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1. Prepare the manuscript in accordance with the APA Publication Manual, 3rd Edition, 1983.
2. Send the original and two copies of the manuscript to the editor (typed 8 1/2 x 11 paper, 2500 words maximum).
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4. Double space all portions of the manuscript including references, tables, figures and quotations.
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GREETINGS FROM THE
CSPA PRESIDENT

Dear CSPA Colleague:

Welcome to the Spring edition of the 1993 CSPA/New York State Professional Journal.

On the pages that follow you will have the opportunity to browse through many of the educational and developmental issues and concerns that are shaping the higher education landscape in the state. The CSPA Journal represents an excellent opportunity for us to exchange ideas with colleagues, explore creative new approaches to old problems, and share in the search for effective and creative solutions to new ones.

From a historical perspective, the CSPA Journal has been a source of information and pride for professionals in New York State. We have been one of the few state divisions to actually publish a professional journal as part of the services we provide to our membership.

Whether you are a first time author or a seasoned writer with many publications under your belt, the Journal is an excellent forum for you to share your ideas, talents and expertise in the written form with your New York State colleagues.

As you read this edition of the journal, take a moment, make the commitment to submit an article for future publication. All of us would enjoy hearing from you.

Sincerely,

Geneva M. Walker-Johnson
President, CSPA/NYS

INFORMING STUDENT AFFAIRS PRACTICE
THROUGH LIBERATION THEORY

Patrick G. Love
Visiting Assistant Professor
of Higher Education
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Throughout the history of the student affairs work, ideas and theories from other fields have been imported and integrated to help inform our work more fully. Many of our student development theories from the fields of psychology and sociology. More recently student affairs researchers have been encouraged to expand the view of worthwhile research methodologies with practices originating in anthropology (Journal of College Student Development, special issue September 1991). Given our growing concern with diversity and our desire to serve multicultural populations there is another theory which can serve to better inform our practice - liberation theory.

Liberation theory involves working towards the transformation of oppressive societies whereby both the oppressed and the oppressors are liberated from the constraints of oppression. Paulo Freire, through his writing and especially his 1970 book Pedagogy of the Oppressed, brought the term liberation theory to Americans for the first time. The purpose of this article is to describe some of the aspects of liberation theory and discuss how its principles and practices might assist us in transforming our institutions into communities in which all students have access to opportunities for success.

Development of Liberation Theory

Liberation theory emerged from Freire's work with illiterate peasants of Brazil who were being dominated and oppressed not only by those in power, but by the culture that permeated all levels of society. It was the culture that kept them illiterate and silent. Freire

recognized that the plight of the poor and their apparent acceptance of it were the direct products of the economic, social, political, and paternal systems in which they existed. The cultural system held them in place like an invisible web -- invisible, yet very real and very strong. Rather than being encouraged and trained to know and respond to the concrete problems of their world, the people were discouraged from developing the needed critical awareness and responses (Freire, 1970). Freire discovered that the whole educational system was one of the major instruments for the maintenance of this "culture of silence."

Freire asserted that there was no such thing as a neutral educational process. Education either integrates young people into the structure of the present society and brings about conformity to it, or it becomes the practice of freedom, the way in which men and women deal critically and creatively with reality and discover how to join in the transformation of their world.

It might be a sobering exercise for us to try to view our own educational system, and our student affairs practice, through the eyes of someone not of our culture. Perhaps then we would be able to see webs of culture that constrain what we see and do and keep students and other members of our community from creating the multicultural community about which many of us dream.

Culture is a web spun by people over the course of generations. It is made by people, and therefore, it can be undone, changed, or transformed by people. Typically, culture is a powerful force for maintaining the status quo; if we do not try to see the webs of culture our efforts at changing our world proceed blindly.

The Oppressed in Higher Education

Who are the oppressed in our institutions? Oppression is a word that most of us would like to avoid using. It evokes powerful and negative images that we find hard to apply to our

circumstances. We have rules, policies, ideals, and laws which exist to prevent people from being oppressed. Unfortunately, the powers of oppression operate subtly and resist being restricted by formal regulation. The forces of oppression are the invisible strands of the cultural web. Therefore, in order to discuss the process of liberation we must also recognize the instances of oppression.

The distinctions between the oppressors and oppressed in our institutions are hazy. Goulet (1973) posed the question of whether groups see themselves as passive beneficiaries of the structures of oppression? The oppressed are any people or group who are in some way restricted from participating fully in our colleges and universities. As indicated above, this does not necessarily mean restricted through law, but restricted by the invisible webs of culture - our social rules, expectations, and assumptions. For the purpose of this article these groups include women, people of color, gay, lesbian, and bisexual individuals, disabled persons, and non-Christians. Among the myths and assumptions of our society is the belief that if women or people of color do not succeed it is their fault. For example, the fact that fewer women choose to study math and science in college is attributed solely to women. Or the fact that a greater percentage of students of color than white students leave predominantly white institutions before graduating reflects on their level of ability. If fewer women and people of color succeed it must mean that something is wrong with them — that women and people of color are somehow less able than others (i.e., men and whites).

The argument that some group is inherently inferior to another is rejected by virtually everyone. However, if nothing about the society or its systems change, if we accept the current system as fair, then in actuality, we do accept that final argument that some groups are inferior to others.

According to Freire (1970), the people and groups in power can not be the source of liberation in a society in which groups are oppressed. Therefore, straight, white, Christian,

able-bodied men will not be the source of liberation in this society. "Only power than springs from the weakness of the oppressed will be sufficiently strong to free both", the oppressors and the oppressed (p. 28). In order for the oppressed to be able to wage the struggle for their liberation they must perceive the reality of oppression not as a closed world from which there is no exit, but as a limiting situation which they can transform (Freire, 1970). Through that transformation both the oppressor and the oppressed will acquire freedom. The oppressed do not join the dominant group in their world, but the world itself is transformed into a place where all can be free.

Principles of Liberation Theory

As indicated above, this article focuses on only some of the principles of liberation theory and how they might be related to our work in student affairs. The principles to be described are: 1) the concept of praxis; 2) the transformation of the teacher-student relationship; 3) the stages of liberation; and 4) the exposing of cultural myths and societal themes.

Praxis

Praxis is action and reflection of people upon their world in order to transform it (Freire, 1970). Praxis goes beyond practice and action because it involves critical reflection on practice and action. Praxis involves critical theorizing in order to actively connect action with intent, practice and rationale. Through liberation theory people are encouraged to consider themselves and their world and all that it comprises critically, including spoken rules, assumptions, and expectations. Through praxis one becomes conscious of one's consciousness.

The current focus on critical thinking and the kind of work that is done between counselor and client are activities that are similar to praxis. However, the use of praxis in the context of liberation theory goes beyond these activities and includes reflecting on even more basic and unconscious assumptions - even, for example to questioning the rules and expectations of the counselor-client relationship.

As liberating educators it is also very important that we move beyond practice into praxis. We need to consider how much we have come to take for granted in our work as student affairs professionals. In order for us to encourage students to reflect upon challenge the assumptions that lie at the base of our institutions and practices, we must be willing and able to do the same.

Transformation of the teacher-student relations

The practice of collaborative learning has grown in emphasis during the recent past (Goodsell, Maher, Tinto, Smith & MacGregor, 1992); and collaboration is one aspect of the teacher-student relationship in liberation theory. This relationship requires that the teacher become a teacher-student and the student become a student-teacher. The distinction between the two must collapse into a true partnership. This involves a profound trust, especially on the part of the teacher.

In liberation theory, the teacher cannot wait for students to take liberation upon themselves. "From the outset, [the teacher's] efforts must coincide with those of the students to engage in critical thinking and the quest for mutual humanization. [The teacher's] efforts must be imbued with the profound trust in [people] and creative power. To achieve this, [the teacher] must be a partner of the students" (Freire, 1970, p. 62).

In a partnership true dialogue and reciprocity are fostered. Both teacher and student are open to change. Both then can apply their common partial knowledge to the totality of

the problem or issue (Goulet, 1973). Liberating educators do not impart knowledge or impose answers upon students. They enter into a partnership with the students. This requires that teachers (or student affairs professionals) must be open to self-transformation as well. Without that openness there can be no partnership, there can be no critical reflection, there can be no transformation.

Exposing cultural myths and societal themes

One aspect of our culture upon which critical thought and reflection can be focused are cultural myths. Myths are beliefs in the rightness of some aspect of society that does not have a basis in concrete reality; it is something that has been socially constructed and through time has come to be taken as an unquestioned fact. Freire identifies cultural myths from his work in South America. Several of these provide a good starting point for identifying the cultural myths that exist in our society and within our institutions. They include:

- This is a free society;
- All people are free to work where they wish; if they do not like their boss they can leave and look for another job;
- This society respects human rights;
- Anyone who is industrious can become an entrepreneur;
- Everyone has a right to education;
- The dominant class wants everyone to succeed and advance;
- Rebellion is a sin against God; and
- Those in power are industrious and those who are not in power are lazy and inferior.

Some of these sound very right and the sound of some make us feel uncomfortable. These statements, however, provide only a starting point. What are the aphorisms in our own lives as people and professionals? One might include (for whites) "I am not racist," yet critical

reflection may reveal the influence of a society built on Western values. Are we blinding ourselves to our racism?

Freire (1970) and others (Goulet, 1973) differentiate between problem solving education and problem-posing education. In problem solving education one deals with issues which cause distress within the context of the current society. In this process one is at a distance from reality, analyzes the parts that make up the problem, devises solutions, and identified strategies to solve the problem, without ever questioning the context in which the problem exists (Goulet, 1973). In problem-posing education aspects of the social reality in which people exist, things not previously considered problems, are "problematized." Formally unquestioned practices and assumptions (e.g., cultural myths) become open to critical reflection. This is similar to what some feminist scholars refer to as making "the everyday world problematic (Smith, 1987). Examples might include the previously mentioned issue of fewer women studying math and science. In a problem-solving situation one would derive strategies to increase those numbers without changing the context in which this problem developed. In a problem-posing situation the greater context of the educational system and cultural expectations would be considered critically which might result in very different actions being taken.

The stages of liberation

Freire identifies two distinct stages in the process of liberation. The first stage is where the teacher-student and the student-teachers unveil the world of oppression through the praxis (action and reflection upon the world) and commit themselves to its transformation. The second stage commences when the process ceases to belong only to the oppressed. The process of liberation spreads to all in the society (including the oppressors). It becomes a process of permanent liberation.

In the society through which Freire developed his theory, the oppressed lived quite apart from those in power. In our society, and especially in our institutions, those most advantaged by the structures of culture co-exist with those who must struggle against those structures. In this scenario we must work with all people and groups for the liberation of all. We cannot aid in the process of societal transformation unless we engage all students in the critical reflection on the assumptions and expectations of society.

Applications of liberation theory within Student Affairs

One of the most difficult aspects of applying liberation theory to our work in student affairs is that we must begin by trying to recognize the oppressive aspects of our institutions and our culture. We must recognize that we are a product and a part of that culture. This is not easy, especially for people who are the beneficiaries of the current society, including men, whites, heterosexuals, those from the middle and upper classes, and those who are able-bodied. This process involves deep reflection and critical consideration which may result in guilt, struggle, confusion, denial, and perhaps, pain. If it does, then it is truly a developmental process.

Resistance will also come from students. Attempts have been made to apply this concept in the classroom. Teachers have discovered that students resist the tenets of liberation theory for several reasons (Janangelo, 1989; Shannon, 1990). These include:

1. Students have preconceived notions about teacher's authority and find it difficult to enter into a partnership in learning;
2. Students resist open-ended, problem-posing work because it is ambiguous, difficult, and without "correct" answers; and
3. Students recognize that teachers ultimately retain their authority and will assign a grade at the end of the assignment or class.

Student affairs professionals will also face the difficulty of dealing with authority issues and trying to encourage students to consider issues and practices that they have always taken for granted. Another problem for us to consider is the fact that the principles of liberation theory can not just be added to the student affairs tool box. Liberation theory has as its goal cultural and individual transformation. The full implementation of liberation theory is not something that should be done lightly because it encourages people to be open in ways that make them especially vulnerable.

Perhaps the most obvious application is in our work with marginalized groups within our student body - women, students of color, gay, lesbian, and bisexual students, among others. In our work as advisors, counselors, trainers, and supervisors we can apply liberation theory by:

1. Opening ourselves to a partnership with our students and their groups;
2. Recognizing that our role is not to provide answers;
3. Entering into a dialogue where we establish a trusting partnership;
4. Sharing information with each other;
5. Encouraging exploration of cultural and societal assumptions and expectations and critical reflection on those assumptions and expectations; and
6. Teaching the art of praxis - asking students to critically reflect on their actions as they seek to transform their world.

One way to start the exploration of cultural and societal assumptions is to begin with the institution by asking students what they think are the purposes behind some of the institutional policies that influence or restrict their behavior. The challenge is to encourage them to go beyond the obvious.

According to Freire (1970) it is those who are oppressed who must transform the world. However, the principles of liberation theory can also be used to help majority students reflect on their actions and the societal contexts that influence the success or failure of particular groups of students.

Other aspects of student affairs work where the principles of liberation theory can be applied include leadership training, student staff supervision, group advising, discipline and judicial affairs, and community development practices. It can be applied in any situation in which we work as educators of students. We can seek to establish teacher-student partnerships in which we mutually reflect on the unquestioned practices of our culture and institutions.

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ROLE OF FACULTY IN FRESHMAN SEMINARS

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Buffalo State College, part of the State University of New York system, enrolls about 11,000 undergraduate students annually. About half of the students are commuters, and the resident students are divided between dormitories and neighboring apartments. Emphasis is placed on effective teaching which strengthens the faculty-student relationships that are considered integral to the success of students in higher education. According to Astin, "Student-faculty interaction has a stronger relationship to student satisfaction with the college experience than any other involvement variable, or, indeed, any other institutional characteristic. Students who interact frequently with faculty are more satisfied with all aspects of their institutional experience, including student friendships, variety of courses, intellectual environment and even administration of the institution (1977, 233)."

College Freshmen, as newcomers, need an opportunity not only to meet faculty, but to develop relationships with them. The Freshmen Seminar program hopes to achieve this goal by selecting interested faculty to teach in small classes of twenty students so that optimal interaction can be promoted. The faculty member instructing the class also acts as the faculty advisor for each of these students.

The Freshmen Seminar program was proposed at Buffalo State by an Ad Hoc Faculty Senate and Academic Affairs Committee. Under the funding support of Academic Affairs for the past three years, it has served the goals of developmental academic advising and student advancement very well. For two years the Freshmen Seminar program enrolled 200 students in 10 courses selected from the core curriculum. Ten regular faculty members from 10

different departments, representing the core areas of Arts and Humanities, Natural and Social Sciences, and Applied Science and Education divisions taught these courses.

The director of the New Student Orientation program, Mrs. Susan Zirin, says that one of the strengths of the Freshmen seminar program is the ability to offer challenging courses in a supportive atmosphere because "the classes provide entering students with a cognitively stimulating environment taught by empathetic faculty knowledgeable not only of their subject matter, but also of institutional policies and requirements."

Mrs. Zirin conducted an interview with each student desiring to register for the Freshmen Seminar class. The students had to agree to participate fully in the class and were warned that their academic progress would be monitored. Faculty were asked to report early in the semester on the student's test marks, writing ability and social adjustment. If problems occurred, the student was called into the New Student Orientation office for an interview to discuss causes and remedies for the situation.

The small number of students in the class (20) enabled the faculty to integrate many elements of a "How to Survive In College" class into the course. Such skills as reading, writing, analytical and critical thinking became more relevant because they were tied to classroom assignments by the faculty instructor. Students preparing to write papers were taken by the instructor to the library during class time to use the reference materials available for their assignment. A visit to the academic skills center with instructions on the use of the word processor stressed the need for correct spelling in the assigned paper. The career development center became more significant after a discussion of career goals in class and during individual advisement.

The core curriculum subjects for the Freshmen Seminar lent themselves well to discussion in the classrooms. Students could more easily build their self confidence in small classes with classmates they began to know and trust with familiarity. Informed class

discussions help to develop oral skills in a safe environment with other Freshmen students. A sense of community emerged with informal conversations in the halls and in the faculty member's office.

Because the faculty knew the academic achievement level of students in their class, they were much better equipped to advise students for registration. During this time together, the faculty member could encourage the students to reflect on their talents, abilities, strengths, weaknesses, and goals. When the students could honestly face their shortcomings in a familiar and accepting situation, they were more willing to try the referral services of the academic skills or career counseling centers.

The new student orientation office provided the faculty member with a student profile sheet on each of the 20 students. It contained information regarding home and local residences, high school averages, SAT scores and basic reading, writing and math skills entrance test results. Since the faculty advisor was meeting individually with the student, these profiles helped to determine suitable courses for the next semester. These student profiles also helped the faculty member to relate academic curricula to career opportunities as suggested by Kramer and Gardner (1977, 34).

Each Freshmen Seminar was provided with a graduate student tutor, who was available and eager to help the students with study skills and subject mastery. After the first test, the students were highly motivated to contact this tutor. Together, the tutor, faculty member and students, became more significant catalysts for achieving institutional and student goals.

The faculty from each of the Seminars met together with the tutors to share insights and activities. The most productive seminars involved the graduate student tutors who gave helpful feedback to the faculty. Comments ranged from the need of the students to attend class because they would be missed by the faculty and other students, to the desire to be

present because they really like the material, teacher, and other classmates. These sessions gave the faculty an opportunity to discover the students' achievement in other classes because the tutors helped the students in most of their other subjects.

"A well-planned developmental academic advising program reduces the institution's drop-out rate, is linked to the student's achievement and overall learning and helps the institution maintain academic standards" (Noel, 1983). At the end of the first semester in 1989, the dropout rate for Freshmen Seminar students was 1.5 percent as compared to 6.2 percent for the first time entering Freshmen.

The grade point averages of Freshmen Seminar students was considerably higher than the rest of the first-time entering Freshmen class. At the end of the first semester in 1989, the Freshmen Seminar group attained a 2.60 average as compared to 2.42 for the first time entering Freshmen class. Although these students did not have the opportunity to continue in the Freshmen Seminar program, the same faculty members served as their advisors. The grade point average for second semester for the Freshmen Seminar group was 2.8 as compared to 2.54 for the Freshmen class.

The Freshmen Seminar group from the Fall 1990 semester acquired a 2.57 grade point average in comparison to the 2.34 grade point average for the first time entering Freshmen. There is some problem in comparing Freshmen Seminar students with all "first time" entering Freshmen. All of the Freshmen Seminar students are uncommitted to a major, either because they were undecided or because they were not accepted by a department. The uncommitted status often depicts student with unclear career goals and sometimes poor high school averages that exclude them from high demand departments. Therefore the Freshmen Seminar students, because of their uncommitted status, would be less likely than their counterparts to succeed or stay in college. Although many of these students could be considered high risk, their grade point averages surpassed the regular first time entering Freshmen.

EVALUATION BY AUTHOR'S CLASS

Students in the author's Freshmen Seminar class were asked for their opinions regarding the advantages and disadvantages of the Freshmen Seminar program. They were overwhelmingly in favor of the program citing negative examples of their regular classes such as "we need a microphone to talk to the teacher in the large classrooms," "we can't ask questions," "we can skip class anytime we want because we are not missed." On the more positive side, they felt that the "seminars have a more relaxed atmosphere." They can enter into a relationship with the teacher," and "the advisor is more available because they see her three times a week."

The discussion regarding the disadvantages of the Freshmen Seminar involved concerns for the over protectiveness that insulated students from the real college world. Only two of the 20 students in the author's class felt this was a negative aspect. The 18 other students said that they had enough of the real college life in their other subjects, and were happy to have one class where they were known by the teacher and other classmates. These students felt a commitment to the other students in the class and wanted to be in their company. A few friendships and one dating relationship have emerged from the class. They have learned to study together in groups for tests and eagerly shared each other's grade results. This particular course has been put on a computer diskette in outline form with study questions. Some students have borrowed the disk from the academic skills center and made copies for others in the class. The whole atmosphere in the class was one of cooperation and mutual assistance, rather than competitive aggression.

When this atmosphere was transferred to the advising situations, students seemed more willing to honestly face their strengths and limitations. The faculty member's office and the seminar classrooms were in the same building which made after class encounters most accessible. McNulty, O'Connor and Sklare (1987, 60) recommended that academic advising

should be integrated into the overall instructional process. These informal chance conversations between the advisor and students, both as individuals and in small groups, served this integrating purpose well.

EVALUATION BY THE TOTAL FRESHMEN SEMINAR STUDENTS

The Office of New Student Orientation, which provided the statistics for this article, also conducted a student evaluation of the Fall, 1990 Freshmen Seminar program. Questionnaires were distributed to the 201 students and 162 of 81 % were returned.

Results of students agreeing with the following items were:

1. I think a Freshmen Seminar course limited to only 20 in incoming students is a good idea. 88%
2. As a result of enrollment in a Freshmen Seminar course, I feel more confident about my ability to succeed at Buffalo State. 93%
3. The college faculty and staff were helpful in providing information on academic requirements and college policies. 83%
4. If asked, I would advise other new students to enroll in a Freshmen Seminar course. 96%
5. This program helped me to get to know other freshmen. 98%
6. I believe that I benefitted to being academically advised by my Freshman Seminar Professor. 82%
7. As a result of being in a Freshmen Seminar Course, I feel that I have established a good relationship with a Buffalo State faculty member. 82%

Some of the students added their own comments to the evaluation forms:

- I had a great experience in the FSP.
- I would most definitely recommend it to all incoming freshmen.
- I think the FSP really prepared me for college work. It also helped me meet people.
- The FSP helped me feel more comfortable and relaxed in college.
- The FSP really helped me get to know my professor. Since it was a small class I had lots of opportunity to talk to the professor in class.
- Because of the FSP I enjoyed my first semester tremendously.
- Thank you for making the adjustment easier for me.
- The FSP is wonderful. It was great always having someone around to talk to when I needed to.
- My FSP was fantastic. It helped me explore different majors.

RECOMMENDATIONS

Often students flounder in college because they are undecided upon career goals. Faculty are often not familiar with the career counseling center themselves and thus fail to adequately advise on opportunities that are available to students. Faculty should visit the career development centers on campus and avail themselves of material supplied by career fairs in order to advise their students about courses majors commensurate with their career goals. McNulty, O'Connor, and Sklare (1987, 60) conclude from their study that rewards for effective faculty advisors are most important. "A reward system should be developed for those faculty and staff who demonstrate excellence in academic advising service. Without a reward system, it is unlikely that current advisors will be motivated to improve their service, or that other faculty will want to serve as academic advisors."

The New Student Orientation office which made the program possible, allowed for a \$100.00 faculty development perk in the form of books or conference attendance. The faculty were also given \$25.00 from Academic Affairs office for a social for the Seminar group. Although the rewards were not outstanding, the faculty members were grateful for the appreciation given to their involvement in the program.

The Faculty Freshmen Seminar committee suggested that the Freshmen Seminar program be increased to include all Freshmen. If the registration for each class were increased to 25, and all 50 departments were asked to include a Freshmen Seminar, 1250 Freshmen could be served.

Since the Freshmen Seminar program calls for more interaction between faculty and student services personnel, their mutual goals of students' academic success and satisfaction can be better achieved. Unfortunately these two segments of the University have not integrated their efforts in the past as thoroughly as their mutual goals have demanded. The Freshmen Seminar program has enabled faculty and student services personnel to pool their cooperative efforts to achieve more effectively the goals of the University.

The New Student Orientation office promotes the Freshman Seminar Program because it encourages students to strive to fulfill their personal goals by utilizing the college environment effectively. Through interaction with faculty, staff and peer mentors, Freshmen are empowered and encouraged to assess their own interests and values, and to integrate them into their educational goals. Accurate information is provided to the students regarding class content and institutional requirements so they may make more realistic decisions appropriate with their level of development. Faculty are made aware of the problems, fears, situations, and learning abilities of Freshmen and encouraged to gear their instruction to them more appropriately. By interacting intensely with a few students, the faculty members can engender relationships that will be satisfying to themselves and fulfilling for their students.

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**A STUDY OF THE RETENTION RATE OF
WOMEN MASTER'S DEGREE STUDENTS
IN COLLEGE STUDENT PERSONNEL**

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PROBLEMS

Few issues in higher education have received more direct attention recently than the upcoming reduction of the traditional college-age pool and the retention of students already enrolled. Retention is viewed as one way to help offset some of the impact of reduced enrollments (Naylor & Sanford, 1982). Retention is a valuable item for reducing the anticipated decline in the size of the college population and retention data can be an important aid in an institution's planning and management efforts (Lehman & Sanford, 1978).

Considerable research has been done on college students and doctoral students "dropping out" from their academic programs. Very little has been written on master's degree students, particularly women students, "stopping-out" or "dropping out" from their programs. This research will look at women in a master's degree program in College Student Personnel and why they chose to "stop-out". Master's degree students are unique because they are often older, married, and have children.

There has been a great amount of student retention data, analysis, and discussion in the higher education literature in the past ten years. Most student retention studies have been targeted toward undergraduate student populations. There appears to be no equivalent wealth of data concerning graduate student retention (Naylor & Sanford, 1982); Ott, Markewich & Ochsner, 1984) and in particular, doctoral student retention and masters degree student retention. This research will look at master's degree retention of women in a college student personnel program and attempt to answer the question: Why do master's level women students drop out of graduate school?

PREVIOUS STUDIES

The term "retention" describes the process by which a student commences a program of study and then remains in the program until graduated (Gunn & Sanford, 1988).

There is a certain uniqueness to graduate student retention problems. According to (Girves and Wemmerus, 1988) more particular attention has been given to recruitment rather than retention. What this means is that more emphasis has been placed on attracting the best and multicultural students to graduate school.

These authors stated that the relationship of the student and the faculty is the key item that distinguishes graduate from undergraduate education. Also of importance is financial aid. It affects both involvement in one's program and alienation.

Women graduate students are found to have difficulties in securing mentors, particularly because of the accelerating numbers of women students in relationship to the related increase in the quantity of woman faculty.

It is critical to recruit graduate students. We must also create environments that degree completion for those students we do obtain (Girves & Wemmerus, 1988).

More students leave their college or university prior to degree completion than stay (Tinto, 1987). Of the nearly 2.8 million students who in 1986 will be entering higher education for the first time, over 1.6 million will leave their first institution without receiving a degree. Of those, approximately 1.2 million will leave higher education altogether without ever completing a degree program, two or four year.

Two models of graduate student degree progress were developed: one at the doctoral level and one at the master's level (Girves & Wemmerus, 1988). The models link department and student characteristics, financial support, and student perceptions of the faculty with grades, involvement in one's programs, satisfaction with the department, and alienation in order to predict graduate degree progress.

Regarding women both student/faculty and peer interactions are important predictors of retention for women (Girves & Wemmerus, 1988).

Financial Aid influences both involvement in one's program and alienation. Women graduate students are at a disadvantage in finding mentors, particularly given the rising number of women students without a similar increase in the numbers of women faculty.

The factors related to the concept of academic integration predict degree progress; graduate grades for master's level students and involvement in one's program for doctoral level students.

(Pantagos & Creedon, 1978; and Tinto, 1975) placed their emphasis on the undergraduate college student. (Buckley & Hooley, 1988) described the non-completion of doctoral research in management.

Two sets of authors did write about Master's degree research. (Naylor & Sanford, Winter, 1982) stated that for Master's degree students women had a persistence rate that was higher than that for men.

(Payne, Wells, & Clark, 1971) conducted a study a 503 Master's of Education degrees. They acknowledged that Undergraduate Average, Graduate Record Examination, and National Teacher Examination, each in turn became the best predictors of success in Master's, Sixth Year/and Doctoral programs.

In summary, there is a particular unique quality to graduate student retention problems. More emphasis is often given to recruitment than to retention.

Women graduate students have trouble securing mentors. Tinto (1987), stated that more students leave their college prior to degree completion than stay.

DATA AND METHOD

Quantitative methods including a survey were used for collecting and analyzing data

to obtain and describe women master's degree candidates in college student personnel who had dropped out of the college student personnel program. A written survey was used. Cross tabulations, and correlations were conducted.

SAMPLE

The profile of the typical participants in this study (37 of 158 sampled) was a caucasian female age 31-40, married and having "stopped out" in the approximate twenty years prior to January 1991. Of all 158 sampled, 50 said they had advisors; 68.4% had a positive relationship with their advisor; and 73.7% of the advisors were described as accessible. On a scale of 1-5, with 5 being the highest, 50% rated their advisors overall with a score of 5.

FINDINGS

This study supports the retention graduate findings of other researchers. There were several reasons for stopping out, including:

<u>Reasons for Stopping Out</u>	<u>Type of Reason</u>
Reason 1 changed interest	personal
Reason 2 program not responsive to needs	school
Reason 3 lack of time	personal and school
Reason 4 family problems	personal

"School" reasons included such issues such as poor parking. "Personal" reasons generally meant family problems. For reason 1 (changed interest), 61.3% were married, 41.7% were ages 31-40, 80% were caucasian, 50% had an advisor. Of

those, 68.4% had positive relationship and 73.7% of the advisors were accessible. On a scale of 1-5 with 5 being highest, 50% scored 5. Financial support was not adequate (47.6%), 88% did not transfer from another institution and 66.7% did transfer to another institution.

For reason 2 (program not responsive to needs), 56.7% were married, 40.0% were ages 31-40, 80% were caucasian and 43.5% had an advisor. Of those, 62.5% had a positive relationship with the advisor and 62.5 % of the advisors were accessible. On a scale of 1-5 with 5 being highest, 58% scored 5. Financial support was not adequate (40%), 78.3% did not transfer from another institution and 60% did not transfer to another institution.

For reason 3 (Lack of time), 58.1% were married, 37.5% were ages 31-40, 80% were caucasian and 45.8% had an advisor. Of those, 68.8% had a positive relationship with the advisor, and 75% of the advisors were accessible. On a scale of 1-5, with 5 being highest, 50% scored 5. Financial support was not adequate (44.4%), 83.3% did not transfer from another institution, and 82.6% did not transfer to another institution.

For reason 4 (family problems), 62.1% were married, 40% were 31-40, 92% were caucasian and 50% had an advisor. Of those, 64.7% had a positive relationship with the advisor and 70.6% of the advisors were accessible. On a scale of 1-5, with 5 being the highest, 42.9% scored 5. Financial support was not adequate (50%), 81.8% did not transfer from another institution and 66.7% did not transfer to another institution.

There is a positive but not a very strong relationship (.1435) between year of Graduation from a college and school reasons for stop-out, i.e. reasons not related to the college. The relationship between year of Graduation from college and personal reasons (i.e., related to a student's personal reasons) was negatively related.

There was a negative correlation (-.0149) between age and school reasons, but a positive correlation (.0212) between age and personal reasons. There was a negative correlation (-.1134) between race and school reasons. There was a positive correlation (.3806) between race and personal reasons (i.e., caucasian students cited personal reasons for reasons for stop-out. The "extent to which advisors are accessible" is negatively (-.3784) correlated with school reasons for stop-out. There is also a negative correlation (-.0622) between "extent to which advisors are accessible" and personal reasons for stop-out.

The following set of correlations are particularly statistically significant. There is a positive correlation of (.1769) between "transfer from college" and school reasons. Personal reasons are negatively related (-.2791) to transfer from college.

There was a positive correlation relationship of (.0961) between transfer to another college and school reasons. Transfer to another college had a negative relationship (-.0174) with personal reasons.

DISCUSSION AND IMPLICATIONS

Respondents cited four major reasons for stopping out. They were: changed interest and personal reasons; program not responsive to needs and school reasons; lack of time and personal and school reasons; and lastly, family problems and personal reasons.

This study did not look at later job placement for these students. Also, it would have been helpful to have included the number of children in categories for each student and to correlate the number of children with the reasons for withdrawal. Future studies might

compare men and women and ethnic or racial backgrounds, etc. It might also be interesting to look at other degree programs.

Reasons for stopping out included personal, as well as school reasons. Perhaps a good orientation program would help with personal reasons. Regarding school reasons the college may be able to change some of the negative school reasons such as poor parking.

Colleges need to view stopping out positively rather than talk about failures. Some authors are more positive about increasing student retention. What is important are meaningful programs for lowering the stop-out rate.

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STOP-OUT FROM A MASTER'S DEGREE PROGRAM QUESTIONNAIRE

Name _____

Address _____
 Street _____ City _____ State _____ Zip Code _____

_____ Married _____ Degree Program _____
 _____ Single _____ Degree _____
 _____ Divorced _____ Year of Graduation _____
 _____ Separated _____ Age _____ Race _____ Sex _____

1) Why did you stop attending the Student Personnel Administration Program?

2) Did you have an academic advisor?
 Yes _____ No _____ Not Sure _____

3) Did you have a positive relationship with your academic advisor?
 Yes _____ No _____ Not Sure _____

4) Was the advisor accessible to you?
 Yes _____ No _____ Not Sure _____

To what extent? (please circle, 5 is highest) 1 2 3 4 5

5) Was financial support adequate?
 Yes _____ No _____ Not Sure _____

6) What is your occupation?

7) Did you transfer from another institution?
 Yes _____ No _____ Name of Institution _____

8) Did you transfer to another institution?
 Yes _____ No _____ Name of Institution _____

Please return this form to Dr. Diane K. Youn, Assistant Professor, Educational Foundations Department, Bacon Hall 312B, Buffalo State College, 1300 Elmwood Avenue, Buffalo, New York 14222

**ON BEING HUMAN WITH ADULT LEARNERS
 AND ITS RELATIONSHIP TO THE
 FUTURE OF COLLEGE STUDENT PERSONNEL**

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INTRODUCTION

It appears that we continue to be in an era of institutional and societal "dissensus" wherein there are clashes over values, interests, and beliefs: a disparity of means; and divisive dissension on ends related to issues of access, diversity, equity, performance and excellence. The witnessing of increasing numbers of institutions of higher education reorganization and transition plans and the elimination of educational programs and personnel because of economic exigencies has caused consternation in segments of the learning community. Some see the dismantling of a culturally sensitive, integrated effort in higher education that was becoming more effective in leveling barriers and empowering individuals to break free of the social and academic constraints of the past and the present. Others, however, view an opportunity to create and define more effective and efficient programs to re-examine the worth of maintaining inherited, obsolete structures.

College student personnel services are included in this process of reassessment and evaluation of higher education in the United States. If the field as we know it today goes the way of the Whopping Crane, it will not be solely because of budgetary considerations and reasons. Our abilities to reconcile contradictory circumstances, to harmonize paradoxes, and to bring into accord learners' purposes and societal and institutional needs will be significant factors in determining our survival. As we conduct our self-appraisal as part of the higher education review process, we must go beyond concerns for self preservation, image

protection and projection, and one-shot student satisfaction surveys. Our investigation must move more toward reviewing our prevailing point of view and re-conceptualizing an reanalyzing our mission and goals. As we do this, we need not be conceptual chameleons camouflaging and accommodating our mission for reasons of examination.

The pluralism and diversity that surrounds us in our society and in our educational communities is at once a critical challenge and one of our significant strengths. These conditions must be fully addressed by us. They highlight and reinforce that there were few, if any, absolutes in the social sciences; that the pursuit of the absolute in all human affairs is not reasonable; and that alternative strategies, methodologies, and solutions are necessary interacting with human beings. Our interactions are influenced by our understanding that behavior is caused and that the causes are interrelated, complex and multiple; that higher education institutions are nourished and sustained by the performances of their diverse human resources; and that college student personnel services not only address separate and holistic characteristics of the learner, it has the capacity to interact with and meet the needs of the collective student body and institution. Student Personnel work has an influence on the management of institutions' human resources. Student personnel work is human intensive. Student personnel work turns on human capital and the human enterprise.

Included in the host of student constituencies served by student personnel educators are adult learners. The emergence of this significant population in higher education with their diverse needs, distinguishing characteristics, interests, and multiplicity of roles permits us one meaningful focus point for student personnel services assessment. It affords us opportunities to observe the effects of contexts and circumstances on their performances and lives and allows us to re-examine the relevancy and effectiveness of our individual and collective performances as professionals. Adult learners tend to exhibit a composite of characteristics that grants us a view of things past, the present and the shaping of the future.

ASSUMPTIONS AND CHARACTERISTICS OF ADULT LEARNERS

Adult learners are persons who are still experiencing physical, cognitive, social, personality and emotional development and change. If given the opportunity, if made aware of successful strategies, and if motivated, adults have the desire to continue to search for meaning in their lives and the requisite abilities to learn and perform in their chosen fields.

The common ground that most adult learners occupy is their diversity (including their wide experience and age ranges) and their varied needs; therefore, each should be prized for his or her uniqueness. Another commonality is that something is commencing or ceasing to operate in their lives or that they have gone as far as they can go with what they have and they have decided that actual or anticipated change is inevitable and necessary. Many, if not most, come to us as a consequence of change and seek our help in coping with and/or implementing significant positive modification in their lives.

There is a mix of voluntary and involuntary learners our adult student populations. Some come to us to meet job requirements; some are primarily interested in obtaining credentials for their present position or for promotion to another responsibility. Some, however, are confronting contradictory conditions and cannot define choices; some cannot gain control of their lives and cannot cope with related consequences; some come for social interaction; some come in search of security; and some come for the love of learning. A sense of dislocation, disorientation, disequilibrium, stress and/or tension is reported by some adults when involved with a changing job, making a career change, changing life style or seeking formal education and training. Some adults see themselves in situations of being too old to be young enough or too young to be old enough to qualify for something. A distinguishing question often posed by adult learners of themselves is, "Do I have adequate time remaining on the job or in my life to really change and/or meet my goals?"

Taking or retaking control of one's life is important to many adults and the tyranny of time constraints and the multidimensionality of numerous life roles related to family, work, self and others influences their priorities and decision making. Their recognition of the presence and need for change and the courage and competence needed to deal with change permits the possibility for their development and the intervention of the student personnel educator. Productivity, more so than activity alone, is valued by many adults. This preference rebounds to their advantage in a technologically sophisticated information workplace and society where one does not have to be physically strong and young in chronological age to be productive.

Most adults choosing to be learners come to us for useful, learner-drive, workplace relevant skills and knowledge that possess ready application in overcoming limits of their present circumstances. Their focus is on what they perceive as the real world and what they perceive as important. They apply experience to learning and make appropriate connections. Adult learners tend to be goal directed. Their commitment to enter or return to higher education is usually accompanied with a significant personal, social, or economic price. By registering, attending and fulfilling other institutional requirements, they risk doing what other adults in similar conditions and situations refuse to risk. Sacrifices have to be made related to their own independence. As student learners they accept new components and relinquish other components of their identity. They invest their time and their financial resources with use in activities which in most cases do not guarantee desired or required results. Many adult learners must take enrichment and breadth courses as part of a degree or credential requirements; some do not see the relevance.

Anxiety, isolation, boredom, fear for personal safety, fear of failure, competition with younger students, and/or transportation problems can be singular or multiple deterrents to their seeking further education. Some are forced into evening schedules because of their occupational and/or family responsibilities. The lack of full services during evening hours at

many higher education institutions is considered by some adult learners to be a serious disadvantage for them. Because of these perceptions and conditions, the balkanizing and fragmentation that occurs with learning in many institutions seems compounded to adult learners. Some many not have had positive learning experiences in elementary and/or secondary schools and may transfer negative associations to the higher education settings; some may be alienated from mainstream society; some may not see a level plane for education, performance, and merit because of their age, gender, race or ethnicity.

RELATED ROLES OF STUDENT PERSONNEL EDUCATORS

A key to learning is observing and understanding all angles or facets and their interactive effects as an entity. In the social context, the student personnel educator can work with the adult learner and others to tailor the fit between institutional and societal constraints and needs and individual purposes and can help make sense of the multiplicity of roles, goals, and structures an adult learners must negotiate.

From the position and viewing point, those charged with the student personnel function are well situated and suited to address the community of interests of all the constituents affiliated with the institution; to analyze what impels and what deters successful participation and performance; and to observe where the parts of the total learning experience meet and where the unjoined parts must be brought together. They can assist in the adult learner in moving toward goal accomplishment in an open, synergistic, participatory, supportive environment of unconditional positive regard and acceptance that fosters interaction and active learning. The expansion of the dyad of academic faculty and adult learners to include other educators affords the possibility of enhancing the invigorating and interactive nature and meaningfulness of the learning relationship and the psychological tone and climate of the social environment. This extended relationship with student personnel professionals and

others throughout the adult learners' higher education experiences can lead to a shared desire to maintain interaction.

Perhaps more than any other group in higher education, student personnel educators have the background to discern how the adult is experiencing his or her own particular situation, the learning process, significant educational and emotional events, and life dilemmas. The observation, description and prediction of behavior and change in the individual are part of student personnel workers' expertise. Their analyses of commonalities, complementarities, common humanity and differences can help personalize the process and can foster growth in the adult beyond changeable limits. With the assistance of the student personnel professional, the balancing of work and recreation and self-development and professional development, can and should be accomplished by the adult learner.

The student personnel educator can also be of specific aid to the adult learner by working with him or her on advisement; counseling; career planning and career control; interpreting administrative forms and other paper work; time management; information processing techniques; motivation, concentration, self-esteem; interpersonal competence; and family and personal adjustment. The introduction to services, facilities, activities, equipment, group support networks, and mentors provides needed orientation for the adult learner. Helping him or her with understanding self, gaining a keener sense of his or her circumstances, comprehending and dealing with the human dimension of change effective him or her and moving toward personal and professional fulfillment and purpose are all endeavors with which the student personnel educator should be involved. Social referencing and modeling are effective techniques to facilitate these pursuits. A reciprocal determinism should be sought wherein the learner and environment mutually interact and the adult learner participates in actively influencing his or her life situation.

Most adults have come to realize that their time is of value to them. We must work with the adult learner to more fully value himself or herself, to understand the contextuality and integration of his or her values and behaviors, and to move toward a stronger self-concept, self-direction, self-evaluation and self-renewal. The attention given by adult learners to perceived the time left in their life cycle sometimes makes exigencies dictate their ranking and implementation of priorities and goals. Student personnel educators must assist adult learners to put their priorities in harmony with their values and assist them to move forward, to begin shaping their own futures.

CONCLUSIONS AND RECOMMENDATIONS

In the final analysis, student personnel educators should become more involved with outreach operations and become interventionists and then partners with other academicians in the learning experiences of adults. Perhaps blurring the boundaries between higher education compartment-like structures would be beneficial to the adult learner. Those who see the term, "Team" as an acronym for "together everyone achieves more" possess a self-evident wisdom. A more effective alliance must be forged between academic faculty; marketing and public relations specialists; deans of continuing education instruction, and faculties; directors of financial aid, placement and admissions; planning and development experts and others. As a support team, this group would possess a higher probability for success in analyzing and successfully dealing with challenges, contradictions, and conflicts facing the adult learner; discovering critical essences; and moving with conceptual consensus toward goal attainment for the betterment of the learner and the institution.

The student personnel educator should be involved with exposing options, allowing alternatives, eliminating unnecessary barriers, promoting opportunities and self-exploration, supporting self-renewal, eliminating feelings of inadequacy, and promoting educational

SUGGESTED READINGS

adaptability in the adult learner. In that not all experience brought to the learning situation by an adult is constructive and rich, a form of unlearning or desensitization may have to be employed to eradicate detrimental influences. Interconnections between what he or she is learning and what he or she will be living must be reinforced. We should teach and live the norm of social responsibility and the norm of reciprocity and appreciate mutual interdependency. One way to gauge our success in these endeavors is to review the level of caring and sharing, as well as the degree of competence of our adult learners and adult alumni in the workplace and the community. Student personnel work must continue to improve its capabilities as a value-added service wherein those learners who partake of the interaction have the opportunity to gain more self and collective value. The field is at its best when it positions the learner central and critical to the educative process; when it promotes resources and personal networking for learners who are in need, such as those experiencing isolation; when it develops learners as proactive, informed, empowered decision makers; and when it insists that all qualified adults - both traditional and non-traditional, regardless of age range, are entitled to higher education access and services.

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**THERE IS A ROLE FOR
STUDENT AFFAIRS IN FUND RAISING**

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The authors provide the senior student affairs officer with a fund raising and institutional advancement role to ameliorate the present crisis in funding

INTRODUCTION

Student affairs represents a key component of the total institutional resources, but it has not been depicted as integral to the total institutional approach to fund raising. Campus presidents should be more confident in the role of student services and facilities as attractors of potential gifts. Capital and in kind gifts are as important to student affairs as they are to any other area of the institution, including the academic program. A wise president will realize that he or she needs engaging programs to entice potential donors. Your student services and facilities need to be promoted in a manner which appeals to the altruistic and socially spirited donor.

Programs and facilities not clearly and completely consistent with the core-essential aims of the institution, and those not in conformity to the exigencies facing that institution, are likely candidates for budgetary reduction and reorganization. Without exception, the preeminent mission of the college or university is (and should be) academic. The formal

curriculum is ultimately the reason students attend a college or university. Student affairs divisions cannot operate as closed systems. They must be responsive to the academic priorities before student affairs priorities. However, institutions of higher education may be too quick to sacrifice the educational and service component of student affairs in an effort to save the core academic programs.

Progressive institutions will reflect upon the knowledge base and talent of student affairs staff for supplementing institutional funds through new fund raising initiatives (Terrell, Gold & Renick, 1993; Terrell & Gold, 1993). A more financially stalwart future can be secured for all when student affairs takes on a fund raising role. In the future, it is recommended that senior student affairs officers (SSAOs) take the leadership role by setting strategic institutional advancement goals, meeting donors and involving them on campus, and coordinating a staff development program focusing on fund raising (Gold, Golden & Quatroche, 1993).

Would it be strategically sagacious for a CSAO to pursue an academic chair for a notable writer, teacher or researcher on the American college student who can simultaneously affirm the roles of student affairs staff as impactful agents for student growth? You bet it would! The presence of a visiting chair for just a few months might change the institution and the relationship of student affairs to it in dramatically positive ways. By bringing the importance of the work we do into a local, and possibly national spotlight, the academic chair instantly authenticates the role of student affairs on a particular campus to its most potentially powerful constituency, the faculty.

Planning activities which fully engage a cross section of student affairs staff presents those same staff with some new challenges to their career effigy. Might some of your staff be burned out rendering traditional student affairs assistance? Is there a chance to bring student affairs staff into the grant writing process which might in turn lead to resource

acquisition and innovative program development? During these planning processes and role shifts, would it make sense to split student affairs lines with the development office so that individuals might work both in student affairs and as a development officer?

There are also some dangers to devoting student affairs staff to fund raising activities. Several years ago, a key student affairs staff member had been participating in the United Way Executive Loan Program, giving the student affairs division a unique opportunity to interact with a cross section of business leaders, all potential donors to the institution. The elected student body president wrote a letter to the campus president complaining that it was an exploitation and misapplication of resources to have a student affairs staff person assigned to non-student service work. It is important to articulate up front the direct benefits to students as well the institution when any staff member, who might be seen as a full-time student service officer, is involved in traditional fund raising or community relations activities.

OFFERING LEADERSHIP

The SSAO has at least four key administrative roles: leader, manager, mediator and educator (Sandeen, 1991). A leader must effectively fulfill each of these roles while at the same time planning, promoting and overseeing fund raising programs. The SSAO must be prepared to answer the multiple questions stemming from the exclusive attributes, expectations and levels of influence of each campus constituent group. The answers provided must reinforce the fundamental ideological and pragmatic framework in which institutional policy is formulated and implemented. As much as each institution possesses its own distinct character, each master plan must represent what is unique to the groups it addresses. Thus, a convincing fund raising plan addresses the interests and concerns of the constituency it is designed to serve. It specifically encompasses the mission or the strategic plan of the college or university.

The exhortation for mastery of each of these roles may seem excessive since most would agree that the importance of leading, managing, mediating and educating is self-evident in nearly all administrative contexts. Nevertheless it merits reiteration in the case of fund raising, because each of these four roles is applicable to specific stages of the fund raising process. Since fund raising is typically not included in the preparatory experiences of any student affairs staff, SSAOs will initially need to be at the vanguard of the development thrust and continuously guide staff efforts, as well as be a referee and technical educator for their staff.

STAFF RESPONSIBILITIES

In private institutions student affairs staff are more often involved in capital and building campaigns on behalf of new student union facilities, health services, residence halls and athletic facilities. These projects require big gifts worthy of a tremendous amount of student affairs staff time. They may also assist in the more complicated activities of acquiring gifts in kind and estate planning.

Before initiating a comprehensive development program for student affairs, organizational theory prescribes that all staff in student affairs know specifically the extent of their responsibilities. They should have equal knowledge of the responsibilities of all other segments within the institution. With few exceptions, student affairs staff don't have principal responsibility for fund raising. Hence, a significant reallocation of time and resources in this new effort may raise questions in the minds of potential critics who at a minimum may feel that student affairs staff don't have enough to do, and worse, may be viewed as stepping on the toes of others who depend on fund raising for their very own organizational survival. One myth about fund raising needs to be shattered before your staff can be effective fund raisers. The fable is as follows: The hard charging, aggressive, broad-smiling, and

dominating personality is the ideal fund raiser. Certainly there is a role for that person but the style of contemporary fund-raisers requires a moderate, composed and sanguine presentation if meaningful fund raising relationships are to be developed. A deliberate, thoughtful, even demure approach will eclipse the mythical hard sell every time, at least in the higher education arena of sophisticated advancement techniques. The goal is not to make a quick hit, but to establish long term meaningful relationships with students, parents, and other members of the community who require a sincere rather than feigned connection with the campus.

Your eventual fund raising plan should include specific objectives placed in the job description of each professional staff member in student affairs. While general goals are useful, specific and measurable objectives will impress funding sources and improve your allocation. Fund raising tasks should be detailed and assigned, including a time line for specific individuals within the student affairs division, to ensure a greater probability of substantial finding.

Since individual student affairs departments will be assessing their own needs for additional resources they will be especially motivated to also uncover potential donor sources. Working in coordination with other student affairs staff and the development office it will be possible to efficiently approach donors. A mutual blending of staff skills and institutional priorities will take place.

All members of the student affairs division should be familiar with the entire fund raising plan so that there is a mutual understanding of varied task and assignments. Staff job descriptions should be dynamic with continued updates and revisions based on actual experience with the fund raising plan. Maintaining staff motivation in fund raising requires that recognition of successful staff be continuous. Sometimes a personal thank you will do but at other times public affirmation is deserved and always well received. Annual performance appraisals are not sufficient to encourage staff achievement. Make your

assignments based on a staff member's particular interest and skills. Remember that people prefer to work for themselves while at the same time being recognized for their contributions to the organization.

Being Realistic

To obtain additional resources for the student affairs division, a vision of success provided by the chief student affairs officer needs to be realistic. Lofly speculation about new resources, deluxe facilities, ample funds for staff development and easy social access to important, powerful and rich members of the community will quickly give way to feelings of frustration, disenchantment and reactionary back biting by a fallen and discouraged staff.

Permanent success depends upon a pragmatic vision combined with appropriate actions. If clear cut procedures and actions do not follow from the success vision then all good intentions will be forfeited. The preferred scenario will be to achieve fund raising results without calling away student affairs staff from the salutary benefit of direct services to students. It is equally important to help staff recognize the perils to a successful fund raising experience long before initiatives are set in motion. Correspondingly, they will be prepared to surmount these hazards and achieve objectives without rancor or division.

Mission

The number one conclusion and recommendation for creating involving colleges emphasizes the importance of a clear institutional mission. "A distinctive mission not only sets an institution apart from it's peers in the eyes of outsiders but also gives community members a shared sense of purpose that guides daily activities and serves as a touchstone for making decisions and establishing policies" (Kuh & Associates, 1991, p. 343).

Stake holders within the institution will rally around a clear mission although their individual responsibilities may at times put them into potential organizational conflict. That conflict will be minimized when the organizational mission is widely distributed, frequently discussed and periodic agreement on role and functions is reached. Remember that stake holders may be persons outside the institution too, including parents of students, legislators as well as donors. Clarity of organizational mission will prevent a myriad of problems insuring integrity and proficiency of effort by all.

Seeking Excellence

Superb student affairs organizations have some of the general characteristics espoused by Peters and Waterman (1982) in describing excellent organizations. These characteristics can be summarized as follows: A bias for action, close to the customer, autonomy and entrepreneurship, productivity through people, value driven with a clearly articulated philosophy, stick to the knitting, simple form, a lean staff, and simultaneous loose-tight properties.

Applying these Peters and Waterman criteria to planning for student affairs development activities will avoid a quagmire of paradoxes, contradictions and missed opportunities. The forward looking SSAO will apply several of these principles one at a time.

Student affairs staff do have a 'bias for action.' But in the case of planning for the future of development functions, action must clearly be postponed so as not to alienate both on and off campus constituencies, particularly not the president, the senior development officer or potential donors.

'Being close to the customer' has certainly been the hallmark of our student point of view but potential donors may not be interested in what students want in the form of gifts, particularly if they do not identify with currently expressed student values.

'Autonomy and entrepreneurship' are strongly present in vital student affairs divisions, and yet a good fund raising idea by the intercollegiate athletic director or the career planning director or the admissions director must be 'killed' if the fund raising objective is not fully consistent with the president's views.

All student affairs divisions are 'value driven' but these values generally originate from a dedicated concern with student growth and development, and not necessarily with the first objectives of the governing board or the president.

'Sticking to the knitting' may be an appropriate caution as the student affairs staff mindfully and perhaps gingerly think through the implications of devoting major efforts to fund raising while student lines amass outside their offices.

To create 'simple forms' and lead through simple organizational structures will offer the SDO a chance to work with a few student affairs staff who can be well trained because of their relatively small numbers.

Creating simultaneous loose-tight' procedures for decision making and action can easily be done through the kind of give and take decentralization and strong communications-coordination which takes place in most student affairs organizations.

Organizational Change

Creamer and Creamer (1990) provide useful guidelines for assisting the SSAO to prepare their staff for organizational change. Nine key variables constitute the Probability of the Adoption of Change (PAC) model:

1. Circumstances. This includes a consideration for internal and external emphasis for change, the nature of institutional environment including support for change and felt need among constituencies.

2. Value compatibility. Are the values held by members of the organization consistent with the procedures and facilities needed to mount a new effort?
3. Idea comprehensibility. Is the idea sufficiently clear, simple and well timed?
4. Practicality. Are there resources both fiscal and human available to amount new initiatives?
5. How strong and how consistently supportive will the president be?
6. Leadership. Will the SSAO be an effective change master? Will the role of prime mover be shared among others in the student affairs division on a continuing basis? How effective will the feedback and monitoring systems be?
7. Championship. Who are the influential persons within the student affairs organization who will be charged with implementing the change?
8. Advantage probability. This refers to the likelihood that successful actions will occur to achieve the stated goals and that people will feel positive success.
9. Strategies. Are there integrated strategies which bring together the various units of the institution toward a common purpose, to share information about plans proposed, progress achieved and results assessed?

Philanthropy is a voluntary activity. A person does not go about making decisions to give based on analysis alone. A heart felt concern and appreciation for the mission of the institution can often be best communicated by a student affairs staff person. If you feel the heartbeat of your institution and would yourself make a sizable gift to it, then you are well prepared to make the case to others who do possess substantial resources.

Solicitation

Student affairs can be extraordinarily successful in providing a stable base of capable volunteers, especially student volunteers to supply leadership and to encourage other students to be fund raisers. Student telephone banks are widely used. Givers are especially responsive to students who make a strong case for the institution. Students are often the only persons able to approach potential givers. It is harder to turn down a student than a professional fundraiser. Students who are well trained and informed can also provide continuing testimony to the benefit of previously given money.

The politically astute SSAO will develop articulate positions on some of the campus controversies that are respectful of the donors opinions yet educate the donor about the functions of the educational institution. Similarly, if students are utilized in donor contact it is important to carefully select categories of students who be compatible with the donor. For example, business students might solicit business donors whereas arts and humanities students might entice a donor supportive to the arts.

Most colleges and universities broker trips for alumni at reduced costs. Sometimes inviting undergraduate students to participate in these low cost trips is a way of joining students to alumni and vice versa. The alumni office might work with local travel agents to design vacations and overnight stays introducing their services to students long before they become alumni. The mechanisms are already in place for extending services now provided to alumni to the new clientele of undergraduates. Students may be asked to contribute to the alumni fund while also enjoying group rates for travel costs.

Involving Donors

Student affairs staff have always been able to nurture student loyalty to the institution, a heart felt sense of specialness which only can happen when individuals are touched

personally by their involvement with the institution. Since student affairs staff are so critically involved in creating the culture of the institution, they sometimes are in the best position to assist development staff to communicate to potential donors the institutional ethic of care.

Returning alumni programs as well as community events emphasizing cultural holidays and celebrations can be useful for reestablishing old connections and making brand new ones. Student affairs staff can often be more helpful than academic administrators in targeting faculty who have special connections with students both past and present. Faculty who have been involved with students outside the classroom can provide meaningful contact with potential donors.

Student affairs staff may work with elder hostels organized during the academic off season giving an outside clientele an opportunity to actually experience the campus. Inviting elderly persons to come to the campus where they can take courses, enjoy some good will and fellowship with students, faculty and staff may ultimately lead to estate planning conversations with developmental officers. These programs might be expanded to include parents of college students who could respond to a solicitation to 'adopt' the institution. As educators, we sometimes fail to realize how meaningful is the parent affiliation with an institution which has become the second home of their son or daughter.

Often there is more investment of parent psychic as well as financial investment in the institution than is the case with the student. It is often student affairs staff who can most clearly articulate the positive impact which an institution is having on their son or daughter since so many developmental challenges are faced outside of the classroom during the critical college years. Virtually all of the special student affairs events such as homecoming, parents' weekend, community day as well as theater, music, dance and art events are critically relevant to the development office's ability to connect with potential givers.

We also have to recognize that life outside the classroom can be overwhelming for students and terrifying for parents. Student affairs staff are in a unique position to care for students by treating their concerns with respect and giving them equitable treatment. Positive memories of these experiences may be the key factor in guaranteeing future giving. Parents can assist us in making a secure and enduring connection to their children at entry through to graduation.

Student Involvement

For students, our first charge should be to design a student life planning package which begins at the freshmen level and continues long after graduation. At the early academic entry point, we need to designate ways for students to get involved with the institution that include fund raising clubs, service organizations and pre-alumni activities. Students can be brought through successive stages of increasing responsibility in fund raising activity so that by the time they reach their senior year they are true ambassadors for the institution. Personalizing the campus for each student or their family is the most efficacious way for us to impact upon student development. Our cherished relationship with a student is on a twenty four hour a day basis, often over a period of several years where we supervise, train, work beside, and nurture our student friends. This experience is the basis of a life long union with the institution.

Many students are already giving to the United Way and directing other fund raising projects to support their own organization or favorite charities. In what ways can the institution benefit by bringing that student involvement into the development office for capital campaign or alumni fund raising projects? Bargaining power is available to a SSAO who commands a student cadre of one hundred students who can annually raise large funds of money!

Cultivating future alumni will be an important outcome of student affairs planning (Nayman, Gianneschi & Mandel, 1993). If you want a truly loyal following of alumni, there is a powerful opportunity to speak to future alumni at the freshmen orientation rather than to offer the first envelope for the annual gift campaign as your students march across the graduation stage. Cultivating parents during that first critical freshmen year experience provides a similarly forceful initial connection to the institution. Continuous giving throughout the college years provides a symbolic connection which can only increase multifold upon graduation.

All student organizations could be invited to participate in the campus fund raising process. Gifting some percentage of revenues generated from their own fund raising activities will validate these organizations and bring them closer to the essential mission of the institution. Fraternities and sororities together with academic honorary societies retain their membership because they are engaged in meaningful functions. Success in fund raising on behalf of the institution gives them positive press, enhances their image, provides an expanded basis for recruiting members and often puts students into contact with persons of influence. These contacts will assist them in their personal and professional endeavors.

Can we achieve student development objectives through projects designed to help students to achieve autonomy, identity, and personal confidence by fund raising? Certainly student values can be influenced by philanthropic activities. Utilizing students who serve as telephone volunteers on capital campaign projects is now widespread. An opportunity to speak with adults, alumni or even parents gives students rich experience in projecting themselves as they articulate the needs of the institution. These activities force students to learn even more about the institution and have facts ready in response to questions.

A student who has manned a telephone bank will always have positive feelings about the institution. After all, they have already invested in the institution through the generous gift of their time. Whether paid or not, these students have learned about the institution, have exerted positive energy on behalf of their school and can articulate a total perspective on the fund raising needs of the institution. What a perfect way to prepare future alumni for a life time of gift giving habits!

CONCLUSION

Establishing an effective organizational vision for the future entails a program that educates student affairs staff in practical fund raising roles but also allow their dreams and aspirations to propel them toward high initiative and reasonable success. A major benefit of any development initiative is the enthusiasm that is generated by an optimistic vision of added resources. The challenge is to legitimize the divisional effort by fashioning a well thought out plan to achieve success. Hopefully, this article has inspired you to begin a journey toward acquiring significant resources for your student affairs division.

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WE'RE A LOT ALIKE YOU & ME

By

Geneva M. Walker-Johnson

We're a lot alike, you and I
But, we won't get to see it,
if we don't really try.
If we spend our lives,
with our eyes looking down,
Or being afraid to chance looking around,
Or if we're afraid
To reach out and discover
we'll never learn
how to live with each other.
If we spend our days
with our heads in the books,
And only look up to give unkind looks.
If at someone who's different
we will stare
without looking for ways
to understand and care.
The hope of the future
in us would be lost
The price of our ignorance
is very high cost.
But, if with each other
ourselves we can share
then those barriers we've heard about
won't really be there.
And soon, hopefully you will agree,
We're alot alike
You and Me
If only we will try!

CSPA 1992-1993

College Student Personnel Association of New York State, Inc.

History & Purpose

The College Student Personnel Association of New York State, Inc. (CSPA/NYS) was founded in 1981, having evolved from predecessor organizations which started in 1968. This division is one of the most active of the 40 ACPA state divisions. Besides the presentation of an annual fall conference, the Association strongly supports regional professional programming throughout the year. Membership has grown to approximately 600 student affairs professionals and students representing an increasingly broad cross section of public and independent institutions in New York State.

CSPA is committed to advancing the knowledge and personal and professional development of a diverse group of student affairs educators on public and independent campuses throughout the state. CSPA recognizes and affirms the value of bringing together professionals and students of different genders, races, creeds, ages, physical conditions and sexual/affectional orientations. People engaged in or preparing for student affairs careers are encouraged to actively participate in CSPA.

CSPA's Objectives are to:

- Keep members current with professional research and developments in the field by sponsoring annual conferences, regional programming and publications that reflect these concerns.
- Provide forums for debate on the ethical and critical issues facing state and national higher education, particularly those related to student affairs.
- Promote the vitality of a multicultural society and citizenry which celebrates the diversity of all people and their individuality.
- Support the efforts of the regional coordinators and encourage member participation on regional professional development steering committees and programs.
- Encourage research and publication by members.
- Provide a framework through which student affairs professionals and students can share information, ideas, and expertise in the higher education community.
- Assist in the educational preparation of potential student affairs professionals by providing them with opportunities for involvement in CSPA and the field.
- Support the efforts and principles of the American College Student Personnel Association, CSPA's national affiliate.

CSPA is governed by an executive board with regional Coordinators appointed to lead professional development efforts in each of ten regions across the state.

Membership

Membership is open to any professional, graduate student, or other person engaged or interested in student affairs work at post secondary educational institutions in New

York State. All members have full voting privileges.

CSPA membership provides opportunities for personal/professional growth and support of the Association through involvement in its committees and areas of service are available to all members. You may indicate your interests on the application.

• Annual Conference

The annual state-wide conference brings together student affairs practitioners with diverse areas of interest and varying levels of experience to share resources, exchange ideas, and renew professional commitment. Conference planning is carried out through a steering committee and is coordinated by the Vice-President for conferences. CSPA members are encouraged to submit program proposals, serve on conference committees or assist with on-site conference efforts. Areas for involvement include program, publicity, speakers, registration, special events, hospitality, and recreation.

• Committee Involvement

Alcohol & Drugs: The education and prevention of alcohol and other drug abuse has been a long standing commitment of CSPA. The Association has established a fund to support selected substance abuse information programs on college campuses across New York State. Opportunities for involvement are numerous in this area and your assistance is always welcome.

Community Service Committee: A new ad hoc committee has recently been formed on community service. Regional presentations and a newsletter are planned. The Committee will at the Fall conference to share goals and ideas.

Gay, Lesbian & Bisexual Awareness: An ad hoc committee will meet at the fall conference to continue action and planning.

Graduate Students: CSPA devotes much effort towards instilling a "colleague mentality" in the minds of those graduate students involved with it. Commitment to this task has led to graduate student representation on the Executive board, special rates and programs at the annual conference.

Legislative Affairs: Following CSPA's renewed efforts to create a more effective liaison with the legislative branch, this committee provides members with up-to-date information regarding legislation that impacts on New York State Colleges and Universities. Each region requires one person to maintain a flow of information between the Legislature and CSPA's membership and Executive Board.

Multi-Cultural Affairs: The primary goals of this committee are to represent and respond to issues surrounding diversity and multi-culturalism. Through its three sub-committees (Budget, Newsletter, and Programming), the committee seeks to encourage and support program and service initiatives that seek to enhance the educational, cultural, and social dimensions of a student's college or university experience.

Research & Information: The purpose of the committee is to expand the knowledge base of the Student Affairs profession and enable CSPA to more effectively serve its membership. With the CSPA Journal, topic specific surveys and other questionnaires the Association has demonstrated an on-going commitment to research.

Returning Adult Student: This committee highlights the needs of non-traditional students and serves as a reference clearing house of professional, data, and materials upon which our membership may draw to facilitate their programming. Its tasks include providing programs, news articles and speakers to regions that have special needs.

Wellness: The main objective of the wellness committee is to promote all dimensions of Wellness programs to enhance student and professional development throughout New York. The committee provides an opportunity for significant involvement and welcomes new professionals or seasoned veterans.

Women's Issues: This committee focuses on issues related to women in higher education. Recent activities include research, workshops, lectures, and open forums.

Publications
News and professional articles received primarily from its membership compose the content of the CSPA Newsletter and Journal.

THE CSPA NEWSLETTER shares new ideas, principles, information and trends in student development throughout New York State. It is published four times during the academic year. Assistance is needed from the membership to submit articles and/or information of interest to other professionals across the state.

Checks are made payable to CSPANYS

THE CSPA JOURNAL allows student affairs professionals the opportunity to contribute to their professional development by submitting manuscripts which enhance the overall improvement of student services. CSPA has supported the Journal effort since the first issue in 1984 and has continued its commitment to the professional research efforts of its membership. The Journal welcomes manuscripts concerned with professional development, administrative issues and concerns, and student development programs. It also encourages submission of thoughtful essays, statements of position, and historical overviews.

Regional Programs
Appointed coordinators plan and implement professional development programs within ten regions. All CSPA members and other interested professionals can contact Regional Coordinators for membership information as well as to offer assistance in planning and presenting regional programs.

Annual Dues
Professional Members: \$ 15.00
Graduate Students: \$ 7.50

Membership Related Questions:
Send Checks and Forms (below) to:
J.L. Rebb
Coordinator of Quadrangle and Educational Development
Department of Residential Life and Housing
University at Albany
1400 Washington Ave.
Albany, N.Y. 12222
(518) 442 5870

Membership Statement:: College Student Personnel Association of New York State, Inc.

Membership Year October 1, 1992 - September 30, 1993

Instructions: Please Print or Type. Address is used for correspondence and Membership Directory.

1. Last Name _____
 2. First Name _____
 3. Mailing Address _____
 4. City _____
 5. State _____ 6. Zip _____
 7. Daytime Phone _____
 8. Fax Number _____
 9. Title _____
 10. Institution _____
 11. A.C.P.A. number (if member) _____
 12. Demographics
 ___ Male ___ Female
 ___ Caucasian ___ African- American
 ___ Asian-American ___ Native- American
 ___ Latino/a ___ Other
 13. Membership Status
 ___ Regular ___ Student
 14. Application Type
 ___ New ___ Renewal

15. Primary Work Setting
 ___ Proprietary ___ Public 4 year
 ___ Private 2 year ___ Fed./State/Local
 ___ Public 2 year Govt.
 ___ Private 4 year ___ Business
 ___ Other _____
 16. Work Responsibility
 ___ Academic Advisor ___ Counseling
 ___ Activities/Unions ___ Financial Aid
 ___ Administration ___ Foreign Student
 ___ Admissions ___ Health Services
 ___ Alumni Relations ___ Housing
 ___ Campus Relations ___ Registrar/Record
 ___ Career Dev. ___ Residence Life
 ___ Continuing Ed. ___ Teaching Fac.
 ___ EOP/HEOP ___ Other
 17. Areas of Interest or Service
 ___ Alcohol & Drug ___ Reg. Steering
 ___ Newsletter Comm.
 ___ Annual Conference ___ Research
 ___ Graduate Students ___ Returning
 Adult Students

___ Institutional ___ Wellness
 ___ Membership ___ Women's Issues
 ___ Contact ___ Community
 ___ Journal ___ Service
 ___ Multicultural Affairs
 ___ Gay, Lesbian, and Bi-Sexual Awareness

18. Student Members: Have your Major Professor sign the following statement
 I certify that the person named is currently enrolled in a graduate program in Student Personnel or related field.
 Signature _____ Date _____
 Institution _____

CSPA Subscribes to all Federal, State and SUNY legal requirements and does not discriminate on the basis of race, sexual orientation, religion, age handicap marital or veteran status and arrest and/or conviction record