

# DIVERSITY ISSUES IN AMERICAN COLLEGES AND UNIVERSITIES



Case Studies for Higher  
Education and Student  
Affairs Professionals

EDITED BY LAMONT A. FLOWERS, PH.D.

FOREWORD BY NANCY J. EVANS, PH.D.

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COLLEGES AND UNIVERSITIES**

## ABOUT THE EDITOR

**Lamont A. Flowers** is an Assistant Professor in the College of Education at the University of Florida. He received a Bachelor of Arts in Accounting from Virginia Commonwealth University, a Master of Arts in Social Studies Education, and a Doctorate in Higher Education from the University of Iowa.

Dr. Flowers has published numerous articles in the areas of business management, social studies education, higher education, and student development. His research interests include investigating the effects of the college experience on student learning and examining the impact of ethnic and racial diversity on cognitive and affective outcomes in college.

His research has appeared in the *College Student Affairs Journal*, *College Student Journal*, *Educational Research Quarterly*, *Journal of College Student Development*, *Journal of Compensation and Benefits*, *Journal of Higher Education*, *National Association of Student Affairs Professionals Journal*, *NASPA Journal*, *Planning and Changing*, *The Professional Educator*, and *Research in Higher Education*.

He has conducted sponsored research for the American College Personnel Association (ACPA), Association of College and University Housing Officers—International (ACUHO-I), Association for Institutional Research (AIR), and the American Educational Research Association (AERA). Dr. Flowers has received a number of academic honors and accolades including the Melvene D. Hardee Dissertation of the Year Award (runner-up) sponsored by the National Association of Student Personnel Administrators (NASPA) and the ACPA's Annuit Coeptis Award (Emerging Professional).

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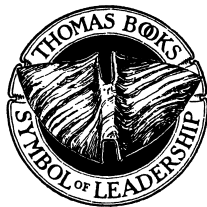
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## CONTRIBUTORS

This valuable resource includes the perspectives, insights, and experiences of many faculty, student affairs practitioners, and higher education researchers working in and studying two-year and four-year institutions in the United States. The contributors present an enormous amount of challenging dilemmas, thought-provoking scenarios, and even disturbing realities that provide readers the opportunity to practice their skills solving diversity issues in higher education, responding to the needs of diverse populations on campus, and communicating with unique cultural groups.

I am extremely grateful to these individuals because it was through their help, patience, and dedication that this book was developed. In many ways, the quality of this book is a testament to their devotion, willingness, and commitment to improving multicultural competence among student personnel in higher education, and facilitating understanding between diverse cultural groups that constitute the higher education community (e.g., faculty, students, and administration). Each contributor is listed below in alphabetical order.

**Emmanuel (Sonny) Ago** was raised in New York City. He received his B.A. in Anthropology from Amherst College, his M.A. in Sociology from New York University, and his Doctorate of Education in Higher Education from the University of Pennsylvania. Dr. Ago has worked both at Swarthmore College and at the University of Pennsylvania's Intercultural Centers, serving as the primary advisor to minority students. He has also worked with at-risk youth in New York City's Chinatown, Harlem, and Washington Heights. Dr. Ago is the Director for Multicultural Affairs at Barnard College, Columbia University.

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**Maricela Alvarado** received two B.A. degrees (English and Spanish) from

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**Cheryl M. Anderson** is the Dean of Students at Wichita State University. She received two Bachelors of Arts (Sociology and Pan African Studies) from California State University, Northridge; her Master of Science (Counselor Education) from Mississippi State University and the Doctor of Education (Higher Education Administration) degree from The University of Alabama.

**Sharon K. Anderson** is an Associate Professor at Colorado State University and teaches courses in counseling and the student affairs higher education program. Dr. Anderson has a successful publishing record. She has authored and coauthored several articles and book chapters. She researches and writes in the area of professional ethics and multicultural issues in education.

**Sheri Atkinson** is the coordinator for Gay, Lesbian, Bisexual, and Transgender (GLBT) Services at St. Cloud State University in St. Cloud, Minnesota. She does trainings on homophobia and diversity issues including Safe Space training for the campus and surrounding communities. Interacting with students on a daily basis, Sheri also advises two GLBT student organizations and Jugglers Against Oppression (JAO). JAO is a group that uses juggling to get peoples' attention in order to educate about all issues of oppression. She received her Master of Arts in Higher Education and Student Affairs from The Ohio State University.

**Joseph Baggot** is the Associate Dean of Students at the University of Wisconsin–Oshkosh. He is also an advanced doctoral student at the University of Wisconsin–Madison. His academic emphasis is in the administration of colleges and universities with a personal interest in student affairs administration.

**Dennis M. Baskin** is a Ph.D. student in the Department of Educational Administration at the University of Wisconsin. He earned a masters degree in business management and a bachelors in finance, both from the University of Wisconsin–Whitewater. He is a native of Beloit, Wisconsin.

**Doris Bitler** serves as Associate Professor of Psychology and Associate Dean for Undergraduate Academic Affairs in the College of Arts and Sciences at George Mason University. She was selected as the first recipient of the Staff Senate's "Supervisor of the Year Award" in 2002, and named "Faculty Member of the Year" by the GMU Alumni Association in 2003. Her current research interests include the prediction of academic success, disability issues in higher education, and the development of effective assessment programs. In addition to teaching and administrative

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**J. Bradley Blankenship** received a B.A. in Psychology from George Mason University. He currently works at American University as an Admissions Counselor where he has developed a Gay, Lesbian, Bisexual, and Transgender (GLBT) prospective student outreach program. He continues to research the experiences of GLBT students within the college selection and application process and develop college-counseling programs with GLBT youth centers across the country.

**Ellen M. Broido** is Assistant Professor in the College Student Personnel (masters) and Higher Education Administration (doctoral) programs at Bowling Green State University. Her research and teaching interests focus on issues of diversity and social justice on college student campus, particularly on how students come to be advocates for diversity issues, and on lesbian, bisexual, gay, and transgender student issues.

**Deborah Casey**, M.S., C.A.G.S., PHR, is the Dean of Student Affairs/504 Compliance Officer at South University in West Palm Beach, Florida. Prior to becoming Dean, she was Assistant Dean for Disability Services/504 Compliance Officer at the University of Florida. She has presented nationally at ACPA, NASPA, and Association on Higher Education and Disability (AHEAD) on professional development of faculty in providing accommodations to students. She is the author and editor of *College and University Apartment Housing*. Presently she is completing her doctoral degree in Educational Leadership at Florida Atlantic University. Deborah received the NASPA Region III Mid-Level Student Affairs Professional Award for 2002.

**Linda G. Castillo** is an Assistant Professor in the counseling psychology program at Texas A&M University. She received her Ph.D. from the University of Utah in 1999. She is a licensed psychologist and diversity trainer. Her professional interests included feminist therapy, Chicanos in higher education, racial identity, and multicultural training.

**Tony W. Cawthon** is an Associate Professor at Clemson University in the Counselor Education program. His primary teaching responsibilities are in the Student Affairs track of the Counselor Education program. Dr. Cawthon has over 20 years of experiences in higher education, serving both as a practitioner and faculty member.

**Marcia L. Childs** is a Ph.D. student in the Counselor Education Program in the College of Education at The Ohio State University. She received her B.S. in Business Management from Central State University and a Master of Arts in Counselor Education from The Ohio State University. Her research interests are the following: career counseling, cross-cultural counseling, substance abuse counseling, and interventions for success of at-risk students in grades six thru 12.

**Catherine Choi-Pearson** received her Ph.D. in Counseling Psychology from the University of Utah in 1998. She has been licensed as a psychologist in the state of Nevada since 2001. Her first experience working in Student Affairs was as a graduate student at a university counseling center. Currently, she is the Director of Student Life and Grant Development at the University of Nevada, Reno. In this position, she



assists students who have extenuating circumstances with university withdrawals. Outside of work, Catherine enjoys spending time with her family and dog, reading books, and running with friends.

**Carl Chung** is an Assistant Professor of Humanities in the General College at the University of Minnesota–Twin Cities. He teaches Introduction to Logic and Introduction to Film. His research interests include the role and significance of post-secondary access programs in American higher education, the theoretical structure of developmental education, and the importance of confidence and academic self-concept to the success of at-risk, first-year students.

**Robert Coffey** is the LGBT Program Coordinator for the Office of Multicultural Student Affairs at the University of New Hampshire. This marks his second year in this position and his seventh as a student affairs practitioner. Robert earned his B.A. in Canadian Studies and History from the University of Vermont, and a M.A. in Canadian History from the University of Maine. He is currently completing coursework towards a Masters in Public Administration at UNH. Robert enjoys active membership in several student affairs professional organizations in the United States and Canada and frequently presents on issues of equity and diversity.

**Vanessa Cooke** is a doctoral candidate at Virginia Polytechnic Institute and State University. She is the Director of the Alcohol, Tobacco, and Other Drug Prevention Center at Bowie State University. She has five years of experience teaching psychology and substance abuse courses at Bowie State University, Morgan State University, and the University of Baltimore. Ms. Cooke is a member of the National Historically Black Colleges and Universities Substance Abuse Consortium; a member of the Governor's Office on Crime Control and Prevention for the state of Maryland; and a member of the Prince George's County Highway Task Force.

**Jay Corwin** is a Ph.D. candidate in Adult and Higher Education at the University of Oklahoma. He currently works on the OU campus in University College where he is in charge of developing retention programs and educational activities for freshman success. Previously, he has worked in student affairs and has received both of his degrees at OU.

**Angela M. Cottrell** is currently a second year master's student in the Higher Education program at Iowa State University in Ames, Iowa. Currently working in the Office of Admissions, Angela's professional focus is on orientation and first-year experience programs. Angela received her bachelor's degrees from the University of Northern Iowa in May 2001, having double majored in political science and public administration. Angela is an active member in the Iowa Student Personnel Association (ISPA) as well as the American College Personnel Association (ACPA).

**Michael Dannels** is Professor in the College Student Personnel (masters) and Higher Education Administration (doctoral) programs at Bowling Green State University, as well as serving as director of the latter program. His research interests focus on policy and practice of student discipline and judicial affairs.

**Donna S. Davenport** is a licensed psychologist and has worked on college campuses, both teaching and counseling, for over 25 years. She has written numerous articles, book chapters, and papers related to the understanding and counseling of diverse clients. Dr. Davenport is currently Associate Professor in the doctoral train-

ing program of Counseling Psychology at Texas A&M University, where she teaches and conducts research related to diversity issues; she also has an independent practice in psychotherapy. Additionally, she has a mild hearing loss, so has “inside” knowledge about the effects of this disability.

**J. Shay Davis** has nine years of professional experience in housing and residence life and has been employed in the Department of University Housing at the University of Georgia for five and a half years. She recently completed her doctoral degree in Student Affairs Administration at UGA. Dr. Davis has also worked in housing at UNC–Wilmington. She earned her Master’s degree in Counseling and Student Personnel Services at Oklahoma State University and a Bachelor of Arts degree at Baylor University. She also has experience working in a program similar to the one described in her case study.

**Gypsy M. Denzine** is an Associate Professor of Educational Psychology at Northern Arizona University. She is currently the Interim Associate Dean in the College of Education. She coordinates the student affairs graduate program and has also served as the doctoral coordinator of the Ed.D. in Educational Psychology: Learning and Instruction at NAU. She earned a Ph.D. in Educational Psychology: Learning and Cognition emphasis from the University of Northern Colorado. Her research interests are in the area of achievement motivation, self-efficacy theory, implicit learning, and academic help-seeking among college students.

**Norbert W. Dunkel** is currently the Director of Housing at the University of Florida. He has authored or edited six books and over 35 articles concerning housing-related topics. He has served as Editor for *The Journal of College and University Student Housing* and Associate Editor of *The College Student Affairs Journal*. Mr. Dunkel served on the Association of College and University Housing Officers International Executive Board from 1997–2000 as the Publications Coordinator.

**Judith C. Durham** is an Assistant Professor, Department of Counselor Education, Saint Joseph College, West Hartford, Connecticut. She is a Licensed and Nationally Certified Counselor, an Approved Clinical Supervisor, and also an APRN Clinical Specialist and has worked in a number of hospital and community-based settings with a variety of client populations. Prior to joining the faculty at Saint Joseph College, she taught and supervised students at Antioch New England Graduate School, Keene, New Hampshire, in their Masters Program in Mental Health Counseling. Her research is in the area of Multicultural Counseling and she currently teaches the Diversity and Multicultural Counseling Course at Saint Joseph College.

**Corey Ellis** is the Assistant Director of Student Involvement and Leadership at Rollins College. He has responsibility for campus programming, student organization coordination, and cocurricular leadership programs. He is a 2002 graduate of the Student Personnel in Higher Education (SPHE) program at the University of Florida and has a B.A. in Political Science from the University of Oklahoma. In 2002, the SPHE program awarded Corey the J. Ed and Betty B. Price Scholarship. This award is given to two SPHE students, annually, in recognition of potential to make significant contributions to the personal and academic development of college youth through counseling and teaching.

**Mike Esposito** is the Student Organization Coordinator at Boise State University, in Idaho. A Kentucky native, Mike graduated from Morehead State University in 1995, and then earned his masters degree in 1997 from Western Kentucky University. He worked at The University of Montana for three years as Greek Advisor prior to coming to Boise State University. He is starting his sixth year in student affairs. A gay and lesbian rights activist, Mike helped found the Montana Gay & Lesbian Center and is a board member of Boise's Gay & Lesbian Community Center. His regular opinion column, "Singular Wit" appears in Idaho's Diversity Newsmagazine.

**Donna M. Fox** is an Assistant Dean in the Undergraduate Academic Affairs Office of the College of Arts and Sciences at George Mason University. Her career in higher education began in GMU's Biology Department in 1993 where she was principle instructor and course coordinator for the introductory biology course for majors. She authored *Cell Structure and Function: A Laboratory Manual* and taught upper division cell biology before moving to the CAS Dean's Office in 2000. She has been recognized by her university for excellence in teaching and is listed in *Who's Who of America's Teachers*.

**Joy L. Gaston** is an assistant professor in the higher education program at Florida State University. She is a former student athlete and completed a Bachelor of Science degree at Shaw University. After receiving a postgraduate scholarship from the National Collegiate Athletic Association (NCAA), she completed a Master of Science degree at Auburn University. She received a Ph.D. from The Ohio State University, where she also worked as an academic counselor and coordinator of student athlete advising in the office of Undergraduate Student Academic Services. Her research interests include the achievement of student athletes and African Americans in higher education.

**Lynne Guillot-Miller** earned a B.A. from Nicholls State University and a M.S. from the University of Louisiana-Monroe. Previously, she worked as a secondary school counselor educator. She is currently pursuing a Ph.D. in Counselor Education at the University of New Orleans.

**Lisa A. Guion** received the Doctor of Education and Master of Public Administration degrees from North Carolina State University in May 1997 and 1993 respectively. She specialized in adult and higher education administration in both degree programs. Dr. Guion is currently an Assistant Professor in the Department of Family, Youth and Community Sciences, Institute of Food and Agricultural Sciences (IFAS), at the University of Florida. She teaches a four credit hour undergraduate course in research methods, as well as advises graduate and undergraduate students. Prior to joining UF in 2000, Dr. Guion served as an Extension Specialist with the North Carolina Cooperative Extension Service, North Carolina State University, for six years.

**Pamela A. Havice** is an Assistant Professor at Clemson University in the Counselor Education program. Her primary teaching responsibilities lie in the Student Affairs track of the Counselor Education program. Dr. Havice has over 23 years of experience in higher education at various institutions.

**Willie J. Heggins, III** is an Assistant Professor in the Educational Leadership

and Counseling Psychology Department at Washington State University. Dr. Heggins conducts research in higher education related to governance, faculty development, and international education reform. His teaching responsibilities include courses related to Governance in Higher Education, Multicultural Leadership, and Student Affairs Administration. In addition to his duties at the university, Dr. Heggins has served as an editorial reviewer with the *Journal of College Student Development* and currently reviews manuscripts for the *American Educational Research Journal*.

**Wilma J. Henry** is Associate Vice President for Student Affairs and Associate Professor in the College of Education where she teaches in the College Student Affairs Masters degree program at the University of South Florida in Tampa. Prior to her appointment at USF, she served as Assistant Dean and Associate Professor in the College of Education at Wright State University in Dayton, Ohio. She received a Masters degree in Student personnel in Higher Education from the University of Georgia and a Doctorate of Education degree with emphasis in Counseling Psychology from East Texas State University, Commerce, Texas.

**Michael K. Herndon**, who is an alumnus of Howard University, earned his Ph.D. in Higher Education and Student Affairs at Virginia Polytechnic Institute and State University (Virginia Tech). Currently, he is an assistant professor and director of the Interdisciplinary Studies degree program in the College of Arts at Sciences at Virginia Tech. His research interests include the participation of African American families in higher education, the civil rights movement, and issues surrounding masculinity.

**Sharon L. Holmes** is an Assistant Professor in the Department of Counseling, Adult and Higher Education in the College of Education at Northern Illinois University. She received a Bachelor of Business Administration (Management) degree from Detroit College, and both the Master of Science (Student Personnel) and Doctor of Philosophy (Higher Education Administration) degrees from Iowa State University.

**John Wesley Lowery** is Assistant Professor in the Higher Education and Student Affairs program in the University of South Carolina's College of Education. He earned his doctorate at Bowling Green State University in Higher Education Administration. He previously held administrative positions at Adrian College and Washington University. John has a Masters degree in student personnel services from the University of South Carolina and an undergraduate degree in religious studies from the University of Virginia. He is a frequent speaker and author on topics related to student affairs and higher education, particularly legislative issues and judicial affairs.

**Jerlando F. L. Jackson** is interested in the study of administrative diversity, executive behavior, and the nexus between administrative work and student outcomes in higher and postsecondary education. He is an Assistant Professor of Higher and Postsecondary Education in the Department of Educational Administration and Faculty Associate for the Wisconsin Center for the Advancement of Postsecondary Education at the University of Wisconsin-Madison. In addition, he serves as a Research Associate for the Center for the Study of Academic Leadership, which is

developing and publishing a new generation of research on academic administrators. Dr. Jackson's central interest has been to contribute to administrative science, with a focus on the impact of administrators on higher and postsecondary education.

**Barbara J. Johnson** an assistant professor in the Department of Educational Leadership at the University of New Orleans earned a B.S. at Winston-Salem State University, a M.B.A. at Ohio State University, and a Ph.D. at Vanderbilt University. Her research interests include the recruitment and retention of students across a variety of postsecondary institutions.

**Adam J. Kantrovich** received his Ph.D. in Vocational and Technical Education from Virginia Tech in May of 2000 and has done extensive research and work in program evaluation, needs assessment, and qualitative research. Experiences include the commodity futures market, small business management, cooperative extension, federal government work, and eight years of teaching. Dr. Kantrovich is presently a faculty member at Morehead State University.

**Octavia Madison-Colmore** is an Assistant Professor in Counselor Education at Virginia Polytechnic Institute and State University. She has more than 15 years experience in the field of counseling, specializing in the treatment of substance abusers and working with diverse populations. Dr. Madison-Colmore has presented numerous papers at state, regional, and national conferences. She was recently invited by the People's Republic of China to teach a course on substance abuse and HIV/AIDS. Dr. Madison-Colmore has published both articles and book chapters on topics related to substance abuse and diversity.

**Linda McCarthy** is a doctoral candidate in the Social Justice Education Program at the University of Massachusetts, Amherst. She teaches social diversity and sociology at UMass and Holyoke Community College. She is an Editorial Assistant at the School of Education's journal, *Equity & Excellence in Education*. Linda's dissertation work is on female-bodied transgender identity.

**Patricia McKenna** has worked in student affairs for six years and has special interest in working with students with physical and mental disabilities, as well as with women's issues and eating disorders. McKenna is also a graduate student in the Counseling Program at Saint Joseph College, West Hartford, Connecticut.

**Robert E. Meeks, Jr.** is a second-year graduate student studying, Sports Administration in higher education; with aspirations of someday becoming an Athletic Director. He completed his undergraduate work at Auburn University, where he was also a four-year letter in football. After ending his career with the Denver Broncos, he returned to school and currently pursues one of his passions, which is working with athletes.

**Lauren Miller** is Assistant Dean of Students and Director of the Student Disability Resource Center at Florida State University. She has a B.A. in Psychology and an M.A. in Counseling from East Carolina University, and an Ed.D. in Educational Leadership/Higher Education from Florida State University.

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**James L. Moore III** is an Assistant Professor in Counselor Education at The Ohio State University. He received his B.A. in English Education from Delaware State University and earned both his M.A.Ed. and Ph.D. in Counselor Education at Virginia Polytechnic Institute and State University. Dr. Moore's research interests are the following: Black male issues; academic persistence and achievement; cross-cultural counseling issues in schools; counseling student-athletes; and using innovative approaches to technology in counselor education.

**John Moore** is currently enrolled in the College Student Affairs program at the University of South Florida. He has previously worked as a Resident Director and as Assistant Director for Academic Support Services and Director of the Preparation, Retention, and Enrichment Program at University of the Sciences in Philadelphia.

**Randy Moore** is a professor of biology in General College at the University of Minnesota-Twin Cities. Moore studies how to teach science effectively to at-risk students. Moore edits *The American Biology Teacher*, has received numerous grants and awards, and has published more than 150 papers, monographs, and books. Moore's most recent book is *Evolution in the Courtroom: A Reference Guide*.

**Quincy L. Moore** is the Dean of Undergraduate Studies and Student Support Services at West Chester University. Prior to moving to West Chester University, he was the Executive Director of the Academic Success Center at Virginia Commonwealth University.

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**Kelly A. Norton** is the Director of the Academic Services Center at High Point University. She coordinates accommodations for students with disabilities. She instructs the Foundations for Academic Success course and coordinates the Summer Advantage program, a program aimed at transitioning students into college in an academically structured environment. Ms. Norton is a doctoral candidate in Higher Education Administration at the University of Florida. Current research includes intent to turnover among disability services staff, factors affecting students' transition to college, and death and grieving in college athletics.

**Myron L. Pope** is an assistant professor in the Adult and Higher Education Program at the University of Oklahoma. His research interests include minority student recruitment and retention issues, faculty and student governance, and community college student affairs. Previously, he served as the Director of Minority Recruitment for the College of Education at the University of Alabama and also at Alabama Southern Community College as a Talent Search Counselor.

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**Walter Rankin** earned his doctorate at Georgetown University with a focus on comparative cultures and literatures. He has published articles and presented papers on a variety of topics in higher education, including disability issues and technology in higher education, and he was awarded the 2003 “Excellence in the Profession Award” by the ACPA Commission for Academic Support in Higher Education. He is Affiliate Associate Professor of English at George Mason University, where he serves as Deputy Associate Dean for Undergraduate Academic Affairs in the College of Arts and Sciences. His teaching experience includes all levels of English and German at the university level.

**Lee Covington Rush** is an Assistant Professor of Counselor Education at North Dakota State University. He received his Ph. D. in Counselor Education at The Ohio State University with focus on Multicultural Counseling and Life Span Career Development. While at The Ohio State University Dr. Rush taught Career Development Seminars and was an Adjunct Lecturer in the Department of African and African American Studies. His current research activities are in the areas of African-American and American Indian Career Development along with Multi-Racial/Multi-Cultural Identity Development.

**Ronni Sanlo** is the director of the UCLA LGBT Campus Center. Her research focuses on sexual orientation issues in higher education. Before joining the staff at UCLA, Dr. Sanlo was the LGBT Center director at Michigan. Her three books—*Working with LGBT College Students: A Handbook for Faculty and Administrators* (1998), *Unheard Voices: The Effects of Silence on Lesbian and Gay Educations* (1999), and *Our Place on Campus* (2002)—are published by Greenwood Press. Her undergraduate work was at the University of Florida. Her doctoral degree is from the University of North Florida. Dr. Sanlo is a faculty in residence at UCLA.

**Arthur Sandeen** is Professor of Educational Leadership at the University of Florida. He served for six years as Dean of Students at Iowa State University, and for 26 years as Vice President for Student Affairs at the University of Florida. He is the author of five books and served as President of NASPA in 1977–78. He is the recipient of the Scott Goodnight award, the Fred Turner award, and the Outstanding Contribution to Literature and Research award from NASPA. He chaired the committee that wrote *A Perspective on Student Affairs* in 1987, commemorating the 50th anniversary of the *Student Personnel Point of View*.

**John Schuh** is professor and chair of the department of educational leadership and policy studies at Iowa State University. Previously he held administrative and faculty assignments at Wichita State University, Indiana University (Bloomington), and Arizona State University. Schuh is the author, coauthor, or editor of over 180 publications, including 17 books and monographs, 45 book chapters, and 90 articles. Schuh received the Contribution to Knowledge Award from the American College Personnel Association, and the Contribution to Research or Literature Award from the National Association of Student Personnel Administrators. He also received a Fulbright award to study higher education in Germany in 1994.

**Dionne M. Smith** received her B.A. degree in Sociology from the University of

Virginia and her M.A.Ed. in Counselor Education from Wake Forest University. She is currently a Ph.D. Candidate in Counseling Psychology at The University of Tennessee, Knoxville. Her research interests focus on multicultural issues, in general, and issues related to African American females, in particular. Ms. Smith also serves as the Coordinator for the African American Achiever Scholar Program at The University of Tennessee, Knoxville. She plans to pursue a career in academe upon completion of her degree, thereby allowing her to further pursue interests related to research, teaching, consultation, and practice.

**Ralphel Smith** is an employee in the Department of University Housing at the University of Georgia. He has been employed there for five years. Prior to working at the University of Georgia, he was employed at the University of Tennessee. Mr. Smith is currently a doctoral candidate in the Student Affairs Administration Program at the University of Georgia. He has a Master's degree in College Student Personnel Services in Higher Education from the University of Georgia. He also has an undergraduate degree from Lander University in Greenwood, South Carolina.

**Alfred Souma**, M.A., is the Disability Support Services Coordinator and a tenured faculty member at Seattle Central Community College in Seattle, Washington. His experience includes 12 years inpatient work as a rehabilitation counselor in a psychiatric setting in Madison, Wisconsin and two years counseling in an outpatient psychiatric day treatment program in Santa Barbara, California. In the past several years, he has been conducting national presentations at colleges and professional organizations across the country on the topic of accommodating psychiatric disabilities on campuses. Alfred was the recipient of the 2002 Association on Higher Education and Disability (AHEAD) Professional Award.

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## FOREWORD

This book of case studies, so carefully edited by Lamont Flowers, fills a void in the student affairs literature in a number of ways. First, it addresses issues related to diversity in higher education in a comprehensive and meaningful manner. Second, it is a helpful tool for teaching and staff development that will enable students, student affairs staff, and faculty to engage with the issues in concrete and practical ways. Third, it provides useful suggestions for conducting research about the issues that each case study raises. This book is much needed by those of us in student affairs education and practice who are given the responsibility to prepare students to work with a diverse student population in a wide range of higher education settings.

That this country is becoming more diverse is not news to anyone who reads the newspaper, watches television, or looks at the names in their local phone book. Carlos Cortez, in a keynote speech for the American College Personnel Association in 2000, pointed out that in many phone books in this country the listings for Patel (a common Indian name) and Gonzalez (a common Latino name) exceed those for common "American" names, such as Smith. The recent 2000 census revealed migration trends indicating that great numbers of Latino/as are moving into traditionally white parts of the country, such as the upper Midwest and plains states. Racial and ethnic diversity is a fact of life in the United States and we need to embrace the varied cultures and traditions that a multicultural nation has to offer.

At the same time that the United States is becoming more diverse, the world is developing a global consciousness. We are greatly affected by political and economic situations in other countries. Clearly, the recent wars in Afghanistan and Iraq are examples of the significance that situations half way around the globe can have in our lives. Less visible, but no less important, is the impact of a depressed economy in Japan or a drought in Argentina. Increasingly, our ability to understand and interact with individuals from other countries is of critical importance to our own well-being as a country and as individuals who live in a global society.

Religious differences, too, have become more salient in recent years. The

attacks on the World Trade Center and the war with Iraq sent us scurrying to find out more about Islam. In our own country, religious beliefs often are the basis for differing positions on social issues such as abortion, euthanasia, prayer in school, and a host of other value-laden concerns. In a country founded on the concept of religious freedom, acceptance of religiously based differences is still a contentious issue.

Other types of diversity also are gaining recognition. Women have made the most evident gains. Most women are now employed outside the home and many hold leadership positions in business, government, health care, and education. They play an active role in policy making and economic development in this country. Individuals with disabilities are taking a much more active role in the workplace and educational system. The Americans with Disabilities Act, technological advances that allow individuals with disabilities to more easily carry out daily activities, and mainstreaming of students with disabilities in our public schools has led to greater visibility and activism. Similarly, gay, lesbian, bisexual, and transgender individuals have fought their way into the public eye and are receiving greater recognition as an important part of society. While this population always has made important contributions in all aspects of life in the U.S., they now are doing so as openly gay, lesbian, bisexual, and transgender people.

Higher education institutions are a microcosm of society. The diversity that is found in the U.S. also is found on our college and university campuses. This diversity will continue to increase as the demographics of our country change. Population projections indicate that in the near future, the college-age population will be “majority minority;” that is, students of color will outnumber white students. While it is encouraging that many colleges and universities are now requiring diversity courses, the lack of information that college graduates have about diversity and their inability to effectively communicate with individuals from other cultures is apparent. This is true of students entering student affairs preparation programs, a group that one expects to be somewhat knowledgeable and accepting of diversity based on their career choice, as well as of graduates in general. I offer the statements of my own master’s students as evidence.

I teach a class entitled Student Development Theory II in which we examine identity development of students who are members of diverse populations. As part of this class, I ask students to email their reactions to me after each class. Students frequently comment that they lack knowledge of diverse populations and that they are uncomfortable interacting with students who are different from them. For example,

*Growing up in a small, rural community and attending a fairly small undergraduate institution, I have never really been exposed to the Latino culture in any way,*

*much less learned about it in depth.*

*Discussions about sexual orientation [do] not regularly occur. The past two weeks were the first formal discussions I have experienced about LGBT issues.*

*I feel that the entire discussion that we had in class on students with disabilities was useful and interesting. I feel that this is an issue on campuses that is sometimes overlooked and I am very interested in learning more.*

*Being white I find that it is sometimes difficult to discuss the issue of race with individuals who do not identify themselves as white . . . because of a lack of knowledge or the ever so present feeling of awkwardness that the subject creates.*

Unfortunately, graduate preparation programs in student affairs do little to address the deficits in students' knowledge and sensitivity related to diversity. As Flowers points out in his opening chapter, multicultural competencies rarely are addressed. Indeed, the newly revised CAS standards for professional preparation in student affairs at the master's level make no mention of these important skills. While course content related to student characteristics and identity development is required, the development of skills and attitudes necessary to work effectively with a diverse student population is not mentioned.

How then should faculty and supervisors go about preparing graduate students and student affairs professionals to respond appropriately to a complex multicultural student body? I believe that we need to do more than share information about various populations. While knowledge is important, awareness, sensitivity, and skills are equally—if not more—important. As we prepare lesson plans for our classes and our staff development sessions, we need to include goals that are affective and behavioral as well as cognitive. Being aware of ways in which oppression is manifested in higher education, being sensitive to the difficulties of international students trying to learn in a second language, or having some appreciation for the importance of family in the lives of Latino/a students are examples of affective outcomes that will enable student affairs professionals to interact more effectively with diverse student populations. Being able to analyze the causes of a misunderstanding between roommates from different cultures, design an intervention to defuse a volatile racial incident on campus, share one's feelings openly in a discussion of religious positions on homosexuality, or advocate on behalf of a student with a learning disability who is having trouble getting the accommodations she needs from a professor are samples of behavioral outcomes that can be used immediately in practice.

Case study is a powerful method for achieving affective and behavioral

goals. It requires students to think critically about the information provided and to apply learning to real-life situations. When used in group settings, case study enables students to interact with each other, sharing different viewpoints and perceptions, and bringing their own values, beliefs, and cultural understandings to the discussion. Active engagement with the material and with other students who hold differing views is as important as the resolution of the case. Students learn to listen, to respectfully disagree, and to compromise. Students develop skills in analysis, in seeking out information to inform their opinions, and in teamwork. Presentation skills are developed as students explain their analyses of the cases. At the same time, students become much more familiar with the issues being discussed and the knowledge they gain stays with them since they have been actively engaged.

In her dissertation research, Dea Forney found that the majority of student affairs master's students she surveyed were accommodators, one of the four learning styles identified by David Kolb. Accommodators grasp information best through concrete experience and process it most effectively through active experimentation. Accommodators are doers; they prefer to learn by active involvement in real-life situations. Case study provides the next best thing to real life: written scenarios that present situations that commonly occur in practice and characters who resemble the students and their colleagues. Students are presented with questions that demand careful thought, research, analysis, and a well-developed response—questions that a supervisor might ask in real life.

Returning to my students' emails from Student Development Theory II provides evidence of the positive responses students have to case study and active engagement:

*While I was doing the reading I thought that I understood it fine, but then when we discussed it in class, I think that it just confused me even more. I definitely think that my small group discussion helped me to understand the difference better.*

*I enjoy hearing what others are thinking, and it seemed like other individuals could really bring a different view and perspective to the group discussion.*

*I think that the case studies helped me as a student affairs practitioner to look directly at sexual identity and see how I can provide services to students that are dealing with these issues.*

While it is clearly evident that case study is an effective method of enhancing student learning, finding appropriate case studies, particularly that focus on diversity, is difficult. Many faculty and supervisors, including me, resort to the time-consuming task of developing our own. Lamont Flowers and the

individuals who contributed to this book have done us all a huge favor by providing well-crafted and challenging scenarios that will enable all of us to dig deeply into the implications for student affairs practice of our increasingly diverse campus populations. I, for one, am very grateful.

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April 2003





## PREFACE

Recent research evidence suggests that students in higher education and student affairs preparation programs are not receiving the necessary training to effectively serve all students attending the nation's institutions (McEwen & Roper, 1994; Pope & Reynolds, 1997; Talbot, 1996; Talbot & Kocarek, 1997). In order to assist current and future student affairs professionals in gaining the above-mentioned multicultural skills, this book was developed with the assistance of many writers, researchers, and current higher education and student affairs professionals. The primary objective of this book is to help higher education and student affairs graduate students as well as current higher education and student affairs professionals practice and refine thinking skills needed to resolve diversity-related issues and problems on college and university campuses in the United States.

The intended audience for this book includes a number of constituent groups. First, the general audiences for this book are individuals interested in working (or currently working) in institutions of higher education such as student affairs professionals and higher education administrators. Second, since this book contains a number of interesting case studies written by a nationally representative group of scholars and researchers from public as well as private institutions, administrators, faculty, and students will find this book very useful and informative. Third, since this book contains a research agenda on diversity issues, educational and institutional researchers also will find this book a helpful adjunct to their research efforts. Taken as a whole, this book will assist faculty, students, and current higher education and student affairs professionals by exposing them to the types of difficult diversity-related issues and problems on today's college and university campuses.

The primary benefactors of this book, in my view, will be the many diverse and underrepresented students on U.S. college and university campuses (e.g., African Americans, American Indians/Alaska Natives, Asians, biracial-interracial students, Hispanics or Latinos, and Native Hawaiians/Pacific Islanders; gay, lesbian, bisexual, and/or transgender students; international students; and persons with disabilities). It is my belief

that diverse and underrepresented students will benefit the most from this book by having the opportunity to interact with multiculturally competent higher education and student affairs professionals who have read, critically analyzed, and learned from the examples, ideas, and activities presented in the case studies.

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*University of Florida*  
May 2003

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**DIVERSITY ISSUES IN AMERICAN  
COLLEGES AND UNIVERSITIES**





# Chapter 1

## INTRODUCTION

### Why Assemble a Book of Case Studies on Diversity Issues?

#### ***Reason #1***

While we have all heard claims about the growing numbers of diverse and underrepresented persons attending colleges and universities, it is now a fact of life on many campuses that persons from diverse backgrounds are attending college in larger numbers than ever before (Bennett, 2001; Carter & Wilson, 1996; National Center for Education Statistics, 1993, 2002; Talbot, 1996a). Thus, in light of the reality that colleges and universities are becoming more racially, ethnically, and culturally diverse, extensive knowledge of diversity issues and topics related to multiculturalism are vital for higher education and student affairs professionals (Ebbbers & Henry, 1990; Flowers, in press; Flowers & Howard-Hamilton, 2002; McEwen & Roper, 1994a, 1994b; Pope, Reynolds, & Cheatham, 1997; Talbot, 1996b; Talbot & Kocarek, 1997). Thus, this book was produced to help graduate students as well as current higher education and student affairs professionals learn how to critically evaluate diversity-related issues and problems and support the cognitive and psychosocial development of all students on campus.

#### ***Reason #2***

As a professor in a higher education and student affairs professional preparation program who has taught a course entitled *Diversity Issues in Higher Education*, I know through firsthand experience, the importance of a book that encourages students to connect theory to practice to solve authentic problems related to diversity and multiculturalism. The initial thoughts that would later be transformed into this book materialized during the first semester I taught *Diversity Issues in Higher Education* as I passed out the final exam-

ination at the end of semester. It was then, at that moment, that I began to reflect on the entire teaching experience and my perceptions of how well the class met its primary objectives, which were (a) to help students to become familiar with salient issues in multiculturalism in higher education; (b) to encourage students to examine their feelings, attitudes, and beliefs concerning the culturally different; (c) to motivate students to challenge misconceptions they held about culturally different individuals and groups; and (d) to demonstrate through course readings and other assignments how to communicate and solve problems across racial and cultural lines. While examining these goals, I began to realize that unless students were given the opportunity to engage in thoughtful discussions about critical incidents and real-life circumstances on college campuses, students (even students who had successfully passed the diversity course) might be ill-equipped to resolve issues or problems involving multiculturalism. Toward that end, this book was developed to meet this important need and provide a representative sample of realistic snapshots of some of the most critical issues on today's college campuses.

### ***Reason #3***

This book was also developed to assist higher education and student affairs professionals in being outstanding professionals who have the ability to promote student development for all students. To accomplish this goal, I examined the *Principles of Good Practice in Student Affairs*, a document developed by the American College Personnel Association and the National Association of Student Personnel Administrators (1997). The document elucidated seven tenets of acceptable practice for higher education and student affairs professionals:

1. Engage students in active learning.
2. Help students develop coherent values and ethical standards.
3. Set and communicate high expectations for student learning.
4. Use systematic inquiry to improve student and institutional performance
5. Use resources effectively to achieve institutional missions and goals.
6. Forge educational partnerships that advance student learning.
7. Build supportive and inclusive communities.

What I found most interesting about these practices is an implicit reliance on knowledge, skills, and abilities that requires a meaningful understanding of students. Stated differently, I discovered that in order to implement the recommended practices, all higher education and student affairs professionals must have a firm understanding and knowledge of how to respond to student problems regardless of race, socioeconomic class, gender, and sexual

orientation. Thus, since the *Principles of Good Practice in Student Affairs* documented essential and necessary skill domains needed by all professionals working in postsecondary settings and since the practices rely heavily on professionals' abilities to understand and incorporate cultural knowledge, values, and related skills, I assembled this collection of case studies to help graduate students and professionals alike to better serve our diverse and multicultural students on the nation's college campuses.

### Conceptual Framework of the Book

Since this book consists of a series of case studies that focus on issues related to diversity and multiculturalism in higher education and student affairs, the conceptual framework is based on insights derived from various academic literature written about the nature and potential uses of case studies for pedagogical and research purposes. While it should be noted that case studies used in qualitative research designs may differ from case studies used for instructional purposes (Merriam, 1998), the intent of all case studies is to provide rich, detailed descriptions of an event, incident, or activity in a way that fosters discussion and debate while centering on the facts of the case and drawing on relevant knowledge bases and skills sets. Case studies are a detailed description of events, situations, and circumstances that involve people, programs, and institutions. Johnson (1990) espoused the view that "a case is a scaled-down replication of a real experience or series of events, with ample problems or issues to generate a good discussion" (p. 43). Creswell (1998) defined a case study as an "exploration of a 'bounded system' or a case over time through detailed, in-depth data collection involving multiple sources of information rich in context" (p. 61). Other scholars have noted that case studies are useful in educational settings because they enable students to: (a) discuss the facts of an incident or program, (b) debate the potential outcomes of various courses of action, and (c) connect relevant theoretical models that may provide a lens through which the problem or issue may be understood (Johnson, 1990; Merriam, 1998; Yin, 2003).

This case study book also was informed by Miller and Kantrov's (1998) helpful book entitled *A Guide to Facilitating Cases in Education* in which they noted five important goals that should be achieved by those who facilitate case studies. While their book was written primarily for case study facilitators, I believe that the five goals of case study facilitation they outlined have relevance for readers as well as facilitators of case studies:

- Focus on analysis over evaluation.
- Promote inquiry into different perspectives.
- Refrain from problem solving too quickly.

- Build common understanding.
- Adopt a learning stance. (p. 7)

According to Miller and Kantrov, case studies are best utilized if readers attempt first to comprehend the facts in the case and differentiate between the stated assumptions in the case and accurate observations based on the data presented in the case. In other words, *a focus on analysis over evaluation* emphasizes a critical examination of the case while paying attention to the multifaceted issues being presented and addressed.

One way to *promote inquiry into different perspectives* is to avoid trying to reduce the ideas presented in the case or the case as whole to one problem or issue; instead, readers should seek to think about the complexity of the case and the multiple perspectives embedded in each case in order to gain a more meaningful appreciation of diversity-related problems and the solutions they require. Also, this goal involves recognizing that we are all different and that even members of similar cultural groups may view the world through completely different lenses. Thus, as you read the case studies in this book, you should be open to discussing and critically examining the diverse responses to the discussion questions and approaches to research activities that may emerge from other participants who are examining the same case study.

Miller and Kantrov also advised that readers of case studies should *refrain from problem solving too quickly*. Simply stated, this goal involves resisting the natural inclination to generate solutions or holding back from moving to the solution phase of the process until you have thoroughly explored the theoretical, political, and practical issues of the case study.

*Building common understanding*, the fourth goal, involves working together with other members of your class or group to seek to determine some of the universal ideas embedded in each case. Thus, while each person may have his or her own personal experience that may result in different interpretations, readers also are encouraged to identify those common or similar perspectives, experiences, and values that are shared by the entire group, the university community, and society. This goal may be difficult to achieve and may seem to be in conflict with promoting inquiry into different perspectives; however, I believe that if readers first acknowledge that multiple perspectives on these issues exist then they are more likely to be able to recognize that though multiple perspectives exist, there are agreed-upon values that cut across cultural lines that need to be identified and discussed in a group setting.

Finally, *adopt a learning stance*, the fifth goal, encourages case study readers to be curious in their reading and evaluation of the case. In other words, as a case study reader, you should always challenge yourself to go further and