Fairs and promoting job opportunities for students. Additionally, my year-long internship in Academics for Student Athletes, (see Appendix F) allows me to gain knowledge of advisor responsibilities and the importance of collaborating with other departments and resources on campus in order to best serve the needs of student athletes. Gayles & Hu (2009) suggest that recent and past incidences

of low graduation rates, misconduct, academic scandals, and student athletes leaving higher education institutions in poor academic standing have many people questioning the benefits of participation in sports at the college level. In my capacity, I am responsible for providing weekly academic and personal support to student athletes during one-on-one advising sessions and contributing to the academic success of the students with whom I work. All of these experiences have helped me develop a deeper understanding of a variety of functional areas in higher education.

Understand the primary challenges and opportunities being presented to student affairs professionals (c).

There are a number of primary challenges and opportunities student affairs professionals face. My understanding of this subject began when I started working at Western Oregon University. One of the primary challenges that student affairs professionals face is the retention of underrepresented student populations (see Appendix G). Housel and Harvey (2011) state there are a number of factors that lead to lower retention rates for first-generation students.

“Researchers repeatedly find that first-generation enter college with more potential barriers to achievement. Additionally, first-generation students often lack reading, writing, and oral communication skills, which frequently lead to poor retention rates” (p. 7). During my time at WOU, I worked closely with the Associate Provost for Academic Affairs who was responsible for student retention. Through this work experience I developed knowledge about the challenges underrepresented students face, and how to best serve these populations in order to increase retention. I learned how important it is for student affairs professionals to design campus programs that meet the unique needs of these students and encourage engagement in campus life

to promote academic success and ultimately retention. Another challenge student affairs professionals face is the lack of funding for support services. Programs such as federally funded TRIO, which supports first-generation students, low-income and students with disabilities, and the CAMP program, which supports children from migrant workers, are usually the first to be cut in challenging economic times.

Student affairs professionals are also increasingly concerned with the transition process of incoming first-year students. Noelle-Levitz (2010) states that students have the highest attrition rates between their first and second year of college. In order to address this concern, many campuses across the country, including Oregon State University, have adopted a First-Year Experience (FYE) curriculum to assist students with this transition process. In the FYE course I completed winter term, I learned about Oregon State's FYE curriculum and researched what other institutions are doing in regards to FYE (see Appendix H). With a more diverse college student population, student affairs professionals must be able to effectively interact with students from different backgrounds and develop multicultural competence. Personally, this is an area in which I have experienced tremendous growth. Before CSSA, I did not have much involvement with diversity besides athletics. As a result of this program, my internships experiences and assistantship, I believe I have a better understanding of my identity, which has also allowed me to increase my multicultural competence.

Technology in higher education is another challenge and opportunity that student affairs professionals face. With the majority of incoming first-year students competent with technology, it is important student affairs professionals utilize technology to communication with students and enhance student technology skills. I have enhanced my technology skills as a result of

creating vlogs about my ASA internship, creating a LinkedIn account and attending various technology training sessions on campus. In addition, I believe it is important for student affairs professionals to encourage balance in technology use in creating campus relationships. Levine & Dean (2012), discuss that the increase of digital communication and technology has led undergraduates to show lower levels of interpersonal, face-to-face communication and problem-solving skills. As student affairs professionals it is vital that we continue to promote personal connections on campus as well as through technology. Overall, as student affairs professionals, there are a number of challenges we face. However, our responsibility is to meet those challenges in order to best serve our students and meet their needs.

Understand systems of privilege and oppression and the impact of these on institutional systems or organizations (d).

My experiences as an undergraduate student, attending UCI and Chaminade, exposed me to multiculturalism; however, during that time I never fully developed an understanding of how privilege and oppression impact higher education institutions. As a result of multiple experiences, I have enhanced my understanding of this topic and I have developed a deeper understanding of privilege and oppression. I realize I am not an expert in this area and as a higher education professional, I believe it is my responsibility to continue my growth in this area and create inclusive environments for students. My goal is to continue learning about privilege and oppression, and to promote multicultural awareness at institutions I work at in the future.

Since the CSSA program is rooted in social justice, there were a number of courses that allowed me to enhance my knowledge of systems of privilege and oppression. During Multicultural Issues in Higher Education I read a number of books that educated me about

privilege and oppression. *Lies My History Teacher Told Me: Everything Your History Textbook Got Wrong* (Loewen, 1995), criticizes American history textbooks for having inaccurate information about people and events. Loewen details the incorrect information about Christopher Columbus, the dealings between the Europeans and Native Americans and issues around slavery. Loewen further discusses how the American history textbooks attempt to portray American historical figures as heroes and do not fully address past tragedies, especially from groups excluded from the positive histories. I find it disturbing to realize that so much of what I was taught about American History was prejudiced. One step towards promoting inclusiveness and eliminating oppression is by educating people about the full truths of American history. By reflecting and examining the actual facts of history, I am more aware of the systems of oppression that resulted from this era of America's history.

Two other books I read, *The Heart of Whiteness: Confronting Race, Racism and White Privilege* by Robert Jensen (2005 (see Appendix I) and Paul Kivel's (2011) *Uprooting Racism: How White People Can Work For Racial Justice*, (see Appendix J) helped me understand my white privilege and how that privilege oppresses other groups. Jensen (2005) argues that we live in a white, supremacist society, that is often invisible to white people because of the privilege and power they hold and how it is important for white people to understand the truth of past, present and forthcoming history and how that has a hand in racism. This statement mirrors Loewen's thoughts regarding the importance of understanding our true history. Jensen (2005) also suggests that a driving force in white supremacy is the material and psychological gains that come to white people which are "supported by an ideological support system" (pg. 45). Kivel (2011) discusses what racism is to white people while also providing different guidelines and

instructions about how white people can work towards establishing racial justice. Kivel goes on to discuss how the truth of racism is distorted and white people have an inaccurate view of history, stating “We have been given a false sense of superiority that we should be in control and in authority, and that people of color should be maids, servants, gardeners and do the less valued work of our society” (pg. 37). Although, I started analyzing my privilege before graduate school, the learning and personal reflection I experienced during this class was a truly transformational experience that allowed me to explore in-depth my white identity. In addition to analyzing my white identity, I also learned about the difference between the privileged and the oppressed including students with mental or physical disabilities, those that identify as LGBTQ, transgendered, lower socioeconomic class, religious groups, undocumented citizens, and international students.

While breaking down my white identity, I tend to gravitate towards Helms’s Model of White Identity Development. Helms (1992) talks about two phases of white identity development. The first phase, *Abandonment of Racism*, describes the process of moving from oblivious conceptions of race. The second phase, *Evolution of a Non Racist Identity*, involves deeper reflection and attempts to interact with other racial groups. I believe I experienced this second phase early in the program. Various readings, research, CSSA coursework and numerous conversations with higher education professionals allowed me to develop a consciousness about what it means to identify as white and to take ownership of the privilege I hold in society. I believe I developed a better understanding of other racial groups and am committed to continuing my work toward working to eliminate systems of oppression that are present in higher education.

History of Higher Education and Research and Assessment provided me with the opportunity to research collegiate student athletes (see Appendix K). While examining information regarding graduation rates of student athletes, I came across statistics that highlighted the shocking difference in graduation rates among white and African American students. According to the U.S. Department of Education, universities at the National Collegiate Athletic Association Division I level reported Black student graduation rates in 2013 were 44 percent compared to 66 percent for white students. This research also states that in 2013, Black men had a 39 percent graduation rate compared to 48 percent for Black women ("The racial gap," 2014). Historically, African Americans have been denied access to higher education institutions. The lower graduation rates in comparison to white students demonstrate institutions are still built for white people. After reviewing these statistics, I thought about the African American students athletes who were my teammates in college. I know a number of them did not graduate from college, while almost all of my teammates who identify as white did graduate. Higher education professionals should collaborate with athletics and support staff to find a solution to this problem. Overall, this competency area has enhanced my identity development and understanding of the privilege and it is my hope that I can continue to work towards eliminating oppression and create inclusive environments for students on campus.

Identify goals, trends, and key issues related to the future of the student affairs profession (e).

There are many trends and key issues that could impact the field of student affairs in the future including Massive Open Online Courses (MOOC's), first-year experience initiatives, mental health support, technology and college access for underrepresented student populations. I

believe it is vital for higher education professionals to be adaptable to the changing times and develop and implement policies and procedures that best serve students. For the purpose of this section I focus on three key issues: President Obama's College Completion Agenda, the increase in student veterans, and living-learning communities.

According to the U.S. Dept. of Education (2011), by 2020, 50 % more Americans will earn some type of post-secondary degree or credential (vocational certificate, associate's degree, or bachelor's degree). Meeting this goal would mean the United States would have "the highest proportion of college graduates in the world" (Obama, 2009). I strongly believe in the importance of retention and graduation and encouraging a higher percentage of Americans to work towards earning a credential or degree. However, I wonder how this will impact the field of student affairs. In order to reach President Obama's goal, institutions need to reevaluate their recruitment strategies and focus on college access and developing or enhancing programs that assist students with completing their degrees. With budget cuts occurring at higher education institutions all across the country, one of the challenges of meeting this completion agenda is doing so with limited resources. I worked on a project in Organization and Administration of College Student Services that addressed the Completion agenda. Three classmates and I selected a functional area within an institution and create a comprehensive plan with strategies about how that specific functional area can positively impact student retention and lead to completion. As a result of completing this assignment, I developed a concrete example about how spiritual development can directly impact and help increase student retention.

Another issue that impacts higher education is the growing population of student veterans on campus (see Appendix L). With wars in Iraq and Afghanistan winding down, many military

personnel are returning home. Ryan, Carlstrom, Hughey & Harris (2011) discuss that with the passing of the Post 9/11 GI Bill, many veterans are taking advantage of the improved educational benefits and are looking at higher education as their next option. Additionally, Veterans Affairs anticipate a twenty-five percent increase in the number of service members who will enroll in higher education at the conclusion of their military service (Moon & Schma, 2011). Since the numbers of veteran students are increasing on college campuses, student affairs professionals need to understand how to meet their unique needs. According to Brown & Gross (2011) veterans often times are challenged by returning to civilian life because they move from a very structured “command and control environment to the openness of a college campus” (p.46). Furthermore, veterans struggle with transitioning to the classroom environment, understanding their GI benefits and addressing Post Traumatic Stress Disorder. Overall, veterans feel very few people can assist them with the process of filling out GI Bill paperwork, registering for classes, discussing benefits and finding a job. These are all challenges that higher education professionals must address.

While researching veteran students, I identified theories that help higher education professional’s work effectively with this student population. Schlossberg’s Transition Theory assists higher education practitioners in their work with veteran students by providing a framework for understanding the transition process of veteran students at higher education institutions (Ryan et al., 2011). A recent study by Ryan et al., (2011) of 700 institutions found that only 22% of those institutions provided transitional orientation specifically for veterans, only 4% offered veteran specific orientation, nearly 50% of colleges did not employ an individual trained to assist veterans with transitional issues, 57% did not provide training for

staff and faculty about the veteran transitional experience, and less than 37% of colleges and universities had trained staff to assist veterans with disabilities. These numbers clearly show that higher education institutions need to do a better job of meeting the transition needs of veteran students from the military to college life. Additionally, Astin's (1984) theory of involvement relates to veterans because connecting with others and being active is very important to the success of veteran students (Zinger & Cohen, 2010). Research shows that veteran students who are active in student organizations, meet with counselors or faculty members and interact with others on campus have a better college experience. The veteran research assignment provided great insight in how higher education professionals should work to meet the needs of veteran students.

The last key issue I will address is the focus on living-learning communities (see Appendix M). According to Shushok & Sriram (2010), universities have made great efforts in recent years to establish living-learning communities because of the benefits they provide for students. These communities are especially effective in enhancing "curricular coherence, nurturing deeper student learning, and creating a sense of community among teachers and students," (p.71). More specifically, studies have shown that living-learning programs consistently support student-to-faculty interactions, peer-to-peer engagement and are more effective than other learning communities in regards to the outcomes students desire. Living-learning communities are also an effective way of promoting on campus student involvement, learning, and development, which all promote college completion. Furthermore, living-learning communities complement First-Year Experience models that many institutions across the country are moving toward. Understanding goals, trends and key issues in the field of higher education

and students affairs is important for professionals. As higher education and student affairs evolve, I believe it is my responsibility to continue to enhance my knowledge about key issues related to the field.

Identify legal issues that impact higher education, field of student affairs, institutional policy and the student experience (f).

Prior to Legal Issues in Higher Education, I had limited knowledge about how legal issues impact higher education and the student experience. I initially resisted learning about this topic and questioned the importance of this class, wondering how it would apply to my experience as a higher education professional. Reviewing multiple legal cases and presenting on a legal brief in class helped me to develop an understanding of how the law and higher education intersect. My partner and I were assigned *Healy ET AL. v. James ET AL.* 408 U.S. 169 (1972), (see Appendix N) a case outlining how the president of Central Connecticut State College (CCSC) denied official recognition to a group of students who wanted to form a local chapter of Students for a Democratic Society (SDS). This chapter was responsible for widespread civil disobedience on campuses across the country and President James based his decision on the likelihood that the SDS would engage in similar activities on campus. This decision meant that the organization was not to be awarded benefits of official campus recognition and was not allowed to use campus facilities. While researching this case, we were able to identify that the First Amendment was the key issue. *Healy ET AL. v. James ET AL.* 408 U.S. 169 (1972), states, “among the rights protected by the First Amendment is the right of individuals to associate to further their personal beliefs. After reviewing this case and discussing it in class, I struggled coming to a conclusion of how I would address this situation if I was president of a university. Ultimately, this case was decided by the Supreme Court, who ruled in favor of the student

organization, saying, “Denial of recognition went against First Amendment Rights”. Justice Douglas gave a concurring opinion stating that “First Amendment does not authorize violence, but does authorize advocacy, group activities and espousal of change”. I believe it is the responsibility of institutions to provide safe environment; however, I also believe in the First Amendment and honoring the rights of student groups. As a higher education professional, this is an example of decisions I could face in the future. Understanding case law will prepare me to make sound decisions in difficult situations.

Legal Issues in Higher Education also allowed me to explore the topic of Greek hazing on campus. According to Allan & Madden (2008) during recent years, colleges and universities across the nation have experienced an increase in hazing-related deaths and injuries which have resulted in a number of complex legal issues and considerations. As part of my curriculum I researched hazing on college campuses and wrote a legal memorandum addressing policy and legal issues that impact universities (see Appendix O). Additionally, I researched OSU’s student conduct, harassment and hazing policies as well as Oregon State’s statutes on harassment and hazing. I discovered that the current policy regarding student conduct is dictated by the Oregon Administrative Rules (OUS/OSU, Division 15, 576-015-0005, Student Conduct Code) and states, “The primary purpose of the Student Conduct Code is to establish community standards and procedures necessary to maintain and protect an environment conducive to learning, in keeping with the educational objectives of Oregon State University” (Student Conduct Code, OUS/OSU). This code is based on the assumption that all persons must treat one another with dignity and respect in order for scholarship to thrive. Additionally, I found that the policy regarding hazing under the Student Conduct Code and according to Oregon Administrative Rules

(OUS/OSU, Division 15,576-015-0020, Student Conduct Code) defines hazing “As any action that endangers the physical, emotional, mental health or safety of an individual, or destroys or damages personal property for the purpose of initiation, membership, admission or participation in a group or organization”. Hazing is a complex social problem with a deep rooted history on college campuses (Allan & Madden, 2008); however, institutions and higher education professionals can play an important role in bringing about meaningful change in relationship to college hazing by creating zero tolerance policies against hazing, providing mandatory training and education to Greek members, and requiring staff oversight for official Greek events.

During my research of the past, present and future experiences of student athletes, I also developed an understanding of how Title IX impacts collegiate athletics. According to Gerber, et al. (1974) Title IX is the federal law that prohibits discrimination on the basis of sex in schools that receive federal funding, including in their athletics programs. Research shows that while more than half of the students at NCAA schools are women, they receive only 44% of the athletic participation opportunities. Female athletes at Division I schools receive roughly 28% of the total money spent on athletics, 31% of the recruiting dollars, and 42% of the athletic scholarship dollars (Gerber, et al., 1974). These numbers show there is still work to be done. This legal memo, case brief and research have provided me an opportunity to explore case law and legal issues that impact higher education. Additionally, I feel more confident and knowledgeable about this topic.

Chapter 4: Professional Skills and Organizational Management

Comprehend organizational structure, dynamics, and systems (a).

Understanding the structure, dynamics and systems of an organization can be a challenging task. I developed an understanding of organizational structures early in my professional career working at Western Oregon University. When I worked at WOU, there were five admissions counselors, three transcript evaluators, two assistant directors, an administrative assistant and director. Additionally, the Associate Provost for Academic Affairs was responsible for supervision of our department and worked very closely with admissions. Initially, I was confused about who my direct supervisor was and confused about the departments organizational structure. As I became more experienced, I developed a better understanding of the reporting structure and specifically I developed clarity about who I was responsible to in the department. I appreciated the opportunity to work closely with the Associate Provost on various recruitment projects. This experience also helped me understand the impact each position in the department had on recruiting, the universities organizational structure and how my department directly impacted the university. Quickly I learned that the work of the processing staff was just as important as recruitment and in order for the Admissions department to function effectively, communication and collaboration were essential.

I also gained a deeper understanding of organizational structure as a result of my assistantship and internship experiences. As an intern I learned more about the organizational structure of departments such as Recreational Sports, Academics for Student Athletes and the Academic Success Center. During my internship with Sports & Special Programs (SSP) in Recreational Sports, I learned about the different roles of employees and programs available for students. Prior to my internship I thought Dixon was a place where students would come to work out and to get involved with intramural or club sports. However, my internship experience

allowed me to gain a better understanding of departments such as the Adventure Leadership Institute (ALI), Facilities, Membership, Outreach and Sports and Special Programs, all of which operate under the Recreational Sports umbrella. In Sports & Special Programs two programming coordinators were responsible for the supervision of club sports, which consists of meetings with sport club presidents, facilitating training, monitoring club budgets and ensuring university policies are followed. The programming coordinators were supported by two graduate assistants who played a role in creating and managing different intramural activities, supervising and scheduling sport club events and training student employees. This department also includes an office manager, who works on a variety of projects, and a director. One of the takeaways I had at the end of my internship was how hard and efficient this department worked despite seemingly being understaffed.

My internship with Academics for Student Athletes also allowed me to learn from various professionals, and through practical work, I increased my knowledge about the various functions and roles of professionals, and how those roles impact athletics and the institution. I also learned that academic counselors are responsible for providing academic supervision for student-athletes as well as work with students on a variety of issues including transitions, stress management, time management, academic focus and problem resolution. Counselors play a vital role in providing students information regarding athletic eligibility and contributing to the overall academic and personal success of the student-athletes they advise. ASA provides services such as mandatory study table, weekly academic check-ins with counselors, tutoring and laptop rentals to help students achieve academic success.

Furthermore, I gained an understanding of organizational structure through my assistantship with Career Services (see Appendix P). Transitioning from a full-time professional position at WOU to a graduate student was a major challenge for me. When I started my position with Career Services, there was no director or assistant director, and the department did not have a clear direction. Schlossberg (1995) discusses that the time needed to achieve successful integration is different with each person and their transition. Schlossberg's statement was accurate of my situation. I struggled initially to figure out the organizational structure of this new department and had a difficult time familiarizing myself with and accepting the culture. Through weekly individual meetings with my supervisor, I gradually began to understand the organizational structure of Career Services, the different roles of co-workers and how those roles impacted the overall department. While reflecting on my integration into Career Services, I thought about an article written by Margaret Wheatley. Wheatley (2006) describes the importance of managers or supervisors paying attention to the individuals they are supervising, and that frequent personal conversation and attention from supervisors to employees who are new to an organization can help those employees feel more comfortable and contribute more to the organization. My supervisor did an excellent job of engaging me, encouraging me to speak up in meetings and supporting my overall development. Although this was a challenging transition, I feel that I experienced a lot of growth and learned about how to work in organizations that are transitioning and how services are impacted at an organization that is struggling with direction.

Identify and evaluate leadership styles, including one's own, in various settings (b).

I have been fortunate to work with and learn from a number of effective leaders in my life such as former coaches, supervisors and colleagues. From my involvement with athletics, I learned about the importance of leadership and was exposed to a number of different leadership styles such as authoritarian, democratic and laissez-fair. I am confident in my leadership abilities and have always viewed myself as a natural leader. When I was competing in athletics, I would describe my leadership style as authoritarian. According to Bass & Bass (2008) autocratic-authoritarian leaders are controlling, power-oriented, coercive, punitive, and close-minded. Individuals who utilize this leadership style take full and sole responsibility for decision making and control of followers' performance. As an accomplished athlete, I was driven to be the best basketball player I could and demanded excellence from my teammates. This caused me, at times, to come across as abrasive and very demanding during athletic participation. I was very controlling, yelled often and was hard on most of my teammates. However, as I matured, I realized that certain teammates did not respond well to my demeanor. This realization helped me understand the importance of adjusting my leadership style according to each individual.

My previous experiences with supervising students, being supervised and athletic leadership experiences have all played a large role in shaping my leadership philosophy. At Western Oregon University, I worked for two supervisors in the Student Leadership & Activities department and Admissions who both utilized participative leadership styles. According to Bass & Bass (2008), participative leadership involves the leader sharing decision making abilities with group members while also promoting the interests of the group members and practicing social equality. Employees will likely enjoy this style of leadership because it gives them a say in many decisions. I enjoyed this type of leadership style because I had an opportunity to have my voice

heard during meetings and also had the chance to work on projects without my supervisor constantly checking with me about the status of my work.

Western Oregon University provided my first opportunity in a professional setting of supervising student employees. I supervised ten student tele-counselors who were responsible for calling and providing information about WOU to prospective high school students. This was a challenging position because my job required me to travel, and I was often gone for weeks at a time before returning to the office. This absence caused me to be creative with my supervision and leadership. Often before I left for work travel, I would delegate tasks to the tele-counselors and stay in weekly contact with the coordinator. However, when I returned to the office from work travel, I was much more hands-on with my leadership style. I was fortunate during this time to have a coordinator who was experienced and familiar with the job responsibilities. My leadership style would probably been different and more hands-on had I not had a student leader with supervisory experience.

My philosophy on leadership consists of the belief that effective leadership varies depending on the task that needs to be accomplished and leaders need to be flexible. Based on this philosophy, I utilize Hersey & Blanchard's (1977) Situational Leadership Theory when working with students or colleagues. The fundamental idea of Hersey & Blanchard's (1977) theory is that there is no single, best style of leadership. Effective leadership is task-relevant, and the most successful leaders are those who adapt their leadership style to the maturity of the group or individual. Hersey & Blanchard (1977) discuss four leadership styles; *telling*, *selling*, *participating* and *delegating*. *Telling* is characterized by one way communication in which the leader defines the roles of individuals. *Selling* allows for two way communication with the leader

still providing direction. *Participatory* leadership allows for assigning day-to-day tasks and instructions on the processes required to achieve a certain task, but allowing control or freedom to accomplish the task. *Delegating*, the final leadership style, consists of the supervisor still being involved in the decision making process but the delegation of tasks and processes is fully given to others.

At OSU, I am responsible for supervising eight CAs. These students are primarily responsible for assisting current students with their resumes and cover letters in addition to completing general office duties. Some of the CAs are experienced and have an in-depth knowledge of their roles and responsibilities in the office. While supervising these students I find myself utilizing Hersey & Blanchard's four leadership styles. During CA training it was vital for me to provide CAs clear expectations of their job responsibilities which required more of a telling leadership style. During the first few months of work with new CAs I often applied a selling leadership approach. As CAs grew more comfortable with office procedures and their job responsibilities, I spent less time directing and more time encouraging two way conversation. Delegation is a form of leadership I apply for the Career Fair or when Career Services is planning other student programs. I utilize this leadership style with experienced CAs who need less direct support. Since planning for the Career Fair requires many tasks to be completed, I often delegate projects for CAs to complete and have them update me on their progress. I have applied this theory to help me provide the proper leadership, challenge and support for students during advising sessions, previous teaching experience and the supervision of students.

The process of identifying the leadership styles of others also shaped my individual leadership style. As a professional working in higher education, I believe in the importance of

identifying effective leadership styles and applying those styles to how I lead others. I believe effective leaders have confidence and integrity, support others, utilize group strengths and communicate effectively. These are skills that I hope to pass on to the students and colleagues with whom I work. I also believe receiving feedback from colleagues and students is vital in helping me analyze and further develop my leadership styles. Finally, although situational leadership theory helped shape my leadership style and how I work with students, I strive to continue to improve and explore various approaches of leadership in the future.

Demonstrate the ability to take initiative and lead in meetings and on projects or other tasks (c).

I have had many opportunities in my career to take initiative and lead in meetings, projects or other tasks. One of the aspects of the CSSA program I really enjoyed is the opportunity for students to get involved and gain practical experience. My assistantship in Career Services allows me to lead and take initiative in meetings, projects and other tasks. During our weekly counselor meetings we rotate facilitators. When I am in charge of facilitating, it is my job to make sure the counselors stay on task and on time, inform everybody of our agenda, and encourage productive conversation. During our weekly staff meetings, anyone can add an item to the agenda, and I often add items regarding updates from the Career Assistant team or projects I am working on. Additionally, during these meetings, we rotate who is in charge of leading discussions on a current issue impacting our field. I have facilitated and led a number of conversations on current issues related to Career Services. In addition to our weekly meetings, I also demonstrated my ability to lead during Career Assistant training. The Career Assistants, who were hired the previous spring, showed up on campus two weeks prior to fall term for extensive

training. I played a large role in training these students by scheduling guest speakers from across campus, organizing training materials, and personally presenting and facilitating on a variety of topics.

In addition to participating and taking the lead in professional staff meetings, one of my main responsibilities is to supervise student staff and lead them in weekly meetings. Although, I chair these meetings, I try to create an atmosphere where all students feel comfortable to contribute and share information. I accomplish this by giving each student time at the beginning of our meetings to provide the group with a “check-in” or spend a few minutes talking about what is occurring in their lives. Additionally, each student has an opportunity to provide updates to the group regarding current projects or concerns. I often ask “why” questions to promote critical thinking and give each student time to facilitate a portion of our meetings. Furthermore, there are multiple purposes for these teams meetings. First, since the schedule of these students is so varied, these meetings provide an opportunity to connect with the entire team and work on team building. Team building is a topic I had the chance to explore more in-depth in Organization & Administration (see Appendix Q). I am passionate about this topic and understand how effective team building can impact an organization. According to Bruner, Eys, Beauchamp, & Cote (2013) I learned about qualities effective team members should display. Those qualities include reliability, flexibility, good communication skills, effective problem solving skills and respect for other team members. These are qualities I encourage and talk about during team meetings. Second, this meeting serves as a time for students to share information and for me to update students on different projects or updates that are happening in the office. Keeping the communication line open is vital, and helps the students feel more connected to the

office. Lastly, these meetings serve as a time for professional development. Multiple times throughout each term I present or facilitate a topic that enhances the professional development of the students.

My teaching experience at OSU and work experience at Western Oregon University have also challenged me to take initiative and lead. Teaching has always been something I had been interested in pursuing, and as a result of my previous work experience, I developed strong public speaking skills and felt comfortable in the teaching environment. During the class, I discussed topics such as time management, studying efficiently, test taking techniques, note taking techniques and different ways of learning. I truly enjoyed this experience and appreciated the opportunity to make an impact on student learning. Teaching allowed me to take the lead in the classroom and develop competence around classroom management, and instilled confidence that I could lead in a formal classroom setting. At WOU, I was responsible for successfully expanding WOU's California recruitment efforts by initiating and planning California counselor conferences, new student orientation events in California, Transfer Admission Guarantees with California community colleges and increasing the amount of time spent recruiting in the state. One of the main takeaways I have from this area is that as my comfort level in a department or situation increases, so does my comfort in leading. I value all of the learning I have done in this area but know I can continue to grow and look forward to enhancing further my leadership ability and learning from other colleagues and students.

Communicate and collaborate effectively and appropriately with constituents both internal and external to the institution, considerate of cultural and linguistic diversity (d).

Effective communication, collaboration and developing competence that is considerate of cultural and linguistic diversity are essential skills that higher education professionals should develop. Prior to this program, I had little knowledge about how communication or language might be interpreted by individuals from diverse backgrounds. In my position at Western Oregon University, I was in constant contact with prospective students, high school career counselors and parents, providing information about WOU. I preferred connecting with students, counselors and parents over the phone because of the personal touch of a phone conversation. However, as a result of my busy travel schedule, I often utilized email to confirm high school visits and respond to student and parent questions. One of my responsibilities at WOU was coordinating and planning the academic department and student services fair during our campus visitation days for prospective students. I sent email invitations to faculty and student services staff outlining the agenda and specifically asking for confirmation of attendance by a specific date. After receiving fewer responses than we had wanted, I quickly realized that contacting faculty and staff by phone produced better results. In addition to coordinating with faculty and staff at WOU, I also demonstrated effective communication when negotiating contracts and securing locations with out-of-state vendors for new student orientation, counselor conferences and related events.

During career advising sessions with international students, I learned the importance of effective communication. In Fundamentals of Counseling, I learned about skills such as body language, affirming, asking open-ended questions, reflective listening and summarization. Miller & Rollnick (2013) suggest that asking open-ended question, affirming, reflecting and summarizing in the engagement process with students “are foundational tools for mutual understanding” (p. 62). These skills, along with my previous experience working with students,

helped me feel confident about my ability to connect and articulate effectively with international students. However, my initial advising sessions with international students were not effective. I often utilized the same techniques to communicate with international students as I did with domestic students, causing confusion for the international students. I learned that in order to communicate effectively with this student population, I needed to adjust my style. Gradually, I improved on my ability to meet the needs of international students by limiting my use of abbreviations, speaking slowly and checking for understanding by asking students to explain in their own words what I said. These changes helped me serve this student population and increased my cultural awareness.

One of the areas I struggle with at times is using inclusive language. For example, I often use the word “wife” instead of partner or “gay and lesbian” instead of LGBTQ. While examining heterosexual privilege, I learned that the term “wife” is considered heterosexist language, because I have the privilege to use that word freely without judgment from others. Carbado (2005) offers that people who identify as lesbian, gay, bisexual and transgender use the word “partner” to get the same respect. Through my development I have learned how words can truly impact someone I am communicating with and as a result of that learning, I am much more conscious about the language I use. I have made large strides in this area, but I know this is an area that I can continue to grow and learn.

Synthesize fiscal information, including budget constraints and resources allocation (e).

According to Barr & McClellan (2011) a budget is “a plan for getting and spending money to reach specific goals by a specific time” (p. 55). I developed an understanding of budgets and the ability to synthesize fiscal information through my experience working at

Western Oregon University and by serving on the Recreational Sports Board at OSU. Each spring at Western Oregon University, I was responsible for planning and organizing out-of-state, orientation programs for incoming students in Northern and Southern California. Given a budget of about \$8,000 dollars to manage, I was responsible for negotiating contracts for locations, catering and technology use for these events. Having an understanding of the financial situation of my department and the need to be fiscally responsible, I negotiated contracts for these events that came in about \$2,000 dollars under my original budget. In addition, I was responsible for scheduling all of my work related travel, submitting pre-travel authorization forms and completing travel reimbursement forms when I returned from travel. While arranging travel, I always followed university and departmental financial policies. Furthermore, I have experience with payroll and budget from my responsibilities supervising student tele-counselors. Each month I filled out student time cards, submitted time cards to payroll and constantly monitored the amount of hours student staff work to ensure I stayed within my budget.

I also had an opportunity to enhance my knowledge of budgeting and resource allocation by serving on the Board of Recreational Sports. As a board member, I reviewed the operation and use policy for all facilities, the development and implementation of all programs and services and monitored financial activity of the departments. This experience allowed me to review, make recommendations and ask questions about different department budgets housed in Recreational Sports. One of the main budgetary issues discussed during winter term was the possible expansion of Dixon. Since Recreational Sports is primarily student fee funded, before moving forward, students will need to vote to approve any Dixon expansion. After hiring a professional firm to administer a survey to students regarding the readiness of increasing their

student fees to expand Dixon, it was determined that the majority of students were not interested in a fee increase. As a result, the current Dixon project has been put on hold. This experience provided me with valuable insight about the process of securing funding for a major project. Furthermore, as a student representative, I also had the opportunity to vote to approve a \$6.2 million dollar budget. By examining Recreational Sports previous fiscal year's budget and resource allocation, my experience with budgeting at WOU and learning from Budget and Finance class (see Appendix R) I feel better prepared to create and discuss budgets in the future and have a better understanding of the importance of developing competence in budgeting and resource allocation while practicing fiscal responsibility.

Overall, understanding fiscal information, budget constraints and resource allocation is important for professionals to understand, certainly those who aspire to serve in the role of a department director. Barr & McClellan (2011) suggest, "The reality of higher education budgeting is that there are typically far more ideas for programs and services to advance the institutional mission than there are dollars to fund such ideas" (p. 57). I believe that effective budget management can provide additional learning opportunities for students. However, as funding for higher education continues to potentially be reduced, it is important as a professional to be able to distinguish between programming, personnel and professional development wants and needs and to be able to prioritize those areas.

Recognize best practices and challenges in human resources/personnel management (f).

My professional and supervisory experience, along with reviewing CAS Standards for human resources helped me develop an understanding of best practices and challenges in human resources/personal management. According to the *Council for the Advancement of Standards in*

Higher Education (CAS; 2012), professional staff members must engage in continuing professional development activities to stay current of the research theories, legislation, policies, and developments that affect their programs and services. I believe that providing professional development is essential and directors need to budget accordingly to offer these opportunities for staff. With higher education constantly changing, it is imperative that professionals keep up with these changes in order to meet the needs of students.

In November, I attended the NASPA regional conference held in Salt Lake City and learned about important topics in the field of student affairs. I attended sessions that discussed topics such as working with multicultural students, program assessment, developing student learning outcomes and working with student athletes. Currently, I apply what I learned from the assessment and student learning outcomes sessions to develop learning outcomes and assessment tools for the students I supervise in Career Services. The more training that student affairs professionals complete, the more effective we will be in providing programming and assisting students with completing learning objectives. What I learned and the practical application to my work is an example of how professional development positively impacts staff while also impacting students.

The *CAS* (2012) also provides best practices for supervision, such as influencing others to contribute to the success of the team, empowering others to accept leadership opportunities, encourage and support collaboration and offering appropriate performance feedback. As a supervisor, these are all areas I strive to address while working with students. At the end of each term I complete performance reviews with students and discuss areas where they can continue to develop as well as feedback about what they do well. Additionally, CAs are involved with

various projects in Career Services and are encouraged to be proactive in pursuing and collaborating with other professional staff on projects. During CA meetings I introduce different professional development topics while also encouraging CAs to be active in their own learning and to organize professional development presentations for the group.

CAS (2012) also discusses the importance of using current and valid information to inform decisions. I believe that knowing the strengths and weaknesses of your staff is important to the overall success of the department. During the Career Assistant training, all of the CAs complete a StrengthsQuest assessment. After completing this assessment, students received a customized report that lists their top five talent themes, along with action items for development and suggestions about how they can use their talents to achieve academic, career, and personal success. This information helps me understand the strengths of my student staff and allows me to utilize them effectively and place them in positions where they will be successful, while also allowing me to address growth in areas of weakness.

There are also challenges associated with human resources and personal management. Encouraging staff members to be efficient and motivated is a challenge at times. Additionally, through my work in Career Services, I have witnessed first-hand the challenges of motivating employees in a department that has limited resources and is understaffed. Currently, we are without a director or assistant director, have a number of temporary and part-time employees and lack a clear sense of direction. In my opinion this has caused, at times, a lack of motivation from staff members, including myself. However, after receiving information from the external review that took place in November, Career Services has a clearer direction and it seems that the attitude and motivation of staff is heading in a positive direction.

I also believe another challenge is promoting a work environment that encourages good communication and collaboration. I have worked in departments where collaboration happens infrequently, and I have personally experienced resistance from colleagues in the past about collaborating on projects. Effective supervisors need to be able to promote and ensure collaboration and communication. Overall, I feel very comfortable with human resource management and identifying challenges associated with managing. As a manager, I hope to be someone who encourages self-care, relationship building, teamwork and effective communication.

Demonstrate flexibility and adaptability in changing circumstances, employing decision-making and problem-solving skills (g).

Given the diverse experiences of students and the constantly changing landscape in higher education, it is challenging to predict what may happen in any given situation. Specifically, due to the changing environment in student affairs, professionals need to demonstrate adaptability and flexibility and employ decision-making and problem-solving skills in order to be successful. The CSSA program and my professional experience taught me the importance of being flexible and analyzing problems critically before making decisions. Furthermore, I feel comfortable and confident utilizing these skills.

Although I have enjoyed the opportunity to design the program to fit my areas of interest, it has also been challenging and frustrating. One of the first ways I demonstrated the ability to make decisions was deciding between a thesis or portfolio as my capstone project and selecting a minor or area of specialization. As a part-time student, the only time I was on campus my first term was for class and as a result I did not have an opportunity, because of my work schedule, to

interact very frequently with my cohort members or other CSSA faculty. This led to the difficulty I had when selecting my capstone project. I did a lot of research on my own and after a few conversations with second year cohort members; I decided to select the portfolio option. I did not have a thesis topic in mind, and based on the information I had gathered, I felt more comfortable with the portfolio option.

Teaching ALS 116 and advising students in Career Services also required me to be flexible in different circumstances. Initially, when I started advising students, I spent a lot of time researching every student appointment, gathering as much information as possible about that particular student appointment, days before I actually met with a student. I realized that what I was doing was unrealistic and taking away my time from other projects. In addition, I found all of the prior fact gathering was making it challenging for me to listen to the needs of each student in the moment. I noticed a major change between my first term and second term in my assistantship. Now, I feel like I have a solid grasp of career development and I spend less time researching student appointments. My increased knowledge of career development allows me to listen more effectively to the questions each student has and allows my appointments to be less structured. Active listening has helped me to demonstrate flexibility in my career advising sessions. By listening actively, I empower students to lead and shape the discussion during their advising session.

I also demonstrated the ability to adapt and be flexible while making decisions as an instructor. Each week, I was responsible for covering certain topics and addressing specific student learning outcomes. The curriculum for this course was already created, but it was my responsibility to determine how the material would be delivered. For the first few weeks of class,

I followed the curriculum basically word-for-word. I discovered that I often did not have enough time in class to cover all of the material that way. After I became comfortable with my class and more familiar with course content, I was able to make better decisions about what activities might be most educational and beneficial for my students. I had varied the amounts of time for different activities depending on the flow of each class, and I was flexible with the activities and amount of time spent on course topics. Teaching this class helped me understand the importance of flexibility when making decisions and how that can impact student learning. I believe that flexibility and adaptability are important skills higher education professionals must possess. By looking at all aspects of a scenario before problem solving and making decisions, professionals can better serve student needs.

Chapter 5: Knowledge and Understanding of Student Populations and Student Development

Understand the impact of student identity, cultural heritage, and institutional and societal systems (including power and privilege), on identity development, personal growth, individual perspective, and students' experiences (a).

From self-examination in courses such as Student Development Theory I, II and Multicultural Issues in Higher Education, I have enhanced my knowledge of power and privilege. Learning about these topics, in addition to analyzing the multiple privileged identities I hold, helped me develop a better understanding of the impact student identity, cultural heritage and power and privilege have on identity development, personal growth, individual perspectives and students' experiences. According to Iverson (2012) "In a global society with rapidly changing demographics, educators are called to interact with diverse groups and support the

educational achievement of individuals from varied backgrounds” (pg. 63). Furthermore, Mueller (1999) states “the more White student affairs practitioners are aware of their biases and cultural influences, the more effective they can be in creating more multicultural campuses through programs, policies, and services” (p. 7). As a student affairs professional, it is my responsibility to continue to develop multicultural competence in order to better meet the needs of all students.

Multicultural Issues in Higher Education provided an opportunity to thoroughly examine the influences of power and privilege on personal development. Each week, I learned about a different topic that can impact student identity. Examples of the topics are: religion, socio-economic status, age and gender, ableism, sexuality and race. Additionally, readings such as Jensen (2005), McIntosh (1989), Black & Stone (2005), Kivel (2011), Helms (1992), and Loewen (1995) further enhanced my personal development and understanding of information regarding systemic inequalities that exist due to race, gender, ability, sexual orientation, as well as the interconnected nature of these identities. Multicultural Issues in Higher Education opened my eyes and changed the way I think about the impact privilege and oppression has on students.

Prior to Multicultural Issues, I never acknowledged power, privilege, and oppression. Kivel (2011) discusses the importance of white people taking action against racial injustice. Kivel argues that just because white people do not discriminate or mistreat people does not mean they are not racist and he discusses how it is not sufficient for white people to sit idle and let racism occur. Kivel’s comments are consistent with my thought process and action prior to CSSA and reflect my previous lack of understanding regarding power, privilege and oppression. I can think of many examples in high school and college that I sat idle as racism occurred. My

best friend, who identifies as African American, was one of a few students who identified as African American at my high school. People would often tease him, saying “You are not black”, because he did not fit into certain stereotypes society placed on African American athletes. I can think of numerous occasions where I sat and listened to derogatory comments, and at times joined in on the conversation because I thought it was funny. This situation with my best friend caused me to reflect on this topic, and as a result, I have many questions. Why did I not do anything to stand up for my best friend? What was my friend feeling when these comments were made? How did this experience impact his identity development? My knowledge about power, privilege and oppression now helps me understand that by not taking action against different injustices, I was promoting a racist society. Additionally, I understand that I was not at a place developmentally to stand up to injustice because I had not yet examined my identity or privilege. It is important that white people take responsibility for challenging racism and work towards change and ending racism. I believe this is something I currently do and is one of the areas that I have experienced the most personal growth and development.

Recognize various dimensions of identity and the intersectionality of those dimensions in the lives and learning experiences of students (b).

During college, students often begin to examine and create a sense of self-identity. I did not spend much time as an undergraduate examining my identity, and it was not until the end of undergraduate school that I began to develop an understanding of how my identities impact my life and learning. As a white, heterosexual, able-bodied, male, I understand I have certain privileges that others do not. Student Development Theory played a significant role in helping me begin my identity development, and allowed me to examine various dimensions of identity

and how different identities impact the lives and learning of students. In this class I learned about a number of identity theories including racial, multiracial, white models, theories of LGBT and gender development. In order for me to effectively help students develop a sense of identity, I needed to develop my own. The autobiographical theory paper I wrote helped me analyze and understand my own identity development (see Appendix S). I applied Astin's theory of involvement (1984), Chickering's seven vectors (1993) Schlossberg's transition theory (1995) and Helms's model of white identity development to assist me understanding my identity and development.

Chickering's identity development theory (1993) and Schlossberg's transition theory (1995) helped me understand the identity development and experiences of the students with whom I work. Chickering's identity development theory (1993) consists of seven vectors, which include *developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose* and *developing integrity*. Utilizing this theory helped form my understanding identity of my identity and make sense of the identity development of students. Schlossberg's transition theory (1995) defines a transition as "any event, or non-event that results in changed relationships, routines, assumptions, and roles" (p.33). Additionally, three types of transitions occur: anticipated transitions, events that are expected; unanticipated transitions, events that are not expected; and nonevents, events that are expected but do not happen. This theory also helped me identify and understand the many transitions I experienced in college as well as make sense of what students are experiencing. In my internship with Academics for Student Athletes, I work primarily with first-year student athletes, many identifying as students from underrepresented

populations. Utilizing these theories helps me recognize how transitions may be impacting students and where they are developmentally. By applying and learning about theory, I am better able to meet the needs of student athletes. As my career progresses, it is important that I continue to identify how dimensions of identity and the intersectionality of identity impact the lives and learning experiences of students.

Analyze and apply concepts and theories of student and human development to enhance work with students (c).

Theory is the area that I had the least amount of experience and competence, prior to entering the CSSA program. I knew little about the purpose of theory and never heard of student development theory. Concepts such as student development theory and challenge and support along with names such as Astin, Chickering, and Perry were not part of my vocabulary. My coursework exposed me to student development theory, and now, I understand theory is a tool that can help make complex situations easier to comprehend and theory provides a framework for guiding, supporting and making sense of student experiences. Theory helps me better understand the experiences and development of student athletes with whom I work, students in career advising appointments, students I taught in class as well as the Career Assistants I supervise. Since there are so many student development theories to discuss, I am going to focus on three that directly apply to my work with students.

Through research, personal experience and observation, I found that Astin's theory of student involvement applies to the majority of students. According to Astin's (1984) involvement refers to "the amount of physical and psychological energy that the student devotes to the academic experience" (p. 297). Astin further suggests that the more a student is involved on

campus, the more that student will learn and develop personally. As an undergraduate student, my involvement as a student athlete, the academic counselor with whom I worked, and living on campus provided me with a solid support system and allowed me to feel connected and involved on campus. This is a theory I specifically utilize while working with student athletes. Current research suggests that the educational experience of student athletes is becoming negatively affected as a result of their lack of involvement in the undergraduate student experience (Gayles, 2009), and educationally sound activities (Symonds, 2009). Part of my internship responsibilities as a student athlete academic counselor is to assist with academic development and encourage or provide information about educational resources. During weekly meetings with students, I often recommend student athletes take advantage of tutoring, instructor office hours, extra study hall or other resources on campus that can assist with their academic development. Academics for Student Athletes has done a great job of providing and promoting educationally meaningful activities for student athletes. From my experience working with student athletes and observations this year, I find that the students who utilize support services, meet with their instructors, attend study hall and meet with me or another counselor on a weekly basis have been more successful academically. I understand the importance of involvement, and it is my goal to encourage, educate and provide opportunities for students to get involved on campus.

Sanford's theory of challenge and support (1966) has also been instrumental in my interactions with students. Sanford (1966) discusses that readiness, challenge, and support are developmental conditions and that students must be in a state of readiness before they can experience growth. Furthermore, if the student is in a state of readiness, then the student must receive the appropriate amount of challenge compared to support. Sanford (1966) also states that

the amount of challenge students can handle is a function of the amount of support they receive. There are multiple examples of providing students with whom I work the proper amount of challenge and support. While working on resume and cover letter development during advising sessions, I challenge students to think about ways they could improve their documents without giving them immediate feedback. However, when I can tell students are struggling to come up with ideas, I provide suggestions. Some of the students I work with have an expectation that I will write their cover letter and tell them everything they should change on their resume. That is not what occurs in career advising sessions. I have a philosophy of challenging students to think critically about ways they can improve their cover letters or resumes, while still providing support when they struggle. I also use this theory during advising sessions with at-risk student-athletes. I encourage students to be proactive and take ownership for their educations, but I also provide support along the way. I also utilize Chickering's vectors (1993), Schlossberg's transition theory (1995), and Perry's theory of intellectual development (1968) to guide my work and provide support for students.

Identify and articulate issues students face when transitioning into and out of institutions of higher education (d).

My experience at Western Oregon University working with Student Orientation Advising and Registration (SOAR) and Transfer Student Orientation Advising and Registration (T-SOAR), along with course work at OSU and personal experience helped me develop an understanding of issues students face when transitioning into and out of higher education institutions. When I think of transitions, I immediately think of Schlossberg's transition theory. Goodman, Schlossberg, and Anderson (2006), define transition as "any event, or non-event that results in

changed relationships, routines, assumptions, and roles” (p.33). As an undergraduate student, I experienced many transitions. However, as a student athlete, I was able to ease into many of my transitions as a result of teammates who served as a built-in support system. Schlossberg’s theory (1995) helped me identify the many different transitions I experienced in college, allowed me to make sense of the different transitions that occurred and provided a framework to analyze each transition and determine how they impacted my development. My personal experience of transferring to multiple institutions and moving to different states shaped how I view transitions and played a major role in helping me understand the issues students face when transitions occur.

As a result of my practical work experience, I am able to identify and articulate transition issues students face. The purpose of SOAR is for first-year students to take placement tests, attend academic advising with faculty, complete the registration process for fall term courses, learn about valuable campus resources and receive their student ID cards. During my conversations with students and family members at SOAR, I was able to identify issues students were nervous about. First-year students at WOU often had questions and concerns about roommates, financial aid and scholarships, academic requirements, majors, and resources on campus. At WOU, there are a large percentage of students who identify as first generation students. First-year students face a variety of issues when transitioning to college, however, there are unique challenges first generation students face. Hand & Payne (2008) discuss how first generation students feel less prepared to attend college, experience cultural and family pressure to live at home and are less involved in social activities on campus. It is important to design campus programs that meet first generation student needs and connect them to educational and social activities as they transition to college.

I have also experienced working with transfer students on transition issues. Research shows that students transferring often have a difficult time making the transition and experience frustration or “campus culture shock” (Dennis, Calvillo & Gonzalez, 2008). Students are often confused with the institutional policies regarding the transfer process, have a lack of information about requirements, receive less faculty attention, and have problems with financial resources. Getting involved on campus is another challenge for transfer students. Laanan (2007) discusses how Astin’s theory of student involvement can provide insight into understanding how transfer students can successfully transition into an institution. Additionally, Laanan (2007) suggests that transfer students who have high levels of social and academic involvement have higher retention rates than those students who are not as involved, making it vital for functional areas to collaborate on how to best assist these students. This research supports common questions I received at T-SOAR regarding concerns about tuition, length of time it would take to complete a degree, credit transfer issues, and support services available.

I have experience helping students navigate their transitions, both into and out of the university, as a career advisor, student athlete academic advisor and instructor. In my internship with Academics for Student Athletes, I work primarily with first year students who at times struggle choosing which major is right for them. As an instructor, my class focused on academic success, and I guided students through the process of developing academic skills that enhance their chance for success. Additionally, many of the students I work with in Career Services are getting close to graduating and transitioning to the professional world. I assist these students with their resumes, cover letters, graduate school applications, and interview preparation skills. I enjoy working closely with and supporting students as they experience different transitions, and

am excited about the chance to continuously support students as they manage their transitions in the future.

Assess the impact of varied higher educational settings and institutional types in the student experience (e).

Having attended four institutions and working in two as a graduate assistant and professional, I developed an understanding of how institutions and educational settings can impact students. As an undergraduate student, I attended Cuesta College (a mid-sized Junior College, located in San Luis Obispo), California, UC Irvine (a large, public research institution), and Chaminade University of Honolulu (a small, private, liberal arts institution). As a first-year student at Cuesta, I spent very little time studying, or being engaged academically. Schilling & Schilling (2005) suggest that about a quarter of first-year students believe they can get by with studying ten or fewer hours per week. This statement reflects my level of academic commitment during my first year of college. At UC Irvine, I struggled with large class sizes, studying properly and the lack of personal attention I received from instructors. Astin's theory of involvement (1984) states, "The greater the student's involvement in college, the greater will be the amount of student learning and personal development" (pg. 307). This theory resonates with me because I experienced first-hand the relationship between involvement on campus and academic success. I excelled at Chaminade as a result of small class sizes, instructor availability and my ability to get involved socially on campus. In addition to attending the three previously mentioned institutions, I also attend Oregon State University, a large, research, land grant institution as a graduate student and worked at Western Oregon University, a mid-sized, public, liberal arts institution.

The variety of institutions I attended and worked for has provided me with a better understanding of how specific institutions impact student experiences.

My experience attending different types of institutions helps me understand the challenges students may face. Large research institutions can be intimidating for some causing students to feel overwhelmed because of large class sizes, lack of community and feeling disconnected from the institution (Gordon, Habley, & Grites, 2008). Due to the size of a large university, students may be taught by graduate students, have instructors who do not know their name and who struggle with course or major selection. Smaller public institutions, such as Western Oregon University, offer smaller class sizes, fewer academic and co-curricular programs for students to choose from and less of an emphasis on research. Smaller institutions may lead to more student involvement, leadership opportunities and overall connection to campus.

Before attending Chaminade, I knew very little about the structure of private institutions and the different types. My experience at Chaminade was positive due to the academic program in which I was enrolled, accessibility of instructors, small class sizes and involvement with the basketball team. My largest class at Chaminade consisted of 30 students, and every class was taught by a professor instead of a graduate student. I felt a tremendous sense of belonging at Chaminade, more so than my previous institutions. I was also fortunate to be awarded a full athletic scholarship because the tuition costs at private institutions can be extremely high. Attending Chaminade helped me develop a better understanding of the functionality of private institutions and how they are different than public schools. One of the biggest differences between private schools and public schools is that private schools may not be committed to student access based on their mission. Some private institutions may lack diversity and ignore

traditionally underrepresented student populations. My past experiences have allowed me to develop a better understanding of how different institutions impact student experiences and also helped me determine what type of institution I want to work at in the future. Although, I loved my experience at Chaminade, I am passionate about working in a large, Division I athletics research institution. I feel there are more opportunities to collaborate, network and develop professionally at large research institutions.

Apply varying approaches and relevant technology to communicating with different students and student populations (f).

My experience teaching and working with students in Admissions, Career Services and Academics for Student Athletes helped me understand that every student is different, and it is important to use different approaches to communicate with students. When I think of how to communicate effectively with different student populations, I find Kolb's (1984) experiential learning theory helpful. Kolb (1984) created a theoretical model that demonstrated the different ways people learn and suggested that some individuals might prefer to learn through various approaches - he titled these people as *Accommodators*, *Divergers*, *Assimilators*, and *Covergers*. Kolb (1984) describes *accommodators* as people who prefer gathering information through experience or feeling and then utilize active experimentation to process that information. *Divergers* like to acquire information through concrete experience and process their knowledge through reflection. *Assimilators* prefer abstract conceptualization to learn and process information through reflective observation. *Covergers* take in information through abstract conceptualization, and process through active experimentation. As a professional, understanding different learning styles allows me to communicate effectively to a wide range of students.

Teaching ALS 116 allowed me to utilize a variety of approaches to communicate with students. During the first week of the term I asked my students to complete the VARK assessment, which measures student learning preferences. The four learning preferences consisted of visual, kinesthetic, aural and read/write. After completing the VARK assessment, students shared their preferred learning style with the class. This exercise was beneficial for two reasons. First, as a result of completing this assessment, students could identify the environment and learning style in which they thrive. Second as an instructor, this information enabled me to plan and adjust my teaching methods to meet the needs of this class. I applied techniques such as PowerPoint presentations, in-class reflective writing and reading assignments, lecture and facilitation of discussion, hands-on in class projects and small and large group work. Applying these different approaches allowed me to communicate effectively and meet the needs of my students.

With the current generation of technologically competent college students, utilizing technology is another way to communicate effectively. During advising appointments in Career Services, I often show students how to navigate and use the online resources that are available to them and demonstrate how to navigate Beaver JobNet, search for jobs and internships, and complete career development assessments. In my internship with Academics for Student Athletes, I utilize GradesFirst, a student support service software designed to connect me to students. This software allows me to send out email reminders to students about weekly meetings, schedule tutoring sessions, and flag students who are academically at risk, among other functions. I also used technology to communicate with my students in ALS 116. Through the use of Blackboard I engage my students in online discussions, send reminders about class

assignments, and post assignment rubrics for students to access. The various ways I have used technology has enhanced my ability to communicate with students.

Chapter 6: Delivery of Student Services

Utilize research and assessment data to identify needs and establish learning outcomes for the development of programs and services (a).

Utilizing research and assessment to identify student needs and to establish learning outcomes for programs and services is important and a concept that is familiar to me. As a result of my work experience and throughout this program, I applied assessment techniques to make informed decisions. With funding continuously being cut at higher education institutions, the data gathered from assessment is important because it can demonstrate program effectiveness and can be used when determining funding for programs, writing learning outcomes and developing curriculum.

While working at Western Oregon University, I was responsible for student recruitment in California, and I often utilized research and assessment to decide where to recruit students. Since California is such a large state, and WOU had a limited recruitment budget, I was responsible for being strategic about which high schools and cities I visited. Before recruitment season began, I searched WOU's student recruitment database to determine from which cities and high schools WOU was receiving the most applications and student interest cards. After identifying areas in California from which WOU was receiving the strongest interest, I mapped out the high schools and college fairs I would attend. Additionally, I utilized this data while meeting with the Director of Admissions and Associate Provost to advocate for applying more resources to California to expand WOU's recruitment efforts. I was also responsible for

reviewing and creating reports from surveys received from students and parents who attended Student Orientations Advising & Registration (SOAR) events. Assessment of this program provided data that enabled me to provide suggestions to the Director of Admissions regarding different strategies to improve our program.

During Research and Assessment in Higher Education, I completed a research proposal outlining the relationship between Division I athletic participation and student athletes' educational experience. Given the length of this class, I did not complete an assessment, but I did have an opportunity to do a literature review and researched how athletic participation at the Division I level impacts student athletes' educational experience. I learned that many universities provide a variety of resources that assist and monitor their student athletes' academic performance as a way to assist with the unique challenges this student population faces (Burnett, Dilley-Knoles & Peak, 2010). Services such as academic advising, frequent students and faculty, counseling, tutoring, mentor programs, life skills development programs, study halls, and transition programs all support student athletes' educational development. The information I acquired could be used to plan various programs or services for student athletes at OSU. Additionally, assessments could be developed to measure the impact these programs or services have on the educational experience of student athletes at OSU.

Design and implement assessment tools and interpret data to inform future programs (b).

Assessment is one of the major buzz words in student affairs, and I have quickly learned the important role that assessment plays in seeking and obtaining funding for departments and programs and measuring the effectiveness of program. My professional experience provides me with opportunities to design assessment tools and use data to inform future programs. One of the

projects I am currently working on in Career Services is redesigning the Career Assistant learning outcomes and aligning those outcomes with the Learning Goals for Graduates (LGG's) at OSU. I am currently creating measurable learning outcomes with assessment rubrics. These rubrics will enable Career Services to measure and assess the effectiveness of Career Assistants. Providing evidence of Career Assistant learning and effectiveness could be instrumental in securing additional funding, and increasing the number of CAs who work in Career Services, and as a result, easing the work load of other staff members.

In Career Services, my current project to develop and create an assessment that measures CA effectiveness during drop-in advising sessions is one example of my ability to design and implement assessment tools. Utilizing Qualtrics, I am able to gather data that will help me to determine what CAs are doing well and also areas where they need to improve their performance. At the conclusion of drop-in sessions, CAs will lead students to computers where they fill out a brief survey about what they worked on and their overall experience. This assessment will begin spring term and continue until summer. Furthermore, I also assess the effectiveness of CAs while they are working with students by periodically observing their appointment. During these appointments, I measure their effectiveness and knowledge based on the rubrics, which informs me about the skills or techniques I need to spend time addressing during CA training and weekly meetings.

As a member of the Career Services assessment team, I assist with the review of previous Career Services Satisfaction Survey and the Counseling Learning Outcome Survey, which are administered every two years. Part of the assessment team goal is to develop an annual assessment plan that provides a thoughtful assessment mechanism for the next academic year.

This team also works on developing the questions of inquiry to provide meaningful data for Career Services that can help inform current and future practices to meet student/alumni needs and other stakeholders. With the lack of current data available to Career Services, the staff has been unable to utilize research to form and/or support funding requests. Thus, it is imperative that assessment becomes a priority in a research/assessment based budget process.

Apply knowledge of diverse audiences in the development, communication, delivery, and assessment of programs, curricula, and services (c).

With the diversity on college campuses today, it is important that those responsible for programming, communication and curriculum development consider the needs of all their students. One of my main goals during this program has been to pursue experiences that encourage interaction with diverse student populations. I accomplished this goal as a result of my personal and professional experience of working with students from various backgrounds. Understanding how students develop differently, their various needs, and the issues a particular student population faces is vital in determining how to serve all populations effectively.

My work in Career Services advising a large number of international students and experience as an Admissions Counselor at WOU working with a diverse student population allows me to apply knowledge of diverse audiences in the development, communication, delivery, and assessment of programs, curricula, and services. International students have different needs than domestic students. From experience, I know that often times international students tend to have different communication styles than domestic students. As a result, I am more proactive about spending extra time explaining the different programs and services that are available to these students and providing in-depth Beaver JobNet tutorials. Additionally, at

WOU, I worked with a large percentage of first-generation students. According to Mehta, Newbold & O'Rourke (2011) research shows that first-generation students feel less prepared to attend college, deal with more stress, have lesser means to cope, and are less involved in social activities on campus, which leads to lower academic performance and lower college satisfaction. Students who lack in these areas typically do not utilize support services on campus and are less likely to persist or graduate than their non-first generation peers. This information helped shape what I discussed during recruiting visits or interactions with first-generation students. Based on my knowledge of this student population, I intentionally discussed ways for students to get involved on campus, scholarships and other options for financing their education, the small class sizes and frequent faculty-to-student interaction and housing options. This knowledge allowed me to address issues first-generation students face and also led to me successfully recruiting these students to attend Western Oregon University.

As an instructor for ALS 116, Academic Success, I had a high percentage of academically at-risk students in my class. It was apparent early in the term that these students had different needs than students who were not on academic warning or suspension. I attempted to consider the individual student's needs during my delivery of the material. One of the activities I did on the first day of class was to ask students why they were taking ALS 116 and what they hoped to learn from the course. The answers ranged from registering for the course because it was required, wanting to learn additional tools to help with success in college, to registering because they believed the course was easy. While communicating with my students, I was conscious of diversity and attempted to use various tones of voice, teaching techniques and strategies to communicate and address different student needs. My main takeaway from this experience is that

all students learn differently. Some students excelled in small group work, while others preferred working individually or in larger groups. I learned that I needed to utilize different teaching techniques in order to cater to the needs of my students.

Additionally, as a former student athlete and intern with Academics for Student Athletes, I developed an understanding of the unique challenges and barriers to success this population faces and how to meet their unique set of needs. According to Martin (2005), research states, “As student athletes become overwhelmed with their athletic roles, educational aspirations and campus involvement tend to suffer” (p. 285). As a result, some athletes become satisfied with only fulfilling their athletic commitments to the institution, thus causing isolation and preventing interpersonal and relationship building skills. This isolation often develops because of demanding athletic obligations that leave students with a limited amount of time to fully integrate into the campus community. In my role advising primarily first-year student athletes, I observed some of these trends. These are challenges that the general student population does not face and requires me to provide more support versus challenge while working with these students. Applying the specific knowledge I have of this student population allows me to communicate effectively and suggest appropriate academic interventions for students who are struggling.

Identify target populations and use appropriate marketing strategies to maximize program effectiveness (d).

Identifying target populations and learning how to market programs and services offered are important skills for professionals to develop. By using what I have learned in Career Services and past experience as an Admissions Counselor, I am able to identify target populations and

utilize marketing strategies to maximize program effectiveness. At Western Oregon University I was charged with increasing student enrollment from California. This was a challenging task, given the fact that WOU had previously dedicated few resources to recruitment in California and WOU was relatively unknown to the majority of counselors and students in that state. Since 50% of WOU's student population consists of first generation students (FGS), I identified that student population as a focus for my recruitment efforts. According to Housel and Harvey (2011), "Researchers repeatedly find that FGS enter college with more potential barriers to achievement than non-FGS and often lack reading, writing, and oral communication skills, in addition to proper funding, which frequently lead to poor retention rates" (p. 7). Knowing that financial resources were likely an issue for this student population, I spent considerable time talking about two programs that WOU offered; the Western Undergraduate Exchange (out-of-state residence pay in-state cost) and the Western Tuition Promise (students do not see their tuition increase). Additionally, I spent considerable time talking to students about various support services such as the Writing Center, and the Student Enrichment Program. As a result of my marketing efforts which included numerous high schools visits, counselor receptions and prospective student calling campaigns, I was successful at increasing the enrollment of first generation student from California for each of my three years at WOU and increasing the overall number of students who utilized the previously mentioned programs.

In Career Services at OSU, I also learned about the different ways to market our programs and services effectively to students. Some of the ways we market to students are Facebook to post information about jobs or Career Services programs, our blog, Career Beavers (which has weekly articles written by student workers and staff) and a monthly newsletter,

directed at staff and faculty, about our upcoming events. One example of targeted marketing we used for our Winter Career Fair was marketing specifically to first-year students. Historically, the Career Fair has a low first-year student attendance rate. Our marketing for this year's fair consisted of creating a flier that highlighted the "Top 10 reasons a first-year student should attend a career fair" posters around campus and the Memorial Union, and hosting a seminar specifically designed to discuss how "First-year students can navigate a career fair." I have not seen the data regarding the potential increase of first-year students at the Winter Career Fair; however, we could have been more proactive about marketing by visiting classrooms, residence halls and student organization to present on this topic. In the future, we hope to do more targeted programming, which will require targeted marketing. For example, the career development seminars we arrange before the Career Fair, which utilize the expertise of the employers coming to the fair, have potential for more targeted outreach. Also, in alignment with the emphasis OSU places on first-year experience initiatives, we are in the process of creating targeted marketing and outreach programs specifically for first-year students in the residence halls.

After reflecting on this competency area, I realize there is still room for growth. One of the questions I spent considerable amount of time analyzing is the meaning of program effectiveness. Initially, I thought program effectiveness was purely about numbers, however, I now understand that program effectiveness means more than that. Professionals need to be intentional about marketing programs to traditionally underrepresented student populations and making sure these programs are accessible for everyone. Iverson's (2012) research supports my recommendation by suggesting that institutions should "develop bridge programs, recognition and affirmation programs and other intervention efforts to support those failing to achieve (or

celebrate those who are achieving) parity with the majority” (p. 66). Although, I have limited knowledge around the topic of accessibility, the importance of providing accessible programming to all students is something I strongly believe. I am excited to learn more about accessibility during spring term as a result of course work.

Implement accessible and engaging programs incorporating innovative techniques and technology to meet the needs of a diverse audience (e).

Student engagement and accessible programming are two issues that have produced a lot of discussion in student affairs. It is important for professionals, when designing curriculum, to ask if the material will be accessible, engaging and meets the needs of a diverse audience. My assistantship with Career Services, internship as an Academic Success instructor and past work experience at Western Oregon University have allowed me to implement engaging and accessible programs that meet the unique needs of students. Two of the ways I have accomplished this goal is by utilizing teaching methods that address multiple learning styles and using technology.

I apply my knowledge of different student learning styles during Career Services outreach presentations and in my previous internship as an instructor. One of my responsibilities in Career Services is to provide outreach presentations for the campus community including an overview of Career Services, the creation of strong resumes and cover letters, and the art of interviewing and career exploration. I designed and delivered PowerPoint presentations and incorporated video and audio during class discussions in addition to small group activities, in order to engage students who have different learning styles. Kolb (1984) discusses that in order for learning to be effective, multiple teaching approaches must be incorporated. I draw on this theory to support the need to engage different learning styles.

My professional presentation experience as an Admissions Counselor and Graduate Assistant in Career Services helps me understand the importance of designing presentations that meet the needs of the student population with whom I am working. For example, when presenting to first-generation prospective WOU students as an Admissions Counselor, I spend time talking about support services, different ways to finance their education and housing options. When I presented to out-of-state, high achieving students in California, I discussed our honors program, specific major requirements and activities that were available to students on and off campus. For transfer students, I talked about support services geared toward that particular student population, discuss transfer articulation in regard to credits and sometimes family housing options. I always designed my presentations based on the student population with whom I worked, which allowed me to engage my audience effectively.

As an Academic Success Instructor I taught a small group of students (see Appendix T). My goal was to encourage student interaction and engagement when discussing weekly topics. In this class, I used different forms of technology and teaching methods to enhance student learning. Some of the teaching methods that I applied to engage various learning styles included breaking students into small and large groups to discuss academic success topics, utilizing PowerPoint presentations and YouTube videos, group presentations and reflective writing. I utilize different approaches because according to Kolb (1984), teachers should assess the learning styles of their students and adapt their classroom methods to best fit each student's needs. My main form of communication outside of the classroom was Blackboard. Before the term started, I uploaded all of the class assignment rubrics, required articles and other course materials that would be useful for students. Additionally, I sent out weekly announcements,

reminding students about due dates for assignments, readings and future class activities. Many of my students expressed appreciation for the detail and support I provided as a result of these weekly reminders. After reflecting on this method, I wonder if I was truly implementing accessible technology by not taking into consideration the needs of students who may not have access or frequent access to a computer.

Chapter 7: The Developing Professional

Define professional development needs and interests for continued growth including opportunities for future contributions to the body of knowledge (a).

Establish a commitment to engage in ongoing inquiry throughout one's career or articulate the value/appreciation of ongoing inquiry and engagement (d).

One of the many aspects I appreciate about the CSSA program is the many opportunities for professional development (see Appendix U). Although I experienced a tremendous amount of learning and development during this program, there are many areas in which I can continue to grow. As someone who believes and is passionate about lifelong learning, it is important that after I leave the CSSA program, I continue to learn, develop and expand my professional knowledge and skills. Having experienced different work environments that either supported or did not support professional development, one of my main criterion for selecting a job consists of the value that the institution and department places on professional development. I am excited about working in a career that challenges me to think critically and provides professional development opportunities.

Areas that I would like more experience and professional development include supporting students with disabilities, supporting the spiritual development of students and supporting

students in the LGBTQ spectrum. These are all topics that I feel a little uncomfortable talking about and as a result of my privilege and often decided to not discuss these issues in-depth. Part of my discomfort with issues surrounding LGBTQ students is my lack of knowledge about appropriate language. I have made improvements and am becoming more comfortable, but I still struggle in this area. Part of this struggle is a result of not knowing or being aware of many students who identified as LGBTQ during high school and as an undergraduate student. I often use the word “wife” when talking about my significant other, but I know that many people use “partner” because it is more inclusive. This has been a huge challenge for me because I have been socialized to use certain language for most of my life, but I now understand the importance of using inclusive language.

Spiritual development and disability issues are other topics I am uncomfortable talking about mainly because I am not experienced at having these types of conversations with students. Much of my uneasiness around spirituality comes from not identifying as religious or spiritual. I read Eboo Patel’s *Acts of Faith* (2007) to get a perspective on this topic. Patel (2007) writes about the importance of religious pluralism and he feels that interfaith cooperation and educating new generations to be accepting of religious differences is the best chance of avoiding the growing violence that our world faces today. Reading this book and other articles such as Shahjahan’s *Toward a Spiritual Praxis* (2010), Interfaith Youth Core’s *Interfaith Cooperation and American Higher Education: Best Practices* (2010) Seifert’s *Understanding Christian Privilege* (2007) and Love’s *Spirituality and Student Development* (2001) have helped me understand the importance of being able to engage in these types of conversations with students.

I hope to enhance my knowledge of disability issues during spring term when I participate in the Disability Issues course.

Another area I have identified as needing to grow is my ability to examine and make sense of various identities I possess. I have spent a considerable amount of time analyzing my white identity, but need to spend more time analyzing my heterosexual, able-bodied and male privilege. As a heterosexual, who is married, I often take for granted what my wedding ring means. One of the professionals I interviewed for a class project pointed to my wedding ring and asked me if I had any challenges associated with getting married. I answered that I went to the courthouse, filled out the appropriate paperwork and there was nothing difficult about the process. Also, being able to talk about my wife and live openly, not having to worry about being mistreated by people because of my sexuality and filing joint tax returns are a few of the many ways I benefit from heterosexual privilege. There are clearly privileges I have as a heterosexual and I would like to spend more time examining what that means. Additionally, as someone who aspires to work in athletic administration or student affairs in the role of a director, I need to continue to develop and enhance my knowledge and skills around topics such as multicultural competence, leadership, supervision, team building and budget management. By doing this, I will be better prepared for leadership positions.

There are a number of areas that I would like to get involved with at my next institution. Aside from working with student athletes, I hope to get involved with institutional committee work, leadership development, policy design, university wide programming and collaborate with both student and academic affairs. I have also identified opportunities for future contributions to the body of knowledge. As a young professional, there are numerous opportunities for research

and contribution to the knowledge base of student development and success. One of my specific areas of interest is exploring how athletic participation impacts the educational experience of student athletes. In one of my courses, I completed a research proposal on this topic, but did not have the chance to engage in the actual research process. Additionally, I am interested in researching how student athletes deal with the transition that occurs when they complete their athletic eligibility and how that impacts their identity. I am committed to continuing my research on both of these topics and one day producing information that will enhance student athletes' development and guide how professionals work with this student population. I firmly believe it is my responsibility as a higher education professional to research and contribute to the body of knowledge in my field for the future. As a member of the NASPA Student Athlete Knowledge Community, my goal is to publish an article in the quarterly newsletter or another publication. I am committed to ongoing inquiry and learning by attending and presenting at conferences such as NASPA, attending campus presentations, workshops and training sessions. Additionally, I hope to join professional associations such as the National Academic Advising Association (NACADA) and the National Association of Academic Advisors for Athletics (N4A) and take on leadership roles in those organizations. Identifying areas of interest that motivate and energize me will be vital in my professional development throughout my career.

Identify one's professional values and ethics (b).

The CSSA program has been instrumental in helping me shape my professional values and ethics. My values and ethical standards are determined by my personal philosophy which focuses on striving to put the needs of the student whom I serve first. The CAS Statement of Shared Ethical Principles (2006) helps guide my philosophy of ethical behavior. These seven

basic principles include, taking responsibility for actions and empowering students, pledging to do no harm, engaging in actions that promote goodness, promoting equality and fairness for everyone, creating an environment of trust, acting with integrity and promoting connected relationships among all people that foster community. The ethical principle that resonates most with me is, “pledging to do no harm”. According to the CAS Statement of Shared Ethical Principles (2006), doing no harm includes, collaborating with others for the good of those whom we serve, interacting in ways that promote positive outcomes, creating supportive and educational environments that supports the holistic development of the person and exercising responsibility while respecting the rights and privacy of others without abusing power. I demonstrate this principle daily during my interactions with students I supervise, during informal interactions, as well as formal situations when I counsel or advise students.

Values, like ethics, help shape how I work with students. Some of the qualities I value most is work-life balance, justice, relationships, health, stability, flexibility, loyalty, drive and honesty. Work-life balance has been a popular topic of conversation among my cohort. Many believe that the idea of work-life balance is unrealistic, given the nature of the Student Affairs profession. Personally, I disagree and believe work-life balance is absolutely possible. I value the time I spend working with students and in my profession, but I equally value the time I have for myself and relationships with family and friends. Additionally, good physical health is another value of mine. My physical and mental health are areas I am not willing to compromise and something I make time for everyday. I firmly believe that I would change professions or jobs if my health was sacrificed. Additionally, life-long learning is another area I value. I believe that learning and knowledge expand our awareness and deepens our understanding of ourselves and

others. Life- long learning can also create opportunities for fascinating, deeper conversations and the exchange of ideas. Furthermore, higher education and students are continuing to evolve, which means life-long learning is essential for successful careers and meeting the needs of students, now and in the future.

Critical thinking and relationship building are other areas that I value. Having the ability to think critically is an important skill that many people lack. Additionally, it is an effective way to solve problems since it requires looking at an issue from multiple viewpoints before reaching a decision. This program often challenged me to think critically and taught me about the importance of asking the question “Why.” I want the students whom I work with to ask “Why” questions in regards to issues we are dealing with in the field today. My hope is that by challenging students with whom I work, they will become more educated, develop academically and socially and have greater success in the world when they graduate. Additionally, I value relationship building. My ability to work and communicate effectively with people allows me to build strong relationships with students and campus personnel. Building meaningful relationships helps me be effective, energizes me and gives meaning to the work I do.

I also value diversity, others experiences and ideas. I have learned so much from those whose experiences, beliefs, and perspectives are different from my own. According to Gurin, Dey, Hurtado & Gurin (2002), diversity enhances the educational experience. We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment. Gurin, Dey, Hurtado & Gurin (2002) also state, “The admission of a more racially/ethnically diverse student body is an important starting point in realizing this vision. Classroom diversity, diversity programming,

opportunities for interaction, and learning across diverse groups of students in the college environment now constitute important initiatives to enhance the education of all students” (p. 362). As a practitioner, I will use a social justice lens while focusing my energy on creating inclusive environments and providing programming that addresses the needs of all students.

Describe how one’s own world view impacts values and assumptions when working with others (c).

I view the world through the lens of a white, 29 year old, able-bodied, heterosexual, educated, male (see Appendix V). After initial self-examination, I understand that my view of the world comes from a place of privilege and that the various identities I possess impact my values and assumptions while working with others. Jensen (2005) states, “We cannot pretend to live in a world in which we do not benefit from white privilege” (pg. 14). For much of my life I was unaware of how my privilege provided me with opportunities that were not afforded to others. During this program, I have continued to grow in my awareness around this topic. I think as a human being and higher education professional, it is important for me to promote equity, respect the opinions and experiences of others, and not make assumptions, especially about the way another individual identifies. With the opportunity of working with student athletes, academically at-risk student populations, international students, underrepresented students and an overall diverse student population during my professional experience, it is important I do not make assumptions based on identities, and when I do, to check myself and think critically about why I am making an assumption and work to not make assumptions in the future.

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Appendix A

The Effects of Athletic Participation on Student Athletes' Experiences

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The Effects of Athletic Participation on Student Athletes' Experiences

Intercollegiate athletics play an important role at many colleges and universities and provide publicity for the universities and entertainment to the community, as well as to help develop and instill school pride (Comeaux & Harrison, 2011). However, due to recent and past incidences of low graduation rates of athletes, misconduct, academic scandals, and student athletes leaving higher education institutions in poor academic standing have the general public questioning the educational benefits of participation in sports at the college level (Gayles & Hu, 2009). Furthermore, over the past decade, the National Collegiate Athletic Association (NCAA) has become increasingly concerned about the educational experience of student athletes, beyond the mere enforcement of eligibility rules and regulations (Gayles & Hu, 2009). Despite the various support services that Division I institutions provide student athletes, research suggests that as a result of athletic participation, individual student athletes sometimes suffer in the educational system and are often unprepared and lack skills to assist with their academic success in college (Burnett, Dilley-Knoles & Peak, 2010). Also, these support services and programs “have not managed to consistently and effectively enhance student athletes’ learning and personal development” (Comeaux & Harrsion, 2011, p.236). Understanding the pressures these student athletes face and how their athletic involvement can have an adverse effect in the classroom and on their overall academic experience is vital (Harrison, Stone, Shapiro, Yee, Boyd & Rullan, 2009).

Participation in athletics and the relationship to the athletes’ educational experience is an area that has generated scholarly interest (Kerr & Miller, 2002). From the pressure Division I student athletes face and the time commitment required of athletic involvement, the educational

experience of some student athletes can be negatively affected. Student athletes typically spend an average of twenty hours a week on athletic related activities resulting in less time to engage in meaningful educational opportunities around campus (Gayles, 2009). Many universities provide a variety of resources that assist and monitor their student athletes' academic performance as a way to assist with the unique challenges this student population faces (Burnett, Dilley-Knoles & Peak, 2010). Criticism about athletic programs suggest that a separate culture is created in which student athletes have lower levels of academic performance, graduate at lower rates, cluster in certain majors and are socially segregated from the general student population (Gayles, 2009). As a result of this culture, many student athletes may not feel the need to venture outside of that comfort zone.

While reviewing this issue it is important to understand its significance. First of all, there is a gap in the literature when looking at how student athletes use campus resources and how they integrate into campus programs that promote involvement and academic success on campus. There is extensive literature on student engagement in relation to the general student population and its relationship to learning and development, but the literature examining the relationship between athletic participation and the educational experience of student athletes is not as common (Gayles & Hu, 2009). Secondly, this topic is important because of the growing student athlete population around the country. There are roughly 170,000 Division I student athletes at 340 institutions across the country and that number is continuing to rise (Brown, 2012). Lastly, as mentioned previously, there is a growing concern over the past decade regarding the academic and personal development of student athletes. The general public has become increasingly skeptical about the quality of education college athletes are receiving (Gayles & Hu, 2009),

mainly because Division I student athletes in general continue to demonstrate less academic success than their non-athlete peers (Comeaux & Harrison, 2011). These reasons make it important for higher education practitioners to understand how to work best with this student population.

When analyzing the student athlete experience it is important to understand what it means to be a student athlete. Today, student athletes are a unique, non-traditional group of students who, unlike traditional college students, face a complex social and political system within the university (Harrison, Stone, Shapiro, Yee, Boyd & Rullan, 2009). Since student athletes are a growing student population (Gayles & Hu, 2009), it is important for higher education professionals to understand their experiences and how to meet their specific needs. Additionally, it is important to understand how theory may apply to this population. In this paper I explore four theories; Perry's theory of intellectual and ethical development, Kohlberg's moral development theory, Chickering's identity development theory and Kolb's experiential learning theory, and provide examples of how these theories apply to college student athletes.

Perry's theory of intellectual and ethical development states that intellectual and ethical development are the foundation for how people view their experiences (Evans, Forney, Guido, Patton & Renn, 2010). This theory states that individuals view the world in right or wrong terms and finish with the individual "seeking to affirm personal commitments in a world of contingent knowledge and relative values" (Evans et al., 2010, p.85). In other words, students begin in a state where they view their world in absolutes and then eventually move to thinking critically and affirming their own commitments. There are nine positions in Perry's theory that "move on a continuum from duality to evolving commitments" (Evans et al., 2010, p.85). Additionally,

concepts such as duality, multiplicity, relativism and commitment represent differences in the meaning-making process of this theory. This theory provides practitioners a way of understanding and interacting with students.

According to Howard-Hamilton & Sina (2001), as a result of athletic participation, college athletes may have difficulty moving through these cognitive development stages. College athletes often live with strict rules placed on them by their coaches and typically live very structured lives. Coaches, for example, sometimes require student athletes to follow “absolute rules and regulations of behavior” (p. 38). Since coaches tend to have the philosophy of right or wrong, good or bad, it is possible that the athletic environment, at times, lacks the proper amount of challenge and support that enables student athletes to move past a dualistic approach of thinking. This can also lead to student athletes maintaining a dualistic approach in other areas of their life, such as, relationships, work and academics.

As a former student athlete I understand how the athletics culture, at times, promotes a dualistic approach. As a student athlete, I was trained to not question authority and do what the coach instructed. Almost everything in my athletic world was viewed as right or wrong. If I messed up a play in practice my coach would tell me what I did wrong and then tell me exactly how to fix my mistake. Honestly, I can not remember many occasions in practice or in games that when a mistake was made my coach asked me or my teammates to think about what we did wrong. Rather, he would just tell us exactly what to do. As I reflect on my undergraduate experience it is likely that this dualistic approach created from athletics encouraged me to not always think critically in the academic environment. This mindset might have contributed to lower grades during the first couple of years of my college experience. It is important for higher

education practitioners to encourage higher levels of thinking among student athletes because they are not always exposed to that in their athletic environment.

Perry's (1999), theory also explains about three deflections from cognitive growth, which include, temporizing, escaping and retreating. Perry describes temporizing as a period where the movement is temporarily postponed. Escaping involves the individual avoiding any form of responsibility. Retreating basically means a student getting away from an overwhelming or draining situation. These three deflections can relate to the experiences of student athletes. According to Howard-Hamilton & Sina (2001), "if there is cognitive development movement and the student athlete suffers a setback due to a bad game or being benched by the coach, retreating to the dualistic position might occur" (p. 38). The reason a student athlete may fall back into the dualistic position is because of the comfort that position provides. College athletic coaches could benefit from an understanding of Perry's theory in general. By understanding Perry's theory, and encouraging critical thinking, coaches could promote the development of their student athletes which could also lead to greater success athletically and academically by student athletes.

Student athletes also face a number of moral issues on and off the playing field during their college experience. Kohlberg viewed moral development as "representing the transformations that occur in a person's form or structure of thought" (Evans et al., 2010, p. 100). Kohlberg's theory of moral development consists of six stages that fall into three different levels of reasoning and each level represents a different level of relationship between yourself and society's rules (Evans et al., 2010). The first level is preconventional. In the preconventional level individuals lack an understanding of societal rules. The second level, conventional, consists

of individuals understanding rules and expectations of society. Finally, the postconventional level includes individuals who separate themselves from rules of others and use their own principles in order to make decisions. Furthermore, Kohlberg suggests that moral behavior includes three additional components: moral sensitivity, moral motivation and moral action (Evans et al., 2010). All of these levels and stages provide students with a lens for deciding what is fair and how to solve different moral issues.

There are numerous recent studies regarding student athletes and moral development. According to Greenwood & Kanters (2009), there has been evidence of support for enhanced physical and mental health, psychological adjustment, positive academic achievement, positive emotional development and positive occupational outcomes as a result of athletic involvement. However, there is also research that suggests student athletes possess more aggressive and violent tendencies than non-athletes, have increased alcohol use, display behavioral problems, have more negative peer and adult interaction and have a decreased level of moral reasoning compared to their non-athlete peers. As a result of these negative attributes demonstrated by student athletes, the moral development of student athletes has become a hot topic. Greenwood & Kanters (2009), further suggest that student athletes who are more accomplished athletically tend to show higher levels of moral reasoning compared to their less accomplished counterparts.

A study done regarding moral development and athletic aggression by Bredemeier & Shields (1986), examined the concept of playing within the rules and winning at all costs depended on the moral reasoning development of student athletes. They found that athletes demonstrated significantly lower moral reasoning than their non-athlete peers and were willing to cheat during competition to gain a competitive advantage. As a former student athlete the

mindset of winning at all costs was constantly drilled into me and is something with which I am very familiar. Often times, my individual morals were put on hold for the betterment of the team. I have had many coaches in the past who have taught teams illegal game techniques, which were undetectable by the officials to gain a competitive advantage. An unwritten rule in athletics was, if you were not cheating or trying to gain some sort of advantage by whatever means necessary, then you were not trying hard enough. This mindset potentially could have had an influence on my moral development during my years as a student athlete. With an understanding of Kohlberg's theory of moral development and the experiences of student athletes, and their moral development, practitioners could address common moral issues student athletes might be dealing with and also promote better behavior among those students.

Chickering's identity development is another theory that can be utilized to make sense of how student athletes develop their identity while in college. Chickering's theory revolves around the seven vectors of development that contribute to the formation of students' identity (Evans et al., 2010). Chickering suggests that students move through these vectors at different rates and it is possible for students to deal with issues in multiple vectors at the same time. It is also not uncommon for students to go back and reexamine issues they had previously worked through. Chickering's seven vectors include developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose and developing integrity (Evans et al., 2010).

Howard-Hamilton and Sina (2001), discuss how student athletes are likely to face a number of challenges when addressing their identity. With constant media attention and family members, peers and coaches telling student athletes how great they are, college athletes often

view their identity on how successful they are as athletes as opposed to who they are as individuals. Howard-Hamilton & Sina (2001), further discuss how initially the support from others might seem positive but, “when recognition comes only for athletic competence, a person’s entire sense of self-worth hinges on making big plays and winning a game” (p. 37). Inflating the egos of student athletes is not necessarily beneficial for their identity development. Reflecting on my experience, it was very obvious to everyone I associated with that I identified first as a basketball player and my athletic success was directly tied to how I viewed myself. This mindset creates problems for students athletes because instead of focusing their identity development on athletic achievements, they should be making progress towards focusing on all of their overall strengths in order to develop a sense of identity.

There are also a number of specific examples of how student athletes experience the various vectors of Chickering’s theory. Athletes, like other students, must accomplish a sense of independence. When looking at student athlete identity development, a common developmental task that is sometimes delayed as a result of athletic involvement, is the moving through autonomy toward the interdependence stage. According to Howard-Hamilton & Sina (2001), many athletes struggle with this stage because of the tight bonds they form with athletic coaches. Student athletes are often times around their coaches more than anyone else and their connection is reinforced by team meetings, film sessions, practice, study hall and volunteer activities. As a result of this connection, “athletes may experience a delay in becoming comfortable with an independent state of mind because there is little emotional or physical space to develop autonomy” (p. 37). This was an area that I experienced as a first year student but overall I felt that my relationship with coaches did not hinder me from moving through autonomy toward

interdependence. The final vector of developing integrity is interesting regarding student athletes. The idea of this vector is that individuals balance the interest of other with their own interests and develop a value system. Also, developing competence and the confidence to deal with challenges that arise is something student athletes are familiar with as a result of the many challenging circumstances they encounter as a student athlete. Managing emotions is another vector that can directly be tied to the experience of student athletes. I think back on my first year in college and how I dealt with adversity in the classroom and in competition. Often times when I would become frustrated I would voice that frustration vocally. However, towards the later part of my college years I became more mature, developed better leadership skills and how to effectively manage emotions. The process and growth I went through is a natural progression for many student athletes.

Finally, understanding Kolb's theory of experiential learning and how it can apply to the learning and experience of student athletes is also important. Kolb's theory analyzes different learning styles, the relationship between learning and development and implications of those learning styles (Evans et al., 2010). According to Kolb & Kolb (2005b), learning is defined as "the process whereby knowledge is created through the transformation of experience" (p.194), or in other words, learning by doing. Additionally, Kolb & Kolb (2005b), state, "the concept of learning style describes individual differences in learning based on the learner's preference for employing different phases of the learning cycle" (p.195). Kolb suggests that everybody has their own way of learning which is influenced by individuals personality type, education, career, current job and cultural influences.

This theory can be applied to students athletes from a coaches perspective. Today, the make-up of college athletic teams are very diverse. Kolb's theory can assist coaches with the understanding of how to work with these diverse student populations. Additionally, by applying Kolb's theory, coaches will gain insight and be able to respond effectively to the differences of their student athletes which will enhance the ability of the coach to provide the proper challenge and support for individual student athletes (Evans et al., 2010). The learning styles of student athletes vary dramatically, so coaches must understand how to effectively motivate and adapt their coaching style depending on the situation and the individual. Some student athletes respond better to encouragement and some may respond better to a coach criticizing what they are doing wrong. Also, there are a number of transferable skills student athletes develop as a result of athletic participation. According to Gayles (2009), leadership, working as part of a time and time management are a few skills student athletes develop from their athletic experience.

Enhancing the learning environment for student athletes is something that is very important for universities. Howard-Hamilton & Sina (2001), suggest that student affairs practitioners can enhance the environments of student athletes on campus by applying concepts of student development theories and research on college outcomes to institutional policies. Furthermore, athletic departments need to collaborate and welcome input from student affairs administrators and faculty regarding how to enhance the experience of student athletes. With athletic administrators collaborating with student affairs practitioners and faculty, institutions can determine how to best serve this unique student population.

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Appendix B

Undergraduate Institution Assignment: Chaminade University

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Undergraduate Institution Assignment: Chaminade University

Chaminade University was founded in 1955 and was originally named St. Louis Junior College. Located on the island of Oahu and in the Kaimuki district of Honolulu, Chaminade is a close walk to famous Waikiki Beach, five minutes from Diamond Head Crater and a few miles from University of Hawaii. Chaminade was founded by the Marianists (Society of Mary) which is a Roman Catholic religious order of men and is the only Catholic institution in Hawaii. The university gets its name from the founder of the Society of Mary, Father William Joseph Chaminade. The mascot of Chaminade University is a Silversword which is a plant that only grows on Maui at the top of Haleakala National Park.

In September of 1883, eight Marianists arrived in Honolulu and assumed the leadership of what is now St. Louis School. After multiple years of encouragement by alumni of St. Louis, the Marianists decided to establish a Catholic college in Honolulu. As a result, St. Louis Junior College was opened in 1955 and two years later the college became a four-year institution that was called Chaminade College. In 1967 Chaminade expanded their services by adding evening sessions with the idea of serving adults who had business, family and military responsibilities and wanted to pursue a college degree. Then, in 1977, Chaminade added graduate programs and changed the name of the institution to Chaminade University of Honolulu. Today, the Marianist brothers still play a large and active role on campus. There are twenty brothers and priests who live in different communities on campus and some serve the university as administrators, professors & campus ministers. Additionally, Chaminade University still shares a campus with St. Louis school which is for young men grades 5-12.

The values, mission and goals of Chaminade University deeply reflect the Marianist tradition. The mission statement states that as a result of a Chaminade education every graduate should be prepared for life, service and successful careers. The mission statement continues to describe how the Marianist faith and liberal arts education encourages moral character, personal competencies and a commitment to contributing to a peaceful society. The statement concludes by discussing how the university promotes graduates to work effectively with others in the pursuit of common goals. In addition to the mission statement, Chaminade has a statement of core commitments which I believe reflects their values based on the fact I could not find that information listed. These two commitments are, commitment to service and commitment to the character of the educational community. Furthermore, as a result of the 2013-2018 strategic plan, Chaminade has listed seven institutional goals. Those goals are, enhance our Catholic, Marianist and Hawaiian serving identity, be a valued partner, enhance the vitality and quality of our academic programs, build a rich campus and co-curricular life, strengthen the quality of our faculty and staff and support organizational structures, policies and practices, secure the resources necessary to achieve our goals and undertake ongoing program assessment and planning.

Historically, Chaminade has been a very diverse institution. There is a large percentage of students who identify as Pacific Islanders and students from Asian/Hawaiian ancestry. Approximately thirty-three percent of the 2,900 students identify as Asian, twenty-one percent identify with two or more ethnicities, seventeen percent identify as white, fourteen percent identify as Native Hawaiian and the remaining fifteen percent identify with various other ethnicities. There are a number of characteristics and statistics that make Chaminade an attractive

place to further one's education. First, class sizes are very small with an average class of about eighteen students. This allows for a more intimate and personalized learning environment for students. Also, the student to faculty ratio is about 11-1 with 90 faculty members employed at the institution. Chaminade also has a larger proportion of female students on campus with the gender breakdown being about 67 to 33 in favor of female students. Additionally, Chaminade which is religiously affiliated, consists of 44 percent of the student population identifying as Catholic. Finally, Chaminade is considered to be an extremely safe campus.

Academically, Chaminade offers twenty-three undergraduate degree programs and seven graduate degrees that are broken up into six academic divisions and departments. Additionally, there are fourteen degrees that are offered for working adults in the evenings, weekends and from satellite locations across the island. Some of the more popular degrees include, Business, Criminal Justice, Teacher Education, Forensic Science and the brand new BSN in Nursing. As mentioned earlier, Chaminade University provides students a liberal arts education which helps prepare them to be successful later in life. As a result of a Chaminade education, students will display professional preparation, gain a multi-cultural awareness and understanding, work closely with professors and classmates, have opportunities to contribute to society while in school and be a part of a supportive and vibrant campus environment.

One of Chaminade's main claims to fame as a university is the Maui Invitational basketball tournament that they host each year. The Maui Invitational is one of the most prestigious basketball tournaments in the country and for a long time was considered the premiere pre-season college basketball tournament. This coming year marks the 30th year the tournament has been running. As a former Chaminade basketball player and having the

opportunity to play in two Maui Invitational tournaments, I can attest to the fact that this tournament is a huge source of pride for the institution.

The Maui Invitational would not be possible without the help and partnership of EA Sports. EA is the main sponsor for this tournament and plays a pivotal role in Chaminade's visibility and fund-raising capabilities. EA provides direct financial support to sustain the athletic department. The history of this tournament starts on December 23, 1982 when Chaminade, a small NAIA school upset top-ranked Virginia, who was led by three-time MVP and future number one pick in the NBA draft Ralph Sampson. This win was called "the greatest upset in college basketball history," and put Chaminade University on the national map. That game in 1982 led to the creation of the Maui Invitational which is the longest running early season college hoops tournament in the country.

A few notable people associated with Chaminade include past president Dr. Sue Wesselkamper who served from 1995-2008 before passing away in 2009 from cancer. Dr. Sue was an integral part of Chaminade's growth during that period and there is an endowed scholarship in her name. Also, Merv Lopes, who was the basketball coach at the time Chaminade upset number one ranked Virginia, is the winningest coach in Chaminade history and is thought of many as a legend. Additionally, Clarence T.C. Ching is another well known person. Clarence was awarded an honorary degree from Chaminade University in 1969 and his foundation has contributed millions of dollars by way of generous gifts and supported Chaminade University students through the Clarence T. C. Ching Endowed Scholarship Fund. The T.C. Ching foundation has allowed Chaminade to expand facilities, hire additional faculty and add academic programs. As Chaminade works toward reaching its institutional goals combined with the focus

of continued growth that is outlined in Chaminade's strategic plan, it is an exciting time to be a Silversword.

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Appendix C

Multicultural Counseling Competency Assignment: Reflection

Michael Green

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Multicultural Counseling Competency Assignment: Reflection

As student affairs professionals it is vital that we are inclusive in our programming and have the ability to effectively work with students from multicultural backgrounds. Before starting graduate school I did not give very much thought to multiculturalism or the idea that students learn differently. During the course of this year I have had the opportunity to identify different reasons that led me to not previously think about this important topic. As a result of me breaking down some of my privilege during this year I determined that the privilege I possess has allowed me in the past to not have to think about the importance of multiculturalism and developing multicultural competence. In my dominant identity I have the ability to choose if I want to care about issues that oppressed groups are facing. Personally, I feel it is my responsibility to own my privilege and work to bring about change by keeping multicultural issues at the forefront of my work. I believe that student affairs practitioners have a responsibility to promote and advance multiculturalism within higher education and create inclusive environments.

There are multiple challenges I might encounter as I further my understanding within multiculturalism. I think the first challenge is continuing to remind myself of my privilege and what role that plays in my world. Like I mentioned before, I have gone the majority of my life without having to analyze my privileged identities. I still need to consciously think about using a social justice lens when working with certain student populations. Another challenge I face is becoming more knowledgeable about diverse student populations in general. Multiculturalism is a broad term that covers a variety of student populations. Since I am fairly new to understanding the importance of multicultural competence, I need to continue to work with students from diverse backgrounds so that I become more comfortable having difficult conversations about

different issues these students may be facing. I think the more I work with students from different backgrounds, the more knowledge I will develop, which will help me better serve diverse student populations.

I have many examples of how I could benefit from an increased multicultural awareness. Part of my job at WOU as an Admissions Counselor has me meet with prospective students from diverse backgrounds on a daily basis. Increasing my multicultural competence will allow me to have better conversations and possibly be aware of certain issues a student might be facing. One example that jumps out at me comes from a summer program that WOU Admissions hosts for 50 first-generation or low income incoming high school seniors in the Salem-Keizer school district. The program is two weeks during the day on WOU's campus and the last day, the students stay overnight in the residence halls. There were a few latina students who said they did not want to stay in the residence halls. I really pushed the issue and explained to them that it was a requirement for the program and expectation that they stay. What I did not realize at the time is that culturally this was something that these particular female students did not feel comfortably with. If I had a better understanding of these students' cultural beliefs I would have been able to have a more constructive conversation.

Overall, continuing to develop multicultural competence is something I take seriously and will help me be a better professional. In order to bring about change, higher education professionals need to have a level of self-understanding and critical awareness about themselves. Also, reading and learning about social justice issues, identifying the multiple identities you possess and critically examining the role of power, privilege and oppression on your daily life will help myself develop a my multicultural competence. I find myself more often trying to look

at various issues now through a social justice lens and am becoming more aware of the identities I possess and how they shape my world and interactions with students. I believe all practitioners would benefit from participating in critical self-reflection, which in turn can lead to growth in regards to multicultural competence.

Appendix D

Student Athlete Life in American Higher Education

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Student Life in American Higher Education Research Paper: Student Athlete Experience

This paper addresses the life experiences of student athletes from the past, present and will also speculate about what college life will be like for student athletes in the future. More specifically, I will discuss topics such as, the founding of intercollegiate athletics, history of the NCAA and athletic reforms that have impacted student athletes over the course of history among other topics. In addition to discussing the experiences of current student athletes, I will also provide insight about the experiences of student athletes in the future. For this research paper the time period I will be focusing on from the past are defined as the late 1700's-1980. The modern era of college athletics and the experiences of student athletes during that time will be defined as the years 1980-present and future experiences of student athletes will be identified as the year 2014 and beyond. Additionally, I will examine academic, social and athletic aspects of the student athlete experience.

Intercollegiate athletics plays an important role at many colleges and universities in America with student athletes providing publicity to their universities and entertainment to the community, as well as helping develop and instill a sense of school pride (Comeaux & Harrison, 2011). Additionally, many university presidents and chancellors have emphasized athletics as a way to brand their respective institutions (Ayers, Dobose & Pazimo-Cevallos, 2012). However, recent and past incidences of low graduation rates, misconduct, academic scandals, and student athletes leaving higher education institutions in poor academic standing have many people questioning the benefits of participation in sports at the college level (Gayles & Hu, 2009).

When analyzing the experiences of student athletes it is important to understand what it means to be a student athlete today. According to Gerdy (2000), a student athlete is defined as a

participant in an organized competitive sport sponsored by the educational institution in which he or she is enrolled. Student athletes must typically balance the roles of being a full-time student and a full-time athlete. In addition, student athletes are a unique, non-traditional group of students who, unlike traditional college students, face a complex social and political system within the university (Harrison, Stone, Shapiro, Yee, Boyd & Rullan, 2009). The National Collegiate Athletic Association (NCAA) Sports Sponsorship and Participation Rates report in 2012 states, the number of NCAA student athletes participating in intercollegiate athletics surpassed 453,000 which is an all time high (Brown, 2012). Currently, male student athletes account for approximately 56 percent of the total student athlete population and females account for roughly 44 percent. However, the gap between male and female student athletes has decreased over time. There has been a nearly 50,000 student athlete increase on college campuses over the last five years (Brown, 2012). With the influence collegiate athletics has on higher education institutions, it is important to understand the history of collegiate athletics and how they impact institutions today.

Past Student Athlete Life

Over the past 150 years, Intercollegiate athletics in the United States has become extremely polarizing and profitable. With over 453,000 current student athletes (Brown, 2012), and the National Collegiate Athletics Association (NCAA) member institutions receiving over \$757 million in total revenue in 2011 (Comeaux & Harrison, 2011), college athletics is as popular as ever. However, despite the large role that college athletics have on many university campuses, institutions seldom include Intercollegiate athletics as part of the central mission of a college or university. To truly comprehend the present situation and future implications of

college athletics, requires a reconstruction of college athletics' unique historical evolution (“College Athletics”, 2013).

Collegiate athletics has a long and controversial history in American higher education. The collegiate athletic movement started as a result of college students discovering muscle and the importance of physical appearance and condition (Rudolph, 1990). Additionally, prior to 1850 intercollegiate sports played a marginal role in collegiate life. College presidents and deans thought manual labor in the form of farming or clearing boulders from college lands satisfied the needs of student athletes who were interested in training (“College Athletics”, 2013).

During the Emergent Nation Era (1790-1869), American college students were no longer just content with “liberating the mind” (Rudolph, 1990, pg. 151), they were looking for something more that would satisfy them physically. Furthermore, according to Rudolph (1990), “the image of God became competitive, boisterous, muscular and physically attractive” (pg. 151). This muscular image of God was something that men aspired to emulate. Initially, the movement of the development of organized athletics was met with hostility. Rudolph (1990), discusses that in 1787, the faculty at Princeton outlawed students from playing hockey because it was not something in which a scholar should participate. This physical activity was viewed as detrimental to one’s health and an official announcement was made that declared any sort of exercise is not in alignment with men of science. As a result of this announcement, there would be no further progress to the college athletic movement until 1826 when German refugees showed and introduced Americans to the outdoor gymnasium and what we now know as gymnastics (Rudolph, 1990). By 1853 there were approximately sixty gymnastic clubs in American cities. Additionally, it was not uncommon for the student athletes of that time to build

the gymnasiums themselves or lead fundraising efforts to acquire the financial support for the construction of gymnasiums.

The first intercollegiate athletic event dates back to 1852 when Harvard and Yale took part in a crew competition (“College Athletics”, 2013). According to John Veneziano (2001), Harvard Sports and Information Director, Harvard and Yale both had boat clubs that had been in existence since the early 1840s, however, races against outside competition was rare. Veneziano (2001), discussed how that all changed when Yale issued a challenge to Harvard about testing the superiority of the oarsmen from the two colleges. As a result of this challenge, on August 3, 1852, Harvard and Yale battled in a two mile race on Lake Winnepeaukee. Harvard ended up winning this inaugural race by a comfortable margin but more importantly, the oldest intercollegiate athletic event was established. The schools raced again in July of 1855, with Harvard making it two straight wins and again in 1859 and 1860 before making it an annual event in 1864 (Veneziano, 2001).

Around this time the growth of collegiate football began to make its presence felt on campuses across America. According to Watt & Moore (2001), football quickly surpassed crew in the 1880’s as the most popular college sport, “mainly because media coverage and sponsorship for athletic events began to take form of becoming a lucrative business” (pg. 8). In 1869 there was a football game between Princeton and Rutgers which introduced America to this new and bloody sport (Rudolph, 1990). Initially, student athletes had very little protective gear, and that was part of the reason football was such a brutal sport. Rudolph (1990), discusses how over the next decade, a shift in the way the sport was played occurred. The sport shifted from a “soccer or kicking style of play to the Rugby or running style of play” (pg. 373). Furthermore,

this was the first time since Harvard College was founded that colleges began to officially recognize the presence of intercollegiate athletics.

Early in the existence of football Rudolph (1990), suggests that there was little structure for the sport. It was not uncommon for students to gamble on games they were a part of and purposely lose to win money. Additionally, students often competed on teams for different institutions other than their own. In the 1890's the University of Oregon football team complained about "playing against the same young man" (pg. 375) in three separate contests. Furthermore, it was not uncommon for professionals to compete in these football games. Rudolph (1990), discusses how in the 1890's, institutions had to make a rule that they could employ no more than two professional players per game. During this time, colleges and universities were frustrated with the popularity of intercollegiate athletics because of the lack of control institutions had on these programs ("College Athletics", 2013). The emphasis placed on varsity teams by alumni, boosters and college officials for championship caliber teams mean that by the 1920's, activities that related to recruiting and compensating student athletes was highly unregulated and often unethical.

As interest in football grew, the sport became more aggressive and serious injuries and even fatalities occurred (Watt & Moore, 2001). In 1905 football had progressed into a bloody sport and eighteen Americans died that year as a result (Rudolph, 1990). The brutality did not stop until later in the year and after the Penn-Swarthmore game. Bob Maxwell, who was a star player for Swarthmore took a beating and was photographed leaving the field "his face a bloody mess" (pg. 376). As a result of this photograph, the President of the United States, Theodore Roosevelt said, "Brutality and foul play should receive the same summary punishments given to

a man who cheats at cards” (pg. 367). Roosevelt then stated if football was not cleaned up he would abolish it by executive order.

With the lack of rules, injuries and deaths that occurred during the early days of football, president Theodore Roosevelt called athletic leaders to multiple White House conferences to encourage athletic reform (“National Collegiate”, 2012). In 1906, the Intercollegiate Athletic Association of the United States was formed and in 1910 changed its name to the National Collegiate Athletic Association (NCAA). The purpose of the NCAA was to provide oversight for college athletics and develop rules which every institution would follow (Oriard, 2012) and protect young people from the dangerous and exploitive athletics practices of the current time (“National Collegiate”, 2012). According to Oriard (2012), the NCAA was initially only able to recommend policy for member institutions, and unable to enforce those policies until 1940. Furthermore, the NCAA established ten basic principles which highlighted some of the major issues including athletic eligibility, control and oversight, ethical issues and amateurism.

During the University Transformation Era (1870-1944), intercollegiate athletics began to expand into major developments (Cohen & Kisker, 2010). In this era Cohen & Kisker (2010) state, “athletics departments had their own budgets, massive stadiums were erected and sporting events filled the pages of newspapers and were broadcast nationally as the radio became widespread” (pg. 132). However, the experience of white student athletes compared to African American student athletes was very different during this time. For African American athletes in higher education, most notably those attending or pursuing admission to predominantly white institutions, integration was met with aggressive opposition and hatred in athletic competition, the classroom, and community (Martin, 2009). This was an era that featured many prominent

African American athletes such as Jesse Owens, Ozzie Simmons and Brud Holland, all of whom were discriminated against by fans, coaches, opposing players and teammates (Spivey, 1983).

Additionally, Spivey (1983) states, “Black athletes at predominately white universities had been both segregated and despised, yet cheered at game time” (pg. 116-117). Spivey (1983), also discusses that as the University Transformation Era came to a close, college athletics, along with Olympic and professional sports, became platforms of protest for African American athletes.

As football was continuing to progress in the early 1900’s, women also became interested in athletic activities (Bell, 2007). Title IX later was a major contributor towards women’s rights of participating in sports. Bell (2007), discusses that prior to 1870 activities for women consisted of recreational activities instead of specific sports. In addition, these activities were not competitive, did not have any rules and emphasized physical activity instead of competition. Finally, in the late 1800’s and early 1900’s, women began to form athletic clubs. According to Gerber, Felshin, Berlin & Wyrick (1974), it wasn’t until 1892, when basketball was introduced at Smith College that women became active in intercollegiate athletics. Basketball became popular and quickly spread and, as a result of the popularity, women students began pushing for intercollegiate competition. As a result of this popularity, Gerber, et al. (1974), explains that the first intercollegiate women’s athletic events took place in 1896, when California, Berkeley women competed against Stanford University and University of Washington women competed against Ellensburg Normal School.

Interest in competitive athletic events for women continued to increase in the early 1900’s (Bell, 2007). However, by the 1930’s, women’s gains in sports had been negated as a result of the great depression. It wasn’t until 1957 when women moved closer to their goal of

collegiate athletic opportunities (Gerber, et al., 1974). During that year the statement for the Division for Girls and Women in Sport (DGWS) was amended and stated intercollegiate activities may exist for women. Furthermore, in 1963 the DGWS evolved further and stated it was desirable that intercollegiate activities exist for women. According to Gerber, et al (1974), the equal rights movement and Title IX were two major contributing factors to the development of women in intercollegiate athletics. The reform which helped women's sports grow is one of the most significant reforms that have taken place in the history of college athletics (Smith, 2011).

Another major change in collegiate athletics and the student athlete experience was the development of granting athletic scholarships ("College Athletics", 2013). Initially, athletic scholarships were awarded to only a handful of traditional revenue sports including football and basketball. According to Oriard (2012), southern conferences became the first to approve athletic scholarships, while the Big Ten and Pacific Coast Conference "continued to reject them but subsidized their athletes by providing jobs on campus or with alumni" (pg. 9). As a result of the different philosophies between the northern/western schools and the southern schools, the NCAA established an enforcement role for itself when it approved "The Principles for Conduct of Intercollegiate Athletics, also known as the Sanity Code" in 1948 (pg. 10). There were five principles in the Sanity Code but the main principle banned financial aid for athletic ability, "which currently clashed with the current practices at many universities, particularly in the South" (pg. 10). However, in 1950 when the NCAA refused to suspend the University of Virginia and six other institutions for violations related to financial aid for student athletes, "the Sanity Code was dead" (pg. 10).

According to Johnson & Acquaviva (2012), in the 1950's the NCAA approved the addition of living stipends to athletic scholarships that previously only included tuition and fees. This was despite the fact that many schools struggled with the issue of offering any athletic scholarships. Furthermore, the Association for Intercollegiate Athletics for Women (AIAW), created in the 1950's, was a leader in the charge to increase financial support of female athletic programs and scholarships for women. Athletic scholarship continued to grow and by 1970, athletic scholarship awards were spreading to sports like track, soccer, lacrosse, hockey, wrestling, baseball and swimming ("College Athletics", 2013).

When analyzing college life for student athletes of the past it is important to understand their educational experiences. In 1929, a report by the Carnegie Foundation was the first of its kind to provide information about student athletes academic experiences (Oriard, 2012). Student athletes typically had slightly higher course loads and graduation rates compared to non-athletes but also had higher rates of academic probation, lower grades and took longer to graduate than non-student athletes. Additionally, student athletes took easier course loads and scored lower on intelligence tests than non student athletes. Furthermore, according to Oriard (2012), the 1950's marked a critical turning point for American college sports. In 1959, the NCAA "officially defined normal academic progress as a minimum of 12 credit hours per term" (pg. 11) and required a 1.6 GPA in college courses for continued eligibility. As a result of the Carnegie report and academic reform, student athletes now had standards they had to meet to be eligible for competition.

In 1951, with the continued growth in NCAA membership there was a need for the NCAA organization to have full-time professional leadership ("National Collegiate: History

2012”). As a result, Walter Byers was named executive director of the NCAA and a national headquarters was established in Kansas City, Missouri in 1952. The NCAA in 1973 also expanded to recognize different levels of competition. Membership was divided into three separate divisions which allowed the NCAA to effectively serve more student athletes. In 1980, the student athlete experience was further enhanced with the addition of women’s championship programs. However, the 1980’s were also marked by a number of high profile academic rules violations. As a result of these rules violations, the NCAA strengthened the academic requirements for student athletes. Since October 2005, Mark Emmert, the president at the University of Washington has been the president of the NCAA. Under his leadership the NCAA focuses on enforcement, rule simplification and benefits for student athletes.

Current Student Athlete Life

The experiences and life of student athletes today have significantly evolved and are very different than the experiences of student athletes in the past. Gayles (2009), states, “Student athletes on most college campuses today represent a special population of students with unique challenges and needs different from their non athlete peers” (pg. 33). Watt & Moore (2001), discuss how today, the college student athlete faces all of the challenges non athletes face such as social adjustments, career exploration, managing school work and intellectual growth. In addition to the normal student daily routine, student athletes also have daily sport-related activities such as practice, weight lifting, visiting the athletic trainer to receive treatment for various injuries, meetings with athletic academic advisors and travel for team competition. Gayles (2009), discusses that in order to assist student athletes with balancing their demanding schedules, most athletics programs have support service programs in place to assist student

athletes with managing academic and athletics tasks. Based on the amount of commitments today's student athletes have, it is easy to understand why Watt & Moore (2001) describe the current lives of student athletes as "inflexible and demanding" (pg. 13). Furthermore, current student athletes often have their classes, study hall times, meetings and athletic responsibilities all scheduled for them whereas non-student athletes generally manage their own academic and social lives. As a result of not having to take responsibility for their daily scheduling, Watt & Moore (2001) suggest student athletes might not adequately develop skills needed for adulthood.

As a result of the investment made in athletics at major universities there is added pressure and urgency for student athletes to compete at a high level and experience athletic success (Comeaux & Harrsion, 2011). This pressure leads to student athletes dedicating a significant portion of their time to their sport. However, because of the past abuse of student athletes' time there are now regulations in place that limit the amount of athletic related activity student athletes can participate in during the week. In 1991, the NCAA established a rule that limits student athlete involvement in athletic sponsored activities to a maximum of 20 hours per week and no more than 4 hours per day (Ayers, Dobose & Pazimo-Cevallos, 2012). Previous to 1991, there was less structure regarding the amount of time student athletes could spend on athletic related activity. Furthermore, Ayers, Dobose & Pazimo-Cevallos (2012), state that the main reason the NCAA established these rules was so the amateur status of student athletes would be maintained and to keep the institutions from abusing the status of student athletes. By restricting the hours a student athlete can practice and compete, the NCAA made a stand for prioritizing academic activities and achievements over athletic pursuit.

The NCAA has also adopted rules that created the opportunity for student athletes to become more integrated into the general student body (Watt & Moore, 2001). According to Watt & Moore (2001), in 1991 the NCAA “mandated that athletes make up no more than 49 percent of the students in a residence hall” (pg. 9). As a result of this mandate, the NCAA created additional opportunities for student athletes to become more integrated into the general student body. Previously, student athletes often lived with each other in one facility near the gym or practice field to make it more convenient for their schedules. This limited the amount of time spent with the rest of the student body and had many student athletes feeling isolated from the rest of campus. The NCAA believes that because student athletes are more integrated today with the general student body, the learning and development of both student athletes and non-athletes is enhanced. However, according to Gayles (2009), despite the efforts made by the NCAA to restrict the numbers of student athletes who live together on campus and to enforce standards to promote academic success and retention, there is still suspicion about the role of intercollegiate athletics on the college campus.

Current student athletes are also held to higher academic standards than student athletes from the past. According to Smith (2012), by the 1990s, university presidents took the lead in pushing for academic reform for college athletics. During this time college presidents created the Academic Progress Rate (APR) to track student-athlete academic progress and graduation rates, and to hold athletic programs accountable for poor student athlete academic performance. According to the NCAA, member institutions in each division create academic standards specific to that division’s goals (“National Collegiate”, 2011). Student athletes competing at the Division I level must complete 40 percent of the coursework required for a degree by the end of their

second year, 60 percent by the end of their third year and 80 percent by the end of their fourth year. Additionally, all Division I student athletes must earn at least six credit hours each term to be eligible for the following term and must meet minimum grade-point average requirements that are related to an institution's own GPA standards for graduation. Furthermore, student athletes are subject to the APR, which measures a team's academic progress by assigning points to each student athlete based on eligibility, graduation and retention. In Division II, student athletes must complete 24 hours of degree credit each academic year and maintain a certain GPA depending on the amount of credits the student athlete has completed to remain eligible. Student athletes who compete at the Division III level must remain in good academic standing and make good satisfactory progress towards a degree as determined by the institution. Additionally, the student athlete has to be enrolled in at least 12 credits a term. Student athletes who do not maintain these requirements are at risk of not being able to compete in their sport.

Future Student Athlete Life

According to Hill, Burch-Ragan & Yates (2001), the experiences of student athletes' are affected by more than what occurs in colleges and universities. Furthermore Hill, Burch-Ragan & Yates (2001), discuss how "Global economic influences as well as contemporary social and moral issues shape the current context of college athletics" (pg. 65). As a result of economic growth a consumer society which seeks multiple forms and venues of entertainment has been created and athletic competition at the college level provides one of the most popular means for mass entertainment. One of the biggest issues which impacts future student athletes is the issue of paying student athletes a stipend in addition to their athletic scholarships. Currently, former NCAA football and basketball players are suing the NCAA, claiming the NCAA kept them from

profiting from the use of their likenesses in media video games and broadcasts (Eder & Bishop, 2013). According to Oriard (2012), as a result of this lawsuit the NCAA has discussed offering a 2,000 dollar stipend to student athletes from schools who could afford this stipend. Currently, the NCAA has pulled back on that offering. The outcome of this lawsuit could reshape the college athletics business model by allowing student athletes to be compensated, thus abandoning the concept of amateurism altogether. According, to O'Brien (2012), many people believe paying athletes will happen in the near future and as a result, the term "student athlete" may begin to disappear when that development takes place. However, Eder & Bishop (2013), discuss that despite speculation that the next generation of student athletes might be paid, the NCAA, at least publicly, maintains they are not planning for that possibility.

The NCAA has recently been involved with settlement talks to resolve student athlete claims that the NCAA was negligent in its handling of concussions (Eder & Bishop, 2013). Recent findings about the dangers of head injuries and the long term effects that concussions can have on athletes caused the NCAA to take a leading role in ensuring that athletes are properly protected from and treated for concussions ("National Collegiate: Concussions", 2012). The new policy states that student athletes should be removed from play as soon as a concussion is suspected and evaluated by an appropriate health-care professional and are not allowed to return to the game that day. Additionally, they should not return to play until all symptoms have been resolved during rest and exertion, and health care professionals with experience in evaluating concussions clears the student athlete for competition. As a result of the new concussion policy, the NCAA has taken steps to protect the overall health of current and future student athletes.

Another area that will impact the experience of future student athletes is the emphasis the NCAA places on rule enforcement. O'Brien (2012), states that the number of rules, number of interpretations of the rules and the lack of clarity, consistency and guidance are a major source of annoyance for almost everyone involved in athletics. Rather than make an effort to reform the NCAA rules, there has been added emphasis on enforcement which can end up having an adverse effect on student athletes who often had nothing to do with the previous infractions. Overall, the lives of future student athletes will be impacted considerably with these new NCAA developments. Whether their lives are impacted positively or negatively as a result of these changes remains to be seen.

Future Implications/Conclusion

Over time college athletics have evolved from a loosely structured, unsanctioned activity for primarily white men to a highly structured system overseen by the NCAA and governed by its rules and regulations (Gayles & Hu, 2009). College athletics are now also a valued, integrated and at times money-making component in higher education (Comeaux & Harrison, 2011) for men and women of all racial backgrounds. Along with these changes, is the emphasis on increased graduation rates of athletes and insuring they develop the skills they need for professional and personal success. However, according to Gayles & Hu (2009), the National Collegiate Athletic Association has become increasingly concerned about the educational experience of student athletes, beyond the mere enforcement of eligibility rules and regulations. Despite the various support services that institutions provide student athletes, research suggests that individual student athletes sometimes suffer in their educational experience and are often unprepared and lacking the skills for academic success in college (Burnett, Dilley-Knoles &

Peak, 2010). Additionally, Gayle (2009), examined differences between athletes and non-athletes' critical thinking skills and found that student athletes had lower critical thinking scores, particularly related to open-mindedness, inquisitiveness, and maturity. More research needs to be done to determine why student athletes are testing lower than non-athletes in these areas.

According to Hill, Burch-Ragan & Yates (2001), "The implications of trends and issues that affect student athletes present both challenges and opportunities for developing effective and responsible policies and practices (pg. 74). Developing an understanding of the past and present experiences of student athletes can help institutions and the NCAA better understand how to effectively serve this student population in the future. There are a number of specific steps institutions can take to meet the needs of student athletes. According to Watt & Moore (2001), institutions should educate faculty about the balance between academic and athletic life of a student athlete. Also, institutions should design courses and seminars to help student athletes balance academics and athletics. Furthermore, institutions should consider offering flexible programming, counseling and advising sessions to meet the time needs of student athletes. Finally, institutions could maintain a network of former student athletes who can provide support and assist with student athlete development.

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Appendix E

Internship Fair Reflection Paper

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Internship Fair Reflection

This internship fair was beneficial to me for a variety of reasons. First, I was able to learn about multiple departments on campus that I previously knew very little about. Second, I became informed of the wide variety of internship opportunities available. And finally, I had the opportunity to network with a number of people. There were about six or seven different departments that I was fortunate to speak with and gather information from during the fair. Most departments had set internships where the guidelines and objectives were pretty clear. However, there were a number of departments that offered internships that encouraged students to build the experience themselves. I thought the possibility of designing an internship based on my interests was an intriguing option. The internships/projects that were most appealing to me were as followed: START and U-Engage which are housed in New Student Programs & Family Outreach, Alternative Break trip leader/coordinator which is through the Center for Student Engagement and finally the teaching internships in ALS 114/116 and the UESP advisor position. UESP and the two course options are tied to the Academic Success Center. There were a number of other internships that I received information about and found interesting but those previously mentioned are the ones I would like to pursue the most.

As practitioners, it is important for us all to focus on strengthening our knowledge in different competency areas. The competencies that I am looking to strengthen are advising skills, leadership, teaching, working with diverse student population and my awareness of different social issues. All of the internships listed above can play a role in my development and assist me in strengthening my understanding of these competencies. Most of the guest speakers that have come into class this term have really stressed the importance of teaching in their development.

Currently, I have limited teaching experience but I can improve that competency by being involved with either an ALS 114/116 course which would give me the opportunity to teach students about career and academic exploration or identifying academic strategies that lead to success. I can also address this competency by being a U-Engage Peer Leader. This would give me an opportunity to facilitate and teach to a group of about twenty-five students what it means to be a college student at a research institution. An internship in UESP will help me address my advising competency which I would like to strengthen. Having the chance to receive fourteen hours of training, one-on-one opportunities to meet with students and supervision/consultation from trained advisors, will allow me to develop this important competency. Social awareness and working with diverse student populations are two other areas I would like to strengthen. By leading and planning an alternative break trip I will not only expand my awareness of social issues, I will also be able to improve my leadership skills while working with a diverse group of students. This is an experience I am really looking forward to.

All of these areas offer a unique opportunity to work with a certain student population. Working with any student is exciting for me but the student populations I am most interested in working with are incoming OSU students and students who are undecided or exploring what they want to do in college. Much of my interest currently revolves around student retention and looking at ways, we as practitioners, can assist students in their development and encourage persistence which leads to graduation. Student involvement on campus in general seems to be directly related to retention and that is why internships within New Student Programs & Family Outreach are of particular interest to me. These programs are working with new students and are educating students on the resources available to them and promoting involvement on campus.

The internships offer the opportunity to work with new students on campus, which I am passionate about. Additionally, I would also enjoy working with UESP because that student population is undecided or searching for what they want to do in college. Being in that situation when I was in college I can relate to how those students feel. Lastly, I am interested in working with current students on campus and assisting in the development of their leadership skills.

Participating in a alternative break trip or working as a U-Engage Peer Leader will not only allow me to work with new students on campus, but it will also allow me to work with continuing OSU students. I look at all of these internships as opportunities to further my development and skills and assist in the development of students at OSU.

During the internship fair I had got a lot of great information and met some new people. However, the conversations I had did not cover critical issues within that department. Primarily the departments gave me an overview of what they did and provided my information about the internships that were provided. However, I can talk about some of the issues that I am familiar with in certain functional areas and issues that I need to become more familiar with. From my experience working in admissions I know that affordability, college access, and how to deal with undocumented students are all issues within that functional area. Also, something else that I started thinking about that was not discussed when I was speaking to Health Services was the fact that smoking is now banned on campus. That is definitely a critical issue. Providing resources for students who are trying to quit smoking, dealing with questions about where students can smoke and providing education to students who are cited are all issues within this department. I believe a critical issue in Student Conduct is finding the right balance between discipline and education when a student makes a mistake on campus. This is an area along with

Student Leadership & Involvement and New Student Programs & Family Outreach that I would like to learn more about.

In order to learn more about different critical issues in all of these departments I need to be proactive. Internships, research and talking with practitioners in these departments are all ways I can develop and become more knowledgeable about different critical issues. This fair was a great opportunity for me to learn and get a small idea of the different internships that are offered.

Appendix F

Internship Final Reflection: Academics for Student Athletes

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Internship Final Reflection

Introduction

During this term I participated in an internship with Academics for Student Athletes (ASA). This internship really focuses on the academic development of student athletes' and provided me with valuable experience that will assist me later in my career. My main responsibilities included meeting on a weekly basis with student athletes for "academic check-ins". During academic check-in, I worked with student athletes of a variety of topics such as, time management, test taking strategies, academic focus and stress management. Additionally, I was responsible for revamping the reinstatement process for student athletes who were kicked out of evening study hall. As a result of this internship, I was able to address a couple of the CSSA competencies and enhance my knowledge. The two competencies I covered were Professional Skills and Organizational Management and Knowledge and Understanding of Student Populations and Student Development.

Professional Skills and Organizational Management

Being able to comprehend organizational structures, identifying and evaluating one's own leadership style, communicating effectively, recognizing best practices in the field and learning how to adapt in different circumstances are all characteristics of an effective leader and skills I believe are important for me to continually develop. I choose this competency because developing this area will help prepare me for my next professional position and allow me to be more successful working with students. Through various meetings with the director of ASA, my supervisor and other colleagues in this department I was able to gain an understanding of the organizational structure of this department. I identified fairly quickly that ASA is an enjoyable

environment to work but at times can be very stressful. I learned about the importance of effective communication, team work and collaboration and a more in-depth understanding of the roles and responsibilities of the professionals in this department. As an intern in the fall, I had limited knowledge of the services that ASA provides and the roles and responsibilities for the various professionals in this department. This term I became more familiar with the structure of the department and how it served student athletes and the day-to-day duties of advisors. My increased understanding of the services available and expectations of advisors, allowed me to work more efficiently and effectively this term to meet the needs of my students.

Another area that I addressed within this competency was identifying and evaluating my leadership style. Working with a variety of student athletes who have different academic, mental and social needs, I was able to identify my leadership ability and determine what type of leadership and communication works best in certain situations and with different individuals. During one-on-one weekly academic check-in, I was viewed as someone who could contribute to the academic success of the student athletes with whom I worked. As I met with different students during the term I became more aware of how I displayed leadership and that my leadership was different depending on the situation. This reflection caused me to think about an internship experience I had with Recreational Sports. Last year, I was in charge of developing learning outcomes for the Sports & Special Programs student employees. One of the outcomes that was developed revolved around leadership. I facilitated a training on Situational Leadership, which is a type of leadership that suggests for an individual to be an effective leader they must adapt their leadership style to the maturity of the group. Basically, this theory states that there is no single style of leadership and every situation and each individual requires a different type of

leadership. This is something I am constantly working to improve upon when I am in situations that require me to provide leadership to others. I also addressed this competency as a result of the work I did with student athletes from diverse backgrounds. Working with student from diverse backgrounds helped me understand the need to be flexible in how I interact with them and also being aware of the different needs of people. In addition to adapting my leadership styles for certain individuals and situations, I also learned how important it is for me to understand the different ways students learn. Developing an understanding of this has helped me further develop my advising and leadership style.

This competency discusses the importance of communicating and collaborating effectively with internal and external constituents. There are a number of ways that this internship intersected with this competency. This internship required me to be in frequent communication with student athletes who I advised and other professionals on campus. I often contacted various advising offices to determine when my students' should schedule advising sessions in order to receive their pin number for priority registration. Additionally, I was in contact via email and text message frequently with the students I advised, answering questions regarding classes, study hall, registration and resources on campus. Furthermore, I was able to interact with my students' instructors as a result of the early alert software ASA utilized. This software allowed instructors to communicate with me when a student was struggling in a course and provided me an opportunity to provide proper interventions.

Knowledge and Understanding of Student Populations and Student Development

I choose to focus on this competency because understanding the unique and changing needs of specific student populations and student development is important for student affairs

professionals to comprehend, in order to meet student needs. The first area I addressed in this competency is understanding the impact of student identity, cultural heritage, and societal systems, on identity development, personal growth, individual perspectives and students' experiences. A lot of my understanding of this area came from working with student athletes from diverse backgrounds in one-on-one settings. The first few weeks of advising sessions were slow and the majority of conversations I had with student athletes consisted checking on their grades. However, after week three, conversations began to change as a few students who identified as underrepresented began to open up more to me about their personal life. Conversations still included academic check-ins and problem solving but at this point in the term they shifted individuals experience. I believe my students felt comfortable discussing topics such as identify, culture, power and privilege because of my ability to build positive rapport and trust with these particular student athletes. Some of my students who identify as African American opened up to me about what life was like from their lens and how the culture shock of moving to Corvallis after coming from a urban predominately African American population was challenging. I enjoyed having these meaningful conversations and feel I am better prepared to support underrepresented students.

Another area that I addressed in this competency was my ability to analyze and apply concepts and theories of student and human development to enhance work with students. I spoke earlier about drawing on Situational Leadership Theory. This theory helped provide a framework for how to display effective leadership skills while working with a diverse group of individuals who have different needs. Furthermore, theories such as Astin's Theory of Involvement and Schlossberg's Transition Theory were other theories that helped me make sense of different

situations student athletes may be encountering. These theories are also rooted in what Academics for Student Athletes is trying to accomplish. The services that are provided in this department revolve around assisting student athletes with the transition process from their previous institution and also encouraging student athletes to get involved with meaningful activities on campus. I will be continuing this internship experience next term and I plan on discussing in more detail with my supervisor, how or if theory is being applied to the work that is being done in ASA.

The last area in this competency that I addressed was being able to identify and articulate issues students face when transitioning into and out of institutions of higher education. All of the students I worked with this term are first-year students. The biggest transition issues identified for the majority of the students that I work with is academic preparation. OSU requires a different level of academic work compared to high school and a lot of my students have struggled adjusting academically. The first few weeks of the term a number of students were freaking out about failing their first midterm. As a former student athlete, who experienced what these students are currently going through, I felt comfortable about providing support and advice about how to do better academically. Having transferred from a community college to a Division I institution and then later from a Division I institution to a Division II institution, I am familiar with the transition process and the academic struggles that a lot of student athletes experience early in the term. I shared my story of how I was a poor student early in college but improved and did well academically the last few years as an undergraduate. Additionally, I believe this competency intersects with communication in multiple ways. This experience has helped me understand that each of the students I work with are different. In order to communicate

effectively and reach each student, I need to adjust my communication and advising style to meet individual needs. Having personally experienced many of the transition issues my students face, I was able to relate to them and communicate effectively.

Core Value

Effective communication is an important aspect of my day-to-day work and an essential skill that higher education professionals should develop. My personal philosophy of working with students includes helping students learn about themselves and empowering them to take responsibility for choices they make, work effectively with others and value all people despite differences. Also, I want students who I work with to ask “why” questions in regards to current issues we are dealing with in the field today and to engage in critical thinking. My hope is that by challenging students I work with, they will become more educated, develop academically and socially and have greater success in the world when they graduate from college. My effective communication skills allow me to promote student success and build relationships with campus personnel and students.

When I think of the core value of written, verbal and virtual communication and why they are important, my first thought is because communicating in a variety of ways helps us as practitioners reach more students. This statement also causes me to reflect on my current assistantship and how communication intersects with my work. During career advising sessions, working with international students, I learned the importance of effective communication. In Fundamentals of Counseling, I learned about skills such as body language, asking open-ended questions, reflecting feeling and meaning and how to summarize. These skills, along with my previous experience working with students, helped me feel confident about my ability to connect

and articulate effectively with international students. However, my initial advising sessions with international students were not effective. I often utilized the same techniques communicating with international students as I did with domestic students, causing confusion for the international students. I quickly learned that in order to communicate effectively with this student population, I needed to adjust my style. Gradually, I improved on my ability meet the needs of international students by, limiting my use of abbreviations, speaking slowly and checking for understanding by asking students to explain in their own words what I said. These changes helped me serve this student population and increased my cultural awareness.

Furthermore, teaching ALS 116, allowed me to utilize a variety of approaches to communicate with students. During the first week of the term I asked my students to complete the Vark assessment, which measures student learning preferences. The four learning preferences consisted of visual, kinesthetic, aural and read/write. After completing the Vark assessment, students shared their preferred learning style with the class. This exercise was beneficial for two reasons. First, as a result of completing this assessment, students could identify the environment and learning style in which they thrive. Second as an instructor, this information enabled me to plan and adjust my teaching methods to meet the needs of this class. I applied techniques such as, powerpoint presentations, assigning in-class reflective writing and reading, lecturing and facilitating discussion, designing hands-on in class projects and incorporating small and large group work in my class. Applying these different approaches allowed me to communicate effectively and meet the needs of my students.

Based on my professional and graduate school experience I believe I am most competent with verbal communication. I am extremely comfortable presenting in groups, meeting with

students one-on-one and articulating clearly. However, I also believe that I have made major improvement during my time in the CSSA program with my written communication, and actually view this area as a strength. Virtual communication, however, is an area that I need to improve upon. With the current generation of technologically competent college students, utilizing technology is another way to communicate effectively with students and is probably the way of the future. I have made progress in this area as a result of utilizing Blackboard for my ALS 116 course and creating vlogs. However, I know that in order to meet the evolving needs of college students, I need to continue to strengthen this area.

Appendix G

First Generation College Students: Reasons for Lower Retention Rates

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First Generation College Students: Reasons for Lower Retention Rates

This paper examines why first-generation college students (FGS) are more at risk of not staying in school and will analyze some of the factors that make them less prepared and more likely to drop out than students who have parents who went to college. Before digging deeper it is important to understand the definition of first-generation students. While there are multiple definitions, and no clear definition, of first-generation college students, one that is commonly used is as follows: “Students who are the first in their immediate family to attend college” (Longwell-Grice & Longwell-Grice, 2008, p. 409). According to Housel and Harvey (2011), “Researchers repeatedly find that FGS enter college with more potential barriers to achievement than non-FGS. FGS often lack reading, writing, and oral communication skills, which frequently lead to poor retention rates” (p. 7) and according to Mehta, Newbold and O’Rourke (2011) about 50 % of college students are classified first-generation students. Universities need to realize that first-generation college students are an increasing student population (Housel & Harvey, 2011) who have unique needs. It is imperative that we are sensitive to the issues FGS face and learn how to best assist them in becoming successful.

There are a number of factors that contribute to lower retention rates among FGS. According to a study done at an Appalachian region university on twenty-one students, research shows that important factors affecting academic persistence include the importance of home, culture and family, financial concerns, internal locus of control, relationships and emotional support and communication of information (Hand & Payne, 2008). Research also determined that FGS feel less prepared to attend college, deal with more stress, have lesser means to cope, and are less involved in social activities on campus. These issues lead to lower academic

performance and lower college satisfaction (Mehta, Newbold & O'Rourke, 2011). Students who lack in these areas typically do not utilize support services on campus and are less likely to persist or graduate than their non-first generation peers (Shepler & Woosley, 2011).

Universities have many functional areas that can help FGS transition into college life and feel more comfortable both academically and socially. Shepler & Woosley (2011) wrote that faculty and other higher education professionals can play a leading role in improving FGS success at the institution. According to Longwell-Grice & Longwell-Grice (2008) "The more time faculty give to their students, the more likely students are to complete their education" (p. 417). Faculty members often interact with students and therefore have the opportunity to help motivate and ease the uneasiness of academic life that many FGS might have. In addition to faculty support, residence life also is a functional area that can benefit FGS. Research shows that resident life has the ability to influence student persistence and achievement and provide opportunities to connect with other peers by offering comfortable living accommodations (Shepler & Woosley, 2011). Financial aid is also an area that can help FGS. Universities often offer generous financial aid packages to FGS to balance out the access to higher education with some packages being completely loan free (Housel & Harvey, 2011). We also know that students who are less involved on campus have a higher chance of dropping out and we also know first-generation students are more likely to live off campus, making them less involved (Mehta, Newbold & O'Rourke, 2011). Residence Life, faculty involvement, Financial Aid and TRIO/Student Support Programs are a few areas on campus that can help first-generation students with their transition to college life and being active members of the campus community.

First-generation students face social, cultural and academic issues (Shepler & Woosley, 2011). Student affairs professionals need to be able to communicate clearly and effectively with first-generation students and identify the challenges they face. Since first-generation students have lower levels of involvement in student activities as well as student interactions outside the classroom (Shepler & Woosley, 2011), it is important to design campus programs that meet FGS needs and keep them engaged in campus life. And as a result, this will hopefully encourage academic success and ultimately retention.

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Appendix H

Benchmarking: First Year Advising Structure

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Benchmarking: First-Year Advising Structure

Academic Advising as an Aid to Student Retention

Academic Advising plays a significant role for first-year students in ways that it provides hands-on professional assistance to students, acts as the resource hub that connects students to available support services on campus, support student's feeling of belonging to the institution, and helps them achieve their educational, personal and career goals (King & Kerr, 2005).

Although academic advising is essential to supporting and challenging students in their transition, advising structure models will vary depending on the mission of the university, its student population, faculty, programs and policies, and resources (King & Kerr, 2005). First-year students often need to make many decisions immediately upon their arrivals to college, such as what courses to take, what major to pursue, or what student activities to join (King & Kerr, 2005). Academic advisors, as a first point of contact, play a critical role of asking a broad range of questions to facilitate conversations, provide information on academic programs and relevant student activities, and make suggestions to help students make informed decisions (King & Kerr, 2005). There is no right or wrong advising structure however they will vary depending on the mission of the university, its student population, faculty, programs and policies, and resources (King & Kerr, 2005). These intentional interactions with first-year students through academic advising can not only provide profound impacts on their educational achievements but also facilitate students' developmental and learning processes as a whole person during college (King & Kerr, 2005). King & Kerr (2005) asserts that having effective advisors is critical to supporting students and emphasizes the need of well-trained advisers when working with "underprepared, undecided, diverse, first-generation, and commuter students" (p. 322).

FYE Academic Advising at Oregon State University

The FYE Academic advising efforts support students' academic transition and success in the first-year. Specifically, the recommendations provide academic advisors with FTE specifically detailed in their position description for first-year advising as well as a syllabus that provides a consistent advising structure across the colleges (Advising, 2014, para. 3). The University will ensure that students meet with an advisor at least once for the first three terms through the use of unique registration PINs that change each term (Advising, 2014, para. 3). Additionally, advisors will use MyDegrees to record students' progress as well as require that after changing a major, an advisor from the new college meets with the student (Advising, 2014, para. 3). The FYE academic advising structure builds intentional points of contact between students and advisors in an effort to promote student learning and exploration of academic and co-curricular options through guided advising.

One additional component of the FYE academic advising structure is the creation of a checkpoint system that connects students who demonstrate a need for additional academic support based on poor class attendance or midterm grades (Advising, 2014, para. 5). The intention of the system is to provide students with the resources and skills to recover from and prevent "further impeding [their] academic success" (Advising, 2014, para. 5). Through the use of variety of intervention efforts, students will learn the skills necessary to "self monitor" (Advising, 2014, para. 6) their academic performance and use available academic resources. Though the checkpoint system is still in a developmental stage, it will, ultimately, span to include communication between a variety of sources including academic advisors, residential education staff, and student success staff members (Advising, 2014, para. 6). The

system aims to provide Oregon State's "most academically vulnerable students" (Advising, 2014, para. 6) with the skills and opportunities to achieve academic success.

Academic Advising at Comparator Institutions

In this section we will discuss comparator programs we researched and provide a brief overview of their first-year advising structure. Stanford University (Advisors, 2014), believes in the multiple mentor advising model. Every first year student has an Academic Director who is affiliated with a freshmen residence hall and assists students with academic requirements, course selection, investigating majors, research, fellowships, and post-graduate study. Students are also assigned a Pre-Major Advisor who they meet with once per quarter until they have declared a major. At Ohio State, there is not a central advising office, and first-year students meet with college, school or program advisors. Students are assigned an advisor according to their major and meet their advisor during orientation, testing and scheduling and often enroll in a transitions course that an advisor teaches (Ohio State, 2014). One of the unique programs that Ohio State offers first-year students is "Freshman Forgiveness". This program allows students who receive a D+, D, or E in a course or courses during their freshman year to retake the course, and the first grade will be dropped from the students cumulative grade point average (Freshman Forgiveness, 2014).

Colorado State University Pueblo (Advising & Registration, 2014) has seven first-year program advisors who are in charge of advising several majors on campus. CSU Pueblo also offers group advising for students who are still deciding on their major. During these advising sessions, students have an opportunity to assess their abilities, interests and goals while investigating degree programs. At Evergreen College, academic advisors contact students via

email shortly after students have been admitted but before they register. Advisors provide mentorship to first-year students during Orientation Week and visit classes to provide weekly updates and information about college-wide requirements (S. Martin, personal communication, February 4, 2014). At Texas A&M, advisors can be found in academic departments and at the college level (Academic Advising, 2014). First-year students have the option of joining Aggie Access Learning Communities, which offers students individualized academic advising, advisors facilitating study groups and peer mentoring (First Year Aggie Experience, 2014).

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Appendix I

The Heart of Whiteness: Confronting Race, Racism and White Privilege

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Robert Jensen's, *The Heart of Whiteness*, is a short but powerful book that all people who are interested in social justice should read. Jensen discusses the history of racism and argues that we live in a white, supremacist society, that is often invisible to white people because of the privilege and power they hold. Throughout this book Jensen uses his personal experiences along with data and theory to explain the problems with white privilege and how that privilege fosters a racist environment. Additionally, Jensen provides different strategies white people can use for recognizing and breaking down white privilege. Jensen feels strongly about the fact that if white people are serious about ending white supremacy, they need to be truthful in regards to assessing themselves personally, while also staying focused on the institutional systems of power. Jensen's overall approach about addressing white privilege and racism is by expressing emotion that is often expressed through anger. The author states in the introduction that he is going to be blunt, harsh and state the truths revolving around racism and white privilege with the goal of promoting the reader to ask questions and experience many different emotions. After reading this book I believe Jensen was successful in bringing out different emotions because there were many moments that I experienced powerful emotions about what I was reading. With powerful language, Jensen argues that white people should hate what whiteness stands for and need to

accept the reality that white people are the problem. Once white people understand this reality, Jensen then suggests we can start working towards racially equality.

After reading this book there were a few points that jumped out at me. One of the main issues I took from this book was how Jensen argued we live in a white supremacist society. Jensen suggests that a driving force in white supremacy is from the material and psychological gains that come to white people which are “supported by an ideological support system” (pg. 45). Furthermore, Jensen discusses how in a white supremacist society, all white people experience some sort of privilege in various settings. One of the main examples Jensen gives for his description of society comes from an experiment ABC News did to determine if a black man would be treated differently than a white man. The two were indeed treated differently, with the white man benefiting from white privilege in every scenario. This experiment, according to Jensen, is a sobering example of how we live in a white supremacist society.

Another key issue that Jensen brought up was the need for white people to understand the truth of past, present and forthcoming history and how that has a hand in racism. Jensen argues that we need to acknowledge we are living in a racist society to be truthful with ourselves. The author says, “we cannot pretend to live in a world in which we do not benefit from white privilege, until white supremacy is no longer a defining feature of our society” (pg. 14). Additionally, it is vital that white people come to terms with the truth of our white privilege and understand the privilege we possess as white people and how that privilege promotes a racist society. Often times we do not want to dwell on history especially the topic of racist history in the U.S. because it is an uncomfortable topic that “contests the celebratory story” (pg. 27) of the United States. Jensen wants us all to understand the importance of history and that it matters. The

author encourages us be honest about history because without honesty and facts about the past we cannot push forward into the future and end racism.

The last issue that stuck with me was the different emotions of guilt, anger and fear that Jensen suggested white people experience as a result of white supremacy. According to Jensen, “guilt implies responsibility” (pg. 47) and we are responsible for the racist acts we commit and our failure to do everything possible to fight against white supremacy. Another emotion that we can feel is fear. Jensen talks about four different fears white people have. First, white people are afraid of facing the fact that some of the power we have is unearned. Next, white people fear losing what we currently have in the forms of economical, political and social systems. The third fear white people experience is that non white people might someday hold the power that whites have held for so long. Lastly, white people fear that non white people will be able to see through them and point out areas that racism continues to linger. The last emotion Jensen discusses is anger. Jensen feels strongly that white people need to feel less guilt, less fear and more anger. The author suggests that by using anger effectively we can begin to break down racism.

Based on this reading there are a few suggestions I would make to higher education professionals. The first suggestion I would make is to have monthly speakers attend campus and give presentations on topics such as racism, white privilege and ways we can promote racial equality. Jensen suggests that action against racism is essential. Bringing speakers to campus will help create awareness which in turn will lead to action against racial injustice. Also, having spaces on campus that all student feel comfortable is another suggestion I would make for higher education professionals.

There were a couple questions I had after reading this book. In the first chapter of this book Jensen asks the question, “are all white people racist?” (pg. 25). After reading two books during the last two weeks on white privilege this is a question I continue to struggle with. I do not recall if Jensen gave his definition of racism or if he was just implying all white people are racist based on our society. Also, like Kivel, Jensen argues that taking action against racial injustice is the only way we can promote equality. I find myself in situation where I want to do that but do not have all of the skills yet. Another question I have is how do you have a conversation with someone about racial injustice who is close minded to the subject?

Appendix J

Uprooting Racism: How White People Can Work For Racial Justice

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Paul Kivel's book, *Uprooting Racism*, is a powerful text describing what racism is to white people while also providing different guidelines and instructions about how white people can work towards establishing racial justice. The author discusses passionately the need to end racism and states, "the first step is for us to talk together, as white people" (pg. 5). Kivel's book is broken into six sections and begins by discussing what it means to be white and the many misconceptions white people have about racism while also stressing the importance of taking responsibility for our own racism. He then transitions into talking about the dynamics of racism and how racism produces a society that teaches white people to live in fear of people of color. Next, Kivel discusses the importance of becoming allies with people of color and effective ways we can do that. The following sections focus on the effects white people have had on different racial groups followed by ways we can fight institutional racism and live in a democratic, multicultural society. Throughout this book, Kivel gives different examples of what white privilege looks like and how it encourages the pattern of racism. He also makes the point that these actions, such as telling a racial joke, are often unconscious acts that white people are not aware of that occur everyday. Additionally, Kivel goes into more detail about how white people should work to become aware of their actions which promote injustice and recognize the

privilege they hold in society. By doing this, they will be better prepared at working towards equality for all people.

There are a number of important points that Kivel made throughout his book. One of the main points that I took from this book was the importance for white people to take action against racial injustice. Kivel argues that just because we do not discriminate or mistreat people does not mean we are not racist. Also, Kivel discusses how it is not good enough for white people to sit idle and let racism occur. It is vital that white people take responsibility for challenging racism and work towards change and ending racism. Kivel goes on to discuss how becoming allies with people of color is one of the most important actions white people can take. It is important to be active listeners and support the actions of people of color. By listening critically and having conversation about racism it helps us break down the barriers of racism because the more racism is talked about the less power it holds.

Another key point Kivel brings up is the impact racism has on white people. Since the truth of racism has been distorted, white people have an inaccurate view of history. Kivel states, “we have been given a false sense of superiority that we should be in control and in authority, and that people of color should be maids, servants, gardeners and do the less valued work of our society” (pg. 37). Also, as previously mentioned, white people have a false sense of fear which is often linked to movies, TV, and news media. Kivel quotes, “racism produces a fear based society in which no one feels safe” (pg. 53). Next, the author mentions how our interpersonal relationships can also be affected because of arguments or tension with family member or friends about racism. Finally, Kivel discusses how our self esteem can be lowered because of the guilt or shame we experience from our response or lack of response to racism.

The last issues that stuck with me while reading this book was how racism is not just an individual act but an institutional act. Kivel describes how the long history of white racism has transformed into an institutional issue and he encourages us to join the fight against institutional racism. Kivel makes the point that institutional racism is often difficult to see or know how to challenge because our society is so accustomed to focusing on individual actions rather than larger actions. Kivel also recognizes that institutional change may seem like a large issue to address but because we are involved personally with many institutions every day such as churches, schools and work, he encourages us to come up with effective ways to challenge racism.

Based on this reading one of the suggestions I would make to higher education professional is to require each student on campus to complete a course in multiculturalism during the first year they are at their new institution. This course would be an introductory course but would provide the students valuable tools they could use during college to fight racism. Also, during orientation for new students the university could provide training sessions and workshops on topics such as white privilege, racism, and multiculturalism. Additionally, higher education professionals should consider bringing speakers to campus as often as possible with the hopes of educating the students body on the importance of working towards ending racism. Kivel states, “the goals of multicultural competency are increased understanding, respectful communication and full inclusion of all people” (pg. 210). Kivel mentions that the more we talk about racism the less powerful it becomes. This is why a priority for higher education professionals should be to create comfortable, multicultural spaces on campus that promote conversation on racism.

There were a couple questions I had while reading this book. Kivel discusses in his book the importance of white people becoming allies for people of color and more specifically fighting institutional racism. I feel like I understand how I can individually fight racism but I am unclear how to fight it at an institutional level. Fighting racism at the institutional level seems intimidating and I am unclear what Kivel's suggestions are in regards to that fight. Also, after reading this book I am a little confused about who Kivel categorizes as racist. Is any white person who is not actively working to end racism consider a racist by Kivel's definition?

Appendix K

The Effects of Division I Athletic Participation on the Student Athletes Educational Experience

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Abstract

The purpose of this study is to explore the effects of participation in intercollegiate athletics on student athletes' educational experience. Specifically studied are the effects of participation by scholarship student athletes at four year, public institutions. This study seeks to examine what student athletes do academically outside of participation in athletics and how that participation, or lack of participation, impacts their educational experience. In order to accomplish the goals of this study, the research questions will be investigated through a qualitative research design using a case study. Additionally, this study hopes to provide new information for higher education administrators to better incorporate student athletes into the overall campus environment.

The Effects of Division I Athletic Participation and Student Athletes' Educational Experience

Intercollegiate athletics plays an important role at many colleges and universities despite the small representation they have on college campuses (Comeaux & Harrison, 2011).

Additionally, Division I college athletes provide publicity to their universities and entertainment to the community, as well as help develop and instill school pride (Comeaux & Harrison, 2011).

Division I athletics is also big business for the National Collegiate Athletics Association (NCAA) which received \$757 million in total revenue in 2011 (Comeaux & Harrison, 2011). With millions of dollars at stake for big-time college and university programs, many university presidents and chancellors have emphasized athletics as a way to brand their respective institutions (Ayers, Dobose & Pazimo-Cevallos, 2012). However, students who choose to participate in athletics face a number of challenges. One of those challenges is balancing athletic participation with their academic responsibilities (Jordan & Denson, 1990). Recent and past incidences of low graduation rates, misconduct, academic scandals, and student athletes leaving higher education institutions in poor academic standing have the general public questioning the educational benefits of participation in sports at the college level (Gayles & Hu, 2009).

Furthermore, there are administrators who believe that many student athletes will choose the path of least resistance. Meaning, they choose less competitive majors so they can maintain their eligibility (Fisher, Ross & Schneider, 2010).

Research Topic

When analyzing student athletes it is important to understand what it means to be a student athlete. Today, student athletes are a unique, non-traditional group of students who, unlike traditional college students, face a complex social and political system within the

university (Harrison, Stone, Shapiro, Yee, Boyd & Rullan, 2009). As a result of the investment made in athletics at major universities there is added pressure and urgency for student athletes to compete at a high level and experience athletic success (Comeaux & Harrsion, 2011). With athletes spending an average of twenty hours plus a week with practice or competition, they are susceptible to injury as a result of their sport, and may be absent to a number of classes due to their athletic responsibilities (Gayles, 2009). Additionally, student athletes miss out on a variety of learning that takes place from peer-to-peer interacting and educational activities outside of the classroom and competition (Gayles & Hu, 2009).

Over the past decade, the National Collegiate Athletic Association (NCAA) has become increasingly concerned about the educational experience of student athletes, beyond the mere enforcement of eligibility rules and regulations (Gayles & Hu, 2009). Despite the various support services that Division I institutions provide student athletes, research suggests that individual student athletes sometimes suffer in their educational system and are often left unprepared and lack skills that assist with their academic success in college as a result of their athletic participation (Burnett, Dilley-Knoles & Peak, 2010). Furthermore, these support services and programs “have not managed to consistently and effectively enhance student athletes’ learning and personal development” (Comeaux & Harrsion, 2011, p.236). Understanding the pressures these student athletes face and how their athletic involvement can have an adverse effect in the classroom and on their overall academic experience is vital (Harrison et al., 2009).

Research Problem

Participation in athletics and the relationship to the athletes’ educational experience is an area that has generated a lot of scholarly interest (Kerr & Miller, 2002). From the pressure

Division I student athletes face and the time commitment required of athletic involvement, the educational experience of some student athletes is becoming negatively affected. Student athletes typically spend an average of twenty hours a week on athletic related activities resulting in less time to engage in meaningful educational opportunities around campus (Gayles, 2009). Many universities provide a variety of resources that assist and monitor their student athletes' academic performance as a way to assist with the unique challenges this student population faces (Burnett, Dilley-Knoles & Peak, 2010). Criticism about athletic programs suggest that a separate culture is created in which student athletes have lower levels of academic performance, graduate at lower rates, cluster in certain majors and are socially segregated from the general student population (Gayles, 2009). As a result of this culture, many student athletes may not feel the need to venture outside of that comfort zone.

Research also suggests that one of the reasons the educational experience of student athletes is becoming negatively affected is a result of their lack of involvement in the undergraduate student experience (Gayles, 2009), and educationally sound activities (Symonds, 2009). Educationally sound activities defined by Chickering, & Gamson, (1987), consist of the frequency students and faculty have contact, students working in groups while in class, active learning, students receiving prompt feedback from instructors about assignments, active communication and working with diverse groups of students on academic projects. Since one of the most important factors in student learning and personal development is student involvement in educationally purposeful activities (Gayles & Hu, 2009), practitioners need to understand why student athletes are not as engaged in their college experience compared to their peers.

Astin (1984), discusses specifically how athletic involvement is similar to academic involvement. Students who are intensely involved academically tend to become isolated from their peers. Furthermore, Astin (1984), suggests that students who are studious tend to isolate themselves as a result of their time and effort devoted to studying. Athletes tend to demonstrate similar behaviors as a result of their long practice hours, travel to athletic events and living with other athletes. Additionally, since student athletes typically live, eat, study, socialize and attend class together they may experience a type of academic and social isolation from the rest of the campus community (Gayles, 2009), making it harder for them to interact with their non-athlete peers.

Significance of the Research Problem

While reviewing this research proposal it is important to understand the significance. This study is significant for the following three reasons: (a) there is a gap in the literature, (b) student athletes are a growing student population and (c) there is a growing concern over the academic and personal development of student athletes.

There is a gap in the literature when looking at how student athletes use campus resources and how they integrate into campus programs that promote involvement on campus. Also, there is a need to better understand what contributes to engagement in educationally purposeful activities for student athletes who participate in Division I sports and how that relates to positive outcomes for this particular student population. There is a lot of literature on student engagement in relation to the general student population and its relationship to learning and development, but the literature examining the relationship between athletic participation and the educational experience of student athletes is not as common (Gayles & Hu, 2009). This research is designed

to help fill a gap in the literature and play a role with developing services for this unique student population.

Additionally, this research is important because of the growing student athlete population at Division I institutions across the country. There are roughly 170,000 Division I student athletes at 340 institutions across the country (Brown, 2012). The number of Division I student athletes has been increasing steadily every year. With the steady increase in students participating in Division I athletics, it becomes very important for higher education administrators to gain a better understanding of these students and how to assist with their academic development. Failure to understand the experiences of student athletes can impact how practitioners understand the need for specific forms of campus assistance (Comeaux & Harrison, 2011).

Finally, there is a growing concern over the past decade regarding the academic and personal development of student athletes. The general public has become increasingly skeptical about the quality of education college athletes are receiving (Gayles & Hu, 2009). Division I student athletes in general continue to show lesser forms of academic success than their non-athlete peers (Comeaux & Harrison, 2011). According to Comeaux & Harrison (2011), academic success includes social interaction, graduation rates and academic performance. However, the reasons that student athletes struggle academically compared to their peers are not as well understood (Comeaux & Harrison, 2011). Further research into this topic will help bridge the gap between athletes and their peers.

Research Questions

By examining the personal stories of student athletes' this study will attempt to discover the extent of impact that Division I athletic participation has on scholarship student athletes and

how that participation affects their educational experiences on campus. Additionally, this study seeks to answer the following questions: 1) How does athletic involvement for student athletes influence academic success in educationally purposeful activities? 2) In what ways are student athletes involved on campus beyond athletics? 3) What can higher education administrators do to assist student athletes with becoming more involved in the campus community?

Operational Definition of Key Terms

Definitions will be provided for the following key terms that are included in this research report.

- Educational Experience- For the purpose of this study educational experience is defined as, reading and writing activities, preparing for class, interacting with instructors, learning how to effectively collaborate with peers, working together productively in community services activities, involvement with leadership and student organizations (Symonds, 2009).
- National Collegiate Athletic Association (NCAA)- The governing body of collegiate athletics. Founded more than one hundred years ago as a way to protect student-athletes. The NCAA is made up of three membership classifications that are known as Divisions I, II and III. Each division creates its own rules governing personnel, amateurism, recruiting, eligibility, benefits, financial aid, and playing and practice seasons (National collegiate athletic association, 2013). For this study, Division I student athletes will be researched.
- Student Athletes- Division I student athletes represent a specific student population and are a unique non-traditional group of students who, unlike traditional college students, face a complex social and political system within the university (Harrison, Stone, Shapiro, Yee, Boyd & Rullan, 2009)

- Traditional Students- Those students who do not participate in college athletics (Harrison et al., 2009).
- Student Involvement- Student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience. An example of an involved student is one who spends a considerable amount of time studying, spends a lot of time on campus, participates in student organizations and interacts frequently with faculty (Astin, 1984).

Outline of Literature

I plan to review articles describing student athletes' experiences, including the following articles:

Studies about the experience of student athletes

- (Astin, 1984). In this source Astin outlines the basic elements of his student involvement theory and discusses the relationship between involvement in educationally purposeful activities and academic success. Additionally, Astin provides a summary of his results for specific forms of involvement, including athletic and academic involvement.
- (Gayles, 2009). The author discusses the experiences of today's student athletes on campus and provides generalizations for this student population.
- (Gayles & Hu, 2009). A study that looked at the influence of student engagement and sport participation on college outcomes. Results found that college athletes can benefit from engagement similar to the general student population.

- (Jordan, & Denson, 1990). This model identified ways to enhance the student athlete experience. Outreach, personal counseling and academic monitoring are ways the author suggests to assist with the academic experience.
- (Kerr, & Miller, 2002). This literature provides information about the experiences of student athletes. This study compares the experience of student athletes in the United States and Canada. The purpose was to analyze the athletic, academic and social experience of these athletes.

Studies about student athletes and academics

- (Ayers, Dobose, & Pazmino-Cevallos, 2012). Focuses on the amount of time Division I college athletes have each week for athletic supervised activities. This study discusses that the time commitment student athletes make can have a negative effect on their academic experience.
- (Burnett, Dilley-Knoles & Peak, 2010). This study researches the academic success of student athletes using a 3.0 GPA or higher as the definition of academic success. Results found that female student athletes perform higher than their male counterparts.
- (Comeaux, & Harrison, 2011). This model analyzes factors that influence academic success for student athletes. The results of this study assist with understanding some of the barriers student athletes face in regards to academic success.
- (Fisher, Ross & Schneider, 2010). Discusses “major clustering” within athletics and how athletic academic advisers funnel athletes into “athlete friendly” majors with other student athletes to maintain their eligibility. This perpetuates the stereotype that athletes only interact with other athletes. Results suggest that clustering exists for a variety of reasons.

Studies about athletic participation

- (Brown, 2012). Provided information about the total number of NCAA student athletes. Additionally, this resource provided growth trends regarding NCAA institutions and total amount of athletes. Student athletes are a growing population.
- (Symonds, 2009). This study examines the impact of athletic participation on student engagement. Findings discuss how athletic participation equals an educational experience.

Methods

This study examined Division I student athletes' athletic participation and how that commitment influences their academic experience. This section will detail the methodology, tradition and procedures used for this study. The goal of this study is to determine if athletic participation has an impact on educationally purposeful activities and how those activities impact their academic success. This research also hopes to find ways that higher education administrators can assist student athletes with integrating into the traditional student population.

Research Design Overview

In order to accomplish the goals of this study, the research questions will be investigated through a qualitative research design using a case study, with the scholarship student athletes at Oregon State University as the unit being analyzed. This method was chosen because it will allow student athletes to talk about their life experiences and also provides an opportunity for the researcher to "explore and understand" (Creswell, 2005, p.53), the experiences outside of athletic participation of student athletes and how those experiences influence student learning and their overall college experience. Additionally, this method will allow researchers to ask questions

regarding the experiences of the student athletes and provide an in-depth, holistic look at that student population.

The main purpose of a case study is to thoroughly describe the experience of one person, family, group, community or institution through direct observation or interaction with the subject (Creswell, 2005). According to Yin (2003), a case study design should be considered when the focus of the study is to answer “how” and “why” questions, researchers cannot manipulate the behavior of those involved in the study, the goal is to cover certain conditions because it is believed they relate to the phenomenon or the boundaries are not clear between the phenomenon and context. Furthermore, Yin identified specific case studies, including Exploratory (study aimed at defining questions of a study or determining the feasibility of the research procedures), Explanatory (explains how events happened) and Descriptive (complete description of phenomenon within context). Also, Stake (1995) provided three additional case studies, including, Intrinsic (a case study that is of interest to the researcher), Instrumental (the case is used to understand more than what is obvious) and Collective (several cases that provide insight into an issue).

For this study, there were both *how* and *why* questions that I asked. Additionally, I had no control whatsoever over the behavior of student athletes in a particular setting. Also, as a former Division I student athlete and higher education practitioner who hopes to work with student athletes in the future, I have both a personal and professional interest in the case. These reasons justify an exploratory case study. By using a case study approach, people outside of the Division I college athletics community will gain a better understanding of how athletic participation

impacts the academic experience of Division I student athletes. Further reading regarding important authors related to this research tradition include Robert Yin and Robert Stake.

Participants and Recruitment Method

This study seeks to investigate the impact athletic participation has on the academic success of Division I student athletes. First, a general email was sent out to the athletic director at the university being studied, detailing what the study was about and seeking permission to contact scholarship student athletes. Oregon State University was selected as the research site out of convenience for the researcher. Once access was granted and the athletic director provided a list of all scholarship student athletes, a simple random sampling method was utilized to select the participants for the study. A simple random sample was selected so every student athlete had the same opportunity to be selected and “any bias in the population will be equally distributed among the people chosen” (Creswell, 2005, p.153). After the participants were selected, another email was sent out to each individual student describing the nature of the study, introducing the researcher and offering \$25 for those who chose to participate. Next, the students who expressed interest were then invited to meet individually with the researcher who would then talk about the specifics of the study, time commitment required of the participant and answer any questions the participants may have about the study. The participants were required to meet four criteria: (a) they must be a scholarship athlete, (b) they must be 18 years or older, (c) they must not be planning to transfer to another institution at the end of the school year and (d) they need to be enrolled at the particular Division I institution for at least one year. These criteria were verified when the participants met with the researcher. There were 25 student athletes that met these

criteria and selected for the study. Informed consent forms were also signed by the participants at this first meeting, therefore providing the subjects certain rights for being a part of the study.

Procedure

The next step involves scheduling interviews and focus group times for all participants. Focus groups will be semi-structured with the researcher facilitating the conversations but allowing the student athletes to determine the direction of conversations. Interviews will be structured, with specific questions being asked. By asking open-ended questions during the interview and focus group process, the researcher will allow participants to share their “experiences unconstrained by any perspectives of the researcher or past research findings” (Creswell, 2005, p.225). This allows the researcher to gain a comprehensive understanding of the student athletes athletic and academic experiences.

Data Collection

During interviews and focus groups, data will be collected using video recording, audio recording, written notes and questionnaires. The interviews will be conducted on campus at Oregon State University, at a location the student athlete feels comfortable. Focus groups will meet in the conference room on the 3rd floor of the Student Success Center. The third floor of the Student Success Center is where Academics for Student Athletes is located. This location is familiar to the student athletes and should be a relaxing environment.

Data Analysis

Hand analysis will be used to analyze the data that has been gathered through interviews and focus groups. Before the data can be analyzed it needs to be examined and organized. For this purpose, a color coding system will be used to mark and organize the data. Additionally,

student athletes will all have an opportunity to read through my data findings and results to provide credibility. Furthermore, participants will have the opportunity to provide feedback if they feel the results were not accurate regarding their experiences. Also, all of the interviews, focus groups and observation with the participants will be recorded making it possible for another institution to duplicate this study. There is very low risk to human subjects in this study. The students will be recorded as numbers to ensure their privacy.

Summary

This qualitative study examined the effects athletic participation at Division I institutions have on the educational experience of student athletes. The intent of this study was to determine how athletic involvement influences academic success and what educational activities student athletes are involved with. Additionally, the researcher will provide ideas to higher education and athletic administrators regarding ways to assist student athletes with becoming more involved on campus.

Timeline for Future Activities

1. Submit IRB proposal- Mid March 2013; Receive approved IRB-Mid April 2013
2. Collect data from participants- May-August 2013
3. Analyze data- August-October 2013
4. Write data results and discussion section- October-December 2013
5. Send drafts to participants for member checking for reliability- January 2014
6. Edit returned reports and rewrites- February 2014-April 2014
7. Complete study/summarize findings- July 2014
8. Present at professional conference- October 2014

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Appendix L

A Vision for Veteran Students in Higher Education

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Abstract

The purpose of this paper is to provide an overview of veteran students and why it is important for higher education institutions to understand how to best serve this unique student population. Specifically, this paper discusses some of the different barriers veteran students face while transitioning to higher education. Furthermore, multiple suggestions about how to effectively serve this student population are provided. In order for colleges and universities to address the needs of the veteran student population, academic affairs and student affairs must work together and veterans should have access to a variety of resources on campus.

A Vision for Veteran Students in Higher Education: Proposal for Consideration

Introduction

In order for we as practitioners to gain a better understanding of how to provide effective services for veteran students on our campus we must understand the characteristics of these students and why they are choosing to pursue higher education. Veterans are men and women who have served (even for a short time), but are not currently serving, on active duty in the U.S. Army, Navy, Air Force, Marine Corps, or the Coast Guard, or who served in the U.S. Merchant Marine during World War II. People who served in the National Guard or Reserves are classified as veterans only if they were ever called or ordered to active duty, not counting the 4-6 months for initial training or yearly summer camps ("United states census," 2012). Additionally, according to O'Herrin (2011), veterans are nontraditional students that are usually older and often considered transfer students because of credit they earned through course work in the military. O'Herrin (2011), also discusses some of the characteristics about veteran students. First, in 2007-2008, only 4 percent of active duty and veteran students were enrolled in post-secondary institutions. Second, women currently make up about 15 percent of the military and are a fast growing population. Third, veterans are more likely to come from diverse backgrounds and finally, between 14-19 percent of the 2.2 million troops deployed to Iraq or Afghanistan have developed post-traumatic stress disorder (O'Herrin, 2011).

Understanding why the number of veterans in higher education is increasing so rapidly is also important for practitioners. As a result of 9/11 the amount of service members in the U.S. military drastically increased (Ryan, Carlstrom, Hughey & Harris, 2011), and with the wars in Iraq and Afghanistan winding down, many military personnel are returning home each year.

Additionally, 90 percent of the service members entered the military without a bachelor's degree. Also, with the passing of the Post 9/11 GI Bill, many veterans are taking advantage of the improved educational benefits and are looking at higher education as their next option (Ryan, Carlstrom, Hughey & Harris, 2011). Veterans Affairs anticipated a 25 percent increase in the number of service members who would enroll in higher education (Moon & Schma, 2011). As a result of this increase, colleges and universities throughout the country are bracing for a large influx of returning veterans over the next couple of years and are questioning whether they can meet the needs of this rapidly growing student population (Zinger & Cohen, 2010).

Problems

This section analyzes the problems veteran students face while transitioning to college life. Veteran students pose unique challenges to higher education institutions. One of the common struggles veteran students encounter is the overall adjustment to civilian life (Brown & Gross, 2011). According to Brown & Gross (2011), veterans often times are challenged returning to civilian life because they move from a very structured "command and control environment to the openness of a college campus" (p.46). As a result of this new open environment, veterans experience feelings of isolation. Since they are no longer actively serving in the military, veterans are not easily identifiable as military members and sometimes struggle as a result of not having a social network (Brown & Gross, 2011). Furthermore, Zinger & Cohen (2010), describe how many veteran students feel very different from others around them and of being painfully alone without the support of their military peers. Veteran students enter into a different culture when they step into the role of a college student and may struggle to process the effects of this culture shock on their own (Zinger & Cohen, 2010).

Veteran students also face a number of different challenges in their academic setting. Many veteran students feel there are very few people who can assist them with the process of filling out GI Bill paperwork, registering for classes, discussing benefits and finding a job (Zinger & Cohen, 2010). Also, according to Brown & Gross (2011), a common problem that many veteran students face is the transferability of credit earned while on active duty from their military education and experience. Furthermore, veteran students often find higher education institutions lack an understanding of their educational status as a transfer student. Often times students are not given credit for experience or work they have done and are sometimes placed in lower academic courses. As a result, veteran students spend a lot of time taking courses below their competency level and going over material they already have an understanding of as a result of their previous training. This lack of academic challenge is one of the factors that leads to veterans not completing their education (Brown & Gross, 2011).

There is also a lot of confusion about the GI Bill and financial services available to veteran students. Currently, there are a lot of veterans who are confused about their GI Bill benefits and express concern regarding higher education institutions processing their GI Bill benefits in an accurate and timely manner (Moon & Schma, 2011). Since the post 9/11 GI Bill, the number of veterans returning to higher education has been steadily increasing. The problem with the increase in this student population is that many higher education institutions have not designated a specific contact person for veterans to seek assistance. A recent survey found that nearly 50% of colleges did not employ an individual trained to assist veterans with their specific needs (Ryan, Carlstrom, Hughey & Harris, 2011). Many institutions are willing to help these students but are not always sure how to meet their unique needs (O'Herrin, 2011).

Finally, there are a number of veterans returning from war who suffer from Post-Traumatic Stress Disorder (Zinger & Cohen, 2010). Many veterans enter classrooms with invisible injuries such as Post Traumatic Stress Disorder (PTSD) and other mental health problems. The National Institute of Health describes PTSD as feeling stressed and afraid after living through a traumatic event (Ryan, Carlstrom, Hughey & Harris, 2011). It can also cause flashbacks of the event, nightmares, loneliness, sadness, and anger outbursts. Other mental health issues include substance abuse, mood problem and aggression.

Additionally, Zinger & Cohen (2010), describe that only 26% of veterans returning from Iraq or Afghanistan receive mental health care. As a result of PTSD, veterans may have a more difficult time transitioning to a higher education institution than their peers. Mental health problems begin to show up over a period of time following a veteran's return from deployment, especially from those who have been injured in combat (Lokken, Pfeffer, McAuley & Strong, 2009). If these issues are not dealt with they may lead to more serious health concerns.

Theories to Consider for Veteran Students

When working with veteran students, higher education practitioners need to understand what theories might apply to this specific student population. Additionally, using theory allows practitioners to “understand and respond to students empathically” (Evans et al., 2010, p.26). Also, Evans et al. (2010), suggests theory provides action for working with students and student affairs practitioners who practice without using a theoretical base are ineffective and inefficient. Schlossberg's Transition Theory and Astin's Theory of Student Involvement are two theories that can guide the work of practitioners who work with veteran students.

Schlossberg's theory discusses what qualifies as a transition, different forms of transitions, the transition process and factors that influence transitions. Furthermore, a transition is defined as "any event, or non-event, that results in changed relationships, routines, assumptions and roles (Evans et al., 2010, p.215). This theory can assist higher education practitioners in their work with veteran students by providing a framework for understanding the transition process of veteran students at higher education institutions (Ryan, Carlstrom, Hughey & Harris, 2011). A recent study by Ryan, Carlstrom, Hughey & Harris (2011), examining 700 institutions found that only 22% provided transitional orientation specifically for veterans, only 4% offered veteran specific orientation, nearly 50% of colleges did not employ an individual trained to assist veterans with transitional issues, 57% did not provide training for staff and faculty about veteran transitional assistance, and less than 37% of colleges and universities had trained staff to assist veterans with disabilities. These numbers clearly show that higher education institutions need to do a better job at meeting the needs of veteran students in relationship to their transition process from the military to college life.

Astin's (1984), refers to student involvement as "the amount of physical and psychological energy that a student devotes to the academic experience" (p.297). This theory argues that for student learning and growth to occur, students should actively engage in their environment, and educators should create different opportunities for classroom and out-of-classroom involvement (Evans et al., 2010). Furthermore, Astin (1984), discusses that a highly involved student is one who spends a considerable amount of energy studying, spending time on campus, participating in student organizations and interacting with faculty members and other students on campus.

This theory relates to veterans because connecting with others and being active is very important to the success of veteran students (Zinger & Cohen, 2010). Additionally, research shows that veteran students who are active in student organizations, meet with counselors or faculty members and interact with others on campus have a better college experience. Furthermore, ROTC programs are another way student veterans can get involved on campus and network with other students (Rumann & Hamrick, 2010). Since veterans sometimes struggle in the traditional class setting, it is important for faculty and students to understand the unique needs of these students (O'Herrin, 2011). A result of faculty and students better understanding this population, may lead to increased involvement from veterans.

Solutions

With the many challenges that veteran students face it is vital for higher education institutions to provide support services that assist this student population with their transition and promote their success on campus by establishing veteran friendly campuses. Lokken, Pfeffer, McAuley & Strong (2009), describe veteran friendly campuses as efforts made by individual institutions to identify and remove barriers the veteran students might face in order to create an easier transition to college life. Additionally, veteran friendly campuses seek to provide information about services and benefits available to this student population. In forming a veteran friendly campus it is essential that administrators listen to the needs of the veteran students.

There are a number of ways institutions promote a veteran friendly campus. Moon & Schma (2011), suggest that university wide training is an effective way to promote a veteran friendly campus. Offering webinars, informative presentations and guest speakers on campus that educate the campus community about how to meet the needs of veteran students would be

beneficial. Also, by providing veteran students access to the VA on campus, would allow these students to have their specific questions answered. Institutions should also consider offering financial assistance on top of the GI Bill that veterans already receive. Veteran students during their first term of school often experience stress as a result of their delayed benefits. Moon & Schma (2011), suggest institutions should offer free tuition to veteran students for their first term and classify all veterans and their dependents as in-state residents for tuition purposes.

Creating student veteran orientation events is another way that institutions can promote a veteran friendly campus. Orientation sessions that are specific for veteran students can offer information about available resources and help veterans connect with other veterans on campus. Connecting with other veterans will help these students feel part of a community (Ryan, Carlstrom, Hughey & Harris, 2011). Also, inviting faculty and staff from campus to assist in orientation will help create an awareness about the veteran population on campus.

Another way institutions can enhance the experience of veteran students is by providing comprehensive mental health services. As stated previously, only a quarter of the veterans returning from Iraq or Afghanistan receive mental health care (Zinger & Cohen, 2010). Additionally, Lokken, Pfeffer, McAuley & Strong (2009), discuss that among military members, there are significant perceived barriers to seeking help with mental health issues and many veterans do not actively seek counseling. All of these students should have access to proper mental health care. Campus health and counseling officials should also have knowledge regarding symptoms and treatment strategies for PTSD and have an extensive referral list for veterans. Furthermore, faculty members and other administrators should be trained to identify

possible signs of PTSD and knowledgeable enough to refer the veteran students to the appropriate resources on campus.

Finally, creating a social network for veterans on campus is essential for their success. There are a number of ways higher education practitioners can assist with the creation of these networks. As stated earlier, Zinger & Cohen (2010), suggest that many veteran students describe feeling alone due to experiencing a lack of support from college officials or because they did not identify with their peers. It is our job, as practitioners, to provide ways for veterans to connect with each other inside and outside of the classroom. One way to assist veteran students is by creating a veteran resource center on campus. This resource center would serve as a central location for these students. As of 2007, forty-one college campuses were operating veteran resource centers and serving over 3,000 students (Lokken, Pfeffer, McAuley & Strong, 2009). With the increase in veterans returning home from war and attending higher education institutions, that number has surely increased.

Having a veteran resource center would serve a variety of purposes. First, having a central office would create an opportunity for veteran students to network and build camaraderie similar to what they may have experienced in the military (Zinger & Cohen, 2010). Starting a student veteran group on campus could be an ideal way to facilitate the process of helping veteran students integrate into the institution (Ryan, Carlstrom, Hughey & Harris, 2011). Having a visible veteran student group on campus helps promote awareness of this unique student population. The veteran resource center could serve as a space for this student group to meet and to provide programming opportunities.

Additionally, this center would serve as a one stop location regarding questions veterans have about the college process. Veterans could come to the resource center and receive information about their benefits, scholarship opportunities, class registration assistance, tutoring, counseling and a multitude of other services. Also, this resource center could provide support and encouragement for family members of veteran students. Furthermore, the veteran resource center could provide information regarding jobs and feature a career development component that will assist veteran students with finding employment after college.

Conclusion

This paper provides insight regarding the experiences of veteran students and provides suggestions about how to effectively serve this student population. The previous recommendations are ideas that different campuses can use in order to promote a veteran friendly campus environment. Overall, the responsibility of encouraging a veteran friendly campus falls on the entire campus community. In order for colleges and universities to address the needs of the student veteran population, resources need to be made available (Lokken, Pfeffer, McAuley & Strong, 2009). As the number of veterans returning home from war and enrolling in higher education continues to increase (Rumann & Hamrick, 2010), it is critical to support these students and develop an understanding of how to best meet their unique needs. Also, more scholarly research should be conducted about veteran students to help practitioners gain an overall knowledge of the veteran student college experience.

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Appendix M

The Effects of Living-Learning Communities on First-Generation College Students

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The Effects of Living-Learning Communities on First-Generation College Students

This paper examines first-generation college students (FGS) and the effects living on campus and more specifically living-learning communities (LLC) have on their persistence to stay in school. In order to understand how living on campus can benefit FGS we first need to understand first-generation students and the barriers they face. First-generation students typically have less support and assistance in college preparation, primarily because they are the first in their family to attend college and lack a sense of belonging to the institution (Longwell-Grice & Longwell-Grice, 2008). It is important for us, as practitioners, to help integrate FGS into the university by providing opportunities to connect with faculty and peers, planning on campus programs that promote FGS involvement, and educating FGS on student support services available. According to Tinto's theory of college student retention, students who are involved with different activities and make contact with their peers and faculty members have a better probability of continuing their education (Longwell-Grice & Longwell-Grice, 2008). Nationally, about half of all first year students who enroll do not continue at the same institution the next year (Purdie & Rosser, 2011). As practitioners we need to assist in the development of FGS and provide opportunities for them to get involved and feel connected to campus.

Living-learning communities are one type of intervention that higher education institutions have created to facilitate greater academic and social integration, while also providing benefits and allowing an easier transition into college life for first-generation students (Inkelas, Daver, Vogt & Leonard, 2007). Living-learning communities are becoming very popular in student affairs because the ability they have to positively influence different student outcomes (Purdie & Rosser, 2011). The definition, or mission, of living-learning communities

differs from university to university. According to Miami of Ohio, the mission of LLC's is to create an environment that promotes student learning both in and out of the classroom and allows opportunities for student growth while combining curricular and co-curricular experiences that encourage faculty and resident interaction ("Living learning communities," 2011). A simpler way of describing LLC's is they are residential communities with a shared academic or thematic focus (Inkelas et al. 2007). There have been great efforts in recent years at universities to establish learning communities because of the benefits they provide for students (Shushok & Sriram, 2010). These learning communities are especially effective in enhancing "curricular coherence, nurturing deeper student learning, and creating a sense of community among teachers and students," (Shushok & Sriram, 2010, p.71). More specifically, studies have shown that living-learning programs consistently support student-to-faculty interactions, peer-to-peer engagement and are more effective than other learning communities in regards to the outcomes students desire (Shushok & Sriram, 2010). Research shows that most FGS live off campus for a variety of reasons and administrators should consider opening living-learning communities for FGS with the hope of encouraging more interaction on campus (Inkelas et al. 2007). It is the responsibility of academic and students affairs practitioners to figure out ways to promote participation of FGS in living-learning programs.

There are multiple functional areas on campus that can promote the advantages of living-learning communities to first-generation students. Research shows that partnerships between student affairs and academic affairs in regards to living-learning communities increase the learning and personal development of students (Shushok & Sriram, 2010). According to Shushok and Sriram, faculty-to-student interaction and peer-to-peer interaction within a LLC can have

great long-term benefits on student development (2007). Student affairs and academic affairs need to work together to provide the best outcome for students. Admissions is another area that can play a role in living-learning communities. Recruitment for living-learning programs could specifically target the FGS population (Inkelas et al. 2007). Admissions counselors can promote LLC's during their recruiting visits and encourage students to consider LLC's as an option. Finally, residence life is also an area that can provide a benefit for FGS. Residence life is responsible for educating students on the different housing options and providing specific information about the benefits of living-learning communities. Residence life staff can plan events promoting faculty and student interaction since first-generation students "benefited more from extracurricular activities and engagement with peers" (Inkelas et al. 2007, p.407).

Living-learning communities are an effective way of promoting on campus student involvement, learning, and development for first-generation students. Since FGS differ in many ways from traditional students (Inkelas et al. 2007), practitioners need to be sensitive and understanding of the unique challenges they face. First-generation students face social, cultural and academic issues while also having lower levels of involvement in student activities as well as student interactions outside the classroom (Shepler & Woosley, 2011). This makes it important for student affairs practitioners to identify those challenges and design campus programs that meet the needs of FGS while encouraging campus involvement. Additionally, practitioners should be effective communicators. First-generation students have a challenging time connecting and adapting to their institution (Inkelas et al. 2007), making communication a vital skill for practitioners to have. In addition, practitioners should use assessment to determine what impacts programs are having on students and if changes should be made to programs. By promoting

living-learning programs to first-generation students we may increase their chance for success (Inkelas et al. 2007), both academically and socially.

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*Appendix N***Healy ET AL. v. James ET AL. 408 U.S. 169 (1972)****FACTS**

- **Timing:** Argued March 28, 1972 & Decided June 26, 1972 (Only 3 months long)
- **Who:** Central Connecticut State College (CCSC) denied official recognition to a group of students who wanted to form a local chapter of Students for a Democratic Society (SDS)
- **Background:** On many campuses during this time, widespread “civil disobedience” was occurring. SDS on some campuses was responsible for some of this behavior
- **Situation:** Students filed an official request to be recognized as a campus organization with the Student Affairs Committee. Committee consisted of four students, three faculty members and the Dean of Student Affairs.
 - SDS stated three purposes of request:
 - create an open forum for discussion and self-education
 - serve as agency for integrating thought with action to bring about constructive change
 - provide a coordinating body for relating problems of leftist students with others on campus
- SA Committee was initially concerned with this group and their relationship with the National organization.
- SDS student were being very ambiguous in responding to questions:
 - “How you would respond to issues of violence as other S.D.S chapters have?”
 - “Our action would have to be dependent upon each issue”
 - “Could you envision the S.D.S interrupting a class?”
 - “Impossible for me to say”
- The SA committee asked for further clarification from the students at a second hearing
- SDS provided clarification of their purpose and provided a mission statement
- Committee voted 6-2 in favor of approving SDS’s application and stated “various viewpoints should be represented on campus”
- Several days later, the President rejected committee recommendation and said “organization was not to be awarded benefits of official campus recognition and was not allowed to use campus facilities.

ISSUES

- First Amendment: “among the rights protected by the First Amendment is the right of individuals to associate to further their personal beliefs”
 - President not initially providing due procedure for the SDS students because of his apprehension towards the National affiliation
 - President denied the use of campus facilities for SDS meetings
 - SDS was removed from a campus coffee shop- “Devil’s Den”

- President denied the use of campus bulletin boards and the school newspaper which banned them from being part of the intellectual community of campus
- If CCSC could have provided evidential basis that the SDS went against the “Student Bill of Rights” then “the President’s decisions should be affirmed”

PROCEDURAL HISTORY / COURT DECISION

Institution: Central Connecticut State College (CCSC)

- Students of the SDS group met with the Student Affairs Committee to apply for official recognition as a student organization
 - Committee decided they needed more information regarding affiliation to the National SDS
- Met again with the SA Committee about affiliation concerns (Committee voted 6–2 for approval)
- A few days later the President rejected the committee’s recommendation

U.S District Court for the District of Connecticut

- Judge ruled that “petitioners had been denied procedural due process because President had based his decision on conclusion regarding the applicant’s affiliation” outside the record. Court concluded that the President must provide petitioners a hearing and opportunity to introduce evidence as to their affiliations.

Institution: CCSC

- Dean of Student Affairs served as hearing officer. During this time nothing “new” was presented to clear up the uncertainty of the ambiguous answers towards affiliation with National SDS org. and violence on campus.
- President upheld his original decision.

U.S District Court for the District of Connecticut

- Case was ordered dismissed. Court said (1)formal requisites of procedural due process had been complied with, (2)petitioners had failed to meet their burden of showing that they could function free from the National organization and, (3)the College’s refusal to place its stamp of approval on an organization whose conduct it found “likely to cause violent acts of disruption” did not violate petitioners’ associational rights.

Court of Appeals for the Second Circuit

- Petitioners appealed where, by a 2–to–1 vote, the District Court’s judgment was affirmed. Majority purported not to reach First Amendment issues on the theory “that petitioners had failed to avail themselves of the due process accorded them and failed to meet their burden of complying with the prevailing standards for recognition”. The court granted “**certiorari**”.

U.S Supreme Court

- On June 26, 1972, the Supreme Court issued a 9–0 decision stating that the case of Healy Et Al. v. James Et Al. should be reversed and remanded upholding the law in question (First Amendment) as constitutional. The judgment rested on the Court’s authority over judicial review at the state level.

Supreme Court Rationale

- Remanded because:

- Denial of recognition went against First Amendment Rights
 - “Discounting the existence of cognizable First Amendment interest”
 - Misplacing the burden of proof (production of evidence to shift conclusion)
 - Mere disagreement by President with group’s philosophy “affords no reason to deny it recognition”
- Dissenting/Concurring Opinions:
 - Justice Powell delivered the opinion of the court
 - Justice Burger gave concurring opinion– Placid life of college campus has not prepared administrators or students for responsibilities in maintaining an atmosphere in which divergent views can be asserted vigorously, but civilly, to the end that those who seek to be heard accord the same right to all to all others. Impossible to know from the record if student group was willing to abide by “Bill of Rights”
 - Justice Douglas gave concurring opinion– First Amendment does not authorize violence, but does authorize advocacy, group activities and espousal of change.
 - Justice Rehnquist concurring in the results– Because certain language used by the Court tends to obscure certain distinctions, which I believe to be important, I concur only in the result.
 - There were no dissenting opinions from the Supreme Court’s ruling

Questions/Comments

- Need some more details on understanding the process of “certiorari”?
- It looks like the Student Affairs committee should have shown some more care and detail toward asking deeper questions of the students during the first hearing. Also, had the President given initial due process this might have never hit the courts

Appendix O

March 6, 2014

To: Vice President of Student Affairs, Oregon State University

From: Michael Green, Student Affairs Task Force, Oregon State University

Subject: College Student Hazing

I. Introduction

This memorandum will discuss the topic of hazing on college campuses. According to Van Raalte, Cornelius, Linder, & Brewer (2007), hazing has been widespread throughout history as a form of initiation into fraternities, service clubs, schools, and sport teams. Additionally, it covers a wide range of behaviors and activities, ranging from seemingly harmless activities such as blindfolding and scavenger hunts, to more dangerous and extreme physical punishments, including sleep deprivation and excessive exercise. Currently, there is no single definition of hazing that exists, and state laws differ with regard to what is considered criminal hazing. Nuwer (1999), defines hazing as an “activity that a high-status member orders other members to engage in or suggests that they engage in that in some way humbles a newcomer who lacks the power to resist, because he or she wants to gain admission into a group” (p.25).

Legislation and anti-hazing programming have been in effect for a number of years to reduce the negative effects and occurrence of 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 cohesion among groups. However, research suggests that hazing can

have extreme negative effects on an individual. Allan & Madden (2008), discuss that hazing often causes psychological and physical harm and at times can be deadly. Some of the risks of hazing at higher educational institutions include student attrition, abusive campus climates and negative publicity. Furthermore, stereotypes often suggest hazing is only a problem for athletic teams and Greek organizations and are dismissed as pranks. For the purpose of this legal memo, I will be discussing hazing in relationship to fraternities and sororities.

Founded in 1868, Oregon State University (OSU) is one of the oldest public institutions in Oregon. OSU is a leading research university, is the state Land Grant institution and is one of only two universities in the U.S. to have Sea Grant, Space Grant and Sun Grant designations (OSU, 2014). Oregon State is also the only university in Oregon to hold both the Carnegie Foundation's top designation for research institutions and its prestigious Community Engagement classification. OSU is the leading public research university in Oregon and impacts the state of Oregon and beyond. OSU is also known for its large Greek community with 24 fraternities, 18 sororities and more than 2,800 students within the 42 fraternities and sororities involved with the Greek community (Fraternity & Sorority Life, 2014).

As the director of the Center for Fraternity and Sorority Life, my goal, and role, is to educate the campus community about the dangerous impact of hazing. Hazing on college campuses continues to make national headlines. Instances such as the Florida A&M hazing incident in 2011, which left one band member dead, is why Oregon State University along with institutions across the country should critically examine their policies around hazing. This legal memorandum will explain policies at Oregon State University related to hazing and harassment and identify and explore various examples of case law related to hazing. Additionally, I will

provide recommendations for appropriate action campuses can take to educate the community about the dangers of hazing while working to eliminate this ancient practice. Finally, concluding statements, future implications and questions for further discussion will be addressed at the end of this document.

II. Policy/Educational/Administrative Questions & Issues

According to Allan & Madden (2008), during recent years, colleges and universities across the nation have experienced an increase in hazing-related deaths and injuries which have resulted in a number of complex legal issues and considerations. Although hazing activities commonly occur in a number of clubs and athletic teams, the majority of the current case law relates to Greek organizations. Given the amount of national attention hazing attracts, I will focus on Oregon State University's and Oregon University System's (OUS) administrative policies on OSU's Student Code of Conduct in addition to policy regarding harassment and hazing. Reviewing these different policies should provide information to administrators that will allow them to make educated decisions about whether reform needs to take place.

Student Conduct Code: The current policy regarding student conduct dictated by the Oregon Administrative Rules (OUS/OSU, Division 15, 576-015-0005, Student Conduct Code), states, "The primary purpose of the Student Conduct Code is to establish community standards and procedures necessary to maintain and protect an environment conducive to learning, in keeping with the educational objectives of Oregon State University. This code is based on the assumption that all persons must treat one another with dignity and respect in order for scholarship to thrive. Choosing to join the Oregon State University community obligates each member to a code of responsible behavior. Individuals and Student Organizations are expected to observe the policies,

rules, and requirements of Oregon State University as well as laws of municipalities and counties, the State of Oregon, the United States of America and, when in another country, that country”. While the code of conduct is something that all students at OSU are expected to follow, should policy be created that specifically addresses hazing in Greek organizations? Additionally, this policy talks about treating one another with “dignity and respect”. Some Greek organizations may argue that participating in hazing activities is a sign of respect. Should dignity and respect be clearly defined? Furthermore, how can OSU ensure, with little supervision, that Greek organizations are following the Student Conduct Code, and not participating in hazing activities during “rush” events?

Hazing: The policy regarding hazing under the Student Conduct Code and according to Oregon Administrative Rules (OUS/OSU, Division 15,576-015-0020, Student Conduct Code), state, “hazing is defined as any action that endangers the physical, emotional, mental health or safety of an individual, or destroys or damages personal property for the purpose of initiation, membership, admission or participation in a group or organization. Expressed or implied consent of the person subject to hazing is not a defense. Apathy and acquiescence in the presence of hazing are not neutral acts; they are violations of this rule”. There are many policies and laws that address hazing in this country, however, these actions still occur all too frequently at institutions across the country. As a result of hazing, should OSU enforce harsher penalties for individuals or chapters that are found participating in hazing activities? Should OSU create a policy that requires designated professionals to attend Greek events and ensure hazing is not taking place during these events?

Harassment: The Oregon State University policy against harassment states, “harassment, defined as conduct of any sort directed at another that is severe, pervasive or persistent, and is of a nature that would cause a reasonable person in the victim’s position substantial emotional distress and undermine his or her ability to work, study or participate in his or her regular life activities or participate in the activities of the University, and actually does cause the victim substantial emotional distress and undermines the victim’s ability to work, study, or participate in the victim’s regular activities or participate in the activities of the University. How do we make certain that incoming students participating in Greek activities do not feel harassed? This policy further discusses how stalking behavior that meets this definition constitutes harassment within the meaning of this rule. Also, like hazing, should OSU consider adjusting their policy on harassment to consist of harsher penalties for violators?

III. Legal Issues

To help develop a deeper legal understanding of this issue, I have researched and collected a number of legal cases, and several institutional policies to provide background information and inform the institution regarding our legal action. These cases relate specifically to hazing and harassment incidents on college campuses.

Case Law:

Brian Yost v. Wabash College, Phi Kappa Psi, 976 N.E.2d 724 (2012)

In this case, Brian Yost, a college freshman and fraternity pledge, filed a personal injury action seeking damages from his college, his campus fraternity, its national organization, and a student fraternity member for personal injuries sustained in an incident at the fraternity house. Yost claimed he was a victim of the criminal act of "hazing," which Indiana Code section

35-42-2-2 defines as: "forcing or requiring another person: (1) with or without the consent of the other person; and (2) as a condition of association with a group or organization; to perform an act that creates a substantial risk of bodily injury." Ind. Code § 35-42-2-2 (2012). Hazing may constitute the offense of Criminal Recklessness. Summary judgment was properly awarded to appellees in appellant's personal injury suit, which was brought after he was injured while his fraternity brothers were attempting to carry him to a shower to run water on him. The court found that appellant was not a victim of hazing under Indiana Code § 35-42-2-2(a). The activities at issue were impromptu and not in keeping with the parameters specified in the pledge manual. Neither the fraternity brothers' attempt to shower him nor one brother's chokehold on him were activities forced upon him as a condition of membership. Appellees did not breach any duty owed to him.

Knoll v. Board of Regents of the University of Nebraska, 258 Neb. 1; 601 N.W.2d 757 (1999)

In this case, the appellant was injured during a hazing incident. On November 3, 1993, during FIJI's "pledge sneak," four or five active FIJI members met Knoll in the basement of Andrews Hall on the UNL campus. As Knoll attempted to run, he was tackled by the active members, and was then handcuffed to an active member. Knoll was then taken to the FIJI house where he was handcuffed to a radiator, and given shot glasses of an alcoholic liquor and cans of beer by FIJI's officers and active members. Over the course of approximately 2 1/2 hours, Knoll consumed 15 shots of brandy and whiskey and 3 to 6 cans of beer and became severely intoxicated. After becoming ill due to his intoxication, Knoll was taken to a restroom on the third floor by his captors and handcuffed to a toilet pipe. Knoll broke loose from the handcuffs while unattended in the restroom and attempted to escape by exiting out the third-floor restroom

window. Knoll fell from the third-floor window to the ground below and suffered severe injuries. As a result of the injuries, the appellant brought a tort action against appellee, alleging that it had acted negligently in failing to enforce prohibitions against acts of hazing. The appellee filed for summary judgment, finding that appellee owed no duty to appellant, and the trial court granted appellee's motion. On appeal, appellant contended that the trial court erred in concluding that appellee did not owe a duty to protect him from harm and that it erred in not finding a breach of that duty. The court held that actionable negligence could not exist if there was no legal duty to protect plaintiff from injury. Finding that the landowner liability theory applied, the court ruled that appellee owed a duty to appellant. Since appellee knew of prior acts of hazing that had occurred, it owed appellant a duty to take reasonable steps to protect him from foreseeable harm.

***Kenner v. Kappa Alpha Psi*, PA Super 269; 808 A.2d 178 (2002)**

This case consisted of a student attending an “interest meeting” with Kappa Alpha Psi fraternity members. During this meeting, the student was beaten over 200 times on his buttocks with a paddle, causing him to suffer renal failures and seizures. As a result, he was hospitalized and had dialysis. The trial court held that the fraternity owed no duty to the initiate, as their relationship was de minimus. The appellate court disagreed because a contractual relationship existed, due to the initiate's payment of a membership fee. Applying the duty analysis factors -- the social utility of the fraternity's efforts to stop hazing, the foreseeable nature of the harm, and the substantial public interest in preventing injuries to initiates -- led the appellate court to conclude that the fraternity owed the initiate a duty.

***Furek v. University of Delaware*, 594 A.2d 506 (1991)**

In this case, a student-athlete at the University of Delaware began his pledge period at Sig Ep. The pledge period consisted of an eight week initiation process during which pledges, are instructed concerning the history of the fraternity and undergo a process known as "brotherhood development." The pledges are also subjected to various forms of harassment known as "hazing". The culmination of the initiation process is a secret ritual known as "Hell Night", an extended period of hazing during which the pledges are physically and emotionally abused. Furek suffered second degree chemical burns on his back, neck and face, as a liquid oven cleaner was poured on him. As a result of his serious injuries while pledging to a fraternity, Furek filed suit. The trial court dismissed the local fraternity from the action, however the jury found the national fraternity had no liability, but rendered judgment against the university. The trial court granted judgment n.o.v. in favor of the university and the court affirmed the dismissal of the local fraternity because the student failed to effectuate proper service of process.

***Rabel v. Illinois Wesleyan University*, 161 Ill. App. 3d 348; 514 N.E.2d 552 (1987)**

In this case, a female student (Rabel) suffered a basilar skull fracture and concussion after being forcibly grabbed, picked up, and accidentally dropped on the ground by a member of Phi Gamma Delta fraternity. Jack Wilk, who was a member of the university, was participating in a hazing ritual. He was required to put the plaintiff over his shoulder, and run through a gauntlet of [fraternity] members who would strike him with bones as he passed. As Wilk ran he "tripped, stumbled, lost control, slipped and otherwise fell crushing the skull, head and body of the plaintiff on the sidewalk." Ms. Rabel filed a complaint against the university, alleging liability based on a landlord-tenant relationship. The university filed a motion for summary judgment, which was later granted by the trial court. Ms. Rabel appealed the dismissal, claiming that the

“policies, regulations, and handbook created a special relationship with its students and a corresponding duty to protect its students against the alleged misconduct of a fellow student.”

Jason Jones v. Kappa Alpha Order, INC., et al., 730 So.2d 197 (1997)

In this case, the plaintiff, Jones, was subjected to a year long pledging/initiation process. On September 28, 1993, after being pursued and recruited by KA members, Jones became a member. Jones testified that, before becoming a pledge, he had never been involved with a fraternity and had never heard of the term "hazing." After Jones pledged, the KAs subjected him to numerous inappropriate hazing activities. Jones was required to dig a ditch, which was filled with water, feces, urine, dinner leftovers, and vomit and forced Jones to get into the ditch on numerous occasions in the winter months. He was also subjected to numerous fights and physical abuse, and as a result, suffered multiple broken bones throughout the year. As a result, Jones filed a complaint against the national organization, the local chapter, and various individual KA members, alleging negligence and/or wantonness, in violation of § 16-1-23, Ala.Code 1975; negligent supervision; assault and battery; the tort of outrage; and conspiracy. Specifically, Jones alleged that he had suffered severe emotional distress, as well as physical injuries, as a result of the hazing activities. All the defendants moved for a summary judgment. The trial court conducted a hearing on November 15, 1996, and entered a summary judgment in favor of the defendants on all claims, except the assault and battery claim. Regarding the assault and battery claim, the trial court determined that Jones had presented substantial evidence to indicate that Brad Sauls and Jason Hard, KA members, had committed an assault and battery against Jones. Regarding all other claims, the trial court determined that no genuine issue of material fact existed, based on its conclusion that Jones's "association with the fraternity was purely

voluntary" and that he "could have stopped such activity at any time by merely resigning from the organization." The trial court made the summary judgment final pursuant to Rule 54(b), Ala. R. Civ. P. Jones filed a post-judgment motion, which the trial court denied.

State of Missouri v. Allen, 905 S.W.2d 874 (1995)

In this case, a pledge to the fraternity chapter of which the defendant was a member died as a result of injuries inflicted during hazing. The Southeast Missouri State University chapter of Kappa Alpha Psi invited five male students to enter a pledgeship program that would, if successfully completed, lead to their initiation as full members of the fraternity. Between February 7 and February 14, members of the fraternity, including Keith Allen, subjected the five pledges to repeated physical abuse, including repeated, open-hand strikes to the back of the neck, the chest and the back, caning of the bare soles of the feet and buttocks, blows to the back with a heavy book and a cookie sheet while on hands and knees, various kicks and punches to the body and "body slamming," an activity in which an active member of the fraternity lifted a pledge in the air and dropped him to the ground. At some point in that activity, Michael Davis, one of the pledges, blacked out. He never regained consciousness and died the following afternoon. The pledge suffered broken ribs, a lacerated kidney, a lacerated liver, and bruises over his upper body, but died of a subdural hematoma to the brain. The court rejected the defendant's claim that the hazing statute was vague, holding that § 578.360, which defined hazing to include beating, clearly delineated its reach in words of common understanding.

Lloyd v. Alpha Phi Alpha, 1999 U.S. Dist. LEXIS 906

In this case, the plaintiff, a college student, brought an action against Cornell university and the national fraternity organization after Plaintiff was injured in a hazing incident. According

to Plaintiff's complaint, he participated in "initiation activities" from January 16 to March 12, 1995. These activities allegedly included various forms of physical beatings and torture, psychological coercion and embarrassment. Some of these activities are said to have taken place at the Alpha Phi Alpha (APA) fraternity house, which was owned by Cornell and leased to APA. The plaintiff alleged that the defendant was liable for his injuries because the hazing activity occurred on property owned by Cornell. However, the defendant brought a motion for judgment on the pleadings under Fed. R. Civ. P. 12(c), or in the alternative, for summary judgment based on Fed. R. Civ. P. 56. Defendant university asserted that it was not responsible for plaintiff's injuries because plaintiff assumed the risk by participating in the fraternity activities. The plaintiff alleged defendant had a duty towards plaintiff based on defendant's sponsorship of the fraternity's activities. The court held for defendant and dismissed plaintiff's complaint, finding that defendant had no knowledge or control over the fraternity's hazing activities. University policy prohibiting hazing did not constitute an implied contract to prevent all hazing.

Quinn v. Sigma Rho Chapter, 155 Ill. App.3d 231 (1987), 507 N.E.2d 1193

In this case, the plaintiff, a fraternity pledge at Sigma Rho Chapter filed a complaint against the fraternity in which he alleged that he suffered neurological damage and partial disability as a result of excessive drinking, which was part of his initiation activities. The fraternity pledge challenged the decision of the Circuit Court of Champaign County, which dismissed his complaint for failure to state a cause of action. The court agreed that the furnishing of intoxicating beverages to underage persons did not create a legal duty. However, the court held that the fraternity could be liable for injuries sustained when requiring those seeking membership to engage in illegal and dangerous activities. The court reversed the trial court's

dismissal of the fraternity pledge's complaint for failure to state a cause of action because he stated a cause of action for negligence. The court then remanded for further proceedings.

Wrongful Death:

Ballou v. Sigma Nu General Fraternity, 352 S.E.2d 488 (S.C. 1986)

In this wrongful death case, Barry Ballou's father sued Sigma Nu fraternity and its executive director, Maurice Littlefield for the death of his son. Among other things, Ballou alleged that his son "was forced by harassment and psychological manipulation to consume enormous quantities of alcoholic beverages." As part of Hell Night activities, Ballou and other Sigma Nu pledges were required to drink excessive amounts of alcohol and participate in other activities while encouraged and goaded by fraternity members. Ballou passed out and members of the fraternity were unable to wake him but left him lying face-down on couch overnight. The next morning, Ballou was found dead. South Carolina State Appellate Court found that the fraternity owed a duty to care to initiates to prevent physical harm and found the fraternity responsible for damages related to Ballou's wrongful death from alcohol poisoning.

Haben v. Anderson, 597 N.E.2d 655 (Ill. App. Ct. 1993)

The plaintiff, Dale E. Haben, brought this wrongful death action as special administrator of the estate of Nicholas E. Haben against the defendants, the members of the Lacrosse Club (the Club) at Western Illinois University. Nicholas Haben died on October 19, 1990, from acute alcohol intoxication. The plaintiff alleged that each of the defendants had been involved in "hazing" the decedent, pressuring him to drink, and causing his intoxication. Additionally, the plaintiff alleged that defendant Anthony F. Kolovitz negligently breached a voluntarily assumed duty to care for the decedent. The trial court granted the defendants' motions to dismiss the case.

The defendants filed motions to dismiss the plaintiff's complaint for failure to state a cause of action. The trial court granted the defendants' motions and dismissed the complaint, finding that a common law duty was not properly pleaded because the facts alleged did not fit the narrow exception announced in *Quinn v. Sigma Rho Chapter* (1987), 155 Ill.App.3d 231, 107 Ill.Dec. 824, 507 N.E.2d 1193. The trial court found that Quinn made it incumbent upon the plaintiff to plead that Haben was required to drink to intoxication to be initiated into the Club. The trial court also found that the plaintiff failed to allege facts establishing that defendant Kolovitz had voluntarily assumed a duty. The plaintiff then appealed, arguing that the trial court erred in dismissing his complaint. He contends that he pleaded a proper cause of action under Quinn. The Circuit Courts decision was reverse which dismissed the plaintiff's complaint and this case was remanded.

Partamian v. Suconick, 2012 N.Y. Misc. LEXIS 1910; 2012 NY Slip Op 31083

In this wrongful death case, the decedent was a 19 year old student attending SUNY Genesco, located in New York. This student had been invited to pledge the Orange Knights, better known as the PIGS, which was an unincorporated association. During a gathering on February 28, 2009, at the premises leased by the PIGS, the decedent, along with two other pledges, was allegedly encouraged and instructed to consume excessive amounts of hard alcohol and beer provided by the PIGS. After the decedent passed out, he was taken to a bedroom and left unattended, overnight. As a result of the large amount of alcohol consumption, the decedent died during the night as a result of acute alcohol poisoning. The plaintiff, decedent's father, individually and as administrator of decedent's estate, commenced this wrongful death and survival action against several members of the PIGS, alleging, inter alia, that defendants were

negligent in encouraging and directing decedent to consume inordinate amounts of alcohol and against Scott R. Kipphut and Scott N. Hilts d/b/a Kipphut & Hilts Enterprises, owners and lessors of the premises. When Suconick filed a motion for summary judgement, dismissing all of the claims against him, the court responded:

Based upon a careful consideration of all the papers submitted, particularly the deposition testimonies, and the legal arguments of counsels, the court finds that there are numerous issues of fact, at least, as to whether there was a common purpose, an agreement, or an understanding among the members of the PIGS, what was involved in the pledging process and the alleged hazing activities, and the extent of the role and/or involvement of Suconick and Wech in the pledging and/or alleged hazing process. In addition, a motion for summary judgment should not be granted where the facts are in dispute, where conflicting inferences may be drawn from the evidence, or where there are issues of credibility (see Glick & Dolleck v. Tri-Pac Export Corp., 22 NY2d 439, 441 [1968]; Lopez v. Beltre, 59AD3d 683 [2009]; Baker v. D.J. Stapleton, Inc., 43 AD3d 839 [2007]). In view of the foregoing, Suconick's and Wech's respective motions for summary judgment dismissing the complaint and all cross claims asserted against them are denied.

Other Applicable Law:

In addition to case law, I will provide six sources of other applicable law that relates to hazing. These sources include:

Tort Law: Tort law is a body of rights, obligations, and remedies that is applied by courts in civil proceedings to provide relief for persons who have suffered harm from the wrongful acts of others. The person who sustains an injury or suffers pecuniary damage as the result of tortious

conduct is known as the plaintiff, and the person who is responsible for inflicting the injury and incurs liability for the damage is known as the defendant or tortfeasor. There are many cases where students or families of students have filed cases against higher education institutions and Greek organizations as a result of harmful or wrongful acts. Participating in hazing activities can potentially result in civil suits being brought against OSU, Greek organizations at OSU and individual students. By having Greek Life on campus at OSU, are we setting ourselves up for potential civil suits? Oregon State may need to examine this purpose.

Oregon State Statutes:

Oregon State Statute on Harassment, ORS 166.065: The Oregon State Statute on Harassment states that a person a person commits the crime of harassment if the person intentionally harasses or annoys another person by: (A) Subjecting such other person to offensive physical contact or (B) Publicly insulting such other person by abusive words or gestures in a manner intended and likely to provoke a violent response. It could be said that members of Greek organizations commit the crime of harassment during “initiation” events. What is OSU doing to address harassment that may occur within Greek Life?

Oregon State Statute on Hazing, ORS 163.197: The Oregon State Statute on Hazing states that a student organization or a member of a student organization commits the offense of hazing if, as a condition or precondition of attaining membership in the organization or of attaining any office or status in the organization, the organization or member intentionally hazes any member, potential member or person pledged to be a member of the organization. Additionally, a student organization that violates subsection (1) of this section commits a Class A violation and a member of a student organization who personally violates subsection (1) of this section commits

a Class B violation. Section III of this memo, which reviews case law pertaining to hazing suggests that many fraternity and sorority members participate in hazing during pledge “initiation”. Evidence shows that pledged are often subjected to physical, mental and emotional abuse from other members of the group in order to gain recognition. This is a clear violation of this statute and offenders should be prosecuted. I wonder if hazing that occurs at OSU is being addressed by the law or if OSU is dealing with these situations internally?

Institutional Policies:

OSU Student Conduct Code, OAR 576-015-0005 (see Section II)

OSU Policy Against Harassment (and Hazing) OAR 576-015-0020 (see Section II)

OSU Interfraternity Council Policy Against Hazing:

The OSU Interfraternity Council Policy Against Hazing states:

All persons associated with the fraternities on the Oregon State University campus observe and comply with the OSU student conduct regulations, concerning hazing as stated in the Student Life Policy and Regulations (Article IV-5, OSU Schedule of classes): “Hazing, Harassing, Threatening or Intimidating Actions, or and practice by a student or group of students which abuses, endangers, jeopardize personal safety, or interferes with official duties, class attendance, or educational pursuits of any person.” In addition, all members, inactive members and alumni shall adhere to regulations set forth by their respective national fraternities in the Interfraternity council concerning practices commonly referred to as hazing.

IV. Recommendations for Action

Oregon State university recognizes that Greek Life is a major component of campus and there are many positive aspects of being involved. However, hazing is not something that

contributes to students development, will not be tolerated at OSU and the hazing policy will be strictly enforced. Any actions or statements amounting to hazing or intimidation are prohibited and will be dealt with by the University wherever possible. The following recommendations, which focus on prevention, intervention and response, will be implemented in three phases. These recommendations seek to maintain the positive aspects of the Greek experience, while eliminating the act of hazing.

In Phase 1, which should begin immediately, fraternities and sororities must:

Work to remove the “power differential” that exists between Greek members and initiates.

Creating a model that treats all members, prospective and current, as equals is recommended.

Next, change the model from a pledge model to a membership development model that focuses on the organization’s principles and extends through graduation. This could enhance individual student development. Organizations should also secure approval for orientation events, from OSU, the national organization and other partners before they occur. Additionally, new membership orientation should be shortened, increase alumni involvement and communicate transparently, including online postings, about all infractions that occur. This should be complete by the end of the 2014-2015 school year.

Phase 2 should be implemented at the completion of Phase 1, and should consist of changing the cultural and structural systems of Greek organizations at OSU. This phase should include discussions about requiring every chapter house to have a live-in advisor. This potentially could be the most effective recommendation because it would give these organizations a person who would assist with navigating difficult situations and provide feedback regarding decisions that are being considered. It is my recommendation that live-in

advisors are employed full-time and are paid evenly between the chapter house and the university. In Phase 3, during the 2015-16 academic year, training will be coordinated and standardized for live-in, chapter and alumni advisers, and consistent academic standards will be established for the Greek system. These recommendations require that students, the university, alumni, and national and international Greek organizations all work together, and I believe our student leaders in the Greek system are ready to meet this challenge, and with all of our support, they can create positive change.

V. Conclusions, Implications, Questions for Further Exploration

Hazing is a complex social problem with a deep rooted history on college campuses. There are many challenges to making meaningful change in relationship to college hazing. However, we must not forget that every individual has an important role to play in helping to solve this problem. Each individual action can make a difference, and together, we can continue to build awareness and develop effective intervention and prevention strategies to eliminate this practice at Oregon State University. The recommendations provided in the previous section are important steps that OSU can take to educate the campus community about the dangerous effects of hazing, and I believe that these recommendations offer a great opportunity for the OSU Greek community to highlight the positive components of the experience, while also identifying the next evolution of Greek life. As the university continues to expand and increase enrollment, OSU should regularly update its policies regarding harassment and hazing. Finally, while reviewing cases, I was left with several questions:

- a) If hazing continues at OSU, should the University consider eliminating Greek Life altogether?
- b) Do students, faculty and staff really understand the dangers of hazing?

c) Where is OSU going to get the resources and funding to effectively implement the stated recommendations?

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Appendix P

What Do Managers Do?

Michael Green

Oregon State University

What Do Managers Do?

The person I selected to shadow and interview for this project was Marian Moore. Marian works at Oregon State University and is a Career Counselor and Career Development Coordinator. Marian has served in a variety of different leadership roles within higher education institutions throughout her career. She worked at Beloit College, UNLV and Oregon State University in addition to working in the corporate world and starting her own businesses. Additionally, Marian provided great insight into what she does at OSU as well as describing her philosophy regarding leadership and how she applied different leadership techniques at various positions during her career.

Currently, Marian's specialty areas at OSU include working with students on career development, career coaching, talent management, entrepreneurship, international education and career and professional development of international faculty, scholars, and post doctorates. She is particularly fascinated with talent management and figuring out how to get the best out of the employees she manages. Furthermore, Marian has extensive experience working with students from diverse populations and vulnerable student populations among others. Marian believes empowering and engaging others are key components of a healthy organization.

When I asked Marian how she spends her working day, I got a pretty lengthy response. Marian talked about how approximately ten percent of her day revolved around checking emails and responding to those emails based on the order of importance. She typically checks her email in the morning and at various times during the day. Marian also spends a portion of her day meeting and assisting current students and alumni with their career development needs. On average, she spends about three hours a day working with students on skills such as resume

building, cover letters, mock interview and career exploration along with many other topics. Presentations, outreach and collaboration with others across the institution are others areas that fill up Marian's day and week. Aside from her responsibilities working with students and providing outreach, she also is apart of a couple committees and working on multiple projects. She is a member of the Academic Advisor Committee and the Education Abroad Committee which both require semi-regular meetings. Furthermore, Marian provides direct supervision to two GTA's, student Career Assistants, and is the strategic lead for career development in the department.

From reviewing Marian's calendar I was able to see what a busy schedule she has. As an example, I noticed this current week there were only a few times during the day when she was not meeting with a student, meeting with someone else on campus, or doing outreach. It was hard to determine when she even took time out for lunch. Marian did have a small amount of open space each day on her calendar which really was not open that she used to work on projects. One of the projects is a talent management program that is designed to increase and highlight the skills of CA's (Career Assistants). Additionally, Marian is working on a four year Career Services curriculum plan that will enhance the career development of all Oregon State graduates. This project is responsible for the many meetings Marian has with others on campus during the week.

As a result of shadowing and interviewing Marian, I have a better understanding of how she spends her days. I also understand that the working world for a manager in higher education is chaotic at times and often very busy. In addition to the busy and sometimes crazy environment higher education leaders have an opportunity to make a positive impact on students and higher

education in general. It was clear to me that being able to make a positive impact was important to Marian and something I strive to do throughout my career in higher education.

Appendix Q

Professional Development Plan Reflection

Michael Green

Oregon State University

Professional Development Plan Reflection

Overall, I really enjoyed learning more about team building and thought this was a very worthwhile assignment. This topic is a very important aspect of understanding organizational culture. Furthermore, as a result of gaining a better understanding of team building, I am now better prepared for future leadership positions in my career. In my earlier outline I discussed how I have been a part of many teams in my life but have not thought critically about characteristics of an effective team or how to lead a team. After reviewing articles, videos and interviewing a couple professionals I have gained more knowledge about why teams are important, the skills and characteristics required to create and maintain a successful team and common problems associated with organizing and managing teams.

One of my first goals of this assignment was to find a good definition of a team. I found a lot of definitions but the one that really resonated with me came from MIT and defines a team as “People working together in a committed way to achieve a common goal or mission. The work is interdependent and team members share responsibility and hold themselves accountable for attaining the results”. Additionally, I came across a powerful quote from NBA legend Michael Jordan. Jordan states, “Talent wins games – but teamwork and intelligence wins championships.” I think this is a brilliant quote and one that sums up the importance of teamwork. Michael Jordan is trying to convey that there is a limit to what someone can accomplish by him/herself. However, teams that have the same goal are more likely to accomplish bigger and better things.

As a result of this assignment I expanded my knowledge about the concept of team building and why team building is important. Brumer et al., (2013) describes how team building is regarded as one of the most prevalent and promising group development interventions applied

within organizations and it has evolved to a group-based intervention, designed to enhance team effectiveness, functioning and performance. I agree with this statement and based on my research and conversations with professionals, I believe that team building is very important to the success of an organization. I also enhanced my knowledge about the purpose of team building, qualities that effective team members should possess and common challenges teams face. The common themes I learned about from various articles and videos dealt with the importance of building team rapport and developing trust in a team. Teams that do not have trust are not as effective as they could be. In order to develop trust, team members need to develop rapport with each other. Team building leads to developing rapport, trust and successfully accomplishing high performance tasks. Additionally, I learned about the qualities of effective team members should demonstrate. Some of those qualities include reliability, flexibility, good communication skills, effective problem solving skills and respect for other team members. There are a number of other qualities I read about but these were a few that stood out.

Another area that was beneficial to learn more about related to team building was the common challenges teams face. Some of the common challenges teams face are working with teams that do not have enough complementary skills, teams that lack motivation, teams that reject new ideas and teams that have power struggles or competing agendas. The ability of leaders to identify these problems and to address these problems effectively is vital. In order to address problems in a proactive manner, leaders should have open, honest conversations, diagnose the problem the team is facing and develop a plan that encourages and motivates the team to perform at a higher level. As a result of understanding common team challenges and

possessing the knowledge and ability to solve challenges, I will be equipped to address situations in the future as a leader.

The articles and videos I reviewed were very informative, however, the most beneficial part of this process was learning about how other professionals view team building. Eric Alexander, who is the director of the Center for Leadership and Involvement at OSU, believes team building is an all-the-time process and a variety of activities and approaches should be used to build a team depending on their purpose or goals. This makes sense because every team is going to be different. As a professional who aspires to have many different leadership roles, this is good information to have. Being able to identify certain individual needs and apply different team building techniques depending on different groups needs will benefit me in my career as I strive to be an effective leader. Additionally, Marian Moore my current supervisor, has a unique philosophy of team building. Marian believes in the importance of talent management and is mindful of different skills individuals possess. She is very passionate about building strong teams with members who have a variety of skills that compliment others and stresses that empowering and engaging individuals are effective ways of building teams. I really like the empowering part that she described. While reflecting about different teams I have been a part of, I realize that the best teams were teams in which the leader empowered team members. This empowerment led to increased motivation of the team members and better results. This is a skill that I apply currently with the students I supervise and a skill I will continue to develop and utilize.

This assignment was a valuable opportunity for me to learn more about a topic for which I am passionate. I can directly apply the information learned to my GTA experience. As mentioned earlier in this reflection, one of my responsibility consists of supervising 8 student

Career Assistants. I can apply concepts I have learned to identify problems the group may be experiencing, assist in solving those problems and help the team be more effective. In order to enhance my leadership and team building skills my goal is to apply information I learned from this assignment to my current supervisory role in Career Services. In addition, I want to continue to learn more by continuing to review current literature on team building, attending professional conferences, presenting on this topic at conferences, interacting with and learning from other knowledgeable professionals in the field and practicing what I learn as a team leader when possible. Furthermore, I realized how passionate I am about becoming an effective leader and how vital these skills are in order to become one.

Appendix R

Acorn University, Medine Memorial Union
2014-2015 Budget
Cover Letter

To: Student Incidental Fees Committee

December 6, 2013

From: Board of Medine Memorial Union

Michael Green, Director of Medine Memorial Union michael.green2@acorn.edu

Re: 2014-2015 Medine Memorial Union Budget Request

Budget Summary

Attached is the proposed 2014-2015 Medine Memorial Union budget. This budget is in full compliance with the Student Incidental Fees Committee guidelines regarding budget submission. The revenue from student fees remained the same as the previous year. However, with a decrease of two percent in overall enrollment, additional revenue was required to account for the mandatory financial increases. The mandatory increases for this year included a 2% cost of living adjustment for all professional staff and a 2.5% increase for classified staff. Additionally, graduate tuition, graduate assistants stipends and student wages all had mandatory increases of 4%, 3% & 2.5% respectively. Furthermore health benefits were increased by 11%, utilities increased by 5.5%, assessments increased by 15% and services & supplies had a mandatory 2.5% increase.

Overall Budget Change

	2013-2014 Budget	2014-2015 Proposed	\$Amount Change
Earned Revenue	2,684,000	2,819,220	135,220
Expenses	2,684,000	2,815,392	131,392

Budget Highlights

With the mandatory increases that were applied to the 2014-2015 budget it was imperative to find additional revenue options. Additional revenue from facility rentals, recreation center income and sponsorships helped offset these mandatory increases. Revenue increases for this year will come from three main sources. Sponsorships from Nike & Pepsi, recreation center/building rentals and from a new contract with food service vendors. Between those three areas revenue will increase approximately \$100,000 compared to last year. Overall, this board has

worked countless hours to ensure this budget is in full compliance with SIFC's guidelines and I am extremely proud of the work that has been put into this budget.

Appendix S

Autobiographical Theory Study

Michael Green

Oregon State University

Autobiographical Theory Study

Growing up as a white male in a middle class family in Corvallis, Oregon there were a lot of opportunities available to me. At the time, I did not view myself as one of privilege which supports the fact that, “most privileged individuals in U.S. society cannot see the power they hold, making privilege invisible and intact for the possessors,” (Evans, Forney, Guido, Patton & Renn, 2010, pg. 237) but now I realize how fortunate I was. The oldest of four kids, I have one brother and two sisters and currently I am the only college graduate. My dad, a first-generation college student, graduated from college and became a teacher and now an administrator at a high school. My mom went to college but did not graduate, instead she decided to be a stay-at-home mom and raise four kids.

When I was young I never felt not going to college was an option. I thought it was something everyone did. Growing up in Corvallis with its college going environment probably had a huge impact on why I felt that going to college was not an option. Corvallis had and still has a strong college going environment and there were very few people I knew who did not go to college. From a young age I knew that my parents were not going to be able to help me out financially with college yet, still expected me to attend, thus leading me feeling underprivileged. I developed that mindset because so many of my friends were going to have their parents pay for their education. My parents made just enough money for me not to qualify for financial aid and with my GPA just under a 3.0 I knew receiving merit-based or academic scholarships was out of the question. In my mind, loans were also not an option because I witnessed how long it took my dad to pay off and I was not interested in having debt right after college. Luckily, I had developed a passion for basketball at a young age and became one of the highest ranked high

school players in the state of Oregon. By the end of my junior season I received full-ride athletic scholarships from a number of division one institutions.

I competed in basketball practically year round during my high school years. During the traditional winter season I played with my high school team and as soon as that season was over played with a team that traveled all over the west coast during the spring and summer months. Because basketball was going to be my ticket to higher education, my college search process was unconventional compared to the average student. Attending admissions presentations or going to college fairs was not something I ever did in high school. I rarely even talked to my parents about the schools that I was interested in attending. Instead, I visited with coaches and academic counselors both on campus and over the phone who provided me information about their universities. My conversations with representatives from different universities were also unique because I did not ask questions revolving around academics. Instead, I asked about what conference the school was affiliated with athletically, how much playing time I would receive and how often we would play on national television. After receiving a number of scholarship offers and having very little conversation with my family I decided to accept a full athletic scholarship to University of Portland during the summer of my junior year. Unfortunately, a few months after accepting an athletic scholarship to University of Portland, I encountered the first of many transitions I would experience over the course of the next six years.

Schlossberg describes how college students face a number of changes and challenges during their college years (Evans et al., 2010). Schlossberg's Transition Theory examines what constitutes a transition, different forms of transitions, the actual transition process and factors that influence transitions (Evans et al., 2010). According to Schlossberg, the transition process

has three components which are: approaching change, taking stock and taking charge (Evans et al., 2010). A few months after accepting the scholarship offer I made some bad personal decisions which resulted in University of Portland rescinding their scholarship offer. Schlossberg discussed that, “transitions occur from a single event or nonevent, but dealing with a transition is a process that extends over time,” (Evans et al., 2010, p. 216). This single event was very devastating and it was clear to me that dealing with this transition was going to take time.

When analyzing a transition there are two types of appraisals made, primary appraisals which have to do with one’s view of the transition and can be positive, negative or irrelevant and secondary appraisals which is a self assessment of one’s ability to cope with the transition (Evans et al., 2010). Both types can change as the individual continues through the transition process (Evans et al., 2010). Initially, I felt this transition was negative because I was losing an opportunity to have my education paid for and play basketball at a high level. As time went on I started coping with this transition better and with the support of my family, friends and coaches I was able to develop a new strategy that ultimately led me to a junior college in California. Looking back on that situation now I realize that it was actually a positive transition. By starting my education at a junior college I was able to adjust better academically, live in California which was always a dream of mine, play basketball and live in the same city as my girlfriend. Over time, I gradually began viewing this transition as a positive as opposed to a negative.

After having a successful year of playing basketball at Cuesta College I was offered a full-athletic scholarship to UC Irvine. My dream of playing basketball at the highest collegiate level was becoming a reality and I was very excited for the next step. I looked at this next major transition in my life as positive. Immediately after arriving on campus at UC Irvine I became

aware of how different it was from my previous institution. Learning how to navigate this new university, adjusting to new teammates/coaches and being prepared for the academics of UCI were challenges I knew would be difficult.

As a result of being a student-athlete, there was a lot required of me. I experienced the same challenges that students from the general population faced except I had a full-time job playing basketball in addition to being a student. According to Comeaux & Harrison, student-athletes have high demands from their sport which often creates challenges with student life (2011). For example my basketball schedule consisted of practice six days a week, lifting weights five days a week, film sessions and meetings with coaches and athletic academic advisors. Being a student-athlete consisted of at least a forty hour a week time commitment. Because of this time commitment, “student-athletes have less time available for their academic pursuits and other educationally productive activities,” (Comeaux & Harrison, 2011, pg. 236). Being involved with athletics created a challenge in participating in other activities on campus that did not revolve around basketball. Astin (1984) discusses that involvement has been shown to be instrumental in the development of students in college. According to Astin’s Student Involvement Theory (1984), “involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience,” (p. 297). Astin goes on to talk about how the more a student is involved on campus, the more that student will learn and develop personally (1984).

Based on Astin’s theory, an involved student is one who spends a good amount of time studying, is on campus often, participates in student organizations and interacts with other students and faculty frequently (Astin, 1984). Initially, I thought I was an active student because

I was involved with basketball, spent time on campus and went to class regularly. In reality, the only source of involvement on campus I had was my participation with the basketball program. When I studied it was usually at the athletic academic advising center with other student athletes or in my apartment and I rarely interacted with faculty members on campus. According to Astin's theory, I was not an involved student at UC Irvine. Comeaux & Harrison state that student-athletes often live, eat, study and socialize together which leads to social and academic isolation from the rest of the campus community (2011). With the amount of time I devoted to basketball I did not have time to join student organizations, rarely met with faculty members and because I lived with my teammates and had a lot of the same classes together, I rarely socialized with students who were not on the basketball team or other athletes.

After struggling much of the year academically with the large class sizes, being unhappy with my basketball situation and not feeling connected to the university, I decided UC Irvine was not the right fit for me and change was needed. I contacted an old college coach to see if he could assist me in finding another university that would offer me an athletic scholarship. He contacted Chaminade University and connected me with the head coach. Chaminade University is a division two university located in Honolulu, Hawaii. Pursuing a division two school was my best option because I could participate in athletics and not sit out a year, which I would have to do if I transferred to another division one institution. After a few conversations with the head coach I was offered an athletic scholarship that I gladly accepted. In a few months I moved to Hawaii.

When I arrived on campus at Chaminade it was a big culture shock. Not only was Chaminade a small institution of 2,500 students it was also a very diverse university. For the first

time in my college experience, and maybe in my life, I was considered the minority student. According to the department of institutional advancement, Chaminade's ethnic breakdown is 67% Asian/Pacific Islander, 4% African American, 6% Hispanic, 17% White, non-Hispanic, 0.7% American Indian/Alaska Native and 2% Non-Resident Alien and 3% of the student population did not report ("Facts & statistics," 2012). Moving to Hawaii was also the first time in my life that I experienced discrimination, at times being called "haole" which basically means a white person or someone acting in a foreign manner. As a result of attending Chaminade University, I became more aware of my identity and what that meant and more aware of the privileges that were awarded to me based on my identity.

Coming from a place of privilege, I was not fully aware of the significance of being a white male in society but gradually started understanding what being white, male, heterosexual and able bodied meant. I had certain privileges and advantages that, "society granted me solely as a birthright, not because of intelligence, ability or personal merit," (Black & Stone, 2005, p. 243). I did not think much about my identity early on during my college years or at least not consciously. According to Black & Stone (2005), "privileged persons may be unaware of their dominant status or may sometimes be aware of it and are simply disinterested," (pg. 246). It is fair to say that I was unaware of my white privilege but I would argue the fact that I was disinterested in it. I simply did not think about it. Also, research shows that racial identity could have a lower impact on psychosocial development for white students than for students of color (Miville, Darlington, Whitlock, Mulligan, 2005). This could explain why I did not constantly think of my identity and how it impacted my college experience.

Helms's White Racial Identity Theory (2002), is concerned with the different levels of socialization people experience because of their socioracial classification and attempts to describe the development of what is a healthy identity for people living in an unequal society (Leach, Behrens & LaFleur). This theory was designed to, "raise the awareness of white people about their role in creating and maintaining a racist society and the need for them to act responsibly by dismantling it," (Helms, 1992, p. 61). White racial identity consists of two processes, the abandonment of racism which has three stages: contact, disintegration and reintegration. The second phase consists of the development of a non-racist White identity and has three stages: pseudo-independence, immersion/emersion and autonomy (Leach, Behrens & LaFleur, 2002). In the first three stages of the development process the individual moves from obliviousness to consciousness of their race and has a better understanding of the role of whiteness in society and moving towards abandoning racism. During the last three stages the individual understands what it means to be white, takes ownership of racial power and privilege and works towards abandoning white privilege. In this stage individuals feel they can be white without being evil or racist (Helms, 1992).

Interacting with a very diverse student population at Chaminade, I gradually became aware of what it meant to be white. There were a number of my teammates who were first-generation, African American and from lower socioeconomic backgrounds. I became more aware of the privilege I had from hearing their stories. There was an individual who I played with at Chamiande who was very talented and many of us wondered why he was not at a big time division one university. He was from inner-city Los Angeles and was a first-generation African American. The reason he ended up at Chaminade was because he did not take the SAT/ACT's

while in high school. I always knew taking an SAT/ACT was required for a four year institution and took that information for granted. My teammate did not grow up in a college going environment and was not aware that he needed to take a test to get into college.

Chickering's theory provided me with another lens to look at my development as a student. I was able to make sense more of the privilege that I held by establishing my identity. Chickering's theory and the seven vectors provides a way for college students to form their identity and illustrate their psychosocial development during their college years (Evans et al., 2010). The vectors included, developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose and developing integrity (Evans et al., 2010).

I developed physical competence early in college because of my involvement in athletics. Living a healthy lifestyle and being involved athletically was something that was always important to me. Also, as a result of being a student-athlete I developed skills such as leadership, communication and the ability to work well with others. Managing my emotions was something that took more time and is a work in progress even after college. Early on in college I would have outbursts or show frustration with teammates who were not competing at the level I was accustomed. Over time, I developed the ability to manage those outbursts and motivate my teammates more constructively.

I was always fairly independent in college so moving through autonomy toward interdependence seemed an easy task. I felt I was an adult as soon as I left for college. Living on my own and having an athletic scholarship led me to believe I was independent. Thinking back on it now, this stage took longer for me to develop than I thought. Even though my parents did

not support my financially with school they still bought me plane tickets home and occasionally sent money. I still relied on them, at least partially, until my last year in college.

Developing a purpose was something that took me some time to do, and I am not sure if I truly did while I was in college beyond declaring a major. Even declaring a major took time because I switched three times. I would argue that I did not develop a purpose in regards to career path until I was a year out of college. Part of that problem comes from the fact that being a student-athlete with limited spare time did not allow me the opportunities to utilize a career center and explore a career path. That uncertainty caused a lot of anxiety during the last year of my undergraduate experience.

After I graduated from college and moved back to Oregon I still was not sure what I wanted to pursue as a career. I enjoyed my college experience and thought working at a university would be a rewarding job. I decided to call one of my high school friends who was working in the admissions office at Western Oregon University. I asked him if he could help me out with a job or getting involved somehow. He put me in contact with the director of the Student Leadership & Activities Department who had use for an intern. Through this experience I became interested in a career in student affairs. Chickering discusses the importance of having a purpose and being able to set goals and make decisions in life (Foubert, Nixon, Sisson & Barnes, 2005). This opportunity led to me developing a purpose and setting goals for myself in regards to my career.

Each school I attended during the course of my college experience had a different impact on my development. I experienced a medium sized junior college, large public institution and small private institution. Also, I had the opportunity to live in California and Hawaii and

experienced many transitions during my collegiate career. Chaminade University had the biggest positive impact on my development. The small class sizes, individual attention from professors and the diverse student population were all positive aspects of my experience at Chaminade. Because of the small institution, access was easier to professors and counselors. I took more initiative in figuring out what the requirements for my degree were and met with professors about material I did not understand. At UC Irvine the institution was so large I was not familiar with the services provided and basically took whatever classes the athletic academic advisor told me to take. I also was not proactive at UC Irvine and found the landscape of the university to be confusing.

Schlossberg's transition theory, Astin's theory of student involvement Helms' white identity development theory and Chickering's seven vectors of development all have parts that explain my experiences as an undergraduate student. However, there are also areas within these theories that I feel I did not meet or that do not apply to me. Analyzing these theories have helped provide a clearer picture on how they may or may not have assisted me with my development as a college student.

Schlossberg's theory has helped me identify the many different transitions I experienced in college and assisted me with being able to make sense of the different transitions that occurred. Additionally, it provided me with the framework to analyze each transition and determine how they affected me and my development during college. Schlossberg states, "transitions may lead to growth, but decline is also a possible outcome," (Evans et al., 2010, pg. 216). Personally I feel that I experienced a tremendous amount of growth and developed as a

result of the many transitions I encountered. Overall this theory seems to apply to how I dealt with different transitions throughout my college years.

Astin's theory of involvement seems to be broad and can be applied to basically any undergraduate student. In analyzing this theory and my experiences it seemed that at Chaminade I was more involved on campus and had an easier time connecting with non athletes which equated to a better college experience and increased student development as opposed to my experience at UC Irvine where I was uninvolved. As a result of being uninvolved my grades dropped and I had a poor experience. I would be interested to see how the theory would apply to students from different racial backgrounds. How would this theory apply to African Americans, Asian Americans or possibly even college athletes? Additional research on how students from these different backgrounds develop based on involvement would be interesting.

After reflecting on my college experience, I believe that Chickering's seven vectors applied to me even though I did not necessarily experience them in order. I do think however that this theory is somewhat limited and does not take into account all students. The last two stages of developing purpose and integrity are stages of development that I established early on. I did not know early in college the career path I wanted to take but I did know I was going to graduate from college and find a job, which in my opinion is developing a purpose. However, just because I believe I have experienced these seven vectors of development does not mean my development is done. At different stages in life these vectors could potentially be reevaluated or established. Developing my identity is an ongoing process even after experiencing the seven vectors. This theory also seems somewhat limited and based on a particular student. There should be more

research done to determine specifically how this theory applies to students from other racial groups.

Helms' theory provides a framework for me to look at my white identity development and has allowed me to become aware of what being white means. The two phases and six stages make sense to me and have provided me with a lens with which to examine my white identity. However, there are a few areas that I do not agree with. The second phase talks about the evolution of a non-racist identity which involves deeper interaction with other racial group members and how people spend time thinking about how they can be white without being evil or racist (Evans et al., 2010). Being white has never led me to believe I am evil or racist. I have never experienced that stage of Helms's model and do not agree with it. I understand the privilege I have and how it is my responsibility to promote equality and a non-racist society. I also have never felt evil because of being white. Another critique I have of the theory is that it seems that once individuals complete the final stage in the evolution of a non-racist identity they are complete. I do not agree with that either because it is possible, depending on the situation, to fall back to the first phase. Overall, I did feel this theory made sense but there were a few areas that did not apply to me.

My personal identity in society has led me to feeling privileged. I identify as male, white, heterosexual and able bodied. Those are dominant identities in society and identities I became more aware of during my college years. It was always easy for me to relate to my environment and I had very few experiences in which I felt uncomfortable. Even when I attended Chaminade and was considered a minority ethnically, I still felt comfortable because of my male identity and being a student athlete. Both of those identities were dominant at Chaminade especially the

student athlete identity. Being a college athlete was a major part of my identity in college. There were numerous occasions that this status benefited me. Sometime instructors would be easier graders on athletes compared to traditional students because of the money certain athletic teams brought into the university. Also, being an athlete led to living in the best campus housing, all of my expenses paid for and special access to registering for classes. Overall my personal identity played a huge role in my development during college.

When I reflect on my undergraduate experience I think about the great experiences I had as a student-athlete. However, I also realize now there are a lot of other opportunities I wish I would have pursued. I was very limited in the ways I could get involved on or off campus outside of my basketball experience. Completing an internship, joining a student club or participating with leadership programs were all experiences that would have benefited me and promoted my development as a student. I was not job ready right after college because I did not have these experiences. Universities need to find ways to better incorporate student-athletes with the general student population and encourage student-athletes to pursue on campus opportunities. I know this is a priority on a number of college campuses and it needs to continue. Also, universities need to keep promoting the resources that are available for students on campus through orientation, different training sessions and first year experience courses. Providing students with information about these resources will lead to their success. The advice I would give students is to get involved. Whether that is a club, intramural sports, leadership, or civic engagement, find a way to get involved. Also, take advantage of orientation. Orientation is designed to provide a smoother transition. Looking back at my experience I did not have orientation at the community college I attended nor did I go to orientation sessions after

transferring to UC Irvine and Chaminade. As a result, I was not familiar with all of the resources that were available to me. The only resources I was familiar with were for student athletes. The last bit of advice I would provide students is to be proactive about their education. Take initiative in understanding what the requirements for a degree is and do not depend solely on someone telling you what classes to take. The first few years of college I took a lot of classes that I got good grades in but did not go towards degree requirements. I figured out a lot of the athletic academic advisors were assigning student athletes classes that were easier and met NCAA requirements. If I was more proactive earlier in college I probably would not have taken six years to graduate. Overall, there are a lot of resources available to assist students and many people willing to help you succeed but you are ultimately responsible for seeking them out.

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Appendix T

Internship Final Reflection: ALS 116 Instructor

Michael Green

Oregon State University

Internship Final Reflection: ALS 116 Instructor

Introduction

The second of the two internships I was involved with this term consisted of my working as an instructor for ALS 116. ALS 116 is a two-credit course that is taught in a small class discussion format. This course focuses on helping students with their academic success and covers topics such as time management, note taking, test preparation, critically reading et cetera. Additionally, assignments focused on personal reflection and included response papers, a portfolio of work demonstrating application of strategies, readings, and a final success plan that required students to synthesize course material and outline a personal plan for academic success. I have always been intrigued with teaching but did not necessarily think I would ever have the opportunity to do so. One of the main reasons I pursued this course was because this course seemed like something that would have been beneficial for me to take as an undergraduate student. I was not the most successful undergraduate student initially and so I thought I would be able to share my perspective with the students in my class and be able to relate to where they were coming from.

When I was thinking about this internship there were a number of learning goals I wanted to address for my development. With no previous classroom experience I wanted to develop skills related to facilitating formal classroom lessons and gain experience evaluating student work in relationship to learning outcomes. Furthermore, my goals included learning techniques to assist students in developing skills related to academic success and developing a better understanding of how to create effective lessons that worked to achieve specific student learning outcomes. I believe I was successful in accomplishing these goals this term. Furthermore, my

main responsibilities for this internship included attending weekly staff meetings, teaching class twice a week, grading assignments, navigating and uploading assignments on Blackboard, develop class plans and lead or facilitate meaningful classroom discussions. As a result of my goals and responsibilities I was able to effectively address two CSSA competencies. I initially thought I would address all five competencies but after further reflection I realized I only addressed two of those competencies in-depth. Those two competencies are, Professional Skills and Organizational Management and Knowledge and Understanding of Student Populations and Student Development. I feel that I touch on small areas of the other three competencies, but I did not get anywhere near the depth of the other three that I initially thought I would.

Professional Skills and Organizational Management

The first competency I will reflect on in this paper is the second CSSA competency, Professional Skills and Organizational Management. This class definitely required me to identify my leadership style and evaluate it during the term. The first couple of weeks of this class, the majority of the students were very shy and did not want to engage in very much discussion. Some would do better in small groups but the overall majority did not like talking in front of the entire class. During this time I needed to be more proactive in asking question and thinking of creative ways to try and get students to engage. This leadership style changed significantly as the term went on. I would say by week six, the class was fairly comfortable with each other and comfortable with me as an instructor. This comfort produced more meaningful class discussions and also allowed me to shift my role from instructor to more of a facilitator. Students felt more comfortable talking to each other which led to more robust conversations. It was very rewarding seeing this switch. By evaluating my leadership during the term and having a feel for where my

class was at developmentally, I was able to identify when it was appropriate for me to be assertive in discussions or when it was better for me to sit back and let the class guide discussions. Overall, I thought I was very effective at taking the lead in class discussions when it was appropriate.

Another area of this competency that I believe I addressed was demonstrating flexibility and adaptability in changing circumstances and employing decision making and problem solving skills. Teaching this class definitely taught me the importance of being able to adapt to different situations and having some sort of leeway. There were numerous times during this term that I had more material to cover than I had time in class. I had to be able to make decisions during class regarding what material I should cover in detail and what material I could briefly touch on.

Another example of my adapting to my classroom environment was during week 8 of the term. I taught class on Mondays and Wednesdays and on Wednesday of that particular week I had planned to break the class into groups and have those groups present on an assigned topic the next Monday. However, there were 4 students who did not show up for that Wednesday class and therefore did not get the assignment and would not be prepared to present on Monday. When those students showed up on Monday, I gave them the assignment and let them know they would present on Wednesday at the beginning of class. As a result of their presentations taking place on Wednesday, I had to cut out some of the material that I planned to go over.

Another example during the term that I had to demonstrate flexibility was on the last day of class last week. I had a two week late policy for homework and after two weeks I would not accept the assignment. However, for the final reflection, which I assigned two weeks prior to the last day of class, I was clear that I would not accept any late work. However, there was a student

who did not show up to the last day of class and also accumulated her fourth absence which is one over the limit for passing the class. I received an email after class that she had been sick the last few days and wanted to know if she could email me the assignment. My initial reaction was to say that I would not accept the assignment because it technically was late and because the student received their fourth absence without contacting me previously. However, after discussion with my supervisor and some additional thought I decided it would be equitable to accept the assignment with the student submitting an additional reflection paper that would discuss the importance of time management and communication. One of the main takeaways I have as a result of this internship is how important it is to be flexible and able to quickly adapt to changing circumstances.

Knowledge and Understanding of Student Populations and Student Development

The next competency I will reflect on in this paper is the third CSSA competency, Knowledge and Understanding of Student Populations and Student Development. I feel like I did a fairly good job overall of addressing this competency during the term. The first area I would like to discuss is how I was able to identify and articulate issues students face when transitioning into and out of higher education institutions. This course curriculum was designed to help students with academic success, which is one component of transitioning to college. Furthermore, most of the topics that were covered not only applied to academic success in college but also success after college. Students who develop effective time management skills, understand how to prioritize tasks, and work well with others, are most likely going to be successful after college in the careers they pursue. This course did a great job of educating students on skills and techniques that if applied, can assist them with having success in life.

In addition to identifying how transition impacts the student experience, I was also able to apply different approaches and relevant technology to communicate with different students. One of the activities I did early in the term revolved around the different ways students learn. My goal was to have each student in my class identify their preferred way of learning and discuss this with the class. This activity served multiple purposes. First, through the VARK assessment, students were able to identify the type of learner they were. Second, as a result of listening to my students discuss the learning style they prefer I was able to be more intentional about how I planned lessons. I had students who were visual, kinesthetic, aural and read/write learners. In order to communicate effectively with the class I had to utilize a variety of different teaching methods. Different strategies I used to engage the class included having large and small group discussions, utilizing technology which included powerpoint presentations and youtube videos, and writing discussion ideas or reflection prompts on the chalkboard (among other techniques). One of my main goals was to make sure I was taking into considerations the different ways students learn and utilizing strategies that engaged all of the students in my class and I believe I was successful in that area.

Another area that I addressed in this competency was thinking about student development theory and how certain theories might help me better understand the experiences and development of my students. I talked previously in this paper about transitions and the theory that always comes to my mind when I think of that is Schlossbergs's Transition Theory. Schlossberg discussed that, "transitions occur from a single event or nonevent, but dealing with a transition is a process that extends over time," (Evans et al., 2010, p. 216). One of the assignments I had my students do this term was write a reflection on what was different about

college academically compared to high school. A lot of the students talked about how transitioning from high school to college was very eye opening. The majority of my students talked about how they did not deal with the high school to college transition very well and that is probably some of the reason they were in ALS 116 this term. Additionally, another theory that comes to mind that helped me make sense of the experiences of the students' in my class is Astin's Theory of Involvement. Astin (1984) discusses that involvement has been shown to be instrumental in the development of students in college. According to Astin's Student Involvement Theory (1984), Involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience," (p. 297). Astin goes on to talk about how the more a student is involved on campus, the more that student will learn and develop personally (1984). I also found that this theory helped me understand where a lot of my students were academically. Most of my students were students who are on academic probation, warning or suspension and according to most of their reflections have not been very involved on campus. As a result of this course, my students were required to some extent to be more involved on campus. I assigned a reflection that included meeting with one of their professors, a presentations that required students to visit and gather information on a functional area and also assigned work that encouraged out of class collaboration. With all of this being said, all of my students passed ALS 116. I was lucky to take two terms of theory last year and will continue to apply theory in my work to help me better understand and serve the students who I work with.

Conclusion

Overall, this was an excellent internship experience. Initially, I was pretty nervous going into the classroom on day one, but gradually became more confident and believe I experienced a

tremendous amount of growth as a result of this experience. During this experience, I learned a lot about myself and also how much I enjoyed teaching. Although I did not address all of the competencies I initially thought I would before the term, I feel like I learned a lot and had the opportunity to reflect on what I did well and what I can do better. I enjoyed this internship experience so much that I am going to try and pursue teaching this course of another course spring term. My dad was a teacher while I was growing up and I always remembered him saying I would be a good teacher one day. However, teaching was something I would always tell him that I was not interested and would never pursue. I was definitely wrong about that. This term I felt a tremendous amount of energy around teaching and thoroughly enjoyed working in the classroom. This internship helped me think about how teaching could potentially be a part of my professional career in the future.

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Appendix U

Professional Development Plan

Michael Green

Oregon State University

Institution: Oregon State University
Job Title: Academic Counselor
Department: Academics for Student Athletes

Position Summary:

The purpose of the Academic Counselor for Student Athletes is to provide academic and personal support to student athletes so that they may achieve their potential for intellectual, social and personal development. Also, the goal of this position is to improve the overall retention rates, grade point averages, and graduation rates of student athletes, and to facilitate strong and positive relationships between the Athletic Department Academic Counselors, OSU Academic Advisors and all of the offices that work directly with student athletes and the various issues these students face. At OSU, the department strives to create a collaborative environment with campus departments to help student athletes integrate into the OSU community.

Responsibilities:

Academic Counselors are in charge of academic supervision of assigned sports and providing direction and resources to student athletes in a supportive and structured environment. This position also makes referrals to other departments or services on campus that are appropriate for the individual needs of the student.

40%: Counsel and provide academic resources that increase the academic performance of the student athletes at the university and remain compliant with NCAA regulations.

15%: Monitor academic performance and eligibility of assigned student athletes in compliance with NCAA and institutional requirement.

10%: Communicate with student athletes, coaches, supervisor and other athletic staff.

10%: Collaborate with other professionals within the campus community; build strong campus relationships and have the ability to work well with others on campus who work directly with students and their issues.

10%: Maintain accurate records of the students academic performance and progress towards a degree.

10%: Travel with assigned athletic teams when necessary to assist with academic support.

5%: Perform other duties as assigned.

Required Qualifications:

- Two-five years of experience coordinating support for student learning at the university level and the ability to provide support and interact successfully with students from diverse backgrounds on a variety of issues.
- Bachelors degree with Masters preferred
- Working knowledge of NCAA Division I rules and regulations
- Ability to work some evenings and weekends
- Excellent time management skills and ability to communicate effectively

Recommended Salary: \$40,000-\$45,000

Goals for Professional Preparation

While researching the position of Academic Counselor for Student Athletes, I found a variety of competencies and experiences that are required to be successful in this position. Applicants need to be effective communicators, experienced in one-on-one advising situations, have the ability to teach, make decisions/assess and solve problems and work with students from diverse populations. Counselors should also be well versed and knowledgeable of NCAA Division I compliance and eligibility rules. With these skills in mind I have created four goals that will assist me during my graduate program to develop the competencies required for this position.

My first goal is to develop a better understanding of diverse student populations and their development in college. Understanding that students develop differently is vital for being able to work with students. Knowing what issues a particular student may be facing and how to assist that student is important for this position and higher education practitioners. Currently, I am addressing this goal in a variety of ways. First, my job as an Admissions Counselor at Western Oregon University exposes me to many students from different backgrounds. Also, the courses that I am taking within the CSSA program are continuing to educate me on college student development and how to effectively work with students from different backgrounds. Personally, I think there should be no timeline for a goal like this. I believe it is important to always strive to learn and be able to adapt as students change. However, I would like to have a solid understanding of college student development and experience working with students from diverse backgrounds by the end of the CSSA program.

The second goal I have is to gain experience as an advisor. Advising is a very pivotal part of the Academic Counselor for Student Athletes position. I have already met with the director of the Academics for Student Athletes department at OSU and am planning to do an internship during the spring term. Also, I have looked into the internship opportunity with UESP. Both of these internship options would assist me in developing the knowledge and skills needed for this competency. I also plan on applying for the graduate position that will be opening up next year in the ASA. Working with CAPS and learning about different psychological issues students encounter and how to best assist them could also be beneficial. This competency is one that I would like to address by spring term but also continue to work on during the course of the CSSA program because developing effective advising skills are an essential part of working with students.

Another goal I have is to gain knowledge of NCAA Division I rules and eligibility in regards to student athletes. A primary part of this position revolves around being familiar with eligibility and being compliant with the NCAA. Graduation requirements, amount of credits passed each term, and how many credits student athletes need to pass a year to stay eligible is additional information I would need to know. As a former student athlete, I am familiar with some of these rules. Also, my work as an athletic liaison at WOU has exposed me to some of the eligibility requirements. I would address this competency through an internship with ASA, a potential assistantship and continued work as an athletic liaison at WOU.

The last goal I have is to become more familiar with assessment and how it can benefit the students. Currently, I do some forms of assessment within my position at WOU. I am responsible for planning events in California and surveys are the most common forms of

assessment I have used. I would like to develop a deeper understanding of the different assessment techniques. I plan to participate in an internship with the Department of Campus Recreation and have talked with the director of Sports and Special programs about my desire to build assessment into the experience. I also think that the Assessment and Research course I take winter term will assist with my development of this competency. Overall, I feel all of these goals are essential for me to achieve in order to build the skill set to effectively work as a counselor in ASA. Also, joining professional networks like N4A (National Association of Academic Advisors for Athletes) and NACADA would be beneficial for my personal development.

Personal Philosophy Statement

The opportunity to promote student success, leadership and the overall development of students is meaningful and exciting and the reason I am pursuing a career in Student Affairs. In particular I am passionate about providing academic and personal support to student athletes so they may achieve their potential for intellectual, social and personal development. I value the purpose of this department and the support they provide to help students reach their academic and professional goals. My goal is to facilitate different learning opportunities that promote student development at the university level for students.

My ability to work with diverse groups of people and excellent communication skills allow me to build relationships with campus personnel which are vital for this position because of the need to refer student athletes to the appropriate departments or services on campus that can assist with their needs. As a result of my lifelong involvement with athletics and passion for higher education, I strive to help students learn about themselves and empower them to take responsibility for choices they make, work effectively with others and value all people despite differences. Also, I want the students I work with to ask “why” questions in regards to current issues we are dealing with in the field today. My hope is that by challenging students I work with, they will become more educated, develop academically and socially and have greater success in the world when they graduate from college.

I believe student athletes have tremendous potential and many transferable skills they can take to a profession due to their experiences on campus. I want to challenge and motivate these students so they can achieve the goals they have set for themselves and be successful, positive members of society. Additionally, I will contribute to their success by providing excellent one-

on-one counseling, referring them to the appropriate services on campus that will assist them with their needs and support them during their journey through college. I also believe that all students should have equal opportunities and an equal voice on campus. It is my responsibility as a practitioner to promote an inclusive environment and to help facilitate those learning opportunities. I am very excited about the possibility of working with students at a nationally recognized university, such as OSU, providing experiences that will enhance their personal and academic growth.

Appendix V

Personal Competency-Excellence Plan

Michael Green

Oregon State University

Introduction

During the course of this term and as a result of taking this class, I have developed a deeper understanding of current and emerging issues in multicultural student affairs. I have also increased my understanding surrounding social justice issues in higher education and why we, as practitioners, must work to provide an inclusive environment for all students. Furthermore, I think it is important for me to own the fact that I have even more to learn about social justice and multicultural issues in regards to working effectively with college students. Since starting graduate school and being educated about the various students populations, I now understand the importance of having social justice rooted in the work I am doing as a practitioner. I am very excited to increase my knowledge and development around such critical topics and continue down the path of creating inclusive environments for students. My only regret this term was not having more time to dig deeper into some of the topics that were discussed in class.

In order to organize all of my thoughts and personal reflections about the various topics covered this term, I thought it was best to organize this paper in multiple sections. First, I will discuss my personal reflections on the topics that were covered in class. Next, I will discuss the three interviews I conducted followed by discussion about the role student affairs practitioners have in creating a multicultural community. Finally, I will share my five-year learning timeline that details what I will be doing in the future to ensure multicultural issues stay a focus of my professional development.

Personal Reflections on Topics Covered in Class

The first topic that was discussed in class revolved around supporting women, sexism and patriarchy. This was also the topic that I had an opportunity to research more in-depth as a result

of leading the class facilitation on Women's Centers. While reading about feminism and sexism I immediately thought of examples in my life where I contributed to the oppression of women, often times unconsciously. As a result of my participation in athletics through high school and in college I was often exposed to and sometimes took part in using derogatory language about women. It was not uncommon for other men on teams I was on to use terms such as "you play like a girl" or "quit acting like a girl" in reference to another teammate's performance. These types of phrases were common for me to use and hear when I was in that environment and is a major issue within the subculture of male athletics.

For a long time I also questioned the need for a women's center and not a men's center on college campuses. I also thought that women's centers promoted feminism which I looked at negatively for a long time because I had the belief that feminists hated men and wanted more power. This thought process of mine supports Johnson's (2005) suggestion that, "Calling feminists man haters and male bashers protect male privilege by turning criticism or patriarchy into questions about feminists' personalities" (p. 106). While reflecting on that part of my life I realized how narrow minded I was because of my male privilege and had not given much thought about why I had certain feelings. I am very fortunate that I no longer have this mindset and have developed an understanding of why we need to support women on campus.

The next topic we discussed in class was supporting veteran students. This was a topic I have a great deal of interest in because I work with veterans fairly often. My research paper focused on how higher education institutions can support veteran students. As a result of the wars in Iraq and Afghanistan winding down, Veterans Affairs anticipates a twenty-five percent increase in the number of service members who will enroll in higher education (Moon & Schma,

2011). In my current role as an Admissions Counselor at Western Oregon University, I am usually one of the first points of contact for veteran students on campus. Since I work with these students so often it is vital for me to be able understand their needs and effectively assist these students. Also, since being introduced to student developmental theory during fall term, I find myself constantly thinking about how I would use theory when working with students. I have tried to apply Astin's theory of involvement and Schlossberg's transition theory when working with the veteran student population. Astin's (1984), theory argues that for learning and growth to occur, students should actively engage in classroom and out of classroom activities. This is especially important for veterans because they express a desire to be active and build camaraderie, similar to what they experienced in the military (Zinger & Cohen, 2010). Applying theory while working with students can help me better understand and support them.

Also, as a result of my current job, I have had multiple opportunities to work with undocumented students. Working with undocumented students presents complex challenges for student affairs professionals. At public institutions in Oregon if a student does not have a social security number or permanent resident number, their application file cannot be processed. This puts higher education professionals in a bind and leads to recommending community college as an option for these students to further their education. I thought the Hernandez, Hernandez Jr, Gadson, Huftalin, Ortiz, White & Yocum-Gaffney (2010), article did an excellent job sharing different stories about undocumented students having success. An issue that I thought about after reading this article and from my experiences of working with this student population is that the Hernandez et al. article gives the impression that any undocumented student can have success in higher education. I am not sure if that is a realistic idea. Initially, it is extremely challenging for

undocumented students to gain admission in higher education. Then, if they do navigate the admissions process they have to typically pay high tuition costs and are not eligible for institutional scholarships. For the undocumented students who are on campus it is important to create a comfortable environment. Also, faculty and staff should be knowledgeable about the needs of these students and should stay up to date on immigration or new laws that could affect undocumented students.

Supporting students of color is an area I feel that I have experienced growth recently. As a result of growing up in Corvallis, Oregon I was not exposed to much diversity early in my life. However, the experiences I had in college living in California and Hawaii and from my job the last three year working at Western Oregon University has allowed me to experience and learn more about diversity. Since starting this graduate program I have made an effort to increase my knowledge about the injustices that people of color face and how I personally can help promote an inclusive community.

The three topics that I am least knowledgeable about that we discussed this term are, supporting students with disabilities, supporting spiritual development and supporting students in the LGBTQ spectrum. These are all topics that I feel a little uncomfortable talking about and as a result of my privilege I have often times decided to not discuss some of these issues in-depth. Part of my discomfort with issues surrounding LGBTQ students is my lack on knowledge about appropriate language. I have made improvements, and am becoming more comfortable, but I still struggle in this area. Part of this struggle is a result of my not knowing or being aware of many students who identified as LGBTQ during high school and as an undergraduate student. I often use the word “wife” when talking about my significant other but I know that many people use

“partner” because it is more inclusive. This has been a huge challenge for me because I have been socialized to use certain language for most of my life, but I am now starting to understand the importance of using inclusive language.

Spiritual development is another area that I am uncomfortable talking about, mainly because I am not experienced at having these types of conversations with students. Much of my uneasiness around this topic comes from myself not identifying as religious or spiritual. The first book I read for this course was Eboo Patel’s *Acts of Faith*. I read this book because I wanted to get a perspective on this topic. Patel talks about the importance of religious pluralism and he feels that interfaith cooperation and educating new generations to be accepting of religious differences is the best chance of avoiding the growing violence that our world faces today. Reading this book and other articles have helped me understand the importance of being able to engage in these types of conversations with students.

Interview Personal Reflections

I conducted interviews with three higher education professionals who share a dominant identity with me. The two identities I was interested in having discussion about was my white identity and my male identity, but the conversations eventually expanded to examining my heterosexual and able-bodied identities as well. All of the individuals I interviewed identified as white, male, heterosexual and able-bodied. The conversations were awesome and I enjoyed examining all of those identities. I came to the conclusion that this world is made very easy for me based on my white, male, heterosexual and able-bodied identities. Additionally, I did not have a structure for the interviews. I started each conversation by asking the interviewee how

they viewed their white and male privilege. That question led to some rich discussion that expanded to other dominant identities that we had in common.

Reading Paul Kivel's, *Uprooting Racism* and Robert Jensen's, *The Heart of Whiteness* for two of my book analysis assignments was a great learning experience. An area that I still struggle with in the white privilege conversation is the suggestion that all white people are racist. I agree that we live in a racist society but I struggle wrapping my mind around the assumption that everyone who is white is racist. Part of that struggle comes from the fact that many of my closest friends and former basketball teammates are people of color. While I still wrestle with the idea that all white people are racist, I am positive that white people need to be allies for people of color.

One of the main points I took from the Jensen text was the need for white people to understand the truth of past, present and forthcoming history and how that has a hand in racism. Jensen argues that we need to acknowledge we are living in a racist society to be truthful with ourselves. Additionally, Jensen (2005) states, "we cannot pretend to live in a world in which we do not benefit from white privilege, until white supremacy is no longer a defining feature of our society" (pg. 14). What Jensen is saying really resonates with me. I understand that the society we live in is racist. However, does this automatically mean that individually I am racist?

Another aspect of my privileged identity that was discussed is my heterosexual privilege. One of the professionals I interviewed pointed to my wedding ring and asked me if I had any challenges associated with getting married. I told him that I went to the courthouse and filled out the appropriate paperwork and there was nothing difficult about the process. Also, being able to talk about my wife and live openly, not having to worry about being mistreated by people

because of my sexuality and filing joint tax returns are a few of the many ways I benefit from heterosexual privilege. While examining and discussing what heterosexual privilege means, I have come to the conclusion that I might receive more benefits from that privilege than any of the other privileged identities I hold.

The Role of Student Affairs Practitioners

During this term, and as a result of reading various articles & books, thoughtful discussions in class and personal reflections I have shaped my perspective of the role student affairs practitioners should have in constructing a multicultural community. My belief is that student affairs practitioners have a responsibility to promote and advance multiculturalism within higher education and create inclusive environments. In my dominant identity I have the ability to choose if I want to care about issues that oppressed groups are facing. Personally, I feel it is my responsibility to own my privilege and work to bring about change by keeping multicultural issues at the forefront of my work.

In order to bring about change, higher education professionals need to have a level of self-understanding and critical awareness about themselves. Reason & Broido (2005), discussed a few examples of how individuals can develop a critical awareness of themselves. The importance of reading and learning about social justice issues, identifying the multiple identities you possess and critically examining the role of power, privilege and oppression plays a role in your daily life. I find myself trying to look at various issues now through a social justice lens and am becoming more aware of the identities I possess and how that shapes my world. I believe all practitioners would benefit from this and should be participating in this critical self-reflection.

Five-Year Learning Timeline

One of the biggest areas of growth I have experienced as a result of graduate school thus far is the need for acknowledging my privileged identities through critical reflection and the need for me to be an ally and create inclusive environments for all students. I found creating a five year learning plan challenging because there is so much I need and want to learn. Some of the areas I struggle with are because of a lack of knowledge about current issues and appropriate language. Over the next five years it is vital for me to continue to read current literature and stay up to date on new issues that arise regarding multiculturalism. I mentioned earlier there were some issues I was more comfortable with than others. I need to develop a better understanding of how to serve students who want to have conversations about religion/spirituality, students who are not able-bodied and students who identify as LGBTQ. One way I can address my lack of knowledge in those areas in the next two years would be through an internship in a department that primarily serves those students. Additionally, I should be more proactive about attending events on campus which have key note speakers presenting on different topics surrounding multicultural issues in higher education. Furthermore, attending workshops and training sessions multiple times a year will help further my education. Finally, presenting at professional conferences about different multicultural topics is something I should make a priority. Ideally, I would love to present at a conference in the next five years about one of the issues that I am struggling with currently. Overall, I feel it is my responsibility to continue to educate myself about all of the different multicultural topics and be able to have informed and supportive conversations with all students about issues they may be facing. I will focus my energy on compassion and strive to use a social justice lens with the work I will be doing in the future.

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