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Koinonia

Association of Christians in Student  
Development

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Spring 1993

### Koinonia

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Spring 1993

# Koinonia

ASSOCIATION FOR CHRISTIANS IN STUDENT DEVELOPMENT

## Guiding Principles Toward Development of An Ethic of National and Community Service with an Emphasis Upon Higher Education

by Cliff Briggs

U.S. Commission on National and  
Community Service

Serve! America - Hearings on National  
and Community Service

Davidson Conference Center,

University of Southern California, Los Angeles,  
CA — Wednesday, December 16, 1992

*The following article is written testimony that was presented on behalf of Azusa Pacific University by Cliff Briggs, Project Director for Service Learning and Community Outreach at APU.*

Azusa Pacific University is a private comprehensive suburban university located 30 miles from downtown Los Angeles. Supported by a strong Christian tradition, the ethic of service is reflected across the spectrum of the university. Academic endeavors are deeply influenced by the aim of service. Besides a traditional liberal arts curriculum, students engage in professional training programs including teacher education and nursing. With a student body of 3500 students and a service requirement for graduation, local community service abounds. The University's collaborations serve several local school districts, governmental agencies and more than 50 community-based organizations.

As a member of the California Campus Compact, APU provides 100 student mentors to at-risk youth through the national Campus Partners in Learning program. The University is a collaborating partner in two proposals submitted recently through the

CalServe initiative. As one of the 85-members of the Christian College Coalition, the university also reflects the interests of approximately 100,000 college and university students nationwide.

The author has held various student service roles within private higher education over the last twelve years including the University of Southern California. He holds a master's of Art degree in Social Science and has served as an adjunct instructor. His present duties center around cultivating student learning experience within the context of community service. He works closely with the Azusa Unified School District and is initiating a summer of student outreach with churches and community-based organizations in Los Angeles. He serves on the board of three non-profit community agencies. He also holds membership in the American Association for Higher Education.

### Guiding Principles Toward the Development of An Ethic of National and Community Service With An Emphasis Upon Higher Education

*"In general terms, service is a willing, working, and doing in which a person acts not according to his own purposes or plans but with a view to the purpose of another person and according to the need, disposition, and direction of others." —Karl Barth*

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“Once there was a student who was with a teacher for many years. And, when the teacher felt he was going to die, he wanted to make even his death a lesson.

That night, the teacher took a torch, called his student, and set off with him through the forest. Soon they reached the middle of the woods where the teacher extinguished the torch,

without explanation. ‘What is the matter?’ asked the student. ‘This torch has gone out,’ the teacher answered and walked on. ‘But,’ shouted the student, his voice plucking his fear, ‘will you leave me here in the dark?’ ‘No! I will not leave you in the dark,’ returned his teacher’s voice from the surrounding blackness. ‘I will leave you searching for the light’” (taken from JACOB THE BAKER by Noah benShea).

The question Jacob the Baker raises is an intriguing thought. Are we left in the dark to wander aimlessly, or are we able to search for the light? I wonder if this is how the disciples felt, when they asked Jesus what he meant when he said that he was going to leave them, but would send another comforter. The easy thing would be to acknowledge the darkness and embrace it. We live in what some have called an age of darkness. We all see students every day who are flirting with this darkness whether it be in their thinking or their lifestyles. But that is not what we are called to do. We are not only to search for the light, but we are to be the light. Matthew 5:14 states, “You are the light of the world.” Our Christian pilgrimage should be both a search for the light and to be light ourselves in the darkness. As you work with students in these last few weeks of the semester, I want to encourage you to affirm them as the light of the world and also send them on a quest to seek the light wherever they go and in whatever they do.

It has been a great honor for me to serve as president of ACS D. I firmly believe that ACS D plays a unique role in higher education and student development-related work. As I look over the last couple years, I am pleased with the work that we have been able to accomplish. The membership is now over 700 representing over 200 institutions and organizations. The last several national conferences have averaged well over 300 in attendance. We have funded several research grants; sponsored several prayer breakfasts at national professional conferences; and we will be sponsoring a new professionals retreat this June prior to the national conference at Houghton College. I have also been privileged to work with an excellent executive committee. They have given freely of their time and talents.

In closing, I want to encourage you to attend the national ACS D conference at Houghton. It will be better than any professional conference you will attend this year, and you will have the added benefit of fellowshiping with Christians from all over the country and a variety of institutions.

Have a great spring semester, and I look forward to seeing you at Houghton.

—Norris Friesen

Continued from cover

## Ethic of National & Community Service

**1. The ethic of Service should be integrated throughout the fabric of U.S. institutional life.**

Avenues of national and community service should be central to the framework of schools, corporations, community-based organizations, religious groups, and governmental agencies. American institutional life should reflect the social responsibility of serving the common good.

**2. The National and Community movement should reflect four common characteristics.**

a) Any national measures should complement the aims of our educational system. Service programs should be implemented in both the public and private sectors and be incorporated into elementary and secondary schools, colleges and universities and adult alternatives. Attention should focus as much on the learning outcomes of the volunteer as the needs of the recipient or the objectives of the service agency.

b) A national service program should reflect the diversity and complexity of the American public. Opportunities should be available for men and women from every age group, ethnic background or economic background. Recipients of the service programs should also reflect this diversity.

c) National and Community Service opportunities, although reflecting a strong commitment to health and human services, should be developed to serve all aspects of contemporary life, such as education, labor, and commerce. The ethic of service should replace the value of greed within our corporate sector.

d) Service opportunities should be avenues for individuals to make connections between interests, skills and vocational objectives with identified community needs. The pursuit of life-long education should be encouraged through active volunteer participation. Orientation sessions and inservice training should not only equip volunteers for service but also reflect transferable skills.

*“If more politicians knew poetry and more poets knew politics, I am convinced that the world would be a little better place in which to live.” —John F. Kennedy, Harvard, 1956.*

**3. The National and Community Service movement should become a model for institutional collaboration.**



There is a great need for the public and private sectors to come together to address our common community concerns. We need to recognize the inter-relatedness to the many segments of our society. Cooperative compacts between school districts, businesses, community-based organizations, government agencies, churches, and colleges & universities would change the face of local communities. Besides helping institutions be more responsive to the needs of local communities, common needs and resources would be identified and utilized for the good of the whole community.

#### **4. The National and Community Service movement should be reflected in the breadth of educational reform measures.**

School district restructuring, adopt-a-school initiatives and private enterprise schools should be avenues for a comprehensive community service initiative. Community-based service learning opportunities will result in the entire community educating a child. Connections should be encouraged between the classroom and real-life settings. Students should be encouraged to participate in extended service internships which will contribute to their life-work experience. Incentives and recognition should be available to all participants.

#### **5. The National and Community Service movement should recognize the vital role of colleges and universities toward developing this arena.**

a) The needs and resources of a college or university can serve as a catalyst within the local community. Educational and business interests go hand-in-hand in serving their surrounding communities. Non-profit and governmental agencies benefit greatly from the wealth of resources of energetic and gifted college students.

b) Community Service should be used as a vehicle for exposing students to higher education. "College begins in kindergarten." While not all persons should be expected to go to college, all students possess the right to equal access. Opportunities for school/college collaboration, including community-

based service learning projects, will broaden the realm of education for the nation's students.

c) Colleges and universities should continue to be given a priority in assessing, establishing and evaluating these national and community service ventures. Measurable outcomes must be identified and evaluated. The wealth of behavioral science resources within academics can best serve the common good.

*"I would like to see all colleges and universities require community service as central to liberal learning, to help students see a connection between what they learn and how they live. Reinhold Niebuhr put the challenge this way: "Man cannot be whole except he be committed. He cannot find himself, unless he find a center beyond himself. I'm suggesting that when all is said and done, the quality of liberal learning will be measured by the willingness of graduates to be socially and civically engaged. I am convinced that the young people of this nation are ready to be inspired by a larger vision." —Ernest Boyer, Azusa Pacific University, January '91.*

#### **6. The National and Community Service movement should seek to complement the 17,000 existing youth service organizations.**

The needs of youth, whether in urban, suburban or rural communities, are deserving of our rapt attention. As reflected in last week's Carnegie Commission report on adolescent development, local organizations are in need of providing basic youth community services. "One of the main reasons that adolescents are being exposed to so many dangers, including violence and drugs, is that schools, churches, recreation centers, and other community organizations are failing to provide youths with safe and engaging places to spend their free time, said David A Hamburg, president of the Carnegie Corp. and chairman of the Carnegie Council on Adolescent Development."

#### **7. The National and Community Service movement should embrace both the business and civic communities, including religiously affiliated institutions.**

Just as corporations and small businesses are key to sustaining economic vitality, churches, synagogues and temples are central to restoring the heart of a community. Service initiatives should be reflected in all aspects of society, not just the non-profit or governmental sectors. The current renewal of Los Angeles demonstrates the influence of both corporations and local congregations in public-private partnerships. Neighborhoods revolve around the realities of everyday life, including going to the corner grocery store or to church on Sunday.

#### **8. National and Community Service programs should be decentralized.**

This includes the organization, implementation and funding of these measures. When the many avenues of national and community service get together, the federal interest should not overwhelm the other sectors. Government jurisdiction should not minimize local governmental and community interests. Nor should the federal deficit be expected to carry the weight of implementation. The system should provide for public-private partnerships which share responsibility for organizational and financial resources.

*(Azusa) is now a community with many of the same problems of the inner city and rapidly becoming more complex to manage. Our children are constantly being pressured by gang activities, drug use and a decline in family values. The (Azusa community's) leadership must reach out to each other and form partnerships for the specific purpose of addressing the need to enhance the quality of life for all those who live and work in our community. —Inez Gutierrez, School Board President, Azusa Unified School District, upon the inauguration of Dr. Richard Felix, President, Azusa Pacific University, January 1991.*



# UNDERSTANDING THE



## Changing Face OF STUDENTS

*I am optimistic for our future as a profession and for the positive contributions that we can make to the lives of our students and the health and wisdom of our institutions.*

## Mirrors of the Past, Direction for the Future

by Margaret J. Barr

*The following article was a keynote speech given by Margaret J. Barr at the Spring, 1991 NASPA conference. Dr. Barr will be a keynote speaker at the 1993 ACSD National Conference at Houghten College this June.*

I am honored and privileged to be a part of this NASPA program. It is always a pleasure when your colleagues think you may have something of value to share and it is particularly true in a professional association that holds such meaning for me. Over the years I have had an opportunity to work with many in this room. Their care, their understanding, their willingness to become part of my life, their critical appraisal of my ideas and writing, and their support have all been tremendous gifts to me. For those gifts and many others I am both honored and pleased to be with you.

*Margaret J. Barr is Vice Chancellor for Student Affairs Texas Christian University*

At the recent Institute on College Student Values, Arthur Levine declared that this was the "decade for student affairs." He believes that in these times our strong foundations of understanding students and

their cultures, our ability to manage crises and our management skills will position us more than ever before to be leaders within the community of higher education. I, of course, was delighted when he declared this to be our decade. For I am very optimistic about student affairs and the central and important role we play in the education of students.

This year has not been an easy one for higher education. Many of you in this room have felt the pain of budget cuts and reductions in funding either from the state or from private resources. Those of us in the private sector of higher education are worrying about the sizes of our entering classes since we are in demographic downturn complicated by an economic downturn. Those of you in public higher education are faced with new mandates, priorities and programs from the state level with either reduced or steady state funding. All of us are wondering how we can retain students in our institutions and how we can help our students to take on the challenges of the future. Sometimes we all feel like we are being asked to do too much, to meet too many conflicting agendas, to respond to overwhelming needs, and to enforce federal and state regulations that didn't even exist ten



years ago. I know, that at times, my life is filled with demands and responses that are not those I would choose and I am sure that the feeling of being buffeted by the winds of change is shared by many in this room.

But even with these forces of change as Lee Upcraft and I said in *New Futures for Student Affairs*, I am optimistic for our future as a profession and for the positive contributions that we can make to the lives of our students and the health and wisdom of our institutions.

My optimism is not just based on wishful thinking. It is based on our collective ability to adapt to changing conditions, take responsibility, be creative, and on our strong foundation of theory and exemplary practice.

**ADAPTABILITY.** I can remember with great clarity when I heard the doomsayers and naysayers exhorting that we will never survive the change in the legal relationship between the student and the institution and the demise of the legal traditional doctrine of *in loco parentis*. Many were also absolutely sure that the Family Educational Rights and Privacy Act, lovingly called the Buckley Amendment, would cause such difficult paperwork and such complexity that we would spend all of our time enforcing the new statute. Obviously, it has caused us problems and difficulties but I have yet to hear of a single administrator in higher education who was so burdened with paperwork from the Buckley Amendment that life stood still. We were told that the numbers of students enrolled in higher education would drop—but new students came—older, non-traditional, physically challenged and minority students. We still face the challenge, however, of finding ways to make all of these groups be an integral part of the educational enterprise.

I am also optimistic, however, because of the response we have made as a profession to changing students and institutional needs. While we would all agree that the lives of all of us in this room are very different from that of the traditional Dean of Men or Dean of Women of forty years ago I feel that sometimes we do not stop to really examine the ways in which our roles and functions have changed. We are dealing with students who are very different. Their expectations for higher education vary and they are very diverse in their backgrounds, skills and competencies. In addition, we are also managing very large and complex budgets, facilities and services and are expected to do so in an efficient and effective manner. We are dealing with legal mandates which are increasing

every year and do so with some grumbling but usually with a commitment to respond to the mandate in the best way we can to aid our students and our institutions. We are also confronting changed societal expectations regarding higher education and often are called upon to be spokespersons for our institutions in times of crises.

New skills and competencies have been called for, and for the most part, the profession has met the challenge. We have done this, in part, by expanding the types of professionals that are and should be a legitimate part of student affairs. Think about your staff colleagues: many, if not most, do not come from traditional student affairs preparation programs. Some are physicians, some psychologists, some come from a recreational sports background, others are nurses, some have social work training and some are specialists in business management and computer science. One of our challenges for the future is to find ways to nurturing these diverse and talented professionals within our student affairs organizations.

Our new students are also a reason for optimism. Their diversity is slowly beginning to reflect the diversity of American society. Older students, physically challenged students, and minority students are entering higher education in greater and greater numbers. Among our biggest challenges in the future will be to find ways and means to help these students graduate, prosper and grow within higher education. I am deeply concerned, however, with the under representation on our campuses of two groups: African-American males and Hispanic females. We absolutely need to find new methods to attract and retain students from these and all other groups and we absolutely need to prepare our current and future staffs to understand and appreciate differences between and among students of different ethnic backgrounds.

**RESPONSIBILITY.** I am also optimistic because we are becoming increasingly connected to the academic life of the higher education enterprise. As we said in a "A Perspective on Student Affairs" the academic mission of our institutions is preeminent and we are partners in helping our students meet those challenges. Learning occurs in all types of settings both within and without the classroom, both formally and informally and it is clear that the out of class environment is critical to the academic and personal success of students. George Kuh, John Schuh and Elizabeth Whitt and their colleagues have made an enormous contribution in helping all of us identify just what factors within the out of class environment help it be an educationally purposeful tool for students.

*Continued on page 6*



## **Mirrors of the Past**

We have also taken responsibility to meet the new challenges a more diverse student population brings to the campus. Very often it is staff members in the division of student affairs who are the initial responders to students who are different from the mainstream. It is no accident that services for the physically challenged, minority students and older students often begin in a division of student affairs on any campus. For we hold a special responsibility based on our history, tradition, assumptions and beliefs as my former president William Monat said, to "speak up for students but never down to them".

Ethnic diversity and multiculturalism are also issues of optimism for me although I must confess that I am concerned about whether or not this is a fad or a genuine commitment on most of our campuses. Many states, including my own have become majority minority states and it is absolutely imperative for all our students to prepare them for their future life in a world where many of their co-workers, supervisees and supervisors may be different from them. To do less means that we have missed an important and essential opportunity for education. Many of our students are also struggling with their own reactions to affirmative action programs and special support programs that are more than just rhetoric. Inexplicably intertwined with these issues is the issue of effectively confronting the growing incidents of racial and ethnic harassment that have occurred or are perceived to have occurred on our campuses.

**CREATIVITY.** My optimism is further bolstered by the creativity and responsiveness that I experience in most divisions of student affairs even when resources are diminishing or remain at steady state. We are just becoming better managers of the enterprise and combined with our knowledge of student development and student cultures we are able to forcefully make the case when asked the question "What is it you do and why does it take so many of you to do it!" Of course, not always do I hear the answer that I would like, when staff members on my own and other campuses are asked that question. We are still, too often diffident about our role and unclear about what exactly will not

happen if our programs and services were to disappear. During this conference you have seen many examples of creative responses to genuine human needs on campuses. The movement toward the use of student paraprofessionals, the responses to the growing problems of substance abuse, acquaintance rape, hazing and eating disorders are but a few examples of how any division of student affairs with the will, the energy and creativity can respond to new challenges even when resources are not what we would like them to be.

**THEORY AND EXEMPLARY PRACTICE.** We know a great deal about students and how they develop and grow. We also know a great deal about student cultures and how they influence the academic and personal growth of students. I always am amazed, and yes a little bit amused, when my faculty colleagues are surprised in the difference in our student bodies from ten, twenty or yes thirty years ago. One of our obligations to our campus colleagues is to freely share what we have learned about students and their changing needs, wants and priorities. For example, examine the CIRP data on your campus with particular emphasis on the items that directly or indirectly deal with self esteem- you will find some trends in gender differences which should be of concern to all of us - women are expressing less self esteem in a number of critical areas - and we need to understand why? During a time in American history when social policy indicated more not less attention to issues of sex discrimination, sex harassment and equal opportunity - why are women feeling even less secure about who they are and how they are perceived? We do not really know the answer to that question but how much better could we respond to the issues of acquaintance rape, sexual assault, career choice and family issues if we really understood? There are so many questions out there that we do not understand and so much we need to do to increase our professional effectiveness.

I do believe, however, that we have made significant progress in the last few years in increasing our understanding of ethnic and gender differences among our students. New models have been developed which help us all understand that in some very significant ways men and women view the world dif-

ferently and that what is perceived as success in a white environment may not be viewed the same way in another cultural milieu. We know that there are differences and we must find ways to work positively with those differences instead of expecting conformity. We need to encourage such theoretical developments and testing so that we can all be better at understanding students, their differences, their commonalities and their cultures. Throughout this convention you have received some very powerful data regarding what differences colleges make, what makes an involving experience for students and what makes a difference in success. My challenge to all of you is not to merely listen to that data but to find methods to translate this cutting edge information to your institutional environments on your campuses. Thus, we need to continue to encourage theory development and testing. We need to observe exemplary practices, take what we learn and adapt the best to our own campus environments. We need to be committed to not being static, to not accepting that what we did in the past will serve us, and our students and our institutions, well in the future.

Of course, my optimism may not be felt by many in this room. Situations on campuses can and do vary. Funding levels are variable and the recruitment of students is a very hard task for our admissions officers. Although the beginning of this decade has not produced an easy year for higher education I do think it is a year in which the roles and purposes of student affairs have become ever so more closely linked to the goals and purposes of our institutions.

When I was asked to provide a title for this address I actually stopped and thought what I wanted that title to say! I had recently read a column in our local newspaper where a child noticed mirrors for the first time. Her parents watched her jumping in front of the mirror and then quickly jumping away, she would then sidle up to the side of the mirror and peek one eye open to see if she could still see anything. She jumped, she walked backward and looked and looked and looked and looked. Her parents were amused and finally asked her what she was doing. The child looked relieved that they finally had asked...pointed to the mirror and said "Am I



in there?" She was confused and in many ways her confusion reflects the challenge that faces all of us in student affairs. For if we only reflect on our past and look into the rich mirror of theories, practices, roles and purposes that have traditionally supported and enhanced student affairs we may also become confused. Is our identity only a reflection in the mirror of our past accomplishments or is it an evolving process as we face the challenges and choices of change that confront us?

For in the future we will not be dealing with situations, problems and issues that are clear cut. There will not be any right or wrong answers. And we must learn to confront the paradoxes we will face in the future with as much skill and compassion as we can. Let me give you a few examples to illustrate the complexity of the environment that we are now dealing with and will be dealing with in the future.

#### **FREE SPEECH VS. RACIAL HARASSMENT.**

Free speech is a cherished principle in the academy. It is the foundation for institutions of learning where ideas can be freely debated and issues explored without fear of retaliation. Providing an environment conducive to learning for all students is also an ideal of higher education. In addition, bigotry in any form is not acceptable to most of us in higher education. We believe in the principles of individual growth, in individual differences and in the worth and dignity of every human being no matter what their racial or ethnic background. When these two powerful sets of principles collide a paradox results and it is a paradox of very powerful proportions. Vaman Gregorian, President of Yale, said it very well in a letter to the *New York Times* declaring "The university's most compelling challenge is to achieve a balance between the right of all individual members to operate and speak freely, and fostering respect for and adherence to community values and standards of conduct." Can the twin principles of free speech and the need to have an educational community conducive to learning be balanced? I believe they can but it is not going to happen just through rules, regulations and promulgation's. It is not going to happen through judicial sanctions. It has to happen in the hearts and minds of our students, faculty and staff - and that requires

time, energy, patience, education and a great deal of hard, hard work.

#### **TECHNOLOGY VS. HUMAN INTERACTION.**

Technology has brought many freedoms to higher education. Work is processed faster and more accurately. However, technology has a downside - if we merely rely on technology as the means of communication on our campuses we lose a special part of what makes higher education a special place. Sometimes I not only want to know what you are saying but I also want to pick up the nuances in your communication through voice, gesture and interaction. There is a story, that may be apocryphal, that tells of a university where electronic mail was installed in every faculty members office and every student had access to a computer. One professor decided not to have office hours because the faculty member could communicate with students more efficiently through electronic mail. Efficiency may have been achieved but I wonder if teaching was thwarted?

#### **ACCESS VS. EXCELLENCE.**

This issue has been made into a good/bad, right/wrong issue when it really is about something else. Providing access to individuals previously denied from opportunities to access higher education does not automatically mean that standards will fall. On the other hand providing access without an appropriate mix of challenge and support will assure that some students will fail. Access does not mean that students will drop. Access does mean that students regardless of their race, creed, national origin, age or physical condition will have an opportunity to try but we need to make sure that we have provided support to help them achieve all they can be within our environments. Remediation, for some institutions of higher education, is a word that is abhorred- I can't tell you how often I have heard that "We are not in the business of remediation." Yet, if you carefully examine the preparation of many of our students, from every background, they have both skill and knowledge deficits which must be filled before they can equally compete on the playing field of education. I stongly believe that our skill in managing the paradoxes that I have outlined and the many others that we will face in higher education will be our greatest contribution to our institutions and

to our students. Ann Golseth and I offered two elements that we believe are essential for managing paradox in our chapter in *New Futures for Student Affairs: understandings and guiding principles*. Let me review these with you.

**UNDERSTANDINGS.** First, is to develop understandings. One understanding that is essential is that of the mission of the college or university and how that mission may translate into a position on a specific issue. Too often, institutional mission statements are viewed as abstractions and statements of intention rather than action, so we must take time to explore the specific relationship of an institutional mission statement to the day-to-day processes of decision making and problem resolution on the campus. A second understanding relates to the ethical dimensions of our work. Although student affairs administrators may not always be ethic experts they must be ethics officers on their campuses. Discussion of the ethical implication of decisions is essential in an environment where paradox prevails. Movement to understanding the ethical implications of our professional practice and consistency in approaching issues can aid our campus communities in achieving balance between competing, legitimate interests. A final understanding that I believe is essential, and one which will not surprise those who know me, is understanding the law. Frequently, we use the law as a last resort when we are forced to by students and others to deal with issues on a legal basis. Higher education is not an enclave of immunity from the law and thus understanding of the legal dimensions of our work is essential to the resolution of many differences on our campuses. On many campuses, policies and procedures have been developed to meet the explosion of mandates, regulations and compliance requirements. What is too often lost in the process of reaction is the positive value of the partnership between higher education and the law. I still believe, that "protection of individual rights, ethical and humane treatment and responsible actions are principles on which student affairs is founded. The emerging trend toward legalism is, in part, a response to the lack of adherence to these principles in the past." (1988)

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## **Mirrors of the Past**

**GUIDING PRINCIPLES.** There are many principles related to the management of paradoxical situations. Most can be related to three areas: agreement, integrity and utility.

One of the first principles in resolving conflicts is determination of commonality, common ground, agreements and ways to cooperate. This principle applies to goals, limits, procedures, time lines and decisions. Essential to reaching agreement is the process of inclusion of all who may be affected by the issue in the process of discussion.

A second principle is that of integrity which is a principle that is too often assumed rather than affirmed. Integrity means demonstrating consistency between beliefs and actions. Implicit in this definition is adherence to behaviors demonstrating honesty, fairness, sensitivity, and a commitment to doing no harm. The simplicity of these words hides the complexity of the issues at hand. Total honesty can sometimes be harmful, fairness to all sometimes seems impossible, sensitivity is interpretative and doing no harm involves evaluation.

The final principle is utility — a term rarely used with respect to a principle. What is the utility of dealing with a paradoxical situation? What can be gained and accomplished? What can be learned? Is it true that some issues can just be ignored and they will go away? Indeed, not every paradox of life in our society requires attention from higher education and student affairs.

Dealing with paradoxical situations is too often viewed as a problem rather than as a possibility. Paradox is a tool for learning, for change and for progress. For as we said in *A Perspective on Student Affairs*, "in a pluralistic campus community, the manner in which policies are made, decisions are reached and controversial issues are handled may be as important as the results themselves. Indeed, an institution transmits values

to students by the way it approaches policies, decisions and issues."

During this convention you have heard of the many and varied futures facing student affairs and higher education. Everyone has an agenda for the profession and for our institution. All must be considered and evaluated in the light of the unique circumstances facing each of us on our campuses. I also have an agenda which I believe is very important for us to address if we are to make the full and complete contribution that is within our capabilities to make to students and to our institutions.

**AGENDA ITEM ONE. We must continue to do what we do well.** A simple statement that requires ongoing commitment by the part of each of us in our institutions. In an era of tight resources and shrinking enrollment this becomes an even more crucial agenda item. We must use our skills as assessors and evaluators, and administrators to decide

what are the programs, activities and services that are essential to success for students in our institutions and then bolster those services in ways that make them more productive.

It also means that we will need to let some things go for we cannot continue to be all things to all people and provide quality to all at the same time.

In our zeal to confront what is new and different, what is challenging and controversial we must also continue to provide quality services to students through our offices and agencies. We need to examine what we are doing and see if it can be improved. We need to make sure that our facilities are safe, secure and well managed. We need to make sure that lights are on, food is on the table, health care is provided and security is there. To do less means that we have failed to meet our obligations to both our students and our institutions. For it is very difficult for students to see that we care, that we are concerned, that we believe in their worth and dignity when we fail to keep facilities clean,

when we don't make needed repairs and when we covertly encourage an atmosphere that is not conducive to study and growth.

**AGENDA ITEM TWO. We need to continue current programs and develop new ones that are explicitly targeted at the academic and personal growth and development of our students.** As we have learned at this convention, college is a time of great growth and development among students. We have also learned that out of class environments can either help or hinder that development. I believe that one of our prime agenda items is to develop specific programs that are rooted in theory and exemplary practice which can contribute to that growth and development of students. We are already doing this in so many ways through health programs, interpersonal growth groups, leadership training, and advising student organizations but we need to become even more intentional in our efforts at helping students learn, not just do when they are engaged in the co-curricular program on our campuses.

**AGENDA ITEM THREE. We need to aid in the development of campus environments (including programs, facilities and services) that recognize the increasing diversity of our students, promote equality and work toward the elimination of prejudice, bigotry and discrimination.** In order to meet the challenge implicit in this agenda item we have a twofold task. On one hand we need to work with students who have difficulty dealing with racial, cultural, ethnic, age, disability and sexual differences. We need to help them confront and overcome prejudiced attitudes, values and behaviors. On the other hand, we also need to be advocates for and responsive to students who have different racial, ethnic, cultural, religious backgrounds or who are disabled, have a different sexual orientation or have some other characteristic that distinguishes them from traditional students. We must help them gain the skills and competencies to function within the academic community while at the same time we also work to develop policies that assert our unwillingness to tolerate intolerance but also reflect our respect for the constitutional liberties of all persons.

***As student affairs professionals we must learn to grow and to change and not just to rely on what has served us well in the past.***



Part of the challenge in meeting this agenda item is reexamining the underlying assumptions we have about our students. Really study the data and see if your students are who you thought they are. Are you surprised that you have more older students, students who are physically challenged, students who are attending part-time, students who are working to finance their education, second degree students, and ethnic minority students? Each of these sub-groups (and many more) have unique needs which must be accommodated. It may be as simple as changing the hours of operation in some offices and agencies. It may be more complex and require the need to develop special programs that are responsive to the unique needs these students have. Students have and will continue to change and we need to make sure that we have adapted to those changes instead of hoping, as Jim Hurst says, that students will adapt to us.

**AGENDA ITEM FOUR. We must examine whether or not we are really responding effectively to female students.** As you heard earlier in this conference there still exists a "chilly classroom climate for women". That chilly climate, unfortunately can extend to the out of class environments which women students must negotiate. We have to find new methods to educate both male and female students to the positive value of eliminating sexism, sexual harassment and demeaning behaviors from their lives. All of us will be better for it. We cannot assume that sexism is eliminated because we have not seen a precipitous rise in complaints regarding sexual harassment. The behaviors of acquaintance rape, demeaning language and inappropriate behavior are all too much with us.

**AGENDA ITEM FIVE. We must reaffirm the academic preeminence of higher education and the central role of student affairs in supporting that mission.** We have to own the fact that students do not come to school for purposes of joining a student organization, a fraternity or a sorority, living in a residence hall, experiencing health problems or, in an ideal world, playing in intercollegiate athletics. We have an absolute obligation to make faculty more aware of the powerful influence the out of class environment has on the retention and aca-

ademic achievement of students. And despite issues of liability, publish or perish, or other barriers we must get faculty more involved in the co-curricular programs of the university. Further, we must be cautious in how we describe our students and the incidents they get involved in to colleagues in other areas. Sometimes we exaggerate, sometimes we break rules of confidentiality and sometimes we just plain gossip about students to faculty in an effort to help them understand the complexities and importance of our tasks. Karen Kitchener's ethical principle has great meaning when she indicates that we must be faithful - for if we cannot be trusted who can?

We should also establish ourselves as experts on students and campus environments based not only on our own experiences but also on our theories and research. As evidenced by the presentations at this conference by Ernest Pascarella and Patrick Terenzini we do know a great deal about students and we should share that knowledge freely with our faculty and other administrative colleagues.

**AGENDA ITEM SIX. We must respond appropriately to the changing and evolving organizational climate for student affairs.** In order to do so we must be able to clearly articulate our mission and goals and how they support the prime mission of the institution. We need to be more assertive in creating an organizational presence that ensures our participation in the overall governance of our institutions. We need to acknowledge that we also are managers of complex facilities and budgets and work to assure that we manage in effective and efficient ways. We also need to recognize, appreciate and acquire the skills necessary to master the political dimensions of our tasks. We, as do others, play many roles within the academic community and we must improve our ability to articulate those roles as spokesperson, enforcer of behavioral standards, as experts on students, as advocates for students, as bridgers, intervenors, program developers and managers.

### ***We need to celebrate our chosen profession.***

**AGENDA ITEM SEVEN. We must develop research and assessment programs to help both our institutions and our students.** Central to this task is increasing our skills in better describing our students as they enter our institutions, explaining what they learned beyond the classroom during their period of

enrollment and linking that learning to student affairs services and programs. We need to support and conduct research that expands our theories and knowledge about students and their environments and we need to use that knowledge to aid students in self understanding. Communication and understanding between student affairs practitioners and student affairs researchers must be improved. If we can learn more about students then both our and their effectiveness and success will be increased.

**AGENDA ITEM EIGHT. We must continue to be sensitive to and anticipate the changing federal, state and legal environments in which we operate.** This issue will continue to be with us and we must find appropriate ways to respond. Two recent controversies involving the Department of Education highlight the need for all of us to be vigilant regarding the regulatory process. The confusion that resulted as a result of the statement made by a member of the department staff on minority scholarships is one example. A second surfaced last month when the Department indicated that campus police reports were protected under the Buckley Amendment. We still do not have clarity on either issue but both could have profound implications for our practice.

**AGENDA ITEM TEN. We must join the computer and information age revolution.** Many of us are computer phobic but our efficiency and effectiveness is negatively impacted if we have that phobia. Each of us needs to examine how we can appropriately use technology to increase our effectiveness so that we can more readily serve students. As I indicated earlier this is a paradox and a balance must be achieved.

**AGENDA ITEM ELEVEN. We must develop our professional staff in ways that reflect the changing conditions of higher educa-**

*Continued on page 10*



## **Mirrors of the Past**

tion, our students and our profession. Several issues come to mind. We must consider the representation of ethnic minorities and men in our profession. To do less does not serve our students well. At the same time, we must make a commitment, such as NASPA has demonstrated in the Institute for Women who wish to become Chief Student Affairs officers, to increase the representation of women in upper management positions in student affairs.

We cannot assume that all of our staff members share a common core of knowledge or have shared assumptions and beliefs about our work. Each student affairs organization must invest in the most important resource that we have to help students - our staff! This means we are and must be committed to staff development, to upgrading skills and competencies, to exposing staff to new ideas and to making sure that our staff colleagues understand the differences and see what we can do to put some of them in place where we teach and work. The gap between graduate educators and practitioners needs to be closed for we are all working to meet the same goals. One of the main tasks we have as professionals is to actively encourage our best and our brightest students to enter our shared profession and profit from professional education programs. We need to explore opportunities with them and place specific emphasis on increasing the number of ethnic minority students and men who are entering student affairs. As we know, we are not in it for the money, therefore we must convey the joy and sense of satisfaction that most of us experience in working with students in the environment of higher education. It is, on most days, a terrific job with many, many rewards and challenges.

Finally, we need to celebrate our chosen profession. Too often I believe we get caught up in problems, issues, budgets and other concerns which blind us to the possibilities that are open to us as educators. As part of the process of celebration we need to reexamine our entry level jobs to make them attractive to young people and not participate in a having mentality which projects the message that since we had to do it so should they. I am not saying that entry professionals should have easy jobs, or that we should

reduce our expectations for them. Instead, I am saying that we need to help them explore the joys of student affairs, excite their interest, engage their intellect and support their enthusiasm. It is not a profession for everyone. But it is a profession where great joy can be felt on a day to day basis.

Lee Upcraft recently shared a story with me about the great Wallendas, a family of high-wire performers. They performed amazing feats for years, generations were involved as they were precariously balanced on one another's shoulders moving across a high wire 100 feet above the ground. One day some of them lost their balance and fell to the ground - there to encounter permanent paralysis and for some death. But not all, for the great Wallenda himself did not fall for he always performed with a balancing pole and clutching tightly to that pole he kept his balance that day and did not fall. Some years later when he was performing again to inaugurate the completion of some new buildings, he was hired to walk the high wire between buildings. If you watch the video of that day you can see as the crowd below saw it, the Great Wallenda himself, climbing out of a window onto the high wire clutching his balancing pole. As a measure of security there was a guy-wire string at arm's length above the high wire, and it was to be grasped in case there was a mishap. A gust of strong wind blew suddenly between the two buildings and on the video you can begin to see it blow the Great Wallenda off balance. He begins to fall and as he has for fifty years, he holds tightly to the balancing pole. And you see him trying to grab onto the guy wire to steady himself and he can't grasp it because he is unable to release his grasp on the balancing pole- the pole which had so often saved his life. He couldn't let go of the balancing pole, he could not change and it brought death. Perhaps in this story we confront one of the paradoxical forces of change: that which has made possible who and what we are, demands of us that we let

go of it and if we can't yield or change and if we try to conserve it - it gives us death.

As student affairs professionals we must learn to grow and to change and not just to rely on what has served us well in the past. Our past brings us a strong foundation but that foundation cannot be the only thing that we rely on. There are also many other agendas that we need to face: substance abuse, hazing, learning disabilities, eating disorders and the increasing number of students with severe psychological problems. Each will bring us challenges. But I agree with Art Levine this is the decade for student affairs: our background, our adaptability, our sense of responsibility, our knowledge and our models of exemplary practice provide a strong foundation to face the challenges that will be a part of each of our futures. As Bob Brown recently said: "When colleges are truly a humane environment, student affairs professionals may not be needed. When colleges help students integrate their learning with their life, student affairs pro-

professionals may not be needed. When college professors see students as persons as well as learners, student affairs professionals may not be needed. When a college meets all three of these conditions, that may be the ideal college and the stu-

dent services profession can pack its bag and move on. I dream about that world and work toward it - but I am not holding my breath." I see the world more optimistically than does Bob but I do believe we have a great deal to do to make our institutions more humane. We have a great challenge ahead of us as student affairs professionals, as educators and as partners with others in this great enterprise known as higher education. Each of us needs to do what we can but we cannot do it alone. I would like to remind you of Gilbert Wrann (Redwood tree story). I hope through occasions such as this, through other conferences, through networking, through exchange of ideas and through mutual support on our own campuses and beyond that we can be like the redwood trees. Straight, tall, strong and enduring.

***Too often I believe we get caught up in problems, issues, budgets and other concerns which blind us to the possibilities that are open to us as educators.***



# When Goals Hinder the Vision—

## Finding the Focus in Student Development

by Carol Trejos

In our rapidly changing environment our current understanding of leadership is being handicapped by a perception which attempts to encompass too many aspects of the concept. Are we focusing on teaching our students to set precise short and long term goals when in reality the attainment of these precise goals is close to impossible? Is our focus of developing young men and women of Christ being lost by desiring measurable goals and objectives for our students? In short, we are working too hard for too little return.

My primary ideas on this topic have been generated by Dr. James Pluddemann of Wheaton College. I have been confronted with his notion that our goals are getting in the way of our vision,

and clouding our abilities to motivate students. The difficulty within the residence hall setting lies in the fact that we as educators of our staff and students are not properly adhering to the message of 2 Cor. 4:17, "So we fix our eyes not on what is unseen. For what is seen is temporary, but what is unseen is eternal."

My concern in this area stems from an awareness of the importance placed upon the outcome, without regard for the path which is pursued in reaching that outcome. As residence hall staff, we must focus our attention on assisting our students to gain a better understanding of God's glory and promises. Our most impor-

**...we are working too hard for too little return.**

**...our goals are getting in the way of our vision, and clouding our abilities to motivate students.**

tant goal should be to glorify God and to help others come to Christ and move forward in the journey toward Christ likeness. The teaching and assisting is only as effective as the integrity of the person who is presenting. Thus, I want to be involved with the inner character development of my students as well as, to help them have a vision for what is eternal.

Jesus Christ provided the perfect model for leadership that should be emulated by all those interested in assisting Christian students. For in His work with His disciples, Jesus equipped them with the tools necessary to accomplish a task, and then allowed them to utilize those tools in the finishing of the task. The key to this style of leadership is that they were allowed to act without becoming overwhelmed by the aforementioned emphasis on the goal. They were allowed to appreciate and understand the vision, and to work toward the task with a clear understanding of how to accomplish it. In the residence halls, we need to allow students to work with their visions and dreams, moving them gently toward a desired goal, but never clouding the all important process. We need to let them make mistakes, because through mistakes students gain ownership of the idea.

As leaders we must have a vision ourselves. When we get tied down to certain goals and objectives we often miss the unpredictable surprises and opportunities that can come our way. We must be deeply committed to developing others for the glory of our Heavenly Father and not for the glory and praise of ourselves or others.

Carol Trejos is a Residence Director at Wheaton College

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# Planning Activities for Non-Traditional Students

by Kathy Henderson,  
Anderson University

Most of us are aware that the face of the average college student is rapidly changing. Increasing numbers of college students are 25 years of age and older, living off-campus, and experiencing significant differences in academic and life involvements than traditional students straight from high school (Kasworm, 1990). "...Forty five percent of the 6 million students who attend college are over 25 years of age and ...the majority (60%) of these students are women" (Chartrand, 1990). Most of the research on higher education assumes the perspectives of a traditional student profile: 17-22 years old, on campus resident, academically focused on future career and life goals (Kasworm, 1990). While the research base is expanding for adult education, much is yet to be said concerning the special needs of adult students. The importance of effective learning experiences and support systems for adult learners is paramount. As an example, Chartrand (1990) states that nontraditional female students are more prone to underestimate their abilities and to lack confidence in their abilities to succeed in college. More methods are needed to provide support and means for involvement in college community life. Effective student activities programming for adult learners is a way to provide that involvement, and it is possible to improve services to students with minimal effort. The following ideas are ones you may want to build on.

1. An obvious way to discover activities that appeal to adult students on campus is to simply ask them. A brief questionnaire inviting opinion and suggestion is a good way to get to know your adult student group. Set up a suggestion box for ideas and requests throughout the year, and keep listening.
2. Adult students need a flexible and thorough orientation to college life. Here is the place to begin planting seed for future involvement. Inform students of opportunities available to them, and ask for their help in implementation. Provide time for fellowship with other adult students and their families. In addition, orient traditionals to the presence of adult students on campus. Any diversity training during orientation for traditional students should include older students as a group, as well as multicultural groups. Our skill in welcoming adults as full members of the campus community will have direct impact on their perception of campus life.

3. Build bridges between adult students and traditionals. Some suggestions for linking the two groups are shared in the Carnegie Foundation's *Campus Life: In Search of Community* - adult students' life experience could be shared with younger students through activities including presentations, discussions, and other means. Older and younger students could work together on student government issues, or adult students may prefer a separate council to address their own needs.
4. Busy schedules and the demands of family leave little time for pure socializing for adult students, but a great opportunity for community-building can be facilitated through study groups. Create a space on campus for adult students to gather, and consider providing lockers, refreshments, a lounge area and study facilities, and perhaps even childcare two or three nights a week.
5. Provide support for adult students - particularly those with children. An urgent request of mothers on campus is for child care services. One idea to provide these services may be to incorporate the education/early childhood programs to set up a structured program for children. Early childhood/Ed majors might receive some kind of class credit and hands-on experience for working with these children.
6. Make sure adult students know about all opportunities available to them. Provide all campus publications to adults, and encourage them to become contributors to these publications. A small weekly column in the student newspaper would help increase awareness of activities specifically for adult students, and create a sense of community. There may be a student or group of students willing to put together a special newsletter to benefit adult students specifically.
7. Examine your activities budget in light of percentage of adult students. Is your programming in line with the numbers of adult students on your campus, or are disproportionate amounts spent on certain campus populations?
8. Consider setting up a mentoring program for adult students with adult students, or a support group for moms on campus. (The fastest growing group of students on campus is women age 35 and older.)

Adult students are a valuable resource not only in life experience while on campus, but also post-graduation. An adult who experiences a caring, supportive university community will likely return the favor in recruitment and financial support later on.

Sharing a campus with adult students can offer excellent opportunities for ministry. Not all adult students choose a particular college for its Christian liberal arts

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focus. Convenience may be a primary reason for attending a particular institution. These students are not only part of the campus community, but they are members of the community at large. They live where we live and work, and will carry their impression of us with them when they go. While we continue to increase our understanding of the adult student's need for involvement on campus, we can provide a climate conducive to sharing Christ. Effective activities planning will create a sense of community and opportunities for involvement that adult students will appreciate for a long time to come. —

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## Minute MYSTERIES

**EVENT:** Spring Banquet Idea

**PURPOSE:** To provide something different in the banquet area

**DESCRIPTION:** An interactive murder-mystery banquet, involving a hired troupe of two cast members from the organization *Mysteries On Campus*, a small number of student actors and the entire banquet audience. *Mysteries On Campus* is a traveling murder mystery troupe comprised of 2-3 cast members. Along with 1-3 student actors, they will stage a "murder" on your campus prior to the banquet, and then it will be solved during the banquet as clues are revealed throughout the evening.

**YOU PROVIDE:** A large room to hold banquet facilities and stage. Pencils for everyone.

**THEY PROVIDE:** Your Choice of Script; "Who Dunit" Answer Sheets; \$50 Cash Prize.

**PROMOTION:** Full promotional package provided (including mock Crime Scene Kit); Complimentary Teasers prior to banquet provided. You may want to coordinate with any drama group on campus for student actors.

**STRENGTHS:** Definitely not an ordinary banquet. Solves trying to schedule entertainment and plan a banquet.

**WEAKNESSES:** Cost might be prohibitive for some. Murder theme might offend some individuals on campus.

**CONTACT:** Jon Kulaga, Assistant Dean of Students  
Spring Arbor College, Spring Arbor, MI 49283  
(517) 750-1200, Ext. 311



**For your on-campus movie series, choose a few of the more popular movies and create a "Movie Packet" to be given away at intermission. This packet can include a video of the movie they are seeing (if it is out), free pizza coupon, 2 Liter of Coke, 2 microwave bags of popcorn, a snickers bar, and anything else you want to throw in. Put this grand prize on all you promotional materials. As students come in have them put their name in a specially decorated box. This could become a traditional promotional technique where the decorated box could be given a name and put around campus to further publicize the movie series. You could vary prizes for each movie—some could be smaller than this one. You could create some excitement about what will "the box" be offering free this time at the intermission. —**

*The Cocca spread in each issue of the Koinonia is contributed by the Coalition of Christian College Activities.*

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# Males' Attributions and Expectancies about Potential Mates as a Function of Sex Roles:

## PART II

Heather M. Helms-Erikson, M.S.  
Messiah College

It seems reasonable to assume that marital partners in contemporary American society may encounter a considerable amount of confusion as they form and develop their relationships. Partners are faced with balancing their beliefs and assumptions related to contemporary egalitarian ideals with traditional behavioral expectations within the family. Societal changes in roles, sex-role attitudes and the structure of couple and family relationships have been well documented through census data and professional research. Despite these findings, research addressing how these variables may affect mate selection is lacking. Additionally, research addressing the cognitive processes involved in how individuals choose marital partners is in an early stage, thus leaving many questions as to the role of cognitions in mate selection unanswered. The current study investigated how sex roles influence mate selection information-processing by examining attributions and expectancies that males make about potential partners of different sex-role orientations.

### METHOD

The sample consisted of 84 never-married, male, undergraduate college students of a mean age of 20.53. Subjects were obtained through a computer generated random sample of 170 junior males enrolled at Messiah College, located in south-central Pennsylvania. Subjects with masculine, feminine, androgynous and undifferentiated sex roles (as determined by the Bem Sex Role Inventory) were presented with two vignettes of potential female partners (one of a woman emphasizing the importance of family and the other stressing the importance of career) and asked to make attributions about each partner's characteristics using the Bem Sex Role Inventory. Expectancies that subjects formed about how each of the woman presented in the vignettes would behave in an intimate relationship were assessed through the Relationship Expectancies Scale (RES), developed by the investigator for this study. Respondents' romantic interest in and perceived similarity with the potential partner was also assessed.

### DESIGN

The study involved a 4X2 factorial design with the independent variables being the sex role of the male subjects as determined by the Bem Sex Role Inventory (BSRI) and the sex-role characteristics of the potential partner (i.e., traditional or non-traditional) as presented in the vignettes (a repeated measure). The dependent variables examined were: (1) the degree of similarity that the subject perceives between himself and the individuals in the vignettes, (2) the desire to pursue a committed, romantic relationship with each woman portrayed in the traditional and non-traditional vignettes, (3) sex-typed attributions towards the females presented in the vignettes, indicated by the masculine and feminine scores on the BSRI, and (4) relationship expectancies about the anticipated nature of a committed, romantic relationship with traditional and non-traditional females as measured by factor subscale scores on the RES. Multivariate analyses of variance were used to assess the relationships between the independent and dependent variables.

### RESULTS

#### Interest and Similarity

A Pearson correlation showed that the subject's proposed interest in having a relationship with a particular partner and perceived similarity with this same partner were significantly correlated ( $r=.64$ ,  $p<.001$  for the traditional partner and  $r=.50$ ,  $p<.001$  for the non-traditional partner). This appears to follow from one of the theoretical premises of this study, namely, homogamy.

A multivariate analysis of variance was used to examine the relationship between the independent variables (subject's sex role and the traditional versus non-traditional potential partner) and the dependent variables of interest and similarity ratings. The analysis indicated that there was no main effect for the subject's sex role ( $F(3,77)=.52$ ;  $p=.67$ ), but did show a significant multivariate  $F$  for ratings of the potential partner ( $F(1,77)=20.72$ ;  $p<.0001$ ). This analysis also showed no interaction of the subject's sex role by the potential partner for the dependent variables ( $F(3,77)=1.10$ ;  $p=.35$ ), further evidence that subjects' sex roles did not affect their responses to the women in the vignettes. The cell means for the interest and similarity ratings appear in Table 3.

These results showed *all* male subjects indicating a preference for and affinity with the traditional female, regardless of their own sex role. Hence, the analyses suggest that the sex role of the subject has no significant effect on his degree of interest in or perceived similarity to the potential partners presented in the non-traditional and traditional vignettes. Furthermore, it appears that what does affect the subject's interest in or perceived similarity to a woman is the woman's

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sex-role orientation, with the males in the study indicating a consistent preference for and affinity with the traditional woman who emphasized the importance of family.

### Attributions

The use of sex-typed attributions was assessed by using the masculine and feminine scores computed from the BSRI ratings of the two vignettes. A repeated measures multivariate analysis of variance was completed to provide a comprehensive view of the relationship between the two types of attributions made (feminine characteristics and masculine characteristics) and the independent variables of the subject's sex role and the sex-role characteristics of the potential partner. A repeated measures univariate analysis of variance then was completed for each of the masculine and feminine scores separately in order to more closely examine their respective relationships with the two independent variables.

The multivariate analysis of variance showed no main effect for the subject's sex role ( $F(3,80)=1.65$ ;  $p=.184$ ) and no interaction of the subject's sex role by the potential partner for the set of two dependent variables examined ( $F(3,80)=.49$ ;  $p=.691$ ). However, there was a significant main effect for the potential partner ( $F(1,80)=7.20$ ;  $p<.009$ ).

The mean scores, as presented in Table 4, indicated that the male raters viewed the woman presented in the non-traditional vignette as masculine and the traditional vignette as feminine. While it was predicted that masculine males would make these types of attributions, it was also anticipated that the androgynous males would show less variation in their ratings of the two potential partners than would the masculine males. In contrast to this prediction, the androgynous males and masculine males had similar ratings for the two vignettes, with both viewing the woman presented in the non-traditional vignette as masculine and the woman in the traditional vignette as feminine. Additionally, the  $F$  scores indicated little variation in ratings between the subjects of different sex roles, and little variation in ratings within each of the two columns (traditional and non-traditional potential partners).

Hence, it appears that there was no significant difference between the types of attributions formed by masculine male and androgynous male raters towards the two vignettes presented. Instead the results indicate that the vignettes were viewed in such a way that the subjects, regardless of sex role, attributed masculine traits to the non-traditional potential partner and feminine traits to the traditional partner.

Separate univariate repeated measures analyses of variance for the masculine and feminine scores were each consistent with the findings from the overall multivariate analysis. An analysis of the masculine

scores showed no significant main effect for the subject's sex role ( $F(3,88)=1.98$ ;  $p=.124$ ). Nor was there an interaction for the subject's sex role by the potential partner ( $F(3,80)=1.39$ ;  $p=.252$ ). Again, there was a significant  $F$  for the potential partner ( $F(1,80)=354.76$ ;  $p<.0001$ ).

### Expectancies

A repeated measures multivariate analysis of variance was conducted for the independent variables of the subject's sex role and the potential partner (the repeated measure) and the dependent variables of expectancies about relationship behavior as measured by the five factor subscales of the RES (i.e., sex, investment, cooperation, sharing and roles). First, no main effect was found for the subject's sex role ( $F(3,77)=.40$ ;  $p=.76$ ), and neither was there a significant interaction for the subject's sex role by the potential partner ( $F(3,77)=.84$ ;  $p=.48$ ). A significant multivariate  $F$  was found for the potential partner ( $F(1,77)=133.46$ ;  $p<.0001$ ), indicating that the subjects, regardless of their own sex role, had significantly different relationship expectancies for the non-traditional and traditional women presented in the vignettes. The mean expectancies scores used in this analysis are depicted in Table 5.

Once again, the mean scores showed little variation for the subject's sex role. These descriptive statistics showed the traditional potential partner receiving higher ratings in terms of her investment in the relationship, how cooperative she would be and her likelihood to relate to her partner in a traditional manner. The mean ratings for the sharing subscale, which assessed the sharing of thoughts, ideas and new experiences, were only slightly higher for the non-traditional potential partner than for the traditional potential partner. Also the non-traditional potential partner received higher sex ratings than her traditional counterpart, suggesting that overall, the male subjects expected her to be more active in sexual encounters than the traditional potential partner.

Univariate repeated measure analyses of variance were computed for each of the RES subscales to determine if the results found in the multivariate analysis of variance were true for each of the subscales. Again, no main effect was shown for the subject's sex role for any of the five subscales (sex  $F(3,77)=.63$ ;  $p=.60$ , investment  $F(3,79)=.59$ ;  $p=.62$ , cooperation  $F(3,79)=.73$ ;  $p=.54$ , sharing  $F(3,79)=.23$ ;  $p=.88$ , roles  $F(3,79)=.70$ ;  $p=.56$ ). Neither were any significant interactions found for the subject's sex role by the potential partner for any of the scales (sex  $F(3,77)=.68$ ;  $p=.57$ , investment  $F(3,79)=.60$ ;  $p<.62$ , cooperation  $F(3,79)=1.29$ ;  $p=.29$ , sharing  $F(3,79)=1.34$ ;  $p=.27$ , roles  $F(3,79)=1.37$ ;  $p=.26$ ). The main effect for the potential partner existed for all but the sharing subscale

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**EDITORIAL NOTE:** Heather Helms-Erikson will present a workshop covering this study & implications in more detail at the 1993 ACSD Conference.

*Continued on page 16*



## Sex Roles

(sex  $F(1,77)=29.68$ ;  $p<.0001$ , investment  $F(1,79)=171.03$ ;  $p<.0001$ , cooperation  $F(1,79)=123.87$ ;  $p<.0001$ , roles  $F(1,79)=407.79$ ;  $p<.0001$ ). The results of the analysis of variance for the sharing subscale indicated that the subjects predicted that both the non-traditional and traditional potential partner would be equally sharing ( $F(1,79)=1.38$ ;  $p=.243$ ).

Again, the masculine males responded no differently to each of the two vignettes than did the androgynous males. What was shown was that the males expected that the traditional potential partner would be more invested in a committed relationship, more cooperative and take on more traditional roles in the home than would the non-traditional partner. Non-traditional women were expected to both initiate and be more active in sexual encounters in the relationship than traditional women, while both types were expected to equally share stimulating ideas and experiences.

## DISCUSSION

In interpreting the results of this study, it is important to be aware of several factors. First, caution must be taken in generalizing these results to all young adult males. The population sample was taken from a private, Christian, liberal arts college. Of the 2200 students attending Messiah College, 82.2% are Protestant Christians, and 93.9% are caucasian (Messiah College, 1992). Hence, there may be several mediating variables affecting their judgments (i.e., religious beliefs, economic status, ethnic heritage). For example, perhaps in this particular subculture there exists strong norms which would encourage members to adhere to traditional roles and patterns of relating in mate selection as the "correct," Biblical interpretation of how relationships should function. Additionally, one might speculate that perhaps the type of student who would choose to attend a relatively small college (as opposed to a large university) may place greater emphasis on the importance of close relationships, receiving more personal attention from others, and a familial setting. If this would be the case, it would make sense that the subjects in this sample preferred partners who emphasized the importance of family and who were perceived as being most able to give personal attention to the subject. Of course, one can only speculate on how the sample's characteristics may have effected their responses. However, these speculations should be considered in interpreting the results to avoid overgeneralizing the results to other, more diverse populations.

Another factor to consider when interpret-

ing the results of this study is the use of the vignettes. One of the benefits of the vignettes used in this study is also a drawback. The vignettes were purposely designed to address only one dimension of either traditional or non-traditional sex-role characteristics. The traditional vignette showed a woman who emphasized the importance of family, while a woman emphasizing the importance of pursuing a career was presented in the non-traditional vignette. While this allowed for the subjects to arrive at their own inferences about how each of the women might be in other realms of their lives, it also created the difficult task of making specific inferences based on very limited information. It is difficult to assess if individuals involved in mate selection would base inferences on such limited information in real life interactions. Hence, it appears that subjects were placed in a potentially artificial situation by being requested to form inferences based on very limited information. There is no way to ascertain how comfortable subjects felt with being asked to make such conceptual leaps, and perhaps they were quite cautious in doing so. Nevertheless, the results clearly show that subjects preferred forming long term, romantic relationships with women who they perceived as traditional and possessing feminine sex-role characteristics. They also perceive these women to be better relationship partners in the realms of cooperation and investment in the relationship than women they perceived as non-traditional.

### Interest and Similarity

Although interest in the potential partner and perceived similarity to her were significantly correlated with each other, the study did not confirm the strength of homogamy and matching for sex roles. As predicted, subjects with a masculine sex-role identification did indicate a preference for the female depicted in the traditional vignette, in terms of both interest and similarity. However, *all* of the male subjects showed this same preference, with no significant variations by sex role. Instead of matching with potential partners of similar sex roles, subjects indicated a clear interest in and similarity with the female presented in the traditional vignette despite their own sex-role identification. Therefore, subjects perceived themselves to be more similar to and more attracted to the woman presented in the traditional vignette, even when their own sex role (as assessed by the BSRI) did not match the potential partner's sex role portrayed in the vignette.

This interaction would suggest that the vignette of "Lynn," whose emphasis was on the importance of family with no mention of her

views about career, activated a persona schema (a cognitive "picture") to which the subjects responded favorably and with whom they identified, whether their own sex role characteristics were masculine, feminine, androgynous or undifferentiated. In contrast, the persona schema activated by the "Robin" vignette, which presents a woman who views career as a top priority but does not state her views about the importance of family, seemed to evoke less interest and feelings of affinity from the subjects.

The aforementioned findings contradict the findings of Murstein and Williams (1985), which suggested that spouses tend to match for personality characteristics and behaviors reflecting sex-role type. Since there was no marked increase in matching for sex-role type as a function of years of marriage in Murstein and Williams' study (1985), the researchers concluded that sex-role matching had occurred prior to marriage. The results of the study examined here would challenge this conclusion, because the premarital subjects' sex roles were not significant in determining their likelihood of pursuing a committed relationship with either of the potential partners. One possible explanation for this contradiction in findings may be the differences in the methodologies employed in the two studies. Murstein and Williams (1985) determined both partners' sex-role characteristics by having each partner complete the BSRI. In the present study, the subjects' sex-role characteristics were determined by their self-report on the BSRI, whereas the potential partners' sex-role characteristics (as presented to the subject) were not determined in the same way. The subject was simply presented with a brief, unidimensional vignette description of each potential partner. A complete description of the potential partners' sex-role characteristics was not provided for the subject. One could speculate that perhaps the subjects in the present study were responding less to the matching of various characteristics (since no complete listing of characteristics was given) and more to the issue of how much attention they would receive from each of the potential partners. Perhaps in reading the vignettes subjects thought, "I would be [high/low] priority with her," with their beliefs on this issue overshadowing any matching for sex role.

While the findings of the current investigation do appear to contradict earlier studies of assortative mating and sex roles, they do agree with some preference studies conducted in the mid 1970s and early 1980s. The current findings support the evidence in Deutsch and Gilbert's (1976) study showing male subjects having a clear preference for a slightly feminine (sex-typed) woman. Also supported are the findings



of Orlofsky (1982) and Pursell and Bankiotes (1978), who found that androgynous males did not show the expected preference for androgynous female partners in a study of "liking." In contrast, the results from the second stage of Orlofsky's (1982) study were not supported by the current study. These second stage results showed that androgynous males preferred androgynous or near androgynous ideal partners, whereas masculine males made sex-typed (feminine) choices. The findings from the current study appear to coincide with the majority of these more dated studies. The results would suggest that males, regardless of their own sex-role type, tend to prefer to form relationships with women who they perceive as traditional and "feminine" in terms of sex-role identity. Despite the documented changes in attitudes and the structure of the family over the past several decades (O'Neal Weeks & Botkin, 1987; O'Neal Weeks & Gage, 1984; Regan & Roland, 1982, Thornton, 1989), this preference for a more traditional woman appears to have remained constant, at least in the population sampled.

### Attributions

While the subjects with masculine sex-role types did make stereotyped attributions towards the traditional and non-traditional potential partners, androgynous subjects did the same. In fact, all of the male subjects, regardless of their sex-role, perceived the traditional woman to be feminine and the non-traditional woman to be masculine. This means that on the basis of the vignettes, males attributed "feminine" characteristics such as affectionate, sympathetic, sensitive, understanding, compassionate and warm to the female presented in the traditional vignette (described simply as emphasizing the importance of family), whereas they attributed "masculine" characteristics such as independent, assertive, forceful, dominant, aggressive and competitive to the female presented in the non-traditional vignette (described simply as emphasizing the importance of a career). These attributions were made regardless of the male's sex-role type.

These findings, showing no difference in ratings for the subject's sex-role, challenge the findings from Rotter and O'Connell's (1982) study which suggest that cognitive complexity is related to sex-role orientation in such a way that sex-typed individuals operate with low complexity while androgynous individuals operate with high levels of complexity. Instead, the subjects in the current study, regardless of their sex-role orientation, tended to make low complexity level judgments in which they generalized and stereotyped the women presented in the vignettes. Both

studies used college student samples and both used male respondents. The apparent contradiction in results raises questions about what mediating variables may have existed for the current study to create such different results (i.e., What is it about our students that even the androgynous males tend to stereotype women?).

A possible mediating variable may be the vignettes of the potential partners. The question arises as to how much the stereotyped attributions were due to a characteristic of the subjects (their information processing) and how much they were due to characteristics of the vignette stimuli themselves. In lieu of stereotyped information processing, it may be that the two vignettes (one presenting a woman emphasizing family with no mention of her views about a career and the other a woman emphasizing career with no mention of her views about family), strongly activated rather clearly defined and very different personae schemata. It can be hypothesized that these apparently relatively universal personae schemata defined the types of attributions that the males made. This would suggest that the schemata activated here operated in such a way that a woman may be perceived as possessing many "masculine" and very few "feminine" characteristics simply on the basis of stating a strong interest in a career. In addition, women who express a strong interest in and emphasis on the family may be perceived as possessing many "feminine" traits and very few "masculine" traits. These findings would suggest that stereotypes do exist about what women are like based on their views about family and careers, and that these stereotypes are likely to be employed in the absence of additional confirming or disconfirming information. Perhaps these stereotypes are so strong, that they moderate the affect of sex-role orientation on cognitive complexity.

### Expectancies

Since a significant relationship was found to exist between the expectancies formed by the subjects and the type of potential partner presented (traditional or non-traditional), it appears that the males did, in fact, tap into preexisting, internal personae schemata which define women on the basis of their indication of a strong interest in either the family or in a career (again, when the presentation of an interest in one was not exclusive of an interest in the other). The results of this study indicated that women who express a strong interest in family will be viewed by men as likely to be more cooperative and invested in a long term, romantic relationship than women who highly value their careers. Also, women who place great emphasis on the family were expected to be more likely to adhere to traditional behav-

ioral norms in a long term relationship than are women who emphasize the importance of a career. This inference that women with a strong interest in the family would adhere to traditional values in the home may help explain the subjects' prediction that these same women would be passive in sexual encounters while their non-traditional counterparts were expected to both initiate and be more active in sexual encounters in the relationship. The two types of women were expected to share stimulating ideas and experiences with their partners to an equal degree. Because all males, regardless of their own sex-role orientation, held these views, it appears that the strength of these cognitive personae override any possible effects of the subject's own sex role.

Perhaps these findings can again be explained by examining the methodology. Instead of being presented with a feminine, masculine or androgynous BSRI profile where subjects would have had to acknowledge a variety of characteristics of the potential partner, subjects were provided with only one dimension of the potential partner (either her degree of interest in family or career, each not excluding the other). The use of unidimensional vignettes may have tapped into (and forced subjects into) more narrow, stereotyped views of the potential partners, thus affecting the types of expectancies that the subjects formed about each of the potential partners. However, it is important to note that subjects were given the opportunity to make neutral responses but instead made stereotyped judgments. This would imply that in the absence of detailed information, it is likely that stereotypes will be employed.

### IMPLICATIONS

In arriving at implications from the results, it is important to note that self-reports were assessed in the study. Hence, it is impossible to determine if the subjects would actually *behave* in the same manner in which they responded (i.e., Would they ask either or both of the two women presented in the vignettes for a date in real life?). Another possible divergence from real-life encounters is in the amount of information that the subjects received about the potential partners. The subjects were presented with narrow descriptions of the potential partners (i.e., a stated interest in either career or family) and asked to make inferences based on limited information. Perhaps there are encounters in real-life situations in which a man would quickly stop seeking information about a woman once he heard about her valuing a career, but sometimes there would be more information added, either by the man asking for it or by the woman providing it (or

*Continued on page 18*



## Sex Roles

both). This additional information could serve to either confirm the man's stereotypes and cognitive personae or challenge them with inconsistent data. Thus, the exchange of information between the potential partner and the observer may be quite different in real-life mate selection than was presented in the study. Therefore, it is important to remember that the results of the study can only suggest the types of inferences males are likely to make towards potential partners about whom they have received *only* information similar to that revealed in the vignettes.

Nevertheless, these findings have multiple implications for the mate selection process. It appears that simply on the basis of a woman's views on the importance of either family or career, men form very different attributions about what characteristics she may possess and how she would likely behave in a long term relationship. The results of this study would indicate that in the absence of additional information, the woman who emphasizes the importance of family will be perceived as more "feminine" and as a better and more attractive relationship partner than a woman who speaks of the importance of her career. This decision-making process is not problematic if, in fact, these perceptions are accurate. However, if these perceptions are faulty and perhaps broad overgeneralizations, subsequent inferences and actions may be inappropriate. Speaking in Duck's (1973) terms, a spoken interest in family may inadvertently filter someone into one's pool of eligibles while a spoken interest in a career may prematurely filter someone out of the pool, thus affecting the mate selection process.

These results call into question the conventional belief that sex roles are comprised of closely related personality traits, interests, attitudes and role behaviors (Bem, 1976). From this study, it appears that sex roles do not encompass cognitions (specifically, attributions and expectancies), since males of varying sex roles made similar inferences. Perhaps, in the absence of detailed information and descriptions, mate selection is governed more by societal stereotypes and norms rather than by individual differences in sex-role personality traits, at least for the population sampled. The high degree of stereotyping in this study would indicate that, perhaps, this is the case.

One question left unanswered in previous research was how the documented shifts in sex-role attitudes (Thornton, 1989), family structure and the changing roles of women may have influenced mate selection. Research addressing the influence of these attitudinal changes on marital relations and role behavior shows a ten-

dency for traditional roles to be played out in the home even if the wife is working or has a career (Blau & Ferber, 1986; Coverman & Sheley, 1986; Kalleberg & Rosenfeld, 1990; Roos, 1985; Spitze, 1988). Thus, although attitudes towards role behaviors for men and women appear to be more egalitarian than in past decades (Thornton, 1989), traditional behavior within the home continues to be the norm. This norm is consistent with the findings obtained in the present study, which suggest that a similar interaction is occurring during mate selection. The subjects overwhelmingly viewed the woman presented in the vignette emphasizing the importance of family as a better and more attractive relationship partner than the non-traditional partner. Not only did they view this potential partner as a better relationship partner, but they also attributed to her "feminine" characteristics and saw her as carrying out traditional roles in the home.

These results offer a challenge to those of us who work with Christian college populations. What can we do to break down the stereotypes

about women? How do our behaviors, attitudes, and interactions with students either uphold or challenge these beliefs? Those of us who are women employed in various student development capacities need to ask ourselves if we allow students to see us in our complexity or do we only present a unidimensional, "professional" picture to those with whom we interact. In our own minds, are we also buying into the stereotypes that only women who emphasize the importance of family will be good relationship partners and mothers? Are we willing to believe that these same women who value family may also have excellent leadership skills, be assertive and independent? Finally, are we willing to believe that women who value the pursuit of a career can also be tender, nurturing and sometimes even passive? In responding to these questions, we can begin to see how similar we are in thinking to the males surveyed in this study and begin to challenge the stereotypes that mislead and stifle the mate selection process and more generally, male/female relationships.

Table 1

### Mean Interest and Similarity Scores for Potential Partners by Subject's Sex Role

Sex Role	n	Potential Partner		Row Mean
		Non-Traditional	Traditional	
M	34	int=3.68 sim=3.94	int=5.12 sim=4.32	int=4.40 sim=4.13
F	14	int=3.57 sim=3.64	int=4.71 sim=4.57	int=4.14 sim=4.11
A	14	int=3.71 sim=3.43	int=5.21 sim=4.57	int=4.46 sim=4.00
U	19	int=4.32 sim=4.16	int=4.79 sim=4.32	int=4.56 sim=4.24
Column Mean		int=3.82 sim=3.85	int=4.99 sim=4.41	

NOTE: M = masculine sex role, F = feminine sex role, A = androgynous sex role, U = undifferentiated sex role. sim = similarity score, int = interest score. Maximum score = 6.

Table 2

### Mean BSRI Scores for Potential Partners by Subject's Sex Role

Sex Role	n	Potential Partner		Row Mean
		Non-Traditional	Traditional	
M	34	m=5.82 f=3.84	m=3.72 f=5.62	m=4.77 f=4.73
F	14	m=5.74 f=3.96	m=4.02 f=5.61	m=4.88 f=4.79
A	14	m=6.05 f=3.82	m=3.91 f=5.76	m=4.98 f=4.79
U	19	m=5.47 f=3.95	m=3.75 f=5.38	m=4.61 f=4.67
Column Mean		m=5.76 f=3.88	m=3.81 f=5.58	

NOTE: M = masculine sex role, F = feminine sex role, A = androgynous sex role, U = undifferentiated sex role. m=BSRI masculine score; f=BSRI feminine score. Subject sex roles are determined in such a way that: M=m>4.95 and f<4.90; F=m<4.95 and f>4.90; A=m>4.95 and f>4.90; and U=m<4.95 and f<4.90.



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Table 3

## Mean RES Subscale Scores for Potential Partners by Subject's Sex Role

Sex Role	n	Potential Partner		
		Non-Traditional	Traditional	Row Mean
M	34	S=8.94	S=7.09	S=8.02
		I=18.71	I=28.89	I=23.80
		C=17.71	C=23.77	C=20.76
		SH=25.91	SH=25.40	SH=25.66
		R=21.10	R=31.77	R=26.44
F	14	S=8.57	S=6.56	S=7.57
		I=19.29	I=27.29	I=23.29
		C=18.21	C=22.29	C=20.25
		SH=25.64	SH=25.43	SH=25.54
		R=20.64	R=30.14	R=25.39
A	14	S=8.92	S=7.42	S=8.17
		I=17.50	I=28.58	I=23.04
		C=16.92	C=23.92	C=20.42
		SH=25.92	SH=25.17	SH=25.55
		R=19.50	R=32.25	R=25.88
U	19	S=8.70	S=7.70	S=8.20
		I=18.75	I=28.50	I=23.63
		C=17.30	C=22.50	C=19.90
		SH=26.95	SH=23.95	SH=25.45
		R=20.75	R=30.85	R=25.80
Column Mean		S=8.82	S=7.20	
		I=18.64	I=28.47	
		C=17.58	C=23.22	
		SH=26.12	SH=25.01	
		R=20.69	R=31.33	

NOTE. M = masculine sex role, F = feminine sex role, A = androgynous sex role, U = undifferentiated sex role. S=sex; I=investment; C=cooperation; SH=sharing; R=roles. Maximum factor scores in order are 12, 36, 30, 36, and 36.



## Northwest Region Has Dinner Meeting

Approximately thirty ACSD members from the Northwest Region met for dinner at 6:00 p.m. January 22, 1993 at the Marriott Hotel in Portland, Oregon. The dinner meeting was held in conjunction with the regional NASPA conference. There were representatives from eight Northwest colleges and universities. Professionals in the Northwest see the need to network with one another and work in cooperation to better serve their

students. The purpose of the meeting was to brainstorm regarding a one or two day Northwest conference for the coming year. The following people are on the planning committee: Deb Lacey, George Fox College; David Stinson, Trinity Western University; Carol Headon, Seattle Pacific University; Sheldon C. Nord, Western Baptist College; and David Waggoner, Northwest Christian College.

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*Koinonia* is the official publication of ACSD (Association of Christians in Student Development). The purpose of the publication is to provide interchange, discussion, and communication among Christian professionals in the field of Student Development. It is published three times per year, in early fall, winter, and spring. Both solicited and unsolicited manuscripts and letters may be submitted to the editor for possible publication.

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