Grand Valley State University

Gender Identity and Expression Committee

Final Report and Recommendations

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Submitted to:
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Suzanne Walls (2012)
Jena Lewis (2012)
Joi Dupler (2011)
Grand Valley State University
Final Report and Recommendations

Recommended Improvements:

1. Incorporate preferred name and pronoun updates into all university records and software including, but not limited to, Banner, Blackboard, People Finder, and People Admin.

2. Incorporate preferred name and pronoun for university identification, computer log-in, and all public profiles.

3. Incorporate preferred name and pronouns into all GVSU forms, including applications for employment, housing, admissions, etc.

4. Create a standard coordinated procedure for students, alumni, faculty, and staff who wish to change their preferred gender and name that does not require proof of medical designation or legal name change. For federal reporting, the use of the legal name is required, thus, our system needs to be able to handle both preferred and legal names.

5. Provide gender-inclusive bathrooms in all university buildings, including but not limited to academic and administrative buildings, housing and recreation facilities. All buildings should have appropriate signage showing where the nearest gender-inclusive bathroom can be found. The bathrooms should also include medical waste disposals. The recreation buildings should also include gender-inclusive changing facilities.

6. Review and revise all university publications and web materials to include gender-inclusive language.

7. Provide transgender inclusive health coverage in insurance policies, including medical procedures, mental health services, hormone therapy, and prescriptions related to gender confirmation procedures (previously referred to as sex reassignment procedures).

8. Provide training for all faculty and staff on transgender issues, including HIPAA and FERPA compliance.


10. Provide continued support for bringing in transgender speakers, performers, and other programs on an ongoing basis.

11. Create a transgender student-athlete policy for intermural and club sports.

12. Create a talking points list about gender identity and expression policies at GVSU for university communications personnel.

13. Provide information at the Transitions program and faculty and staff orientations regarding transgender issues.

14. Provide related Career Services training for transgender students with regard to job searches.

15. Assess the affected units, e.g. LGBT Resource Center, Faculty Teaching and Learning Center, to ensure that they have appropriate resources to carry out these recommendations.
Background

GVSU has a number of statements that illustrate that no member of its community should be denied full participation in any educational, employment, athletic, social, cultural or other university activity on the basis of gender identity or expression:

GVSU’s Non-Discrimination Statement

Every aspect of University life should be free from discrimination because of age, color, disability, familial status, height, marital status, national origin, political affiliation, race, religion, sex/gender, sexual orientation, gender identity and expression, veteran status, or weight. Student housing, organizations, athletics, classes and University community facilities should be open to all who desire to participate.

GVSU’s Equal Employment/Affirmative Action Policy states, in relevant part:

Unlawful acts of discrimination or harassment by members of the campus community are prohibited. In addition, even if not illegal, acts are prohibited if they harass or discriminate against any university member(s) through inappropriate limitation of, access to, or participation in, educational, employment, athletic, social, cultural, or other university activities on the basis of age, color, disability, familial status, height, marital status, national origin, political affiliation, race, religion, sex/gender (including gender identity and expression), sexual orientation, veteran status, or weight.

Policy Statement

Possessing and mastering a range of thoughtful perspectives is necessary for open inquiry, a liberal education, and a healthy community. Recognizing this, the University seeks to include, engage, and support a diverse group of students, faculty and staff. The institution values a multiplicity of opinions and backgrounds, and is dedicated to incorporating multiple voices and experiences into every aspect of its operations. We are committed to building institutional capacity and strengthening our liberal education through providing an inclusive environment for all of our University constituents.

Although GVSU has made efforts to create an equitable environment, there is much work to be done. The significance of the potential for harm to gender non-conforming students, faculty and staff cannot be overstated. Conduct not only consisting of what might be easily recognized as harassment, assault, or violence exists, but also more subtle forms of hostility and discrimination, referred to as micro-aggressions, impact the experience of all students, staff and faculty, and can create a climate that is unfriendly and hostile. For transgender students, faculty and staff, this can mean leaving the university, but it can also create damaging effects for both their physical and mental health (Harrison, Herman and Keisling p. 2). According to “Injustice at Every Turn,” the Executive Summary of A Report of the National Transgender Discrimination Survey found that:

Those who expressed a transgender identity or gender non-conformity while in grades K-12 reported alarming rates of harassment (78%), physical assault (35%) and sexual violence (12%); harassment was so severe that it led almost one-sixth (15%) to leave a school in K-12 settings or in higher education (Harrison, Herman and Keisling p. 2).
In light of GVSU’s commitment to non-discrimination and that gender identity and expression was added to the Non-Discrimination Statement and the Anti-Harassment policy in 2008, this committee was charged by the Vice President of Inclusion and Equity in 2011 to assess all aspects of the university in regards to gender identity and expression.

The Work of the Gender Identity and Expression Committee

Committee Co-Chairs, Dwight Hamilton and Danielle DeMuth met prior to forming the committee to discuss the recruitment of committee members and to develop a mission and a working agenda. They consulted reports from the University of Michigan, the University of Vermont and the California State University system. These institutions have already undertaken assessments of their campus climate with regard to gender identity and expression, transgender and gender non-conforming students, faculty and staff. Using the research of Genny Beemyn and Susan Rankin, as well as documents from the National Center for Transgender Equality, the National Gay and Lesbian Task Force, and the Transgender Law Center, they began brainstorming offices and interactions in which discrimination and micro-aggressions impact campus climate for gender non-conforming students, faculty, and staff. Based in part on Genny Beemyn’s checklist “How Can Your Campus Be More Trans-Inclusive,” the co-chairs expanded the checklist to be more specific to assess GVSU (Appendix A).

The Gender Identity and Expression Committee met monthly during the 2011-2012 academic year to discuss findings and develop recommendations. Individual committee members conducted assessments with relevant departments on campus to discuss the current environment and services provided by their offices with regard to gender identity and expression. A sub-committee also met to develop and draft a transgender campus resource guide.

Our recommendations grow from these conversations and the ideas proposed by these offices themselves. Often these meetings prompted unit leaders to have important conversations with their offices about inclusion of gender identity and expression. Additionally, since our committee work commenced, Gender Neutral Housing (a major recommendation of the committee) has been implemented and the Faculty Teaching and Learning Center engaged in a Faculty Learning Community to explore classroom climate with regard to gender identity and expression and to develop training materials for faculty.

This report includes the committee’s findings regarding the current environment at GVSU as well as our recommended actions regarding university communications, records, programming, hiring practices, forms, physical access, campus orientation, organizational inclusion, housing services, campus and classroom climate, student safety, health care, student counseling, and career services.

The recommendations included in this report are necessary to provide an inclusive environment and meet the expectations set by GVSU’s policy statements.
Gender Neutral Housing

Current Environment:

LGBTQ and allied students have identified the need for Gender Neutral Housing (GNH) to protect their safety, privacy and maintain confidentiality. The Gender Neutral Housing Coalition, a student run group, studied gender neutral housing policies utilized by other universities and prepared its recommendation regarding gender neutral housing to “provide a safe, supportive, and inclusive environment for all students.”

Providing a gender neutral housing option requires housing staff and resident assistants to be trained on transgender issues, including preventing and addressing instances of harassment, maintaining student privacy and confidentiality, and identifying resources for transgender students.

As of 2011, Gender Neutral Housing is available at GVSU to most students and the option has been added to the housing application. Additionally, Housing has updated the verbiage on its application, website, and confirmation email to include gender-inclusive language.

Housing is working to meet the immediate needs of students. They have created a protocol to provide guidance on how to handle housing applications for GNH.

Housing has designated Amanda Brower in Housing and Carrie Christian in the LGBT Resource Center as the personal contacts for students seeking Gender Neutral Housing. They have created talking points to help housing staff with GNH questions and concerns. The Housing staff also goes through the Allies and Advocates training.

Under the current housing process, once students are admitted to GVSU, they get a letter inviting them to consider living on campus. Housing later contacts the prospective student and provides a housing application. Housing assignments are based on sex, the selection of gender neutral housing, type of housing, cost, and available units. LGBTQ students and their allies must still specifically request gender neutral housing. Although housing assignments are made on a “first come, first serve basis,” first year students typically live on the North side of campus.

Recommended Improvements:

Although the Gender Identity and Expression Committee is encouraged by the advances made by Housing, it recommends the following improvements to housing practices.

- Residence life staff should be trained by the LGBT Resource Center on transgender issues.
- All residence halls should have gender-inclusive restrooms and showers.
- Educational materials on gender and transgender issues should be posted around the residence halls year round.
Records

Current Environment:

Records are a key component for ensuring a safe environment for transgender students, staff, and faculty at GVSU. Protecting transgender students’ privacy is important. Grand Valley’s student records, in order to comply with external regulations, utilize the student’s legal name. Unless the student changes their names legally, their enrollment, diplomas, financial aid, etc. will only be recorded by legal name. Unfortunately, the legal name change process is time and cost prohibitive for many transgender students. A student whose legal name does not reflect their identity must navigate a maze of different offices on campus, resulting in “outing” themselves to staff and faculty.

Often, staff and faculty are unprepared and untrained to accommodate those requests and to handle them with sensitivity and confidentiality. This can lead to students being “outed” to their classmates. When the record identifies a person as a specific gender that is not consistent with the gender presented, it can potentially lead to harmful interactions and may pose a threat to their safety. For example, Blackboard course rosters expose students’ information, including name and email, not only to their professor but also to their peers, thus exposing them as transgender, potentially leading to a hostile classroom environment.

Thus, the accuracy of available records is the single most important action ensuring student safety as well as an open and welcoming campus climate. Best practices with regard to records include allowing records to show preferred name and gender without requiring a legal name change.

Over the summer of 2012, Sue Korzinek joined a test group of several universities through Banner’s Student Functional Review Committee (of the Community Source Initiative) to test the University of Vermont’s preferred name modification for Banner. She brought together Information Technology staff and representatives from several offices on campus to take part in the test. Unfortunately, the University of Vermont’s modification will not work with GVSU’s Banner system. Until Banner modifies its system, alternatives will need to be developed for GVSU.

Recommended Improvements:

- Incorporate preferred name, preferred pronoun and legal name on updates to Banner, Blackboard, GVSU Directory, campus identification cards, and alumni records to the extent allowed by applicable law.
- Recommend that Banner to provide a preferred name option.
- Create a standard coordinated procedure for students, alumni, faculty, and staff who wish to change their preferred gender and name that does not require proof of medical designation or a legal name change for GVSU. However, for federal reporting and financial aid, the legal name must match. GVSU’s system needs to be able to handle both the preferred name and the legal name.
- Train all staff and faculty in HIPAA and FERPA compliance.
- Define a process to manage preferred name changes in Blackboard and notify faculty of the change to alert them that the preferred name in Blackboard and the name in Banner will not match so as to not create problems in grading.
Athletics and Recreation

Current Environment:

GVSU’s Athletic Department has adopted a Policy on Transgender Student-Athletes, which adopts the NCAA’s Policy for Inclusion of Transgender Student-Athletes. The Athletic Department’s policy provides guidance on transgender student-athletes ability to compete while undergoing hormone therapy, defines appropriate facilities access (including changing areas, restrooms and showers), assigning hotel room assignments when traveling, establishing proper uniforms, and prohibiting discrimination against transgender student-athletes.

GVSU’s recreation and athletic facilities currently have single shower stalls for women but there are none available for men. Information about the shower facilities is not available on the website, but can be obtained at the front desk of both facilities. The Kelly Family Turf Building, however, has single shower stalls in both the men and women’s restrooms.

The Policy on Transgender Student-Athletes does not apply to club or intramural sports. Club sports are not governed by a single entity like the NCAA, and, accordingly, are subject to a myriad of different rules. Both club and intramural sports are governed by the Office of Student Life, which does not currently have a policy on transgender student-athletes.

Recommended Improvements:

- Ensure that athletic and recreational facilities are in compliance with GVSU’s Athletic Department’s Policy on Transgender Student-Athletes, including providing single shower and lockable stalls in all athletic facilities for people of all genders.
- Create a transgender student-athlete policy for intermural and club sports.
- Develop a specific guide for transgender students, faculty, and staff for campus recreation facilities.
- Revise the pool swimwear policy so that students can choose clothing appropriate to their gender identity.
University Language and Communications

Current Environment:

GVSU has included prohibitions against discrimination on the basis of gender identity and gender expression in its Non-Discrimination Statement and its Anti-Harassment Policy. Prohibitions against discrimination and harassment are also included in university Collective Bargaining Agreements.

GVSU’s Inclusion Advocates, who serve on all search committees for faculty and staff positions received training that included appropriate terminology in interviewing transgender interviewees.

The admissions application is part of how GVSU presents itself to its prospective students. The GVSU application includes a binary sex designation, i.e. “check ‘male” or ‘female’ boxes for designation of sex,” which is not gender-inclusive.

Because GVSU’s website and communications are often one of the first sources of information about the university and the campus climate, we sought to determine if GVSU’s website language is consistent across all pages in terms of gender identity and expression (i.e. reference to “people of all genders” rather than “men and women”), if forms that include gender information include transgender and a fill-in-blank gender option rather than binary categories. GIEC members met with Admissions, Housing, and Information Technology to better understand what needs to be done and how to go about making changes.

Recommended Improvements:

- Recommend that the Student Employment Office provide transgender awareness training to staff members who hire student workers.
- Revise the search committee packets that Human Resources provides to search committee chairs to include proper usage of terminology when addressing or discussing members of the transgender community.
- Continue to sponsor GVSU transgender speakers and programs.
- Request that the LGBT Resource Center create a resource guide for future and current transgender students, staff and faculty.
- Develop a gender-inclusive welcome video to be used for Transitions, the LGBT Resource Center and New Faculty and Staff training.
- Recommend that University Relations work with the LGBT Resource Center to develop talking points for communications “point-persons” to handle questions about gender identity and expression policies at GVSU.
- Update GVSU’s application to allow students to write in gender rather than selecting male, female, or transgender.
**Physical Access**

**Current Environment:**

Physical access to gender-inclusive bathrooms, showers and lockers is significant to the health and safety of transgender students, staff and faculty.

Gender non-conforming members of the GVSU community who are forced to choose between male and female facilities may be at risk of exposure and, consequently, their safety is compromised. It is important that gender-inclusive or private locker rooms and lockable showers are available for transgender students, faculty, and staff.

GVSU’s recreation and athletic facilities currently have single shower stalls for women but there are none available for men. Information about the shower facilities is not available on the website, but can be obtained at the front desk of both facilities. The Kelly Family Turf Building, however, has single shower stalls in both the men and women’s restrooms.

More significant, and perhaps more difficult, is the need for easily accessible single-stall lockable restrooms, particularly in academic buildings because students, faculty and staff often have limited time between classes to use the restroom and cannot easily travel to a different building.

Best practice would be to have a gender-inclusive restroom in all campus buildings. GVSU’s new construction will comply with this standard. The LGBT Resource Center website has a list of where all gender-inclusive restrooms are located on campus (see [http://www.gvsu.edu/lgbtrc/gender-inclusive-bathrooms-on-campus--45.htm](http://www.gvsu.edu/lgbtrc/gender-inclusive-bathrooms-on-campus--45.htm)).

We advise that at least one restroom in every building be converted for use as a gender-inclusive restroom and that signage at every restroom includes the location of the nearest gender-inclusive restroom. Additionally, restrooms need to be equipped with medical waste disposal containers for the disposal of materials used in administering hormones, etc.

**Recommended Improvements:**

- Provide signage in every building to identify gender-inclusive restroom locations.
- Add medical waste disposal containers in all bathrooms.
- Every building on campus should have at least one single-stall lockable restroom.
- Plans for all new construction and renovations should include gender-inclusive restrooms.
Campus Orientation

Current Environment:

New student, faculty, and staff orientation sessions provide early and clear guidance to all GVSU community members about the university’s values as well as how to navigate the services and expectations of GVSU. Providing information about gender transition is significant because it sends a welcoming message to those who may have already transitioned or those who are considering transitioning. It also signals GVSU’s values to the wider community.

The Transitions program shows a video about LGB students in the college community; however, the video does not feature transgender issues. Housing and Residence Life staff members attend Allies and Advocates training; however, they should receive a specific “Trans 101” training.

Recommended Improvements:

- Include information about gender identity and expression during the Transitions program for incoming students to communicate that their peers may transition and that it is accepted by the university. This will also inform the transgender and gender non-conforming students of how their needs are being recognized and served by GVSU.
- Add training about gender identity and expression into the Transition Leaders formal curriculum.
- Include gender identity and expression information in all new employee manuals and trainings for new staff and faculty to communicate to employees that their peers may transition and that it is accepted by the university. GVSU’s Human Resources Department should also inform gender non-conforming employees to make them aware of how their needs are being recognized and served.
- Incorporate information into multiple offices such as Human Resources and the FTLC to help new employees have access to educational materials regarding transgender issues.
- Design and implement a formal protocol and feature it on our HR website so that faculty and staff who want information about transitioning are able to find it themselves and do not have to go to HR and “out” themselves before they are ready.
Campus and Classroom Climate

Current Environment:

The GVSU Campus Climate Survey indicated concerns about classroom climate for LGBT students, faculty and staff. Dr. Rankin noted that GVSU had one of the largest transgender student populations of the institutions that she’s visited. Although GVSU had a notable number of transgender respondents, the data collected could not be analyzed in order to protect the privacy of the respondents. There is, however, enough research nationally to provide guidance for the GVSU community.

Danielle DeMuth facilitated a “Gender Identity and Expression in the Classroom” Faculty Learning Community through the FTLC over the 2012 winter semester. The group read Beemyn and Rankin’s The Lives of Transgender People and discussed classroom practices. Several recommendations and concerns arose from that group of fourteen faculty members.

Significant concerns arise from the lack of preferred name option for Banner, which is used to populate course rosters in Blackboard. As indicated in other sections of this document, the accuracy of student names in Banner and Blackboard is the single most important action to ensure student safety and a welcoming and safe campus climate. Blackboard course rosters expose students’ information, including name and email, not only to their professor but also to their peers, potentially leading to harmful interactions that may pose a threat to their safety. At present, faculty who wish to protect transgender students must opt out of Blackboard features that include student names, specifically discussion boards, wikis, blogs, etc.

Faculty are largely unprepared and untrained to accommodate preferred name requests or to handle them with sensitivity and confidentiality. It is important that faculty be trained on GVSU’s non-discrimination statement with regard to gender identity and expression.

Additionally, and more importantly, it is crucial that faculty be trained regarding the harmful effect of micro-aggressions on student learning. Examples of micro-aggressions include: asking inappropriate questions, asking transgender students to speak for the transgender community, using inappropriate examples in class, inappropriate jokes in class, mistaken use of incorrect name or gender, refusal to use correct name or pronoun, making assumptions about gender identity in classroom practice, or making an example of a student in classroom discussion.

Recommended Improvements:

- Recommend that the FTLC include training on gender identity and expression in the classroom at new faculty orientation.
- Recommend that the FTLC include a session on gender identity and expression at the FTLC Fall Conference on Teaching and Learning.
- Recommend that the FTLC facilitate additional Faculty Learning Community sessions on gender identity and expression.
- Recommend that the FTLC create related on-line faculty training materials.
- Outline and distribute suggested examples of best classroom practices.
- Create and distribute a suggested syllabus statement regarding diversity.
• Review non-discrimination policies of partner organizations that GVSU contracts with and that students work with for practicum and internships to ensure that they include prohibitions on discrimination and harassment based on gender identity and expression.
Campus Safety

Current Environment:

Police officers on the Allendale campus receive diversity training at their annual staff meeting. However, this training has not included detailed information on the transgender community, although officers have been trained on non-invasive techniques for pat-downs and personal searches. Pew Campus staff has not been trained on responding to incidents or in security officer interactions with the transgender community. Additionally, it is important to note that transgender students may have serious reservations when potentially interacting with law enforcement.

Recommended Improvements:

- Expand training and incorporate training modules utilized by other police departments (ex. Chicago Police Department training video) regarding interactions with members of the transgender community in an annual staff training.
- Improve records systems to help stop transgender students from being exposed.
Health Care

Current Environment:

Access to transgender health care services, including hormone therapy, conditions related to hormone therapy, gender confirmation surgeries, and mental health coverage are essential services to ensure an inclusive GVSU community. Currently, campus health care providers are not trained or familiar with the needs of transgender students, and GVSU does not provide trans-inclusive health care benefits.

GVSU’s Health Insurance Policies exclude coverage for hormone therapy or gender confirmation surgery (sometimes referred to as sex reassignment surgery). These policies also exclude coverage for counseling services related to gender identity. Numerous educational institutions provide “minimum or better” transgender inclusive coverage, including at least some transition related surgeries. These institutions include the University of Michigan, American University, and the University of California system.

Recommended Improvements:

- Make non-discrimination based on gender identity and expression part of the health care service provider’s criteria at GVSU.
- Require that health professionals who provide health services to the GVSU community are trained on transgender issues and follow a protocol inclusive of gender identity and expression.
- Implement contract changes to the Campus Health policy to include transgender related benefits.
- Create a list of transgender friendly physicians at GVSU and regionally.
- Negotiate with insurance providers to provide necessary medical insurance coverage to all students and employees.
Student Counseling

Transgender students have unique needs that require specialized knowledge by our Counseling and Career Development Center (“Counseling Center”). Although the Career Center does have counselors that possess knowledge and experience in issues regarding sexual orientation, the needs of transgender students are unique.

Transgender students must navigate their family and relationship issues, handle depression, and confront harassment based upon their appearance. Students who are undergoing hormone therapy may have challenges as they transition.

Current Environment:

- Counseling staff participate in professional developments on LGBT issues and attend Allies and Advocates training.

Recommended Improvements:

- Recommend that GVSU’s Counseling Center provide counseling staff with specific training on transgender issues.
- Hire a counselor with a specialization in gender identity and expression issues.
- Survey LGBT student organizations annually to assess level of comfort as well as their experiences at the Counseling Center.
- Create a list of transgender friendly counselors at GVSU and regionally.
- Make non-discrimination based on gender identity and expression part of the mental health care service provider’s criteria at GVSU.
Career Services

Current Environment:

The Office of Career Services provides key support for students seeking careers after graduation and are in a position to provide support and guidance specific to transgender job seekers. Accordingly, it is important that staff is trained to help students find information on companies that provide anti-discrimination protections for transgender people. It is also important that companies that recruit our students are aware of GVSU’s non-discrimination statement and are encouraged and supported in having gender identity and expression as part of their non-discrimination statement.

Currently, Career Services requires that employers on the preferred employer list prohibit discrimination on the basis of gender identity and expression.

Additionally, because students rely on references from faculty and staff at GVSU in their job searches, it is important that students as well as people who provide references are informed of the significance of privacy with regard to gender identity and expression.

Recommended Improvements:

- Draft a document for employers explaining our anti-discrimination policy.
- Advise students regarding FERPA and how to ask for letters of reference that accurately reflect preferred gender and/or name.
- Advise GVSU employees who might write letters of reference regarding FERPA and how to write letters of reference accurately reflecting the students’ privacy about gender identity.
- Advise students on how to respond to job applications that request use of prior names.
- Advise students who have transitioned from female to male to obtain a Request for Status Information Letter from the Selective Service.
- Be a resource for employers to adapt their language. The Division of Inclusion and Equity could draft the language for the employers and Herman Miller could be brought in as an example to talk about how they made the change.
- Provide gender identity and expression training for Career Services staff.
- Provide resume training and training on how to answer interview questions.
- Update LakerJobs application to allow students to write in gender rather than selecting male, female or transgender.
- Create a web page that addresses required employment forms: I-9, driver’s license, birth certificate, USA jobs, and state jobs.
Sources Cited and Consulted

Beemyn, Brett, Billy Curtis, Mason Davis and Nancy Jean Tubbs. “Transgender Issues on College Campuses.” *New Directions for Student Services* 111(Fall 2005): 49-60.


