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The Empowerment Profession
Student Affairs
Theme: New York, The "Empower" State—Silver Bay, Lake George, N.Y.
Location: Silver Bay, Lake George, N.Y.
Dates: October 3-5, 1989

1989 Annual Conference
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COLLEGE STUDENT PERSONNEL ASSOCIATION
Preparation

Guidelines for Manuscript

CSA Journal
result of producing student disaffiliation and unrest (Kurtz, 1969).

In fact, a major design difference is, in reality, a major design
institutions housing. This apparent contradiction between
counterpart research for the absence of
undergraduate students is still an issue. The response
majority. The urban university, however, is a small
undergraduate student will soon be in a small
campus to college. It appears that with the
students in the nation live at home and
In 1968, more than half of all university

prediction.

have been displaced as being even more absurd than the first
urban institutions. If ever such parking areas, this would
students of private institutions would force nearly every
If it had been foreclosed that the widespread use by

century, this prediction would have been called ridiculous.
gaining institutions by the middle of the twentieth
would be eradicating one-half of the students in degree
colleges and universities located in large urban centers
If a prediction had been made a hundred years ago that

James R. Gilbert
Director of Student Life

PROFILE, PROBLEMS, SOLUTIONS
THE COMMUNITY STUDENT:
Taken into account and in the community for family backgrounds are
predicated more toward advantages in activity. In learning and personal development that are
more likely to college dormitories. Easy, and the
residential, family backgrounds are taken into account. Students
attending, where expected, other special
residential developments. Take advantage of the
short of the kind of learning and
students who live at home with their parents.

Involvement, and the absence of learning mature, and,
competence, high self-esteem, extra and co-curricular
well-educated parents, financial stability, academic
position over the commuter in numerous areas including:

Upon entrance, the resident student is in a favorable
position with higher education at all levels. residents.

Research shows a considerable advantage for commuters, those students who intend to
be about college selection, those students who intend to
challenge, and college readiness. Those students who intend to
have a lower selection rate. Involvement more deeply in their academic endeavors
more deeply in their college. Resident students who
have higher satisfaction with their college or university.

According to Chinnrik's findings, residents show
satisfaction versus resident students.

Resident students.

On the difference between the commuting student and the
by most members of the profession to be the definitive work
in 1977, Arthur B. Chinnrik's work what is considered

In short, is it prudent to conclude that most commuters

- the size that commuter students spend on

- the age range for commuter students

- residential students

More commuters tend to be employed

Several generalizations about a typical commuter: Residence students, however,
assumption about a typical commuter student. Nevertheless, as
their choice, obviously difficult to make any general
in an apartment with a friend, or with his or her parents. It
students and dual learners, the student may live alone in
in university-owned housing. (Jacoby & Derrill, 1981). This
in student attending a college or university who does not live

The term commuter student is used to refer to any

The term commuter student is used to refer to any

While this observation is certainly a good one, it

This, it is prudent to conclude that most commuters

- commuter students

- environmental demands compare with school and

- student

- commuter students

- environmental demands compare with school and

- student

- commuter students

- environmental demands compare with school and

- student
For computer students, however, may not be enough. In order to make the full addition of services, programs, and opportunities to the curriculum, new and innovative ideas for the near and distant future must be proposed. Among the many ideas that have been presented, and to assess what they are doing, there is a need to have a comprehensive system that addresses the problem of barriers that students face in their educational experience. An institutional assessment of the students' experiences is necessary to ensure that the positive effect of the residential experience is maintained. The most striking piece of data provided by the University of California is that the residential student is more than twice as likely to complete college in four years as the student without the residential experience. The most striking piece of data provided by the University of California is that the residential student is more than twice as likely to complete college in four years as the student without the residential experience. The most striking piece of data provided by the University of California is that the residential student is more than twice as likely to complete college in four years as the student without the residential experience.

According to the 1983 survey results, 80% of the freshmen who entered the college experienced some form of barriers in their college experience. The most striking piece of data provided by the University of California is that the residential student is more than twice as likely to complete college in four years as the student without the residential experience. The most striking piece of data provided by the University of California is that the residential student is more than twice as likely to complete college in four years as the student without the residential experience. The most striking piece of data provided by the University of California is that the residential student is more than twice as likely to complete college in four years as the student without the residential experience.

Research has indicated that computer students have four primary concerns in the service area: (1) housing, (2) transportation, (3) academic programs, and advocacy (due and funds). In this area, the services offered have four primary barriers that they face, institutional action and support, and advocacy programs. Programs, and advocacy (due and funds). In this area, the services offered have four primary barriers that they face, institutional action and support.
ETC.

PHYSICAL PLANT ACTIVITIES
STUDENT PROGRAM
Consulting
Peer
Computer
Train a
COUNSELING SERVICES
Program to Curriculum
Commuter
Commuters
for
options
work
part-time
develops
CAREER SERVICES
Registration
Advisement
Academic
Program
Registration
Incoming
housing
collected
data is
OBSERVATION
FOR COMMUTER STUDENTS
A MODEL FOR IMPROVING SERVICES AND PROGRAMS

This model was published in 1987 by the National Association of Student Personnel Administrators, Inc.

In 1981, the University of the State of New Jersey, and the National Association of Student Personnel Administrators, Inc., published a model for improving services and programs for commuter students. This model was published in 1987 by the National Association of Student Personnel Administrators, Inc.

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These recommendations are neither expansive nor comprehensive. Instead, they are short-term, residual experiences an integral part of courses and curricula.  

1. Develop a comprehensive, open-ended, and well-rounded curriculum.  
2. Develop a community resources directory.  
3. Let the curriculum of the institution recognize that both educational content and process must be relevant to individual differences.  
4. Ask each student to submit a program of study.  
5. Develop an expression and organization center.  
6. Develop a community resources directory.  
7. Identify master teachers who can help students identify ability and interest.  
8. Plan and carry out individual learning contracts.  
9. Develop complex, comprehensive, and open-ended learning programs built of small modules which diverge ways to respond to different patterns of learning.  

In summary, students who commute to college require

understand and support the world as a daily basis, need to be accurately environment to environment, culture to culture, and many without a culturally pluralistic society, and many will live in a culturally pluralistic society. They therefore need to recognize that commuter students are obvious and simple cultures, and universals, those who face about the commuting student, most of the problems they face while there is not a rich body of literature specifically experience of their collectivity comparable. The resident. Higher education is to be quantitatively comparable with the social attention and resources if their experience in

Arthur Cherington makes explicit salient recommendations
and professional experiences in the student services field.

As part of the evaluation of their formal academic training
career path (Sandeen, 1987), we also need to assist our
these staff to our field and help them shape a meaningful
classroom, we need to carefully assess what has dream
for the professional development of those who will one day
our support for our recruitment plan, we must place our support
from professionals to our student services field. As a
all about, and we actively and competitively recruit young,
of what student development education in residential life is
individual campus residential life programs are pulled from
other materials intended to promote the attractiveness of
for that end, job descriptions, performance programs, and
Recruitment component of regional and national conferences.
Each year, Residential Life staff gear up for the

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Assistant Director of Residential Life
State University of New York
Albany

John M. Murphy
Associate Director of Residential Life
State University of New York
Albany

IN RESIDENTIAL LIFE

BEYOND RECRUITMENT TO PROFESSIONAL DEVELOPMENT

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1985.

Andreas, Roseland E. "Institutional Self-Study: Serving
In any case, the following topics deserve consideration: training, while others may be satisfied by a survey course. Selection of topics requires integration of functional, professional, and educational aspects of the student's education. Some topics require integration of functional, professional, and educational aspects of the student's education. Some topics require integration of functional, professional, and educational aspects of the student's education. Some topics require integration of functional, professional, and educational aspects of the student's education. Some topics require integration of functional, professional, and educational aspects of the student's education.
The development plan is the evaluation of start prototypance in a development plan. Especially important to the creation of a professional student services in order to shape the outline of our field, especially through professional organizations and challenges professional practices (Boyer, 1987). Our professional start must another, to participate as citizens, in the democratic groups of well-informed, caring individuals, who band together in the spirit of community to learn from one another and to create opportunities. Among the campus, the greater society beyond our campus, the need today, the associate professional influence to improve the quality of life in student services. Increased importance as associations, student services field, awareness of community issues in student services field, awareness of community issues in student services field, awareness of community issues in student services field, awareness of community issues in student services field, awareness of community issues in student services field, awareness of community issues in student services field.
References

-ever in their fullest form.
must be sensitive to the barriers and fears of this group of learners, the counselor disappointed but also economically disadvantaged.

Some adult students are not only economically
unemployed education segment of our society. This is usually
statistically that American adults currently constitute the most
majority of adult students. (Crosby, 1982) Conclusive by
Alexander Astin (1982) speaks of educational equity in

ADULT ECONOMICALLY DISADVANTAGED LEARNERS

This article will discuss two groups of adult students:

- Adult economically disadvantaged students and women.

To alter the session towards the learner's needs,
when working with adults, the counselor needs to be prepared.
Many different forms of individual or group sessions
literature, career counseling for adults can be effective to the
flexible in its adaptability and access. According to the
career counseling for the adult student needs to be
personal satisfaction.

For a degree due to family or marriage, completion of a degree or finished
affiliates because they never received a degree or finished
nothing else? A career change because of unemployment, for
life. Adult learners may also enroll in college for
when traditional age students see career counseling
as relevant and something that they need and will soon use,

career counseling for adult students

Maria Diaz-Navas Laguna
Senior Counselor
Polytechnic College
As adults, the population is a timely issue. We must treat adult learners.

is our community and the subject of career counseling. This
does not benefit students. Adult students are increasing on
counselors to students. Adult students are increasing in
also, counselors should be educated in the area of welfare
leavers. Together, so the students can support each other.
cean office. Colleges should draw adult
education and have people who are specialists in adult
which offices are open, including career development, is a
education. Student personnel staff should be trained in adult
must. Student personnel staff should be trained in adult
of the educational institution. Flexibility of hours during
responsibility mainly fall on the student affairs division.
coaches have a large

RECOMMENDATION

The learner is maratable when the graduate.
and direction need to be given in course selection so that
principal wage earner. Counselors need to be aware of this
single parent households and the need for women to be the
increase in the household and/or the principal wage earner in the family.
This phenomenon is changing because of the increase in
education is seen as a primary because he is the head of the
are different for women and men. Many times the men's
need to realize that barriers to education

The issue needs to be dealt with when talking about career

has the most important variables. The more education a woman
women’s career development, education and marital status are
hemingway, according to betsy and fitzgerald (1927), in
earning for a career but also for self-employment and
seeing their learning in regard to career while women see their
different from men in regard to their learning needs. Men
profession (betz and fitzgerald, 1987). Adult women are
influence on women’s career

women and the influence of education

so they can gain a [itil] which would lead to employment.
will be required to either seek employment or gain education
program directors that people who are on public assistance
like of welfare gains. New regulations regarding welfare
since many of these students will probably be receiving some
public assistance regulations concerning school and work,
counselors for this population should also be aware of the
career goals and achieve economic independence. Career

didn’t acquire adult level occupations/prenups, skills, but they also
year of the unknown. According to Chapman (1987),
seciary learning, as a counselor must first deal with the
adults and their families have never experienced post-
population. It is not uncommon to find that some of these

1
Strategically, student leadership training, or multicultural education programming efforts in such areas as student wellness, approaches to student satisfaction and growth, joint sessions, goal setting and learning, integrated research, and models and methods that more effectively contribute to the growth of students, must be more efficient. Moreover, efficiencies cannot function just as efficiently if they are not tailored to the needs of students and development when taken above and beyond our own specialized and sometimes stand-alone role.

Our role is to develop and lead our students and ourselves to make and adopt decisions about just how important our profession and make some decisions about just how important we need to take an honest look at the Student Affairs faculty/collage's perception of the importance of our constituent's role. However, we serve and most importantly, our role is to both ourselves and the important art of how we serve our students and make decisions about just how important we need to take an honest look at the Student Affairs role.

State University College of Outaouais

Dr. James Goli Vice President for Student Affairs

STATE UNIVERSITY COLLEGE AT BROCKPORT, SUMMER 1998

MODIFIED FROM A SPEECH AT STUDENT AFFAIRS - THE CHALLENGE AHEAD

REFERENCES
3. What is the uniqueness of the SUNY system?

5. What is unique about SUNY?

Challenges facing us.

Perspective of the new Chancellor: The daunting questions and challenges.

The following summary comments will illustrate from the

Chief Student Affairs Officers in June of 1998.

Chief Student Affairs Officers in June of 1998.

Our SUNY Chancellor.

Bruce Johnson, M.D. with SUNY

SUNY HAS A NEW CHANCELLOR

affirm? How much of our own work versus that of others affect in student perception?

What is especially the informal criteria we use to judge the

relative worth of each professional in student affairs. Unfortunately, sometimes more public judgment of important issues, here is our sometimes private, and

unspoken professional, as a financial aid officer, etc. An

important issue. Issues about our own sometimes private, and

professional, as a financial aid officer, etc., and

professionals who share our values. As a psychologist, as a health

university as a whole, of course, to our specialized

department, to the student affairs division, to our institutional

perspective, commitment to student success, to our institutional

perspective, ready to lead?

How do we perceive "loyalty," that is, a true and

interpersonal commitment?

motivate, our energy level, our knowledge base, and our

tomorrow, or next year, which can make a difference in our

tomorrow, or next year, which can make a difference in our

of professional excellence. What things can we do today?

With each of us actively personalize strategies in search
Each student is unique.

The academic mission of the institution is to
assessments and better prepare in our work as follows:
collaborative and reflective. Today, the widely held
beliefs in student characteristics as well as the nature of
student success have substantially changed. The following
paragraph summarises the key conclusions drawn by
December 1997 to invite our response to a draft statement.

The SUNY Charter, Student Affiliates Officers in New York City, in
SUNY Charter, Student Affiliates Officers in New York City, in
4. To work on the physical well-being of students.
5. To lead efforts designed to retain more of our
6. To lead efforts designed to retain more of our
campus community.

Issues of Social Justice and Environmental Concerns. For example,
on some of the other issues: issues of social
campus community.

7. To get along side (if not ahead of) ... students

8. To lead efforts designed to retain more of our
9. To work on the physical well-being of students.
10. To help students learn what is ethical and moral,

There is a new awareness of a deep multicultural
awareness. High dropout rates are no longer

9. To work on the physical well-being of students.
10. To help students learn what is ethical and moral,

There is a new awareness of a deep multicultural
awareness. High dropout rates are no longer

Institutional development, and other major components of the institution, with academic affairs, business affairs, and other institutional units.

16. Establish and maintain effective working relationships within the local community.

19. Establish and maintain effective working relationships.

14. To student affairs.

23. Exist to provide leadership for the institution's response to crises.

13. Culturally rich environments for students, staff, and visitors.

12. Advocate for, and help create, culturally diverse and inclusive environments.

11. Encourage faculty-student interaction in programs.

10. Serve as a resource to faculty in their work with the institutional mission and goals.

7. Developing and enforcing behavioral standards for students.

8. Advocate student participation in institutional governance.

6. Effectively manage the human and fiscal resources.

3. Each person has worth and dignity.

2. Each individual should be educated to provide programs and services.

1. Particpate in the governance of the institution, directly to students, as follows:

11. Students are responsible for their own lives.

10. Effective citizenship should be taught.

9. The freedom to doubt and question must be preserved.

8. A supportive and friendly community is the

7. Our life and learning affect learning.

6. Personal circumstances affect learning.

5. Feelings affect thinking and learning.

4. Bigotry cannot be tolerated.
Proposals for admissions programs. Also available are standards and guidelines for colleges and universities for student affairs and programs. These general standards and guidelines cover a wide spectrum of student services, programs, and activities. The American College Health Association, the American Council on Education, the National Association of College and University Business Officials, the National Association of College Admissions Counselors, the American Council on Education, and the National Association of Student Affairs Administrators have developed these standards and guidelines. Additionally, the American Council on Education has published a series of guidelines for colleges and universities on student affairs and programs. These guidelines cover a wide spectrum of student services, programs, and activities. The American College Health Association, the American Council on Education, the National Association of College and University Business Officials, the National Association of College Admissions Counselors, the American Council on Education, and the National Association of Student Affairs Administrators have developed these standards and guidelines.
we cannot be educators, counselors, and mentors. We must
discuss, isolate, and separate developmental interventions
professional role as functionally illiterate to providing
more diverse student populations. If you see your
would be true even if we were not clearly attracting a
fully trained teachers of student development and other
say teachers, because I see the evolution of even more
be well versed in student development theories. Notice I
nevertheless insist that every student affairs person should
be the risk of appearing professionally dominant. I

Student Development Theory: Our Grounding

To race, power is the primary motive.

aggression known to man. Whichever much importance is given
to pursuit of power over you - the other formal for
your advancement and your advancement justifies, even demands, my
rationalize the pursuit of power. Your differentiates from me
the substance of contradictions. These dark contradictions then
malfunction of imitable stereotypes that skin and hair, lack
pervasive, a system of social artifacts, a series of
shallowness - mere skin and hair - more can project a false
undermines of the definition itself makes. And this
false, a human contradiction is that very
race's pursuit of power in relation to the other. The
race has always been used in American life to sanction each
opportunity discussed earlier. He states, "the distinction of race

this procreative article, challenges us to study and
shaping stances where we contact terrorize."

this subject, race, sticks us into one of those
interactions have been revealed, fears named. But
addictions, child abuse, even politics.
about money, identity, past and present

"Over the course of the evening, we have talked

integrated social events involving much dinner discussion.
1998 issue of Harper's magazine. Shelby Steele describes an
1997, "Race, Incarnate," which was published in June
State University in California, titled "In Black, You're
Shelby Steele, Associate Professor of English at San Jose
also recommended for your perusal is an article by

education.

throughout an ever-contradiction plateau toward higher
impossible: facing minority children as they move
comprehensive set of articles detailing with the
educational quality is illustrated through a
participation in higher education. The long road to
education, on behalf of every the maintenance of minority
1997, is outstanding for its analysis of what higher
broad issue of the Educational Record. Fuller 1997 and Winter

Retention strategies for minority students. The special
Personal Recognition.

Technical Challenge.

I want to be involved with other people.

Construction: I need to complete a whole project.

Organization.

Impact: Vitality. The work must be important to the

be truly satisfying:

what people say they need from their work in order for it to

Career and Your Life by Judith Bardwick, AMACOM, a division

Renewal/Fiu the Planning Book. How to avoid It in your

a most useful book on the important topic of stress.

Reaching the student of all student affairs staff.

"Required Reading" for all student affairs staff.

I view this book as

book of the student we see everyday. I believe this book as

necessarily to provide personal development interventions on

need to provide personal development interventions on

tutes and illustrates in considerable detail the techniques

and activities used as the recent book by David Dunn and Alice

literature would be the recent book by Dunn and Alice

perhaps the best overview of the student development

Higher Education.

will be direct applications to general administration in

well as direct applications to general administration in

of learning styles information by Student Affairs start as

[Instructional Faculty] there is a special focus on the use

preference models. While this report is vitally useful to

models, social-interaction models, information-processing

provide a works to-date view of college teaching in

Education Report, 1992. This very nice piece is designed to

improving educational practices" in 1992. By 1992 the

Participatory Planning" titled "Learning Styles: Implications for

An example of self-knowledge applied to students can be

friend.

In non-work roles such as the role of parent, spouse and

also extended, I believe, to becoming more fully human being

mean, become more self-understanding or self-aware. By this I

knowledge and practice about student development and human

students affairs workers is the ability to apply new

criterion for measuring the professional competence of

1992. This

Principles and Practices published by Merrill, 1992. This

Because of psychology language to appropriately serve

one does not have to become a psychologist versed in

evolution.

a process of social, physical, intellectual and spiritual

work, and that recognizes the student as a total human being.

division must be founded on a theoretical framework that is

see and refer to students as persons. Our student affairs
go! Goal becoming one of understanding the forms of platitudes can result. Our platitudes and emotional responses that can result from platitudes and emotional responses about our own experiences in the causes of platitudes. It appeared that everyone was extraordinarily happy and my thoughts were extraordinarily happy. Nobody might be "platitudinous" by the end of the afternoon session on the topic of work effectiveness. The initial reaction of several of the directors was to state that the topic was a great success. In order to set the stage for a more honest and purposeful afternoon session on the topic of work effectiveness, she stated that the organization is an issue for us all. She further stated that managers have extraordinary strengths, reduce the importance of promotion and increase the value of challenge. In all, change the structure of the organization, the process, education, and create an equitable personnel policy that ensures the process.

1. Change the organization’s climate through education.
2. Create an equitable personnel policy that ensures equal treatment.
3. Develop new rewards.
4. Encourage initiative.
5. Let people know you know they’re there.
6. Create new rewards.
7. Discuss ways to make people.”


d. Individuals.
6. Improve the organization’s regard for employees who are productive, solid citizens.
5. Increase respect for the people who are productive, solid citizens.
4. Reduce the importance of promotion and increase the value of challenge.
3. Change the structure of the organization.
2. Create an equitable personnel policy that ensures equal treatment.
1. Change the organization’s climate through education.

Address the platitudes and emotional responses about our own experiences in the causes of platitudes. Characterize the platitudes and emotional responses about our own experiences in the causes of platitudes. Characterize the platitudes and emotional responses about our own experiences in the causes of platitudes.

1. Make the facts visible.
2. Come to terms with it yourself.
3. Contact people.
4. Eliminate content platitudes.
5. Let people know you know they’re there.
6. Develop new rewards.
7. Encourage initiative.
8. Discuss ways to make people.
10. Manage by walking around.

do are:

7. Increase the pressure modestly.
6. Convey the organization’s regard for employees who are productive, solid citizens.
5. Increase respect for the people who are productive, solid citizens.
4. Reduce the importance of promotion and increase the value of challenge.
3. Change the structure of the organization.
2. Create an equitable personnel policy that ensures equal treatment.
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4. Eliminate content platitudes.
5. Let people know you know they’re there.
6. Develop new rewards.
7. Encourage initiative.
8. Discuss ways to make people.
10. Manage by walking around.
United, and guiding,

2. Cultivate organizational visions which are clear,

Managing and controlling,

Providing quality programs and services, not on

1. Place primary emphasis on the central task of

Ownership and program excellence.

which no force will facilitate the development of staff

making. He goes on to identify those leadership behaviors

experiences, and opportunities for participatory decision-

through task delegation, professional development

administrators to encourage a sense of staff ownership

He essentially calls upon student affairs

to facilitating a sense of empowerment among their staff.

students assert leaders at the same time must be committed

sense of empowerment. But in acting on this commitment,

holds a deep commitment to developing in college students a

Programs at RIT. He states, “The field of student affairs

Dean and Director of the Division of General Education

[should] work with student affairs." Or, partner is assistant

the 1998 NASPA meeting in St. Louis titled, "Leadership and

I requested a paper presented by Dr. Jeffrey Porter at

Job下沉

Learning and meeting of new work challenges.

another to renew our commitment and values toward continued

take and to make sure that we were all prepared to help one
Continuing education: faculty staff everyone.

May help put perspective on issues.

In closing, Susan Komansky suggested a question which

Inculcatility?

be inappropriate for the setting or to act

unprofessional for one's appearance and manner to

professional image.

professional growth! Balances personal and

personal/professional values! deal with issues

which has a sense of self! acts on

are unprofessional.

Undergraduate writing: awkward speech, and gobbledygook.

5. Communications: effective in spoken and written

6. Professionalism: effective in spoken and written

conflict by calling to return phone calls; or to

reference letters for bad employees to dote

Incomprehensiveness through writing: positive

plagiarism, harassment, or misrepresentation of

for one's own needs to violate ethics such as

unprofessional to violate accepted confidentiality

professionalism. Is ethical? Is professional?

makes good judgment? Is professional? relation

class: genuine concern for students and staff!

unprofessional to see only one perspective.

community! sponsors and mentors students and

generally participates in larger campus

conceptual: integration team the University

motivation! sees the broader picture; practices

3. Leadership: is transformational (has vision, enhances

about notreading a journal in years)

want to be treated by a physician who bragged

unprofessional not to be up-to-date (would you)

extends professional knowledge to others.

conference: adds to broader field; written.

2. Learns participation in association events

understanding concepts.

unprofessional to use too much jargon without

including individual; group; organization.

of student development: knows diverse theory bases

1. Knows: Uses theoretical background has knowledge

A profession:
Empowering Women: Leadership Strategies on Campus

Carmel Scalsey-Love

A Book Review

By Mary Ann Demoulis Segreto, Editor

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The 1996 Annual Conference on the College Student, held in February, was a landmark event for many reasons. Among them was the presentation of a keynote address by Dr. Mary Ann Demoulis Segreto, which focused on the importance of empowering women in leadership roles on campus. Segreto emphasized the need for organizations to recognize and develop the leadership potential of women, as well as the importance of creating an inclusive environment that supports women's growth and development.

"We need to create opportunities for women to lead and to learn," Segreto said. "This is not just about gender equity, but about creating a culture of empowerment that benefits everyone." She encouraged conference attendees to consider the ways in which their institutions could support the leadership development of women, both through formal programs and informal mentorship opportunities.

The keynote address was part of a larger conference that focused on leadership and diversity in higher education. The event brought together educators, administrators, and students from across the country to discuss the challenges and opportunities of creating a more inclusive and equitable campus environment.

Overall, the conference was a testament to the ongoing work being done to empower women and promote diversity in higher education. As Segreto noted at the end of her address, "Empowering women is not a one-time event; it is an ongoing process that requires commitment and action from all of us."
Support and awareness on the part of male colleagues.

...need for leadership in the context of the leadership aspirations of women...importance of these roles, and faculty development. The authors set forth a strong case for increasing the representation and recognition of the roles women can and should assume.

Chapter Three: "Group and organizational contexts," highlights the models' usefulness for practitioners in facilitating the leadership of women. The authors' experiences in creating a supportive environment for women's leadership development are shared, emphasizing the importance of a collaborative, participatory approach to leadership development.

A collaborative, participatory approach to leadership development is essential, as demonstrated by the authors' experiences in creating a supportive environment for women's leadership development. The authors emphasize the importance of creating a supportive environment for women's leadership development, highlighting the models' usefulness for practitioners in facilitating the leadership of women.
provides a fitting conclusion to this volume. In general, and women in society and higher education leadership and development, students, faculty, and administrators are deeply empowered through this organizational arrangement. An excellent collection of resources regarding women’s research on leadership and female participation in leadership, for example, would be deeply informed through the organizational arrangement. Chapter Seven further explicates the benefits of leadership programs within a multicultural context. Cross-cultural understanding, as well as an awareness of the greater American and Asian woman presented in Chapter Six, the diverse viewpoints of Hispanic, Black, and Native American (p. 83). Chapter Seven further explicates the benefits of leadership programs within a multicultural context. Cross-cultural understanding, as well as an awareness of the greater American and Asian woman presented in Chapter Six, the diverse viewpoints of Hispanic, Black, and Native American (p. 83).
A graduate student's perspective on training, mentorship, and practical experiences:

As a graduate student, I participated in an eight-month, twenty-hour per week internship at The Career Development Center, under the guidance of a mentor experienced in higher education. The opportunity to work and interact with professors and other professionals was invaluable. I gained a deeper understanding of the administrative side of higher education, which is often overlooked by students.

In addition to these experiences, I have been involved in various campus organizations, which have provided me with leadership opportunities and the chance to develop valuable administrative skills. These experiences have prepared me for my future career in higher education.

One of the most frequently asked questions at the ACPA's annual conference is, "What is the best way to prepare for a career in higher education?" My experiences have taught me that a combination of hands-on work, mentorship, and leadership opportunities is essential. It is important to value the administrative side of higher education and to seek out opportunities to develop these skills early on.
Internship Programs

Understanding Student Personal Administration through Graduate Student Involvement.

An internship program is a Student Personal Administration Program that provides students with opportunities to gain hands-on experience in their field of interest. These experiences are invaluable in preparing students for their future careers.

In order for an internship program to be effective, it must be carefully designed. The program must include several critical components. First, the internship must align with the student's academic and professional goals. Programs should be structured to provide a clear path for students to achieve their goals.

Second, the program must be managed by experienced professionals. Internship programs should have a curriculum that is structured, specific, and practical.

Third, students must interact with real-world professionals. Through this interaction, students can learn from the experiences of others and gain valuable insights into their chosen fields.

Finally, students must be actively involved in the program. They must be encouraged to take an active part in their own learning, to take the initiative, and to seek out opportunities to learn.

In conclusion, internship programs are an integral part of most graduate education. They provide students with practical experience and help them to develop the skills and knowledge necessary for success in their future careers.