COLLEGE *and* UNIVERSITY

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Educating the Modern Higher Education Administration Professional

Supporting Trans and Nonbinary Community Success in Higher Education:

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Editor's Note

Jeff von Munkwitz-Smith, Ph.D.
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It's a few days before the Thanksgiving holiday in the United States as I write this editor's note, inspiring me to think of those people associated with *College and University* for whom I am thankful: Heather Zimar, our Managing Editor, who works closely with the authors and who keeps me on track; our Editorial Board, who review articles and perform a critical quality control function; the authors, without whose work this journal would not exist, willing to share their thoughts and expertise; our several book reviewers, particularly Matthew Fifolt, who has shared his insights in nearly every edition of *C&U* that I've edited; and, of course, you, our readers! Thank you all!

This edition includes two feature articles. In "A New Paradigm for Academic Records and Data: Supporting Trans and Nonbinary Community Success in Higher Education," Ewa Nowicki provides context for best practices in regard to student information systems, data collection, and reporting in U.S. higher education.

"The Invisible Student," by Louis T. Benezet, is a reprint of an article that first appeared in the Summer 1962 edition of *C&U*. It is the second in what I hope to be a periodic series of reprints of articles that will provoke thought among our readers today as much as they did when first published.

There are two Campus Viewpoint articles, "A Telecommuting Tale, as Told by Two," by Tristin Marotz and Jeff Armstrong, and "iGen: What You Should Know About Post-Millennial Students," by Leesa Beck and Alexis Wright.

There is one Research in Brief article, "Accepting Students for January: A Unique Strategy for Undergraduate Admissions," by Zackary Underwood and Stephanie Ganser.

There also are two Commentaries, "Tips for Success on the Institutional Services Side of a Higher Education Environment: A Manager's Point of View," by Maria Aveni; and "Women Leading with Authenticity," by Kristin Goodwin.

The edition contains three book reviews by Matthew Fifolt, of: *Practice for Life: Making Decisions in College* by Lee Cuba, Nancy Jennings, Suzanne Lovett, and Joseph Swingle; *Connecting in College: How Friendship Networks Matter for Academic and Social Success*, by Janice M. McCabe; and *Communication for Consultants*, by Rita R. Owens.

My thanks to all who contributed to this edition of *College and University*! I hope, dear reader, that you will be inspired by something you read here to submit and article or book review to a future edition!

FEATURE

Supporting Trans and Nonbinary Community Success in Higher Education: A New Paradigm

Current college-aged students, broadly referred to in this article as Gen Z, are entering adulthood with the concept of gender as a spectrum rather than a binary. However, student information systems (SISs) in use throughout U.S. higher education institutions were built with retention and collection practices relative to binary sex and identity data. These systems and the policies associated with them inadvertently other trans and nonbinary members of our learning communities. When individuals do not feel that they belong at an institution of higher education, their chances of academic, personal, and post-graduation success are vastly limited. This article provides context for best practices within higher education in regard to data collection and reporting, records, and institutional documents for a growing population of self-identifying trans and nonbinary people. The scope of this article is specific to student experiences at U.S. higher education institutions in part due to rising awareness of Gen Z trans people and a lack of literature discussing the needs of trans or nonbinary faculty and staff.

By **Ewa Nowicki**

The need for trans-inclusive policies, procedures, and practices throughout higher education is not yet comprehensively addressed in academic research publications, despite increasing media exposure of trans and nonbinary people. An understanding of terminology related to this topic is needed for implementation of policy and procedure reform. For example, understanding the difference between the terms *sex* and *gender* is key. These terms are often conflated, but higher education administrators should understand that *sex* typically relates to outward physical appearance and how doctors use that appearance to assign sex upon birth (Baum *et al.* 2012, 3). The difference between the terms *sex* and *gender* is especially important to clearly build into a SIS, learning management system (LMS), forms, applications, and any other means of personal data collection and retention. If an institution's SIS retains only sex assigned at birth or legal sex, the institution should be careful to label that data field *legal sex marker* and not conflate it with the term *gender.*

Of the many different domains of gender, two are expression and identity. *Gender identity* is one's personal concept of gender, regardless of assigned sex at birth (Beemyn and Rankin 2011, 20). G*ender expression* relates to how one chooses to outwardly demonstrate one's personal sense of gender identity, which may or may not align with conventional masculine or feminine traits (Beemyn and Rankin 2011). *Transgender* refers to people who name their gender identity at a distance from what is assigned at birth, and *trans* is a commonly used abbreviation (Grant *et al.* 2018). Being trans does not refer solely to the status of a person's anatomical traits but also to personal identity and experience. Some trans people have gender identities at different ends of the spectrum of the sex assigned at birth, while *nonbinary* people identify outside of the male/female, man/woman, masculine/feminine binaries. As a part of coming out and exploring identity, a trans or nonbinary person may choose a name that honors their sense of self. This is commonly known as a c*hosen name*. Once a chosen name is selected, the name given by one's parents is often referred to as a trans person's *dead name* or *legal name*. *Cisgender* people, abbreviated *cis,* have gender identities that align with their assigned sex at birth (Aultman 2012, 61) whereas *trans* people have a gender identity that differs from their assigned sex at birth (Grant *et al.* 2018). SISs would best serve students if legal/dead names were retained for reporting requirements but were hidden on all outward records and systems so that students could use their chosen name throughout their interactions with their institutions. While some institutions have attempted to create an inclusive field in their SISs, the term *preferred name* diminishes trans people's choice of what to call themselves. If possible, fields in SISs and LMSs should be updated from *preferred name* to *chosen name*. Similarly, fields for preferred pronouns should be changed to *pronouns* or *personal pronouns.* As Beemyn and Bauer (2015, 482) note, no person has a *preferred* name or pronoun—just the name and pronouns that align with who they are, which is not a matter of preference.

A New Generation, A New Paradigm

For many generations in the United States, the concept of gender identity misaligning with assigned sex at birth was not a part of national discourse. Prior generations did not have widespread exposure to discussions of trans and nonbinary identities. In fact, research and discourse on nontraditional gender identities and sexual orientation were largely pathologized until the 1980s (Renn 2010, 133). Millennials are often credited with beginning a cultural shift in the gender paradigm. Millennials are the generation defined by birth years in the early 1980s through the mid 1990s (Dimock 2018). In a 2017 study, GLAAD found that 20 percent of millennials surveyed identify as something other than cisgender, compared to approximately 7 percent of baby boomers (Steinmetz 2017). While millennials made inroads in the discussion and terminology of gender identities, Gen Z is coming of age in an era when exploration of gender is seen as a standard expression of self. Gen Z college– and high school–aged students are often referred to as *plurals* because of their multifaceted identities. In addition to exploration of gender as a spectrum, Gen Z students are also a largely non-white population (Colvin 2018).

What does it mean to come of age when multiple aspects of one's identity do not align with a single box on a form? For many college-aged students, it means pursuing higher education knowing that systems and standards of operation are not built for people such as they. Higher education administrators also are encountering a generation of students with needs their institutions are unprepared to meet. A majority of Gen Z does not believe that gender defines a person, and many young people personally know individuals with nonbinary identities (Laughlin 2016). A 2012 study by the Human Rights Campaign found that of 10,000 self-identified LGBTQ youth, 10 percent felt that their gender identity did not fall within a binary option (Baum *et al.* 2012, 4). Although more data on Gen Z students and gender identities are being collected, the fact that young people are less inclined to define gender means that data collection must be reevaluated for this new generation. In order to better understand how to support Gen Z students, how to ask about and collect information regarding identity should be better understood.

The Williams Institute at UCLA suggests updating questions relating to data collection for trans and nonbinary population–based surveys as a step toward inclusion (The GenIUSS Group 2014). However, until this practice is widely adopted not only for institutional but also for more widely produced population surveys, true numbers of Gen Z people with nonconforming gender identities will be challenging to determine. The lack of empirical data on trans communities is often commented on in the literature and is sometimes linked to the early research that often categorized nontraditional gender identity as illness and utilized outdated and inaccurate terminology (Beemyn and Rankin 2012, 5). Although empirical data are helpful in understanding many communities, Nicolazzo (2016) has pointed out that accurate numbers of trans students in higher education may be impossible to determine (539). Requiring people to choose a single term or sex marker can cause an already marginalized community to face an impossible decision if their gender identity does not fit into a binary construct such that they can select a designated data point (Nicolazzo 2016, 545–46). In addition to challenges that nonbinary people encounter when presented with only binary data choices, gender identity may develop and change over time, making it difficult to collect information on students' developing sense of self (Dugan, Kusel and Simounet 2012, 720). While explicit data may continue to be challenging to obtain, students themselves are advocating for more inclusive policies related to gender identity; this often results in challenging institutional standards for name and sex data collection and sharing (Kranz 2017). Colleges and universities can anticipate that an increasing number of Gen Z college students will expect to have their gender identity honored and protected while they pursue their education.

Binary Practices and Nonbinary Students

Many SISs in use today were built to meet institutions' needs to report enrollment data in order to comply with U.S. Department of Education requirements for obtaining federal funding and offering students access to Title IV federal financial aid (Information for Financial Aid Professionals 2017). A majority of higher education institutions also comply with the Common Data Set initiative, which standardizes the reporting of data

the U.S. Department of Education requires for public distribution—and which *U.S. News and World Report* utilizes for its annual ranking of colleges and universities (Bernstein *et al.* 2015). The need to report data in order to remain in compliance is crucial, but the related surveys only offer binary sex choices. SISs' assumption of a binary paradigm for data collection and reporting has resulted in many higher education institutions' struggling to redefine systems that have been in place for decades—systems that did not factor in changes in sex markers over the course of a student's college career or the use of a name that differs from a student's legal name. This leads to discriminatory and dangerous situations: trans and nonbinary students are often misgendered or dead-named when well-meaning administrators only have access to legal name and sex data.

While federal government requirements for student data reporting remain the same, some legislation regarding nonbinary sex markers for legal documents now exists. Although many higher education institutions may still be struggling to determine how to create records and procedures for students who transition from one binary gender identity to another, legal documents are being produced that honor the sex marker of nonbinary U.S. citizens. In 2017, California, Oregon, and Washington, D.C., allowed for a third gender option to appear on birth certificates and state-issued identification; Vermont and the state of Washington added third gender options for legal documentation in early 2018 (Sanders 2018). Additional states (including Massachusetts) are considering similar action (Glatter 2018). Based on this trend of state identification using nonbinary sex markers, institutions can anticipate that more students, faculty, and staff will expect that their legal nonbinary sex markers will be honored in SISs and throughout campus.

A new level of urgency arises as higher education institutions must find a way to comply with reporting that allows only for binary options of their legally documented nonbinary students. Not only are Gen Z students less attached to a personal binary gender identity, but they are also passionately supportive of peers in the LGBTQIA community. Studies indicate that more than 40 percent of Gen Z people surveyed do not believe that gender defines a person as it used to (Laughlin 2016), and nearly three-fourths believe that trans people deserve equal civil rights (Seemiller and Grace 2015, 113). Young people's leading of recent political protests illustrates what early research revealed: Gen Z students are passionate about social justice and equity for all people regardless of their identity (Ibid., 40). This suggests that even those young people who do identify along traditional binary gender lines expect and demand that their higher education experience is inclusive and actively accepting of their peers. Just as Gen Z students have recently led movements to advocate for other social causes, so they are expected to take on a variety of movements to support safe spaces for their peers. Colleges and universities can expect to hear from all students if they feel that their peers are othered by outdated practices and policies.

Rebooting the System

While SISs were built to comply with federal reporting requirements, they also were built to support the broad range of business needs of their campuses, from data and records retention to financial aid and all aspects of student life, including housing. To serve students efficiently, data must be shared across institutions; a comprehensive SIS means a seamless experience for students attending institutions with complex procedures and processes. That same goal—to provide seamless service—may now be creating dangerous spaces for trans and nonbinary community members. Institutions such as the University of Vermont and the University of Michigan were among the first to begin the trailblazing work of adding identity data fields to their SISs (Banner and PeopleSoft, respectively) (Beemyn and Brauer 2015, 485). Once these institutions initiated the ability to retain chosen name and gender identity data, other institutions could also add these fields to their customizations of these specific SISs. However, because these data fields are not automatically built into an SIS, institutions must prioritize reworking their systems, allocating the requisite time and funding. Retaining legal name and sex markers along with chosen name requires institutions to invest in clarifying SIS functionality, policies related to identity data, which offices or individuals have access to that information, and how data are pushed out to student- and faculty-facing portals. The time necessary for these changes needs to be taken into consideration, as must the fact that many original data collection and retention practices are built with implicit bias at their core—that is, with the assumption that individuals only identify with that which they were assigned

at birth. SIS and data policies are almost always built by and for cis people; because of this, systems might not be reviewed until trans students demand reform. Institutions proactively changing how they ask about, retain, and report personally identifiable information will demonstrate not only that they understand the needs of Gen Z students but that they prioritize support and safety for all members of their communities.

Systemic Support

Addressing options for systematized changes in personal data collection and retention requires an honest look at the challenges involved in holistic change management as well as a desire to positively influence the on-campus experience of trans and nonbinary people. A simple first step is acknowledging that institutions should ground their approach to change in what might be the most beneficial for this part of the community. Administrators approaching a project centered around policy and system change first should educate themselves as to the needs and challenges that trans and nonbinary people face within higher education; they should also be sure to involve professional LGBTQ+ resource professionals in the project. Collaboration with higher education professionals who specialize in supporting LGBTQ+ students and faculty is just as critical to a project's success as is cis and non-specialists' conducting of research and learning about the community before working together. Numerous organizations—for example, the Consortium of Higher Education LGBT Resource Professionals, GLAAD, and GLSEN—have developed best practice and policy guidelines for educators. Institutions should also beware of a tendency to rely too heavily on LGBTQ+ resource professionals and members of trans communities to educate others on what in fact can be discovered via self-learning. This is especially important as only 3 percent of U.S. higher education institutions have full-time staff positions that support this underrepresented population within our learning communities (Marine and Catalano 2015). Cis people must educate themselves on terminology used within the trans community and also check in with students and colleagues about how they would like to be addressed, particularly because language changes often and varies according to personal preference.

Using a person's dead name is considered a violent act that can cause harm to trans people in a variety of ways. This can be avoided simply by asking individuals their names and pronouns and using last names and ID numbers as unique identifiers if identities need to be verified. When trans people approach administrative offices for a sex marker change within the SIS, staff may ask for various types of documentation (similar to the documentation required for legal name changes) to make the change. It is important to navigate this institutional need delicately and with an awareness of each state's laws relative to legal sex marker changes. While several states provide options for nonbinary sex markers, many others still require proof of gender affirmation surgery in order to change sex marker on legal documents (Grant *et al.* 2018). Administrators should be aware that for many trans and nonbinary people, this type of surgery may be unattainable or undesirable. Gender affirmation surgery is impossible for many young people who have low earning power (especially prior to completing a degree) and high levels of education debt (Stolzenberg and Hughes 2017) or who may not have family who support their identity. Many trans people do not require surgery as a part of their gender identity, so it should not be assumed that this is a necessary step in order to have legal or academic records updated. If an institution needs documentation to update a sex marker within an SIS, those requirements should be listed publicly; an individual should never be asked for a doctor's note as this implies that the individual does not understand their own sense of self (Pulido and Christian 2018).

The increasing number of states producing legal documentation with nonbinary sex markers means that institutions must prepare to guide individuals with such documentation through FAFSA applications. Like other federal documents requiring personal identity data, the FAFSA only presents a binary sex marker option. Higher education professionals should be prepared to coach students through the required updates for FAFSA and Selective Service. At this time, trans people who are assigned male at birth must still register for Selective Service in order to receive federal financial aid whereas people who were assigned female at birth and transition to male do not (Selective Service System n.d.). Compliance with federal reporting means that institutions must also decide how to report on those students who do not identify with one of the binary sex options. Institutions should have policies in place for this reporting and should never ask students to choose a binary op-

tion if it is not applicable. IPEDS reporting does allow for a third data point to be folded into the numbers of binary students that are reported (Research Triangle Institute 2016, 6); this means that institutions could easily provide a third option when collecting their students' sex marker data.

Since revealing a trans person's gender identity can lead to unsafe situations, institutions should carefully review who on campus has access to these as well as legal sex marker data. The best service to trans and nonbinary people means assuring them that only select people on campus have access to those data and that all outward representations of a person's identity will only display chosen name and pronouns. Institutions should consider challenging the commonly held belief that a transcript is a legal document. Many universities still consider the official transcript the document of record and also allow students to specify their chosen name. These institutions consider other types of information that can uniquely identify an individual on a transcript (such as ID number or last name) since including a dead name on a trans person's transcript renders the document unusable by the student.

Student Success and Safety

Collecting quantitative data on trans and nonbinary communities within higher education is challenging for multiple reasons, including the binary nature of federal reporting and traditional institutional data collection. Institutions should be careful to ask for quantitative data not only for this reason but also because many individuals come out with their gender identity at different stages of life and to varying degrees, meaning that a data point related to gender identity could be nearly impossible to collect. With data and studies indicating that the gender fluidity of Gen Z college students is increasing, any intentional advocacy and policy will not only improve the campus experience for trans people but also will likely save lives (Marine and Catalano 2015,144). Trans people experience high rates of violence, including self-harm and suicide; rates are even higher for trans people of color (Grant *et al.* 2011, 45). People who are discriminated against in college because of their trans identities have a much lower persistence rate, and data show that those who leave their institutions because of either a lack of a sense of belonging or experiencing discrimination have higher rates of homelessness, addiction, and suicide (Grant *et al.* 2011; Clements-Noelle, Marx and Katz 2006). Administrators can infer that many colleges are not meeting the needs of trans and nonbinary students when 43 percent of this community fear for their safety on campus, 63 percent stay "in the closet" to avoid danger, and trans and nonbinary students of color overall report higher rates of harassment and violence (Grant *et al.* 2011, 33).

Although student success can be considered a broad measurement that depends on an institution's framework of success (Davenport, Martinez-Saenz and Rhine 2012, 34), student persistence and graduation rates are often considered strong indicators of success. Increasingly, research shows that a strong factor in that success is a student's sense of belonging on campus. *Belonging uncertainty,* or a sense that students experience that they do not belong to a campus community, directly impacts students' success on campus. One experiment with a short belonging intervention tripled black students' GPAs and even increased their salaries after graduation (Walton and Cohen 2007; 2011). Trends also reveal that some black students are choosing colleges on the basis of where they feel safe and that they belong rather than on the basis of any other factor—even institutional prestige (Millner 2017). The same principles in the research on belonging can inform the way in which institutions approach supporting trans and nonbinary as well as other marginalized student populations. Before choosing where to go to college, Gen Z students may research how trans-inclusive an institution's policies, systems, faculty, and staff are. Institutions should prepare for increasing numbers of students' inquiring how belonging on campus is addressed for trans people via their policies related to housing, resource centers, ID cards, official documents, and data collection and retention.

Acknowledging Cisgender Privilege

In order to understand how to better serve trans and nonbinary community members, higher education administrators and instructors first must acknowledge their own personal privilege and implicit bias within higher education. The author acknowledges her place of privilege as a cisgender white woman and that she has never personally experienced the challenges that the trans and nonbinary members of her learning com-

munities have had to as they navigated institutions as learners and educators. A first step in creating equitable change is to notice that one's own life experiences have affected one's view of the world, career, and engagement with others. Though the author does not have the lived experience of a trans or nonbinary person, she wishes to acknowledge the pioneering work of trans and nonbinary faculty, staff, and students who must seek the right to be acknowledged simply as themselves on campuses throughout the United States and the world. The author hopes to emphasize how necessary changes to systems, policies, and practices throughout U.S. higher education are to the personal and academic success of trans and nonbinary community members. She also encourages cis people throughout higher education to recognize how they might use their privilege and power to engage in a discourse of change by challenging the very systems that allowed us to attend and work at our institutions without fear of gender identity–based discrimination (Taylor 2010).

Conclusion

Challenging the standards of operation and administration for faculty, staff, and student experiences of campus life requires reflection on the origin of systemic processes. When higher education professionals begin to challenge assumed barriers to updating personal data collection and retention as well as other processes related to student life, opportunities appear to better serve trans and nonbinary people. New legislation pertaining to legal documentation as well as research on Gen Z students illustrate that increasing numbers of young people are less tied to binary gender identities. Administrators and faculty thus can expect that increasing numbers of students will expect that their identities will be acknowledged and supported at their institutions of choice. Higher education reform requires time and commitment, especially because societal binary gender constructs have affected generations of institutional history, policy, and training—including federal compliance regulations. All members of our learning communities deserve the opportunity to pursue higher education without fear. Proactively evaluating the needs of trans and nonbinary people on our campuses and then addressing policy, procedure, and current systems is a significant first step in creating a supportive atmosphere where personal data retention practices place as high a priority on accuracy as they do on inclusion and equity for all.

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About the Author

Ewa Nowicki (she/her/hers) is the Registrar at Amherst College. Nowicki previously held positions in the Offices of the Registrar at Stanford University, Boston University, and Hult International Business School. She has presented regionally and nationally on some of the ways that higher education administrators and faculty can better support trans and nonbinary members of their learning communities. In 2018, she worked to establish the first AACRAO Women's Caucus, and now serves as the inaugural caucus chair. The caucus encourages leadership development and scholarship of cisgender and transgender women, femmes, nonbinary people, and anyone in the field of higher education who identifies outside of binary gender constructs. Nowicki earned her M.A. at Jagiellonian University in Poland and B.M. at The Boston Conservatory. She would like to thank her colleague Jxhn Martin, Director of Amherst College's Queer Resource Center, for their review of this article prior to publication.

FEATURE

The Invisible Student

This article discusses the conflict that arises between rising enrollments and meaningful college learning. The author highlights data on students' response to the college environment, and offers a number of innovative ideas for fostering intellectual growth among a more diverse student body. These include: early declaration of major; rethinking the ritual of matriculation; engaging freshmen study; and peer groups.

Editor's Note:

"The Invisible Student," by Louis T. Benezet (1915–2002), first appeared in the Summer 1962 edition of *College and University* (Volume 37, Number 4). With the exception of a few minor edits, the text is in its original form.

By **Louis T. Benezet**

At a time when rising enrollments threaten to engulf it, the American college is trying to find the student. This may be a paradox worthy of Rousseau's "Man is born free and everywhere is found in chains." The fact remains that responsible higher education is aiming simultaneously in two directions. One direction is toward handling in a physical and minimally instructional way, student bodies reaching into the twenty thousands on a dozen campuses and into the tens of thousands on a hundred more. The other direction is toward making college learning more meaningful for the individual student in this generation than has been done in former decades. Understandably, we are at war with ourselves over the contrary pulls of these two directions. One thing now coming to our aid, though initially in a negative way, is a body of research concerning the contemporary student and his actual response to the college setting.

The problem before us is how to use these new data on college student response in some way helpful to college faculties as a whole. At present the evidence of insufficient college impact is clear enough so that any general facing of the data is liable to invite faculty hostility. A Vassar College conference last January, held mainly for deans and presidents, presented the major findings of Nevitt Sanford's compilation on student psychology, *The American College*. Some of the educators there accepted it with cries of "Mea culpa." Most were thoughtful but cautious. Some were openly hostile; one or two of these used the ancient device of denying the evidence or labeling it armchair reasoning, recalling the ditty of a decade ago, "The little man who wasn't there." If deans and presidents, those symbols of chronic faculty harassment, are bridling at current evidence that college in the main is not discovering the students, what can we expect from the professors *en bloc*? The issue is so doubtful that one can more safely predict that the profession will wait patiently for these current threats to pass by. After all, there is herculean work for us in the other direction, that is, toward the physical process of admitting, housing, lecturing, counseling, and examining increasing hordes of students. Thus, we can easily absorb ourselves and have little time to worry about a certain basic fact—that each year the face of the students, let alone his thoughts, his fears and his aspirations, steadily retreats way from us.

Anyone who denigrates the labors of admission directors and registrars over the past two decades is denying a hectic ingenuity on their part that has kept our colleges in business. Since September, 1945, American higher education has changed more than it changed in the preceding century. Most of this change originated in a sheer necessity to handle students by units of a thousand where they had been handled by hundreds or even by tens. We were not prepared for the GI boom and, despite ten years of predictions first voiced by Ronald Thompson of Ohio State University, it looks as if we shall not be prepared for the boom to come. American taxpayers it seems will not vote levies upon themselves on the basis of paper figures. It is only when bodies impact upon each other, spilling out from the campus into a surrounding town unable to accommodate them, that we make our point with the public.

In like fashion, the public has been baffled by what seems to them double talk and the numbers game concerning the predicted enrollment-press in the private and more selective colleges. Actually, the press has not happened at all. As Dr. Fred Crossland of New York University has pointed out, the press is only in the admission office, not in the classrooms or dormitories; and the ostensible crowding in selective private colleges is the simple function of multiple student applications. Crowding to be sure is on the rise in public colleges and universities. It is not on the rise in most private colleges because of the cost of attending them. As private colleges push up their tuitions three to four times as fast as the rise in per capita income, the actual press on their facilities falls and the admissions press becomes more and more a temporary phenomenon of sorting out who actually wants to go where. As professional admission workers know, but the public still does not know, there is much unused capacity in all but a literal handful of non-tax-supported colleges in America. It is a national waste to plan great new additions to public institutions until we find ways of filling up the unused private college capacity, and that, in turn, is almost entirely a problem of applied economics.

To attack these national problems of college demand, on the one hand the expansion of public college facilities where unrelieved crowding exists and, on the other, finding economic means of using idle private college capacity about the country—this can be enough to engage the time and overtime of America's workers in higher education. Naturally, finding housing for bodies and bodies for housing is not all there is to it. We have to encourage and prepare more college teachers. We have to recruit administrators, student personnel people, and business and development officers. We have to learn more efficient methods of using teaching resources, and this brings us to the threshold of a revolutionary new world of programmed learning machines. As I hardly need remind this audience, we have to multiply by electronic means the tireless pencil-checking hand of the registrar. Already we have achieved an American miracle in providing simultaneously, for as many as five thousand students at one time, those marvelous intricacies by which the pea-green freshman proceeds through four years of teaching, library and laboratory, quizzes, papers and examination, and final demonstrations to earn himself a bachelor's degree. As with the public high school, we often forget the sheer size of the national achievement. No amount of criticism about the intensity of the process should diminish the wonders of it extensity.

I suppose we could go on this way, fulfilling even greater marvels of college processing for increased thousands. What brings us up short at regular intervals is the fact that we have been careless to project in each of our colleges some highly ambitious intellectual goals which each student before graduation is expected to attain. Let me be the first to confess, by offering here with the statement of page 12 of the current catalogue of Colorado College:

"Colorado College provides the opportunity for its students to attain the following goals:

- Knowledge of the methods of the natural and social sciences and the humanities, including an understanding of the capacities and limitations of these disciplines.
- Experience in the appreciation of the fine arts.
- Competence in a selected area of knowledge.
- Development of the power to think cogently and to express thoughts accurately and effectively in speech and writing.
- A vital awareness of the contemporary problems of organized society, together with an understanding of responsibility toward their solution.
- Knowledge of man's religious traditions, achievements and aspirations.
- Preparation for an effective role as family member and neighbor.
- A beginning on the lifelong pursuit of self-knowledge and wisdom."

Higher Education in America came out of the ideals of the church for its youth, plus the ambitions of a young industrial democracy. We could not wish less for our youth in a college than a set of goals such as these. A certain proportion of faculty consider that the mere statement of the goals is enough and that we can go on to conventional teaching in the vague trust that students will attain the goals to a reasonable degree. But as great a proportion of faculty are less easily satisfied. It is to the credit of our profession that most faculty do live with a feeling of divine discontent so far as the depth of student learning is concerned. The current research on student response in the college setting has now underscored that discontent in a way no conscientious educator can regard.

What is this current research on students? Generally it is a concurrence of studies in a half-dozen university centers concerning the student as he attempts in varying degree to adjust his personal value pattern to the college environment. The college environment is found to consist of at least two different concentric spheres, one, the inner sphere of the student's own life with peer groups on the campus and, two, the outer sphere of the academic institution with its faculty and other adults, its courses of instruction and their demands and its supporting traditions. Yet the student himself, at the center of the spheres, is not an inert factor. He brings to college not only his own nature but the value patterns of this home and its supporting socio-economic class.

The hypothesis of college education always has been that students-selection through the college achieves a harmony, if not identity, among the three spheres, *i.e.*, the student nature and background, the student's peer group on campus, and the college itself with its educational goals and requirements toward reaching those goals. It now appears this is not so. Periodically in the past, educators have challenged the hypothesis. Various historic studies, such as the 1938 Carnegie Foundation survey called, *The Student and His Knowledge*, in Pennsylvania colleges, have raised doubts. In the past decade, social scientists, including Newcomb at Michigan, Pace and Stern at Syracuse, Riesman at Harvard, Sanford and Katz at Vassar (not Stanford), and McConnell and Heist at Berkeley have turned their attention upon the psychology and sociology of the college campus. Their current findings make up Sanford's 1000-page book (published January 1962) entitled, *The American College*.[1] A precursor of this book is the American Council on Education's 1961 pamphlet, *Orientation to College Learning—A Reappraisal:* a report of a conference on introduction of entering students to the intellectual life of the college. The ACE pamphlet also contains studies by Sanford, Stern, and McConnell, plus some analyses by administrators and other college faculty.

Let me set any fears to rest that I shall attempt even the briefest summary of these lengthy studies. A quick interpretation may give us what we need for the present. Social scientists studying the American campus agree to an astonishing extent that only the academic top crust of student bodies undergo while in college any genuine or lasting conversion to a life guided by intellectual values—and this is true even in the most selective and difficult colleges. What the researchers find instead might be captioned thus:

- The student comes to the college, especially a selective one, with high expectations of intellectual growth and yet also with value patterns from home heavily favoring the nonintellectual, social, and vocational.
- After entrance he typically becomes disillusioned with his high college expectations and their prospects of fulfillment by the college: "Student apathy is the *consequence* of unfulfilled expectations in the transition from high school to college, rather than the cause" (Stern—ACE pamphlet).
- Throughout college the student's values are, to an extent not before appreciated, ruled by the drive for personal adequacy among his peer groups and his prospective employer group.
- Any given college campus will reveal deep cleavages among different types of peer groups. They amount actually to sub-cultures within the campus. The most common listing is found to be (a) the genuine academic group (largely future college teachers themselves); (b) the fraternity, Joe College group, frankly interested chiefly in social gains from the college; 9c) the nonconformist, so-called intellectual rebel group, by no means all of whom need by classed as "beats"; (d) the vocationally-motivated, self-made group typically working their way through college toward career upgrading from an impoverished family background.

This is *not* to say that only one group, the academic-minded mange to get through college. As we know, about half our entering students finish the formal degree requirements and graduate including representatives from every campus sub-culture, even the rebels and the Joe College boys (too many of these, perhaps). But only one group, the academic-minded, show any satisfying degree of response to the full range of intellectual goals. We always hope some of the others may turn to the goals in later life, even through death-bed conversions. But it remains only a hope which I must say the level of contemporary adult thinking does not greatly bolster.

This finding about sub-cultures within student bodies gives the clue to serious fallacy in current college attempts to build student bodies through finer screening of grade requirements. The continuing raise among selective colleges to raise the College Board SAT index

[1] John Wiley and Sons, Inc., New York.

has become ludicrous, recalling the horsepower race among auto companies in the years before George Romney and the compact car. We are now seeing a sort of "morning after" confession among admission directors concerning the College Board binge; yet, despite growing protests against SAT status race, in the manner of "We've sworn off the stuff," there is some suspicion that they sneak back next evening for a hair of the dog that bit them. College Board averages continue to rise; cut-off scores continue to be used, protests to the contrary. About the only reform noticeable is that the range of scores is now published as a relief from the average score, which somehow the public has always interpreted as the minimum score.

The real trouble is the SAT race isn't working, even when coupled with the high school rank and grade-point index. It is not giving us 100 percent or even 80 percent scholarly-minded student bodies. To be sure, most of the best high school performers on tests and grades continue to perform well in college. Too many of the good ones, however, turn out miserably; and each year as we all know a healthy number of low SAT students who had crept in over the sill by one means or another manage to confound us with solidly respectable performance. As a father of a successful sophomore said in my office last week, "The College Board makes no measure of the determination of the student."

Yet the purpose of college is not grade performance; it is intellectual growth, the fulfillment of goals such as I reviewed a few moments ago, and a commitment to a life guided by intellectual values. As colleges have cranked up their SAT and grade-index requirements, have they made comparable gains in the proportion of students who become converted to the intellectual life? The social scientists demonstrated it is not happening. The other peer groups remain: the socially-dominated, the nonconstructive rebels, the vocationally oriented; and little perceptible change is being made even in the percentage of the breakdown.

Granted we cannot produce a homogeneous body of academically top students by the selection process, can we not do it through stiffer academic work? Once again, the common assumption is that this is happening. Professors are having their day in court; there are tall tales at the Faculty Club about the assignments colleagues are giving and students dutifully absorbing. Popular magazines feature testimony about how bright college students are today and how bewildered their parents would have been to have had to work at the same pace. As one studies these articles, however, it becomes evident that in each case the students referred to are, once again, the academic top crust of the campus, and these have always done well, even in our ancient day. As for the others, I, for one, have seen little to rescue me that the mere increase of work assigned has converted more of the middle-C group to the joys of the intellectual life.

It is in fact having a more serious effect upon some who do not by inclination or background fall into the academic peer group. The students understand they are expected to work hard and make a serious try at the intellectual life. The results are disquieting. Colleges are having more disturbed emotional cases than ever before. Despite the sharp rise in entrance requirements, high student attrition rates are continuing and this by all predictions simply should not happen. As for student recreation, numerous campuses report more drinking and harder drinking. On one prestige-university campus the students report, "At the end of the week we used to go downtown to drink beer; now we go down to get bombed."

The implications of such data to me are not that we should reduce entrance requirements or academic load. Many if not most of our students, both good and mediocre, enjoy the satisfaction of feeling they are fulfilling a hard job. Our best students are perhaps for the first time getting the kind of challenge of which they are capable. Professors feel better rewarded in their work, and this is as important as rewards in pay. So far all to the good. Where the colleges in their zeal are making their mistake is in reasoning that to crank up entrance standards and work requirements will *ipso facto* accomplish for *all* students an intellectual conversion. We have to cut out a cardboard image of the successful college student. The cardboard cut-out fits only one of the kinds of personality that can reliably be identified on the American campus. We are left with the job of more carefully identifying the other types and then of finding some dynamics in the college program that will move them better than we are doing now.

The task in general thus is to find out how to induce a broader range of college students to project themselves into the intellectual life. This may require an analysis of those different operations which a person performs within that intellectual life. It may also require deliberate use of student peer groups, this time

not as antidotes to the intellectual life but actually as fellow practitioners of it.

If we are to have success, we must know more about what it is that moves young people today; then we must place our teaching operations within that framework.

The Winter, 1962, issue of *Daedalus*, the journal of the American Academy of Arts and Sciences, is devoted to the topic, "Youth: Change and Challenge." Its theme throughout ten articles is that while young people are more permissive and far freer from parental patterns than in earlier generations, they retain a need for forms and for identification with that form. Since the forms of their parents no longer fit the features of fast-changing modern society, they invent their own forms, and thus the gangs and the other peer groups come in. Yet they do not reject adult guidance when it is clearly framed in contemporary reference indicating that the adult knows the modern score. Here is where an alert faculty might make use of its learning and succeed where parents have failed. Here also a discerning faculty and administration might build patterns of learning activity on campus which make strategic use of the peer group.

Closing

In a few closing paragraphs let me propose some outlines of an instructional program which might do more than we are now doing to discover the invisible student.

One of youth's needs, as has been said, is for identification with some recognizable symbol. That is why entering students set such store by a college major. Freshmen barely unpacked blithely tell their new classmates that they are "a premed," "a math major," or even "international relations," and the fact that many colleges will not let them officially declare until almost two years later is studiously forgotten. Sometimes I think we miss a dynamic by not recognizing what such identification can do to project the freshman into the role of a student who means business. Introductory courses and general education courses too often leave him in that same haze of unclear commitment that characterizes the adolescent. Years ago one college experimented with a trial major for entering students. A certain amount of precocious specialization was permitted, even though oftentimes the student thereby learned this was precisely the field he did not want to major in. It should not be too hard to resurrect the trial major idea and improve upon it. As it is now, for every student who leaves at the end of his first year because of an original bad decision by the admission office, there are 25 who were good admission risks but who leave because, as they say over and over, "I couldn't find any real interest in my freshman subjects."

Another prop to youth is to see an immediate goal in what he is doing. For the freshman and even the sophomore, the goal of graduation seems as far off as doomsday. The career for which he is planning seems even further off and meanwhile his present studies appear totally unrelated to those distant goals. What we have lost in between is the ritual of matriculation.

In the 19th century college, admission was a rather meaningless term, since most students arrived on campus without any previous formal action from the college. Their goal was matriculation. Often they were required to study for weeks or even months to make up deficiencies in order ot be allowed to matriculate for a degree. Some colleges, such as Pomona, have held on to the matriculation procedure even though college admission itself is the real gatepost.

Perhaps we could do more with it. Might it be possible to specify a list of operations and accomplishments to be performed by the freshman student before he may be considered a serious candidate for a bachelor's degree? Such operations and accomplishments would obviously be built upon the academic program and yet they should not be confined to the passing of standard subject examinations. Instead, they might call for the students, in order to achieve matriculation, to perform publicly such basic intellectual skills as these:

- Define and illustrate in some individual way the scientific method of thinking.
- Analyze some contemporary news medium in terms of its demonstrable fact versus its opinion and editorial slant.
- Express an esthetic appreciation in some detail of a chosen art form.
- Select some issue from current political or economic affairs, take a stand and definite it; then anlyze his own home backgrounds for having chosen such a stand.
- Take part in some project of group planning involving the creation and execution of a constructive intellectual or quasi-intellectual activity on campus.
- Prepare and present an elementary research project.

Naturally, if freshmen are to learn intellectual skills by practicing them, it is exactly the wrong thing to make freshman sections our largest classes and to staff them with instructors who resent the ignominy of teaching freshmen. After 20 years of looking at it, it is clear to me that the passive process of the freshman year of study is the number one villain in promoting attrition and low-key response. If we could concentrate on the entering student's genuine involvement in the activities of scholarship, I believe we could teach freshmen the telephone directory and Fanny Farmer's Cook Book and still come up with better response from most than we do now, with all our brave new course content.

In the evaluation of a freshman performance toward matriculation, we might introduce the use of the peer-group. Of all the more successful intellectual activities in college, those clubs formed around a common subject-interest are the most successful, for two reasons: (1) they center in one subject area in which the student has gained identity and thereby status; (2) they approach the all too-rare campus phenomenon of an intellectual community comprising faculty and also students in varying degrees of maturity. If we could borrow the same type of grouping of faculty and older students to coach, hear out, and evaluate freshmen in the performance of elemental intellectual skills, we might really get somewhere. This, of course, is no more than the ancient literary and forensic societies of the 19th century, which preceded the fraternity system. We could well use them again, expanded in form and more closely tied in with the modern freshman curriculum.

If the first-year student after a series of trials with his group of older students and faculty cannot pass muster, he should be permitted to have one more year in which he would take standard subject-matter courses and then leave with an honorable certificate such as the Associate of Arts. If he does show enough competence in intellectual skills, he matriculates with a certificate signed in his presence by the president (this is a ceremony from my own Dartmouth days which I somehow prize) and proceeds upon his way toward mature scholarship and a bachelor's degree in course.

I believe such activities could be done in large institutions as well as small ones by use of smart decentralization. Where the university can afford the House Plan, as in Harvard and Yale, the process is easily mounted. In large public universities, perhaps we could farm out pre-matriculation activities to the fraternities and thus help answer the question of their ability to justify themselves in serious higher education.

Ideas like these are mere fragments. To summarize: in our present build-up of academic muscle, we are not doing enough for its sensory nerves; *i.e.*, we are not yet involving the average student in a personal way so that he can begin to feel the close-in strengths of the intellectual life. We shall not do this merely by harrying middle-ability boys and girls with extra assignments. We shall do it only through processes of interesting young people in personally trying out the various operations of educated man.

Around the country we are witnessing currently some rather terrifying exhibits of a failure to teach people the difference between lasting virtue and short-range glitter, between careful thinking and snap judgment, or between what can be shown to be facts and what is only wild and often cruel surmise. If such is the result of literal or shallow teaching in school and college, we had better start searching harder to find the invisible student. It will take ingenuity and, above all, flexibility to find him. Yet that is what real education is all about, and I cannot imagine any search more rewarding or more fun.

About the Author

Louis T. Benezet was the President of Colorado College from 1955 to 1963. He previously served as the president of Allegheny College, and subsequently served Claremont Graduate School and University Center and the State University of New York at Albany in that role. Publications included General Education in the Progressive College (1943), "Is Higher Education a Commodity?" (1961), Private Education and Public Funding (1977), Style and Substance: Leadership and the College Presidency (1981), and "People Versus Pyramids: New goals for the Eelite College" (1999). He earned a B.A. from Dartmouth College, an M.A. from Reed College, and a Ph.D. from Columbia University.

A Telecommuting Tale as Told from Two Perspectives

By Tristin Marotz and Jeff Armstrong

A not-so-long time ago, at the flagship campus of a state university system, a registrar's office already well on its way to building a progressive office culture took another step toward modernity: it opened the door to telecommuting. This is the story of how that happened, as told by one brave staff member (Tristin) and her intrepid supervisor (Jeff) who made the most of an unanticipated opportunity. Lessons learned along the way are shared in the hope that they may prove useful to others considering embarking on a similar journey.

Tristin: What do you do when your spouse has an amazing opportunity for job advancement that just so happens to be across the country and you don't want to leave your own awesome job in athletic academic eligibility? This happened to me—right after welcoming our first child and renovating our kitchen. While I was excited for my husband, I had dedicated five years to my office and more than ten years to my university and didn't want to look for a new job or make a career change. Instead, I wanted to pursue a mysterious third option: to become the first person in my office to telecommute full time.

Jeff: What do you do when one of your staff members comes to you with this news? As a supervisor, I aim to support the individuals who report to me and contribute to their personal growth and professional advancement. Moreover, the loss of a talented staff member has real costs for the team, office, and institution. Essential work has to be done at least temporarily by others; process improvement has to be put on hold; a search for a replacement must be mounted; and the new staff member has to be trained. If this could be avoided and an experienced, respected staffer retained, then surely telecommuting was worth considering. This was especially true because athletic academic certification is essential, complex, sometimes sensitive work that can have high-profile consequences for an institution.

Tristin: Fortunately, our registrar had laid the foundation for telecommuting by supporting a variety of employee-focused initiatives. Our office was one of the first on campus to have a wellness group focused on engaging and supporting staff in the areas of fitness, mindfulness, and nutrition. We had recently instituted a policy of replacing desktop work stations with laptops and docking stations, with the goal of enabling staff to more easily go out into the academy, meet with campus partners, and work closer to those we serve. This technological change also enabled staff to work remotely on an as-needed, occasional basis. I was regularly taking advantage of this flexibility to meet and work with colleagues in their offices across campus. In addition, with the blessing of our division HR, our office had begun to offer multiple flex-schedule options during the summer months. I leveraged these policies in developing my telecommuting proposal. (If you are considering submitting your own request, think about how current initiatives in your office may lend support to—or work against—telecommuting as a viable option. Consider the feasibility given your office and its leadership, and don't be afraid to be creative.)

Jeff: Organizational creativity and flexibility can help support staff (often with limited fiscal impact), and programs like wellness initiatives and flex schedules align with the historical evolution of the work of the registrar's office. The original shift from clerical, paper-based processes to the digitization of such functions and the more recent shift to business-process analysis and IT integrations means that employees with new skills become critical. Building and retaining a registrar's office staff requires competing in the marketplace, where similar workers outside of higher education often garner higher salaries and/or may be afforded new workplace flexibilities such as telecommuting.

Tristin: These changes in our office suggested that full-time telecommuting might be in the realm of possibility. I was determined to develop the best, most well-researched and well-presented proposal of my career; my future depended on it. I reviewed information about telecommuting and searched for institution-specific resources. To my delight, I found documentation of my own campus's telecommuting policy. I also talked with a colleague in my division who had a formal telecommuting agreement for one day a week and used that as a baseline for my proposal. I tried to anticipate questions and address potential concerns. My proposal included such details as a proposed work schedule in a different time zone, establishing a home office, and addressing child care. I also included plans for how to conduct daily work, attend meetings, and communicate about my relocation. Perhaps most important was that I developed the proposal as an initial trial with multiple checkpoints when we would assess the arrangement and ask ourselves and partners what was working well and what could be improved.

Jeff: Our institution had already established a telecommuting policy. So although we were exploring new possibilities for our office work structures, our campus had established a framework. We didn't need to shift institutional culture or a large campus bureaucracy; instead, we could focus on how to work within existing policy.

Tristin: The next step in my journey to telecommuting (*i.e.*, making my pitch) kept me awake at night. I finally set up separate meetings with the registrar and with my supervisor. The meeting with the registrar went well: As the conversation shifted from my return from parental leave to the possibility of full-time telecommuting, he took it in stride. In contrast, the meeting with Jeff flopped. Despite my preparation, what came out of my mouth was "We're moving to Arizona. What do you think about me telecommuting?" In retrospect, I realized that although I had been considering the possibility for quite some time, Jeff had only had a few minutes to do so. Ultimately, that initial flop strengthened our relationship—especially our ability to speak candidly with each other about difficult topics.

Jeff: Tristin's initial pitch flopped largely because I wasn't ready for it. I was anticipating a conversation about the timing of her return to the office from parental leave. While she'd been researching and drafting her proposal, the rest of the leadership team and I had been unaware of the situation she was wrestling with. Once I could think more objectively about Tristin's request, I could see the soundness of her argument. Of course, it was necessary to refine her plan and get input and buy-in from others. We knew this would set a precedent for our office, so conversations with other members of the leadership team as well as our division leadership and HR were essential. It was also critical to talk with key stakeholders—in this case, athletics, a self-admittedly traditional, risk-averse department. The registrar proved key, helping colleagues see how any institutional risks were offset by the risk of losing this essential staff member. Tristin had proven her skill at the work of athletic academic eligibility, and everyone was reluctant to lose such a talented, experienced employee in this critical area. Some partner concerns were mitigated by beginning telecommuting on a trial basis with regular check-ins as well as a commitment to have Tristin return to campus at least twice a year for one week at a time.

Tristin: After what felt like an eternity, my telecommuting proposal was approved and signed. I boxed up my office, dual monitors and all, and headed west. I had a week to settle in to our new location before my work adventure began and I put the proposal into practice. I established a dedicated office space so I would feel like I was reporting to work every morning (though with a much shorter commute and far less traffic). In addition to completing my work duties, I was (and continue to be) mindful of how to stay connected to coworkers. For example, I reach out in advance to the person coordinating meetings to inquire how best to attend virtually. If someone needs to "take me" to a meeting, I try to diversify whom I ask and am sure to thank them. In order to stay socially connected to colleagues, I schedule informal coffee chats or lunch on a regular basis. As a

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founding member of our wellness group, I attend virtually or give updates on how I'm pursuing similar goals in my location. I have found it valuable to use a variety of platforms to stay connected, *e.g.*, instant messaging, video calling, and the telephone.

Jeff: Technology has been a key tool in keeping Tristin connected as a telecommuter. Our office and campus partners had already been using e-mail, chat clients, cloud storage, and more, but video chat was fairly new to our toolkit. More important than the specific tools was using them thoughtfully to work collaboratively and efficiently while maintaining and strengthening relationships. For example, Tristin and I have established a ritual of chatting each morning via instant messenger—the virtual equivalent of stopping by each other's desks. Similarly, we start our weekly one-on-one meetings with video chat so we can see each other and say hello, even if we then sometimes turn video off so we can dock our laptops and access our dual monitors. Last year, when filling a vacancy in the athletic academic eligibility area, we conducted all interviews via Skype so we could ensure Tristin's full participation alongside other members of the search committee.

Tristin: What have I learned? Because I was the office telecommuting pioneer, I felt pressure (self-imposed) to have everything be perfect and work seamlessly. We know that is not how life works, especially with technology, but I would cringe every time it took more than one try for a video- or phone-conference connection to work. My best advice is to be prepared and to have a positive attitude if things don't go quite as planned. Flexibility and having multiple options available are also paramount to my success. The cornerstone, though, is having the buy-in of leadership and my direct supervisor. Personally, through a conscious effort on my part, I feel connected and engaged with my office and my team. As I continue to adjust to telecommuting, I have learned to take care of myself and to block time on my calendar to complete tasks, just as I would in the office.

Jeff: Our office's foray into telecommuting has been a success in large part because we all wanted and worked to make it so. Our first official check-in on Tristin's telecommuting arrangement, after three months, yielded high praise. Even our initially skeptical colleagues had nothing but compliments and noted how connected, responsive, and available Tristin continued to be despite being hundreds of miles away. Other units in our office now have staff who are telecommuting full or part time, having used as a template the documentation and formal agreement we established with Tristin. For a traditional brick-and-mortar office, having an employee work remotely on a full-time basis can seem radical. Nevertheless, campus policy, office culture, the full support of the registrar, and a collaborative, can-do mindset resulted in a "happily ever after."

Tristin: We have passed the one-year mark of my telecommuting, and each day I am thankful for this opportunity. Time has flown, and I have had a host of firsts—and I look forward to more. One of the most notable has been the ongoing training and on-boarding of our new athletic academic eligibility coordinator. Utilizing multiple means of information sharing and personal connections has made the experience of remote training rewarding and productive. My most significant learning from telecommuting has been the importance of maintaining visibility with my team members and colleagues and sustaining work-life harmony. Visibility is achieved at many levels, from one-on-one meetings with my supervisor to being present via video during staff meetings. Work-life harmony took a while to put into practice, but now I feel more energized throughout the day. Overall, I am honored to share this story. I hope that others are able to utilize some of these lessons and practices.

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iGen: What You Should Know about Post-Millennial Students

By Leesa Beck and Alexis Wright

I still regularly hear staff and faculty lament the challenges of working with Millennial students. They usually seem surprised (and possibly chagrined) when I respond, "You know that I'm technically a Millennial, right?" The fact is, the oldest Millennials are now well-established in their careers, requesting flex schedules so they can take their kids to soccer practice in the afternoons; they have little in common with the typical 18- to 22-year-old undergraduate in many college classrooms. So for those of us at campuses serving primarily traditional students, it seems like a good time to shift our thinking (and laments) toward the needs of a new generation of students, the oldest of whom are already in their early 20s and who increasingly are being referred to as the iGeneration (or iGen).

Though other names have been suggested for this cohort—Generation Z, post-Millennials, the Homeland Generation, Generation We—iGen seems particularly poignant in that it pays homage to the historical significance of this being the first generation of true digital natives, digital technology having been widely available since their birth. iGen might also subtly allude to the isolation many youths experience growing up in a world in which it is easier to connect with technology than with other people.

Major Factors Shaping iGen

iGen's attitudes and perspectives have been heavily shaped by the major events and prevailing zeitgeist of their formative years. Of course, not everyone of a particular generation will have experienced the same influences or exhibit all or even any "typical" generational characteristics. In addition, the characteristics themselves will change as the generation ages. It is important to keep all of this in mind as you consider the context in which student services are provided; your own observations or campus experience may differ, and few solutions are truly one size fits all.

Technology

Technology's influence on iGen is undeniable. In Twenge's 2017 book on iGen teens, a thirteen-year-old interviewee relates her experience: "We didn't have a choice to know any life without iPads or iPhones. I think we like our phones more than we like actual people" (2). Even most Millennials cannot fully appreciate what it means to have grown up with digital technology so ubiquitous. My own sons, as toddlers, would swipe the TV when a show came on that they did not like. Prior to my owning a smart phone, they already had enough exposure through other channels to have developed the expectation that all screens were interactive.

For those who believe that technology exposure varies substantially by socioeconomic status, the data seem to say otherwise. Pew Research Center (2018a) data indicate that well over 90 percent of low-income Americans own a cell phone—similar to the percentages at other income levels—and that the rate of cell phone ownership is actually slightly higher among un-

derrepresented minorities. According to a 2015 survey by Pearson, 78 percent of elementary school students reported using a tablet regularly, and 72 percent of all students surveyed (in grades four through twelve) felt that they knew more about how to use tablets and computers for learning than did their teachers.

Social Media

Similar to Millennials, iGen-ers are heavy social media users, with approximately 97 percent using one or more social media platforms and nearly half admitting to being online "almost constantly" (Pew Research Center 2018b). However, they use social media differently, often seeking interesting content to view rather than connecting with friends, and they have mixed views regarding its impact on their lives, with nearly as many reporting a primarily negative as a primarily positive impact. Two fifteen-year-old respondents to the Pew study share concerns about the effects of social media on their ability to relate to peers:

- "It makes it harder for people to socialize in real life because they become accustomed to not interacting with people in person" (7); and
- "It provides a fake image of someone's life. It sometimes makes me feel that their life is perfect when it is not" (7).

Exposure to Diversity

iGen is the most diverse generation in U.S. history. Since 2011, non-Hispanic whites have accounted for less than half of the babies born in the United States (United States Census Bureau 2012). More than 80 percent of iGen teens report having friends whose race differs from theirs (747 Insights 2017), a large increase over their Millennial predecessors. iGen teens are more likely to have openly gay classmates; a 2016 survey by J. Walter Thompson Intelligence found that only 48 percent of iGen respondents identified as completely heterosexual.

The Great Recession

The great recession, during which unemployment rates in the United States nearly doubled and foreclosure starts quadrupled (Gould Ellen and Dastrup 2012), made a profound impression on many iGen children, who saw their parents and their friends' parents lose jobs and homes.

Violence in the Media

Though few will remember the actual events of 9/11, tensions with the Middle East and heightened airport security have been a constant reality for children growing up over the past two decades. Issues such as school shootings and sexual assault, both of which directly impact teens' lives and sense of safety, have dominated the media.

Gen X Parents

It may not be surprising that the generation of "latchkey" kids has not grown up to be "helicopter" parents. Many Gen Xers, with the help of technology, have adopted a style that is coming to be known as "drone" parenting, in which they give their children freedom but stay connected via a cell phone or other device (Jenkins 2017). Apps such as Find Friends and ParentSquare make it relatively easy for parents to keep tabs on their children's lives. This means that Big Brother can always be watching, and parents may have a hard time letting go.

What to Expect from iGen Students

So what can we expect as more iGen students enter our classrooms? Here are some educated predictions:

Pedagogy

Students' expectations around classroom technology will continue to evolve. Three-quarters (75 percent) of high school students believe that using a mobile device in the classroom allows them to "learn in a way that's best for me" (Pearson Education 2015). Now an expected and accepted part of the learning process, devices must be considered as we design and remodel classroom spaces.

The rise of the Internet has shifted the focus of education away from the acquisition of knowledge and toward helping students better understand how to retrieve and apply information. Project- and discussion-based learning are on the rise, and Common Core standards have been adopted for K–12 institutions in 41 U.S. states (Common Core 2018). Students are likely to expect the same in college, and some may find it challenging to adapt to more traditional lecture-style courses. Nevertheless, because they are pragmatic and career-focused (see below), most will make the effort to do what is needed to succeed.

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Privacy

Early and frequent use of social media has blurred the line between what is public and what is private and is redefining social norms for this generation. One young coworker shared how she had closely followed the development of a friend's relationship over social media and felt a strong emotional investment. When the couple broke up and took down all their photos and posts without explanation, she suddenly felt bereft but realized that her "real-life" connection to the friend did not allow her the freedom to ask what had happened.

Because of these shifting norms, students may feel very differently about what should be shared and how, especially as compared to older decision makers on campus. For example, a few decades ago, publishing a person's address presented little risk given that people they did not know would have very little other information about them. Now, with so much of a person's life viewable online, the combination of personal information with a physical address can contribute to problems like stalking and harassment, which, according to the U.S. Department of Justice, is experienced by approximately one in twenty people between the ages of 18 and 24 in any given year (2009). Campuses should carefully review their policies and practices regarding privacy and information sharing; some are already making adjustments, such as removing physical address from the list of directory information.

Socio-Cultural Awareness

Broad exposure to diversity has helped to create a generation that is largely "woke" (according to Merriam-Webster, "increasingly used as a byword for social awareness"). They understand and recognize intersectionality and individuality and dislike being labeled. Many are pushing their campuses toward the use of chosen or preferred names and pronouns and are championing a variety of social justice causes.

While this shift is positive, it can also be challenging as students struggle to navigate situations in which others' opinions differ; often, they have difficulty distinguishing disagreeable free speech from hate speech. This has likely been exacerbated by the current divisive political climate and the fact that fewer of their interactions are in person. Institutions can play an important role in helping students better engage in positive and productive civil discourse.

Motivation

People worried that the influence of video games would cause Millennials to lack intrinsic motivation. With technology becoming even more prevalent in the lives of iGen-ers, the same fear may still exist. However, gamification has changed in the last decade, and it is becoming more common for students to use technology as a supplement to their real-world activities than as stand-alone entertainment. Easy access to information about how to do everything from make your own cell phone case to build and program your own robot has given rise to a vibrant youth maker culture; companies are finding that today's teens are increasingly interested in products that enable creativity and self-sufficiency.

Another strong motivator, precipitated by their social awareness and constant connection to others through social media, is their sense of social conscience or "not wanting to let others down" (Seemiller and Grace 2016).

One area, however, in which iGen seems to lack motivation is in separating from their parents. They are used to their parents having high visibility into their lives and are often comfortable having their parents accompany them on outings with friends or even dates. They see technology as their escape and medium for connecting with peers and feel no particular pressure to rush into activities that previously were considered gateways to freedom (for example, learning to drive).

Attitudes Toward Risk

Having grown up amidst so much social and financial turmoil, iGen teens tend not to be risk takers.

With many of their social interactions happening online, where it can be hard to judge people's sincerity or intentions, teens may be wary about developing romantic relationships. They are waiting longer to date and have sex and are doing less of both: A recent study found that only about 56 percent of high-school-aged teens are dating now, compared with about 85 percent four decades ago, and that teen sexual activity has dropped by nearly 40 percent since 1991 (Twenge 2017).

iGen-ers tend to be conservative with money as well, with 57 percent saying they would rather save than spend it immediately (Anatole 2013). More than one-third say that making money is their top life goal, and more than half worry about their financial future (Nielson 2015). As they come to campus, expect them to be concerned about college debt and future earnings and careful about taking out student loans.

Mental Health

Student mental health has been a growing concern over the past few decades, and that likely will continue. Rates of depression among adolescents are increasing substantially (Mojtabai, Olfson and Han 2016). A recent study by Cigna (2018) found iGen adults to be significantly lonelier than any other adult age cohort.

In addition to ensuring that sufficient counseling and psychiatric resources are available, accessible, and well-promoted, institutions may also want to consider how to encourage in-person connection among students, as this has been shown to correlate to better mental health.

Major and Career Choices

Many iGen students' risk aversion will extend to their choice of majors. They want to be employable and are likely to choose majors that will clearly lead to a career. Because they are comfortable with technology and can easily see the value of hard sciences in the workplace, STEM majors are expected to continue to grow in popularity; students may find it more difficult to commit to majors less clearly connected to a career path, such as the arts and humanities.

iGen students see co-curricular activities as part of the total education package and as a way to round out their resumes. Many will be particularly interested in activities that allow for networking and skill building. Campuses that do not yet offer co-curricular records and/or student portfolio tools may want to consider developing them.

Communicating with iGen Students

Many have struggled to determine how best to reach students who seem oblivious to traditional means of communication. Recently cced on an e-mail telling my teenaged daughter how to register for her high school classes, I asked if she had seen it. She responded, "No, I don't read emails."

"Well, I'm telling you it's there," I said. "Can you please take a look at it?"

"Can't you just text me the information?" she asked.

"Uh, no, it's four pages long. It's not textable," I replied. "Please just open your e-mail and take a look."

"Can't you just take screenshots and text me the screenshots?"

Unfortunately, her attitude seems fairly common. Having never known a world without apps, iGen students expect important information—especially information requiring action—to be put directly in front of them. Campuses that have invested in tools like digital signage may find them only modestly effective for a generation of students who are more likely to be looking at their phones. The most successful communications will meet students where they are, through channels such as text, apps, and social media. Due to their pragmatism and desire to succeed, most iGen students will also learn to monitor e-mail if they know that important information is conveyed that way, but it will not be their first choice. Interestingly, because so much of the information students receive is digital, handwritten notes can also be surprisingly effective given their novelty and connotation of personal connection. (Our campus has had great success with postcard campaigns in which current students and staff members write to admitted students.)

While the communication channel is important, the medium and content also matter. iGen students experience information overload every day. They often delete e-mails on the basis of the sender or subject line alone, and they may simply ignore messages they deem text heavy. Keep messages short and direct, with clear subjects, and organize content using bulleted lists or subheads. Larger institutions at which students receive information from numerous, uncoordinated sources may increase the effectiveness of their communication efforts by creating a cohesive plan that "cuts down on noise." Also remember that a picture is still worth a thousand words: iGen-ers love interesting pics and videos, and visually based social media platforms such as Instagram and Snapchat have far higher adoption rates among this demographic than do more text-based platforms, such as Facebook and Twitter (Pew Research Center 2018b).

Regardless of channel and medium, authenticity is crucial. In an era with so much computer-generated content and when people are regularly asked to verify that they are not robots, and when even telemarketers have been replaced by recordings, students appreciate knowing that real people are at the other end of communications.

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Leesa Beck, Ph.D., has worked in enrollment management for nearly two decades, and currently serves as University Registrar at the University of California, Santa Barbara (UCSB). A defining aspect of her career has been her passion for improving student services and outcomes through technological innovation, and she has played leadership roles in numerous systems implementations both at UCSB and at the University of California systemwide level. She also has a strong interest in the policy, politics, and ethics of higher education, and regularly teaches and guest lectures on these topics. Leesa is the proud mom of three iGen-ers, the oldest of whom may soon be matriculating onto one of your campuses!

Alexis Wright spent the past two years as the Financial & Work-Study Analyst in the Office of Financial Aid and Scholarships at the University of California, Santa Barbara. Prior to her work in financial aid, Wright attended UCSB where she majored in Black Studies and sought to affect institutional policy through her student activism. She recently resumed her undergraduate studies at UCSB in the Fall of 2018, and is hoping to participate in research and further her career in academia.

Accepting Students for January Enrollment: A Unique Strategy for Undergraduate Admissions

By Zackary Underwood and Stephanie Ganser

Spring admission is an undergraduate admissions strategy for traditional incoming freshmen. "Spring admission is a strategy to fill spots that empty in the spring when students graduate early or study abroad" (Hussain 2017). Admitting spring students is also a way to replace tuition dollars lost due to fall-admitted students' withdrawing, transferring, or being removed from the institution in response to poor conduct. According to the National Association for College Admission Counseling, spring admit programs flourish across the country (Kaminer 2013). Though promoted less than fall admission, spring admission provides advantages and disadvantages for students and institutions. This article explores one institution's perspective on the spring admit population.

Background

The University of North Carolina Wilmington (UNCW) is a medium-size coastal university and one of the seventeen public institutions in the University of North Carolina (UNC) System. As of fall 2017, UNCW had a total enrollment of 16,487 students, including 14,502 undergraduates and 1,985 graduate degree-seeking students. The freshman class comprised 2,145 students seeking bachelor degrees (UNCW 2018). Each spring, UNCW also admits a number of first-year students who do not count toward the total freshman class.

First-Year Spring Admits (FYSAs) is the term UNCW adopted for freshmen accepted for the spring term. The FYSA process exists largely because UNCW is a more selective institution and cannot accept all qualified applicants. Because some students are absent from the university each spring semester either because of studying abroad or having graduated in December, there is capacity for additional incoming students. This enables housing and residence life to fill vacancies and creates more opportunities for out-of-state students to attend UNCW. (The UNC System caps out-of-state enrollment at 18 percent.)

UNCW is one of only four public institutions in North Carolina to offer spring admission. The other institutions in the UNC system that do so are Appalachian State University (ASU), North Carolina State University (NCSU), and the University of North Carolina Charlotte (UNCC). Elon University, a private university, also offers spring admission. UNCW's spring admit program started in spring 2009; North Carolina State University's began in 2018. Table 1 presents data pertaining to FYSA students at UNCW between 2009 and 2018. (UNCW admitted the greatest number of FYSA students of any program for 2018–19.)

Advantages

Being an FYSA is a flexible first step for students who feel they are not prepared to attend UNCW immediately and would like first to live at home, travel, work, or take classes at a local community college. There is no requirement for FYSAs to complete anything specific dur-

Table 1. **FYSAs at UNCW, 2009–10 Until 2018–19**

Year	Admits	Deposits	Yield (%)	Enroll	Melt (%)	Study Abroad	Pulled from Waitlist
2009–10	537	154	28.68	104	32.47	0	0
2010–11	625	179	28.64	124	30.73	0	0
2011–12	753	196	26.03	136	30.61	1	0
2012–13	834	177	21.22	119	32.77	0	0
2013–14	805	219	27.20	154	29.68	0	0
2014–15	902	285	31.59	198	30.53	32	0
2015–16	581	128	22.03	81	36.72	14	315
2016–17	1,134	336	29.62	227	32.45	22	0
2017–18	903	196	20.80	132	32.65	11	166
2018–19	1,315						

ing the fall semester prior to their enrollment, but many have found valuable ways to prepare for their spring start at UNCW. Students are invited to connect with a UNCW academic advisor prior to the start of the fall semester in order to complete transient study paperwork; then they can take classes at another institution and transfer the credits to UNCW. UNCW assigns one advisor as the main contact for answering and assisting incoming spring admit students' questions. Completing classes at another institution is a popular option for FYSAs. They can live at home and take classes at another institution or move to Wilmington, North Carolina, live off campus, and take classes at the local community college.

Some students need time off between high school and college. "The gap year might be a pursuit that is a means of developing intentions and specific goals" (Martin 2010, 562). Formal or informal learning from experiences such as traveling abroad, philanthropy, research, work, or even relaxation may help students determine their major, career, or future intentions (Martin 2010). Even taking off a single semester can be motivating.

Students may choose to study abroad during the fall preceding their enrollment at UNCW. In fall 2011 and fall 2012, UNCW offered a study abroad opportunity at Franklin College in Switzerland, and from fall 2015 through fall 2018, UNCW offered one at Maynooth University outside of Dublin, Ireland. Both programs were designed specifically for FYSA students to study in another country with other spring admits—and earn college credit—before attending UNCW in the spring. One challenge was that participants did not qualify for financial aid for this pre-enrollment experience because they were not yet UNCW students; they had to cover the program's full cost. Due to the increasing cost of studying at Maynooth, this opportunity ceased to be offered after fall 2017. Future partnerships are possible but will depend on the cost of studying abroad.

Admission Advantages

For the Office of Undergraduate Admissions, spring admission is an alternative to denying a student admission. Rather than the typical admitted, waitlisted, and denied statuses, students are awarded FYSA status. Brophy (2016) describes spring admission as a complicated message for students but suggests that admission is admission regardless of the semester for which it is offered. University websites address any disappointment students may feel about enrolling in the spring. For example, the University of North Carolina Charlotte's spring admission page says. "We understand you may be disappointed that you were not offered admission for the fall semester, but we hope you will consider the benefits of spring admission at UNCC" (UNCC 2018).

Beyond helping students, FYSA helps institutions improve their ranking by publications such as *U.S. News & World Report*. "They [*U.S. News & World Report* rankings] have created a frenzy of competition among campuses that has also added to the frenzy experienced by students who are trying to be competitive to be admitted" (NACAC 2011, 10). FYSA populations offer universities a way to improve their admission numbers.

Students who do not score high on the ACT or SAT, who do not earn a high GPA, and who do not meet the stated standards for admission may enroll in the spring. This improves the institution's average applicant ACT or SAT score as well as high school GPA because FYSA's lower scores don't have to be included in official reports. Universities do not post spring admittance numbers, and application numbers for the fall are high. Nevertheless, spring admission is just as reputable as fall admission. "Smart institutional leaders will find alignments between institutional mission/vision and advancement in rankings" (NACAC 2011, 9). FYSA helps UNCW attract a greater number of students, improve its ranking, and demonstrate that standardized testing may not accurately predict resilience or retention in college.

FYSAs are also helpful when enrollment is not as high as anticipated. For example, in 2017, undergraduate admissions at UNCW moved 93 students from spring admit to fall admit status. For 2017–18, these students were retained at a rate of 97.8 percent, making them one of the most successful subgroups as measured by retention.

Communication and Housing Disadvantages

Although FYSAs convey several advantages, there are some disadvantages. For example, when students receive their offer of admission, many are disappointed to learn that they've been offered acceptance for the spring and not the fall semester. Some students will decline their offer of admission because they cannot start college when most students do. There is also a perception that FYSAs are not as academically talented or high achieving as regular (fall) admits. Yet FYSAs do meet the admission standards for acceptance at UNCW.

Housing can also be a challenge for FYSA students, many of whom want to live on campus. Students who live on campus are closer to campus offices, faculty, staff, and opportunities that contribute to college success and graduation (Pascarella and Chapman 1983, Tinto 1993). Nicpon, *et al.* (2006–07) found that students who live on campus earn higher GPAs than do students who live off campus. Yet on-campus housing for FYSAs at UNCW is limited and is only available as a result of vacancies by previously enrolled students. Some students choose to live off campus during their first year—a living situation that inherently offers less structure and support than living on campus. By contrast, students who live on campus benefit from guidance provided by resident assistants and housing staff; such support systems are all but absent in apartment complexes and single family homes.

Discussion

UNCW contacts admitted FYSA students as early as the August before their January start date. Monthly newsletters provide up-to-date information about the university and next steps to prepare for enrolling at the university. The FYSA mentor program invites incoming students to connect with current students who started as spring admits. One current student mentors two or three incoming students and offers a consistent contact from their first day on campus.

FYSA groups are expanding across the state. This was the first year that NCSU, one of the flagship institutions in North Carolina, started accepting FYSAs, and this adjusted enrollment numbers throughout the system. Previously, regional universities were the only public universities to accept spring admits. As more schools add these programs, regional institutions may experience enrollment decreases. Similar to recruiting students from across the state, limited numbers of students may be interested in entering a university in the spring rather than the fall. (Some students may only be interested in enrolling in fall, the traditional semester for starting college.)

Conclusion

Data from the spring admit program offered by North Carolina universities will be intriguing to examine in the coming years. UNCW looks forward to continuing and growing its spring admit program even as more institutions consider this option and devote increased attention to spring admit students.

The First Year Spring Admit program is a strength of UNCW and provides an opportunity for students to enroll at the university starting in the spring rather than the fall semester. This additional time away from academics gives students an opportunity to experience life in the United States or abroad and to gain a new perspective on the world and their place in it. More research about spring admit classes will help UNCW and other institutions better serve this important population of students.

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Tips for Success on the Institutional Services Side of a Higher Education Environment: A Manager's Point of View

By Maria Aveni

In today's financially strained higher education landscape, the student services infrastructure is often supported by fewer staff, less money, less experience, and less knowledge. Gone are the days when higher education staff professionals acquired the necessary education pieces, apprenticed in positions, and waited patiently for promotions. Most institutions, for a variety of reasons, are hiring employees with fewer than five years of relevant work experience. These employees might come with education credentials, but education alone is not enough to support inexperienced employees' success. Hiring inexperienced employees might be more cost effective, but schools must be prepared for this type of decision to adversely affect the continuity of their student service experiences. What can an institution do to remedy this situation? My advice centers on the following suggestions:

- **Hire key personnel with experience and education level in mind.** An anchor employee who possesses both of these attributes is essential in maintaining order. It is important to give such employees the recognition and salaries they deserve. When they generate ideas, be sure to acknowledge them, and let them know you value and respect their contributions. (If education does not promote education, then what other profession will?) Education plus experience is an unbeatable combination that allows institutions to advance.
- **Recruit employees who possess a willingness to learn.** When financial constraints hinder the recruitment of experienced employees, opportunities become available for appropriately credentialed individuals who lack experience. Increasing staff applicant pools through the inclusion of inexperienced individuals means that hiring managers must be able to identify characteristics indicative of a willingness to learn. Recruiting new employees who demonstrate this factor begins with designing appropriate interview questions. Questions focused on learning styles, prior education experiences, and self-motivation must be included in the employment process. In addition, institutions should develop job-oriented or level-based learning expectations, general orientation experiences, and appropriate training materials.
- **Establish staff and manager mentoring programs.** Mentoring programs play a critical role in building a better workforce. Employees should be assigned an experienced employee who exemplifies positive attributes to serve as their mentor for a designated period of time. When effective time periods and organizational elements are developed at the institutional level, the institution's commitment to mentoring becomes transparent. One organizational element to consider incorporating is a developmental growth plan. Establishing a growth plan agreed upon by mentor and mentee helps both individuals chart employee

progress, and it allows for a certain level of ownership over the sequence of developmental activities associated with the experience. Job shadowing, job rotation, computer simulations, and skills learning are developmental activities your institution should consider.

- **Create professional development opportunities for all employees.** Improving employee outcomes is more effective when you invest in human capital. Knowledge gives employees confidence, and it supports internal and external advancement. Your institution should maintain professional development tracks that support individual roles and employment categories. All of these tracks should include beginner, midpoint, and experienced levels. Employees should be made aware of ongoing professional development expectations before they are hired.
- **Support shared governance by developing and maintaining the right institutional committees.** Key committees that support shared governance focus on institutional issues such as information technology, middle management, new students' registration, public safety, records retention, and staff/ employee relations. Every institution has a president's council and faculty committee, but most underemphasize the need for inclusive campus-wide committees. As a result, faculty and staff members typically communicate via a limited and less effective email route.
- **Emphasize collegial and collaborative relationships throughout your campus community.** Meetings and engagement opportunities with departments, divisions, and the entire community should be held regularly and strongly encouraged. Engagement opportunities allow employees to become more invested in their workplaces; employees become happier and less likely to bring issues to human resources' attention. A related subject is dealing with employees who have performance issues. Managers must have conversations that are supportive, and senior management must endorse managerial efforts. A good place to start is developing an appropriate employee performance appraisal system that encompasses communication, appreciation, and respect.
- **Reward employees who have management expertise, and work openly to foster a positive institutional environment beyond their jurisdiction.** Every student who takes an introduction to management course learns about Maslow's hierarchy of needs, but mastery of his philosophy in any work environment is rare. Maslow's thoughts may seem simplistic, but they speak to a more complicated and seldom-achieved reality. Managers who understand basic human needs and manage with ease are truly "worth their weight in gold."

Flourishing institutions establish inclusive environments where everyone matters. When faculty, student, and staff roles are valued equally, the institution will reap the rewards.

About the Author

Maria Aveni is employed as University Registrar at Chatham University in Pittsburgh, Pennsylvania, and has more than 20 years' experience managing higher education personnel associated with student service operations. Her education credentials include a bachelor's degree in business administration from Robert Morris University and a master's degree in education from Duquesne University. She completed an academic leadership academy in higher education sponsored by the Pennsylvania State University. Her research interests involve general managerial practices and higher education student services.

Women Leading with Authenticity

By Kristy Goodwin

What does it mean for a woman to lead authentically? Some might say it's leading honestly or leading through a lens of what's best for a particular situation while others might say it's leading through best practices. I say it's leading with your heart and using experiences to define your truth for others to see and follow daily. If women are to lead in their truth, then why is it so difficult to do? Does your team know what you advocate for? Leading with authenticity is knowing who you are and knowing your core beliefs, no matter where you are and what you do. Not being an authentic leader will hinder you from reaching your full potential.

Being a woman leader in higher education has many challenges. I often reflect on the careers I attained and the advice I gave to students and colleagues only to realize I have always been an advocate for improvement, advancement, and fairness. I ask myself daily: "Did I do my best?" "Did I give the best advice?" "Did I train others properly?" "Did I serve my team to the best of my ability?" "Did I advocate for what's right?" Many questions build on the others, but one always rises to the top: "Was I giving my best self?" There is a difference between doing your best and giving your best self. Doing your best can, at times, be set by someone else's expectations and guidance; giving your best self is how you measure yourself in what you do. I call this "self-check pointing." Reflecting every day is good for the soul. When you drive home, think about your day and how you maneuvered. What or who hindered you from being true to the decisions you made, and why?

There is another part to being an authentic leader, and that's losing yourself in the process of leading. I have often had conversations with professionals for whom their work is their life and their identity is their position. Where is the balance in that? How do you become lost in tasks and forget to self-care? What you do does not define who you are. If you can't separate those two points, you have lost yourself.

According to Kevin Kruse of *Forbes* magazine, an authentic leader is self–aware and genuine, mission driven and focused on results, and leads with heart and focuses on the long term. Being an authentic leader is holistic and intentional. As women, we are known for having two (or more) lives outside of work. We are mothers, wives, caretakers, friends, sisters, aunts, and some may be activists and/or advocates in their communities and religious organizations. Yet at the end of it all, when there is a moment of silence and you are settled in with your own sound, who are you?

Women, we must not forget that our allegiance should first be with ourselves. In managing staff, helping students, advocating for equality and equity in the workplace, cooking, cleaning, managing a household, or being an adult student in graduate school, we must learn to take care of ourselves in a holistic way. Giving 100 percent to work and being deflated once the work clock ends is not being authentic; it's allowing you to "lose" you.

To lead authentically, you must know how. It's always easier said than done, but it's more than doable.

Kickstart your way of doing things by doing what I have throughout the years:

- Take care of your body:
  - Eat better.
  - Drink more water daily.
  - Exercise (walking for 20 minutes daily is easy).
  - Go to bed (create a ritual to allow your body and brain to relax and rest). A mind that is always active can have difficulty shutting down at night, causing poor sleeping habits and irritation. Consider how you sleep. Take the television out of the bedroom; do not read; dim the lighting.
- Dedicate 30 minutes each day (or night) to meditate or reflect. This helps center yourself and works on your core.
- Dedicate some time at work to review your day and organize your work life. Block time on your calendar daily for this purpose.
- Prioritize your day:
  - Before going home from work each day, list what needs to be done the following day. Check items off when completed, and keep making progress on the others.
  - Delegate: you don't have to do everything yourself.
  - Don't work late unless it's absolutely necessary.
- Think before you speak. This will allow time for you to develop an honest response (this takes practice for people like me, but it works).
- Advocate for what's right. Don't waver. Believe in what you advocate for. If you have apprehensions, step back and work through them.
- Choose your battles wisely. Not everything is worth the fight or the attention.
- Only change what you know you can. Provide guidance for the other things.
- Start over again tomorrow…

Your day-to-day does not have to be in isolation. Using others to help with your goal and decision making is a good thing. It can't always be "your" way, and to be honest, why should it? For many of us, leading authentically takes work; often we fall short, but in this life—in higher education—we are easily swooped up by the daily grind and lose focus on ourselves. Acknowledge that if you are leading, you can set the tone for greatness. Certainly, some environments and people make us crazy. Nevertheless, find your balance, find your truth, and keep them. Perform daily with a smile and a pure heart. Someone once said, "Your attitude determines your altitude." Practice to be your best self by doing your best work. Not only will you see positive change, but you will also build a memorable reputation that others will want to follow.

About the Author

Kristy Goodwin, M.Ed., M.M., serves as the College Pathways Program Director at Governors State University (GSU) in University Park, Illinois. She works with students who attend high schools near the university, preparing them for postsecondary education and experiences. Prior her current role, she created and initiated Governors State University's first Recruitment Department, where she served as the director for recruitment and outreach for more than five years. As GSU transitioned from an upper-division institution to a four-year full comprehensive university, Goodwin increased student enrollment as well as the undergraduate Latino population in her first year. Previously, she worked for 15 years at Rush University, where she served in many enrollment management leadership roles.

She acquired her bachelor's degree in higher education from DePaul University and a master's of education in instructional leadership from the University of Illinois at Chicago as well as a master's of management from Robert Morris University Chicago. She is currently attending McCormick Theological Seminary, where she is beginning her journey toward a doctoral degree.

Goodwin has served on many committees throughout her career. She is currently a member of the Cook County State's Attorney's African American Advisory Council and of AACRAO's Professional Development Committee, and she is chair of the Black Caucus and a member of REACh-Chicago Organization.

She has mentored many students and professionals and considers mentoring her passion. She is a coach for GALLUPS Successful Strengths Program, where she works with various professionals and students focusing on their strengths for daily success.

Practice for Life: Making Decisions in College

CUBA, L., N. JENNINGS, S. LOVETT, AND J. SWINGLE. 2016. CAMBRIDGE, MA: HARVARD UNIVERSITY PRESS. 238 PP.

Reviewed by Matthew Fifolt

In *Practice for Life*, Cuba, Jennings, Lovett, and Swingle assert "College offers [students] practice at making, and then reflecting on, decisions that build foundational skills, habits, and values associated with liberal education" (3). They underscore the importance of decision making as an act of *becoming* rather than *achieving* and identify five critical areas of decision making for students: managing time, meeting friends, feeling at home, seeking advice, and engaging in academics.

Cuba *et al.* state, "No single college practice or policy…can address the complex question of how to educate students to be effective and engaged graduates… [However], every day students face decisions that can serve as opportunities for learning" (8). *Practice for Life* thus is less about the aspirational outcomes of a liberal education than the process of decision making that can lead to these outcomes.

The authors define *liberal education* as a "broad curriculum grounded in the arts and sciences as distinct from pre-professional, technical, or applied fields of study" (x). Because the principles of a liberal education can exist at any type of institution, the authors argue that *Practice for Life* "can and should be read as an affirmation of the enduring value of liberal *education* rather than a defense of liberal arts *colleges* as they are currently constituted" (xi).

Cuba *et al.* offer a research design based solely on student experiences at seven private, highly selective, residential liberal arts colleges in New England. "Because students at liberal arts colleges learn, play, eat, and sleep in the same space with the same people, these colleges are especially fruitful sites at which to explore our claim that college is practice for life" (11). While this may be true, the rationale that the authors provide reads more like a justification for convenience sampling than a rigorous methodological approach.

Despite assurances regarding the "commonality" of everyday student decisions and an acknowledgment of the differences among institutional types, the authors underestimate the inherent biases in their research sample. In fact, multiple authors have noted that students with limited financial resources frequently have fewer academic and social options from which to choose (Armstrong and Hamilton 2015; Cox 2009; Hamilton 2016; Mettler 2014; Tierney and Duncheon 2015).

For example, Hamilton (2016) observes that students of working-class families have to work full or part time to pay for school, leaving them less time for study and more likely to experience social isolation from their peers. Unlike students in the current sample, working-class students do not have to "practice" for life because they already are dealing with many of life's harsh realities just to make ends meet.

Notwithstanding these limitations, Cuba and colleagues suggest that developing a better understanding of the decision-making process can help students

craft a meaningful adult life. Indeed, they argue that the "messy, complicated, ambiguous" process of becoming liberally educated is, in fact, "the point of liberal education" (11).

Managing Time

Cuba and colleagues observe that students experience college as a temporal state based on class standing (*i.e.*, freshman, sophomore, junior, and senior) as well as expectations placed on them during specific periods of time. During interviews, students noted that time seemed to accelerate during their sophomore year due to deadlines and applications for experiential learning activities such as study abroad and internships and again during their senior year because of graduate school applications and job searches.

Commenting on student experiences of time, Cuba *et al.* state:

> *Although academic and career-related objectives serve to advance students' focus on the future, social concerns tend to anchor them in the moment. But regardless of the directional forces at play, all of these heighten the sense of time compression in college* (39).

In terms of approaches to personal time management, the authors note that students who employed strategies to achieve "balance" rather than to impose rigid deadlines seemed to fare better academically, experience less stress, and maintain better physical and mental health.

Making Friends

Cuba and colleagues suggest that student experiences making friends and building networks of peer support also varied based on school year, with freshmen benefitting from an "open marketplace" of potential friendships and institutional structures designed to maximize student interactions. During their sophomore year, students begin to winnow first-year connections, and by their junior and senior years, students experience changing social dynamics based on study abroad departures and returns and graduations.

Within their sample, Cuba *et al.* identify two subpopulations of first-year students that had notably different experiences making friends: student athletes and minority and international students. Consistent with findings by Chambliss and Takacs (2014), college athletes were frequently hampered in their efforts to make friends outside of their sports due to practice, game, and travel schedules. In addition, while the majority of international students and students of color appreciated targeted social programming efforts by college administrators, some expressed feelings of being singled out based on "presumed social identities" that had "little salience" to them (56).

Feeling at Home

During their investigation, Cuba and colleagues asked students to reflect on their experiences of college as "home"; the authors describe "home" and "belonging" as "establishing a physical and emotional space of comfort rather than a connection to a group" (215). The authors assert, "The choices of where to live in college, the changes students make in the physical places they inhabit, and the ways they feel about those spaces all serve as opportunities to reexamine what home means to them" (87).

Despite this definition of home, most students attributed their sense of belonging not to a physical space but to the friends and peer networks they had established. Others defined home on the basis of developing meaningful personal relationships with faculty members or thesis advisors. The experience of establishing social and academic relationships is consistent with findings by Chambliss and Takacs (2014), who state, "What really matters in college is who meets whom, and when" (16).

Seeking Advice

As documented in the research literature on academic advising, Cuba and colleagues found that "learning how to interact with faculty and staff, particularly a faculty advisor, increases students' opportunities to obtain relevant, personalized advice—advice that can promote competence and growth and aid in decision making" (109). Notwithstanding these benefits, students had differential experiences with advising in their first year, often due to role confusion and unclear expectations of students and faculty advisors. According to the authors, some students viewed advising as an opportunity to develop a meaningful relationship with a faculty member while others saw advising as an obstacle to overcome. Cuba *et al.* note that many students did not see their

advisors for what they represented: access to "important people, information, and resources outside of their own social networks" (117).

By their sophomore year, students started to recognize the increasingly important role of academic advisors in making significant academic decisions, such as declaring a major or deciding to study abroad. Students' relationships with their advisors were bolstered by personal connection, shared academic interest, and/or recognition by students that advisors, indeed, have their best interests in mind. The authors contend that with practice, students become better seekers of advice.

Engaging Academically

According to the authors, "Colleges pay a lot of attention to engagement because it's positively correlated to a number of valuable outcomes—persistence, personal development, learning, and satisfaction" (176). Current measures of engagement, however, are too limiting. They offer only dichotomous options: engaged or unengaged. Cuba *et al.* found more nuance among their sample by asking questions about academic engagement every semester on a course-by-course basis. They suggest that students can be engaged with "specific classes, assignments, professors, pedagogies, subjects, and methodologies" (144).

The authors assert that based on students' orientations toward academic majors and curricula, they may experience academic engagement as episodic, sustained, or cumulative experiences. The results of an annual survey lead Cuba *et al.* to observe that "students who expressed an interest in getting a good or better grade each year were less likely to mention engagement themes…in their definitions of a successful year" (165). In this study, engagement themes included a desire to learn or taking interesting classes, getting to know faculty, exploring new subjects, and conducting independent research.

These findings are consistent with Lang (2016), who suggested that the best and deepest learning takes place when it is driven by intrinsic motivators—when "the learner cares about the learning itself or the matter to be learned rather than some reward she will receive at the end of the learning period" (169). According to Cuba and colleagues, grades remain a "partial and imperfect indicator of what students have learned or how their habits of mind have been shaped" (168).

While the majority of *Practice for Life* focuses on student decision making, the authors briefly discuss ways in which colleges can alter institutional structures to increase the likelihood that students will have additional experiences for academic and social engagement. Specifically, the authors argue for creating more horizontal (interdisciplinary) linkages across curricula and pedagogy and structuring more opportunities beyond the first year for students to interact with racial and class differences in the classroom. These ideas, while intriguing, were constrained to the last few pages of the book and received only perfunctory analysis; readers may have benefited from more robust discussion by the authors.

Summary

Practice for Life is an interesting exploration of student decision-making processes at the postsecondary level. The research is well-referenced and impressive in scope. However, the authors focus on a very narrow population of students who attend highly selective institutions of higher education in the United States, and they conflate the concepts of a liberal education with the experiences of a liberal arts education. The academic experiences in *Practice for Life* are simply not the same for the majority of college-bound students. The following example based on college selection clearly demonstrates this disparity.

Cuba *et al.* note that many of the students in their sample started looking at colleges as early as their freshman year of high school on the basis of recommendations by their guidance counselors. The concept of "college going" for students was frequently influenced by family vacations and college visits with older siblings; the tacit expectation was that these students would attend college after graduating from high school.

Working-class students do not have the same financial resources and family support that would make college attendance—let alone attendance at a private, residential, four-year college—a foregone conclusion. Almeida (2015) notes that first-generation, low-income students frequently lack knowledge regarding the world of higher education and may not know what educational options or resources are available to them. Students may also face obstacles in terms of poor academic preparation (Garcia 2015); lack of familial and societal role models (Duncheon 2014; Gardella, Can-

dales and Ricardo-Rivera 2004); and self-doubt regarding academic abilities (Cox 2009).

One major takeaway from *Practice for Life* is that students have the power to make decisions throughout their time in college, and the outcomes of these decisions can yield significantly different results in terms of their academic and career trajectories. This point is most clearly articulated in the chapters regarding advice seeking and academic engagement and demonstrated through comparative student case studies. The earlier chapters would have benefited from a similar format and structure. The themes identified by the authors may be of interest to a general audience; however, given the current enrollment trends in higher education, *Practice for Life* may have greater appeal to students and families seeking a residential, liberal arts college experience.

Connecting in College: How Friendship Networks Matter for Academic and Social Success

MCCABE, J. A. 2016. CHICAGO: UNIVERSITY OF CHICAGO PRESS. 226 PP.

Reviewed by Matthew Fifolt

In *Connecting in College*, McCabe uses social network analysis and other research methods to examine the structure and content of student friendships at a traditional four-year residential university in the midwestern United States. While much has been written about the positive and negative impacts of peer relationships as well as the value of peer involvement, the author suggests that little is actually known about the network structure of these relationships in terms of social and academic success.

McCabe notes, "Interactions between people are the basic building blocks of society" (7). Therefore, studying the formation of student friendships may provide new and valuable insights to improve student experiences in higher education. Using a longitudinal research design, the author examines (a) the types of friendship networks students form, (b) who forms which type, (c) what academic and social outcomes are attached to each type, and (d) how friendship networks affect students after college (5).

Friendships

McCabe observes, "Students do not just have individual friendships; they are embedded in a larger social structure" (25). Therefore, social network analysis can be used to systematically analyze and present friendship connections both visually and numerically. In this study, the author identifies three distinct friendship network structures: tight-knitters, compartmentalizers, and samplers.

These network types are most clearly distinguished from one another by network density or clustering of friends within the network. Tight-knitters tend to have a highly dense network group; compartmentalizers have multiple clusters of friends (middle-density networks); and samplers have friends from a large variety of settings—many of whom do not know one another (low-density networks). In addition to density, McCabe articulates two other social network concepts—betweenness centrality and modularity—which confirm that there are meaningful differences between these three network types.

According to McCabe, the most significant way in which network types differed was in terms of race: most students of color were tight-knitters whereas most white students were compartmentalizers (27). The author suggests that students of color frequently develop close social ties, especially among same-race peers, as a way to seek and receive support for shared experiences regarding race. She writes, "White students rarely commented that they desired same-race friendships. Instead they claimed a color-blind ideology…White students, however, frequently commented on how diverse MU's campus was whereas students of color frequently noted a lack of diversity" (30).

McCabe contends that friendship patterns in general "reflect differences in whether students experienced comfort and ease in the college environment or whether they experienced hardships and isolation" (37). She states, "Rather than assuming that friendships work in the same way for all students, we should

recognize how structural inequalities may be reflected in the shape of students' friendship networks, as well as the purposes those networks serve for students" (38).

Finding Balance

According to McCabe, previous scholars have focused on the ways in which friends distract from student academic success. In contrast, she notes that the students she spoke with expressed a desire to strike a balance between academic and social success, frequently employing sophisticated strategies to either separate "academic time" from "social time" or to integrate friends into their academic experiences. Students also viewed time with friends as either a break from academics or as a reward for completing academic tasks.

Students identified four unique ways in which they involved their friends in their quest to do well academically, including instrumental assistance (*e.g.*, advice, editing, quizzing); emotional support; intellectual discussions; and competition. Notably, McCabe observes that previous researchers have presented a false dichotomy regarding friends and academics: friends *either* distract *or* help (63). McCabe demonstrates that students can effectively integrate friendships into their academic lives and be successful. In fact, she observes that some students actively cultivate friendships with individuals who support their academic endeavors. McCabe writes, "Friends who either share their friends' goals, motivations, and behaviors or serve as a model for these characteristics are incredibly helpful in supporting students' efforts for balance" (65).

Friendship Structures

Tight-knitters. McCabe describes tight-knit networks as highly dense structures in which friends from all spheres know one another and are highly connected. High-achieving tight-knitters had friends who supported their academic efforts by providing instrumental help, emotional support, and intellectual engagement; low-achieving tight-knitters, by contrast, experienced negative peer pressure for academic achievement. McCabe states in summary, "Tight-knit networks intensify friends' (positive or negative) impact" (66).

Most tight-knitters in the sample were black and Latino (63 percent); two-thirds were first-generation college students, and nearly half self-identified as lower to middle class. The author suggests that students from underrepresented groups searched for or created a supportive community of friends in order to experience a sense of belonging. According to the author, "All black and Latino tight-knitters discussed how race or ethnicity played a part in their feelings of marginality and hypervisibility" (90). Friends in these networks were seen as individuals they could relate to and who would help students overcome their feelings of isolation.

Despite strong social support from friends, low-achieving tight-knitters frequently found themselves in networks in which friends lacked the skills and knowledge to help one another. This finding is consistent with Almeida (2015), who noted that first-generation and low-income students frequently do not have a strong college-going culture and thus may lack the social capital necessary to help their peers succeed academically in higher education. Conversely, tight-knit networks were academically powerful "when students actively cultivated academically supportive friendships" (89).

Compartmentalizers. As the name suggests, compartmentalizers had clusters of friends who provided different types of academic and social support. While individuals within clusters were tightly connected, friends rarely knew one another across clusters. The majority of compartmentalizers were white and middle- to upper-class students, and most identified one or more groups on campus with whom they felt they belonged. According to McCabe, compartmentalized networks made it easier for students to balance academic and social life. She acknowledges, however, that balancing multiple friendship groups can pose challenges in terms of competing expectations and time.

Compartmentalizers in this sample reflected many of the characteristics of "socialites" and "achievers" as described by Armstrong and Hamilton (2013) and similarly homogenous groups as described by Chambliss and Takacs (2014) and Cuba, Jennings, Lovett, and Swingle (2016). Unlike students of color or those of lower socioeconomic status, compartmentalizers indicated that "making friends was easy because they perceived most people around them as 'like me'" (95). While this finding speaks to the importance of belonging, it also highlights the undeniable benefits of class and privilege.

Samplers. The author characterizes samplers as individuals who have a large number of disparate friends who do not know one another. In fact, she distinguishes

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this network type from the other two based on its *lack* of relationships among individual members. McCabe describes samplers' networks as "a collection of friends but not a supportive community" (119). Most notably, samplers were the most academically independent of the three network types. Rather than relying on friends for instrumental help, emotional support, or intellectual engagement, "samplers relied on themselves" (130).

Overall, friends did not provide samplers with academic support; however, they did not hinder their academic success either. McCabe notes that samplers were largely academically successful yet socially isolated. This observation may be of particular concern for samplers who were students of color. According to the author, these individuals not only felt socially marginalized but also experienced their marginal status as tied to their minority identity (129). McCabe advocates for more holistic measures of social and academic success in college to account for students' experiences of social isolation and marginality.

Student Follow-Up

McCabe reconnected with students five years after initial data gathering to determine the extent to which network structures changed post-college. She notes that tight-knitters tended to maintain or expand their networks while sampler networks seemed to evolve post-college to more closely resemble tight-knitters. Many samplers still had friends from multiple contexts, but rather than keeping them separated, samplers' friends now knew one another.

Compartmentalizers continued to segment the support they received from various friendship groups but primarily with new clusters of friends. Irrespective of network type, interviewees demonstrated greater maturity in defining friendships after college, often defining them based on common experiences and goals and greater depth of relationship.

Moving Forward

McCabe's primary recommendation for college and university administrators, faculty, parents, and students is to recognize the value of social interactions within peer networks. Contrary to the authors of previous studies, McCabe demonstrates that academic and social success are not mutually exclusive goals; therefore, the benefits that students experience within their networks of friends should not be discounted. However, some students (*i.e.*, samplers) may achieve academic success yet still feel socially isolated or marginalized among their peers. Therefore, it is important for all students to find a home or niche in some campus community (Cuba *et al.* 2016).

To positively influence friendship networks, McCabe encourages college and university administrators and faculty to identify opportunities for students to interact with one another in significant ways. These recommendations are consistent with the transformative learning experiences outlined by Johansson and Felten (2014) and high-impact practices described by Kuh (2008). McCabe states, "Faculty can support students' social ties by acknowledging their importance while promoting meaningful opportunities for students to work together through cooperative and problem-based learning" (173).

For students experiencing race- and class-based marginality, McCabe recommends expanding their peer networks to more closely resemble compartmentalizers. She writes, "Having a group of friends who provide social support and a group that provides academic emotional support, intellectual engagement, and instrumental help is advantageous and would reduce their [feelings of] marginalization and isolation" (175). Though this recommendation is well-intentioned, the author provides scant details about how it could be fully realized. An intervention like this undoubtedly would require greater faculty and staff involvement as well as financial resources; while such investments are warranted, they may require sacrifices elsewhere.

Summary

Connecting in College is an immersive and innovative exploration of friendship network structures and how they impact academic and social success in college and beyond. The author uses multiple and complementary research methods to illustrate network structures in relatable and engaging ways. The author's judicious use of student quotes reinforces her findings and adds a human element to a narrative that could easily be consumed by the methodical details of social network analysis.

The most valuable insights from this research may be McCabe's observations of social isolation and marginalization experienced by minority, first-generation, and

low-income students. Like authors of previous studies of race, class, and gender, McCabe observes that U.S. higher education continues to distribute resources unequally in order to preserve privilege (Goldrick-Rab 2016; Mettler 2014; Tierney and Duncheon 2015). She clearly shows how friendship networks can contribute to the reproduction or disruption of such inequalities (180).

To account for race and class differences at MU, a large, public, flagship institution, McCabe describes multiple methods she utilizes to ensure equal representation. She notes further that focusing her research on a public university was an important shift from previous studies that focused on highly selective institutions. Nevertheless, MU shares several characteristics with those institutions: it is a four-year, residential campus at which students are primarily white and of traditional college-going age (between 18 and 24 years of age). Given that the majority of college students in the United States are non-traditional and approximately half attend community colleges, these findings may be limited to an increasingly smaller college-going population (Bailey, Jaggars and Jenkins 2015; Cox 2009). Despite this limitation, *Connecting in College* makes an important contribution to the research literature on U.S. higher education. McCabe demonstrates how friends can help or hinder individuals both academically and socially and clearly describes how friendship networks influence life during and after college.

Communication for Consultants

OWENS, R. R. 2016. NEW YORK: BUSINESS EXPERT PRESS. 119 PP.

Reviewed by Matthew Fifolt

Communication for Consultants is a concise, resource-rich book designed to enhance the business communication of current consultants as well as individuals interested in entering the field. As a business communication instructor and frequent consultant, Owens shares her knowledge and experience with a specific focus on bridging the gap between clients and consultants. She summarizes the purpose of the book as follows: "Consultants in any practice need excellent communication skills or they will fail" (xvii). As one might expect of the author of a book on communication, Owens writes in a clear and persuasive tone, articulates learning objectives at the beginning of each chapter, provides content that supports the stated objectives, and closes each chapter with key takeaways.

Owens astutely observes that relationships between clients and consultants change over time, and the success of these relationships frequently depends on professional and consistent communication. She states, "The absence of communication is as significant as what you actually write and present" (2); therefore, communication needs to be both deliberate and targeted. According to Owens, effective communicators pay attention to tone, clarity, medium, and format. "In all communication," she says, "we must be acutely aware of our audience; our goal is to make comprehension easy for the reader or listener…(and) we must be time and effort conscious" (7).

The author divides the client-consultant relationship into three phases—pre-engagement, engagement, and post-engagement—and describes the various types of written and oral communication formats that comprise each phase. Owens notes that communication is successful when the consultant focuses first on a client's needs. She outlines an audience analysis strategy that (a) assesses the situation, (b) recognizes the most effective communication product, and (c) identifies the best method for delivering the information. For each phase, Owens provides case-based scenarios and examples and guidance to help the reader avoid common communication pitfalls.

While this book is targeted to a specific audience of consultants and would-be consultants, the lessons Owens provides are of value to professionals of all types. These are, after all, best practices in business communication. Owens notes that consultants, and especially those in larger organizations, frequently move to the sidelines during pre- and post-engagement so that project or team managers can open and close projects. Other than a reference to "internal communication" among members of the team, there is little discussion of the distinctions between team roles and responsi-

bilities. As such, all of the communication examples in *Communication for Consultants* seem to be outward facing between consultants and clients. Additional inward-facing examples between consultants and team members might have further clarified roles and responsibilities and further strengthened this useful resource.

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