reserves the right to make these changes as deemed applicable.

An author's manuscript must meet the following guidelines:

1. Submit only those manuscripts that are not under consideration for publication at other journals.

2.操纵 your manuscript for submission to our journal. Use the APA reference style, listing only references, tables, and illustrations but not the author's name in the manuscript. Each table or figure should be placed at the bottom of the page, except for tables and figures that are mentioned in the text.

3. Write the manuscript in English, including all instructions and submission forms. Each submission should include the author's name, affiliation, and complete contact information, including a phone number, fax number, and email address.

4. Submit the manuscript in a single-column format, and include all supporting materials, such as abstracts, graphs, and tables, in separate files. Each submission should be accompanied by a cover letter that includes the author's name, affiliation, and a brief statement of the research questions or hypotheses addressed.

5. Include a title page, on which should be the author's name, affiliation, and the title of the manuscript. The title page should not include any author identification information.

6. The manuscript should not exceed 20 pages in length, and should be double-spaced in 12-point font. All submissions must be sent electronically in a single PDF file. For further information, please visit the journal's website or contact the editor at editor@apsa-journal.com.
Kerstin Kruppa, David Vreeland: Achieving Educational Excellence, A Book Review.


Dr. Thomas D. Nuttall: Dr. Thomas Nuttall: The Institutional Responsibility in the College/Student Relationship with a Focus on the Academic Impact of a Student Development Program. Strategic Considerations in the Implementation of a Time For Us.

Volume 3, Number 1, Spring 1986.
entrepreneurship is an exciting area of the execution of us-mess.

I'm afraid that we might get caught up in the problem to student activism just as student passivism began to be the problem. Development was born after student protests died down. We responded to our campuses stirred but student activism stayed in bed. Student spirit of community is rising in America. When it rises like a close, and a

Arthur Levine says that the me-generation is coming to a close, and a

institutions, to restore community to the community of scholars.

It is also a time for us to put us-mess back into our

happy that it is a time for us again.

Here two years ago, I got to know the us-mess of CSF, and I'm very
colleagues. At least, that's the way that I feel when I joined you friends, we make new ones. After a few days, we're a community of Silver Bay offers a special time for us. We get to see old

for us. That makes speaking easier.

Last year it was pioneers and partners; this year: A Time conference. Since they've chosen another interesting title for the

regard. Since they've chosen another interesting title for the

time around for us. The conference committee has helped in that
time around for us. The conference committee has helped in that
time

A Time for us.
Community spirit in higher education should be its arbiter.

Community is the quality of life on a campus, and student affairs, community affairs, are needed to improve the quality of life on our campuses. Students, we need to improve the quality of life on our campuses.

In order to get and retain qualification benefits for our colleges, we need to build community in our colleges to eliminate this

The community spirit is our traditional notion of higher education.

The size of our colleges, what we mean "mom and apple pie," our community colleges are often called conservative and parochial, and not the soul of our programs.

The spirit of community that comes from our heart and mind and heart, from our heart and mind, and heart, is not contained in a box. It's not contained in a box. It's a condition of the "mom and apple pie" community of students to the community college. Sometimes we need a better, more, and more.

What is community? Social scientists have come up with many different definitions of the term. It doesn't mean "mom and apple pie."
officers become involved in the academic organization. We look for leaders in the community who can help guide us in making decisions that will benefit the students. I believe that a strong relationship between the administration and the faculty is crucial for creating a successful learning environment. Involving faculty members in the decision-making process not only ensures that the needs of the students are met, but also helps to maintain a positive and collaborative atmosphere.

Now, let's get back to the main point of this article. One of the main challenges we face in higher education today is the integration of technology into the classroom. The use of technology has revolutionized the way we teach and learn, but it also presents new challenges. For example, how do we ensure that all students have access to the tools they need to succeed? And how do we balance the use of technology with traditional teaching methods?

Another important issue is the development of critical thinking skills. In an era where information is readily available, it is more important than ever to teach students how to evaluate and use information effectively. This requires a curriculum that goes beyond the transmission of knowledge and focuses on developing analytical and problem-solving skills.

Finally, we need to address the issue of diversity and inclusion. The higher education community must work towards creating a more diverse and inclusive environment, where all students feel welcome and supported. This requires a commitment to addressing systemic barriers and creating opportunities for marginalized groups.

In conclusion, higher education is facing significant challenges, but also presents tremendous opportunities. It is up to us, as educators, to navigate these challenges and seize these opportunities to create a better future for our students.
We have not yet been able to neutralize in some cases, that community.

For example, the teaching method is broadly defined to focus on pedagogies. It's teaching method expands students' focus at the same time, but students expect that the university is value neutral. It's decentralized, and students research and serve more than teaching. We have not yet been able to neutralize values education for a long time. The separate aims and legs of the college.

"Values education is an important core of the college." Because personal involvement is the primary means of student development, no department in the community, and no leg of the college, in its entirety, serves the college's educational goals. It's still called liberal education, a conservative campus, and education. Values education is the core of the college. Our college is a community about student development.

The community, and that affects change in it. The community is an organization, not just an organization. It's a community. Finally, I tell them about community because personal involvement is the primary means of student development. That's the attribute of the community that I want to talk about. Then, I tell them about personal involvement, which is the first attribute of the community. Our college is a community about student development. The community is an organization, not just an organization. It's a community. Finally, I tell them about community because personal involvement is the primary means of student development.

The college is a community about student development. It's a community of higher education. Values education pumps life into the college. College education means an education in values, at least in college. College education means an education in values, at least in college. College education means an education in values, at least in college.
values education more than administration. Visions and values are important to us. We need to make sure that our programs reflect these values. Programs must be inclusive. Many of our students are in those fields.

In the classroom, we should promote it in the curriculum, we should teach it directly in the classroom. We should promote it in the curriculum, we should teach it directly in the classroom, and we should make sure that it is part of the curriculum. We must make values education an integral part of our education. We must make values education an integral part of our education.

We must also be aware of the importance of values in education. Values education is important because it helps students to develop their values. Values education is important because it helps students to develop their values. Values education is important because it helps students to develop their values.

In conclusion, values education is important because it helps students to develop their values. Values education is important because it helps students to develop their values. Values education is important because it helps students to develop their values.

Values education is important because it helps students to develop their values. Values education is important because it helps students to develop their values. Values education is important because it helps students to develop their values.

Student services serve student development, not the other way around.

Values education more than administration. Visions and values are important to us. We need to make sure that our programs reflect these values. Programs must be inclusive. Many of our students are in those fields.

In the classroom, we should promote it in the curriculum, we should teach it directly in the classroom, and we should make sure that it is part of the curriculum. We must make values education an integral part of our education. We must make values education an integral part of our education.

We must also be aware of the importance of values in education. Values education is important because it helps students to develop their values. Values education is important because it helps students to develop their values. Values education is important because it helps students to develop their values.

In conclusion, values education is important because it helps students to develop their values. Values education is important because it helps students to develop their values. Values education is important because it helps students to develop their values.

Values education more than administration. Visions and values are important to us. We need to make sure that our programs reflect these values. Programs must be inclusive. Many of our students are in those fields.

In the classroom, we should promote it in the curriculum, we should teach it directly in the classroom, and we should make sure that it is part of the curriculum. We must make values education an integral part of our education. We must make values education an integral part of our education.

We must also be aware of the importance of values in education. Values education is important because it helps students to develop their values. Values education is important because it helps students to develop their values. Values education is important because it helps students to develop their values.

In conclusion, values education is important because it helps students to develop their values. Values education is important because it helps students to develop their values. Values education is important because it helps students to develop their values.

Student services serve student development, not the other way around.

Values education more than administration. Visions and values are important to us. We need to make sure that our programs reflect these values. Programs must be inclusive. Many of our students are in those fields.

In the classroom, we should promote it in the curriculum, we should teach it directly in the classroom, and we should make sure that it is part of the curriculum. We must make values education an integral part of our education. We must make values education an integral part of our education.

We must also be aware of the importance of values in education. Values education is important because it helps students to develop their values. Values education is important because it helps students to develop their values. Values education is important because it helps students to develop their values.

In conclusion, values education is important because it helps students to develop their values. Values education is important because it helps students to develop their values. Values education is important because it helps students to develop their values.

Student services serve student development, not the other way around.
on our campuses. Nobody else can do it as well as we can.

wanted to talk about our ability to partner different people and ideas
last year at Gulf Islands. In my speech, I spoke about the importance of
old and new members of the college community. I wanted to talk about this
the goal of nurturing must be a mutual relationship between new
live up to our hopes.

affiliates still. That’s why we do the work we do. It is time for us to
address this issue. That’s why we do the work we do. It is time for us to
make sure that every one of us works to be this type of
these are easy characteristics to describe, but they’re together
of the community.

and school; to make it possible to thrive; and to be time to show our members
and students and school; to make it possible to thrive; and to be time to show our members
They go out of their way to get younger colleagues, both students
They go out of their way to get younger colleagues, both students
in which they can interact and feel that they are where they need to be.
where they need to be.

enroll in college or get a job or have a career. They enroll in college or get a job or have a career. They
They enroll in college or get a job or have a career. They enroll in college or get a job or have a career. They
not just the largest businesses but also
not just the largest businesses but also
in Community higher education, members have been focused in
in Community higher education, members have been focused in
Community higher education, members have been focused in
relationships dominate their interactions. Mentoring and mentoring
relationships dominate their interactions. Mentoring and mentoring
relationships dominate their interactions. Mentoring and mentoring
are more frequent with faculty and other students.
are more frequent with faculty and other students.
are more frequent with faculty and other students.

also as educational managers.
also as educational managers.
also as educational managers.

also as educational managers.
also as educational managers.
also as educational managers.

also as educational managers.
The institution.

community decision. It should involve the people and the purposes of
supposed to be an assembly of colleagues. Change should be a
is time for us to change that way of thinking. A college is
multiversity is proud to be a fast-paced, innovative institution.
The changing world, rapid change becomes its own purpose. The
it changes programs and people without hesitation. In a rapidly
highers all the time. The multiversity isn't hurried by mission.
consistent, but those days, consultants make way for higher education
curriculum, but these days, consultants make way for higher education
should be easier to move a century than to change a college
organizational selling on relationships and values changes slowly. It
organizational change is the fourth concept of the community tradition.

Regardless of the size of our campus,
we have to bring services and staff to the turf of students,
advocate small group instruction, and tear down faculty dining rooms.
functions, individualized education, develop learning units,
accessibility of people on campus, we have to decrease the
get in the common lounges. Finally, we have to increase the
we have to make them more liked. Even if it's just means getting fresher
informal committees were the only means of values development on campuses.
"mill session" research of the early 1990s. It concerned that
informal interactions among students. Some of you might remember the
programs even if nobody else does. Second, we have to develop
know our core faculty, and administrators, we have to go to those
ways. First, we need to create formal programs that help students to
we can build relationships on our campuses in several specific
development.

relationships with all of our colleagues to promote students
years ago, I'm sure you aren't surprised that we have built mutual
Day, I like our campus spirit. If you heard Susan speak here two
the deinstitutional ideas over time and implementing them the next
bridge parties with friends from a dozen different disciplines. I
should be easier to move a century than to change a college
organizational change is the fourth concept of the community tradition.

regardless of the size of our campus,
we have to bring services and staff to the turf of students,
advocate small group instruction, and tear down faculty dining rooms.
functions, individualized education, develop learning units,
accessibility of people on campus, we have to decrease the
get in the common lounges. Finally, we have to increase the
we have to make them more liked. Even if it's just means getting fresher
informal committees were the only means of values development on campuses.
"mill session" research of the early 1990s. It concerned that
informal interactions among students. Some of you might remember the
programs even if nobody else does. Second, we have to develop
know our core faculty, and administrators, we have to go to those
ways. First, we need to create formal programs that help students to
we can build relationships on our campuses in several specific
development.

relationships with all of our colleagues to promote students
years ago, I'm sure you aren't surprised that we have built mutual
Day, I like our campus spirit. If you heard Susan speak here two
the deinstitutional ideas over time and implementing them the next
bridge parties with friends from a dozen different disciplines. I
should be easier to move a century than to change a college
organizational change is the fourth concept of the community tradition.

regardless of the size of our campus,
we have to bring services and staff to the turf of students,
advocate small group instruction, and tear down faculty dining rooms.
functions, individualized education, develop learning units,
accessibility of people on campus, we have to decrease the
get in the common lounges. Finally, we have to increase the
we have to make them more liked. Even if it's just means getting fresher
informal committees were the only means of values development on campuses.
"mill session" research of the early 1990s. It concerned that
informal interactions among students. Some of you might remember the
programs even if nobody else does. Second, we have to develop
know our core faculty, and administrators, we have to go to those
ways. First, we need to create formal programs that help students to
we can build relationships on our campuses in several specific
development.

relationships with all of our colleagues to promote students
years ago, I'm sure you aren't surprised that we have built mutual
Day, I like our campus spirit. If you heard Susan speak here two
the deinstitutional ideas over time and implementing them the next
bridge parties with friends from a dozen different disciplines. I
should be easier to move a century than to change a college
organizational change is the fourth concept of the community tradition.

regardless of the size of our campus,
we have to bring services and staff to the turf of students,
advocate small group instruction, and tear down faculty dining rooms.
functions, individualized education, develop learning units,
accessibility of people on campus, we have to decrease the
get in the common lounges. Finally, we have to increase the
we have to make them more liked. Even if it's just means getting fresher
informal committees were the only means of values development on campuses.
"mill session" research of the early 1990s. It concerned that
informal interactions among students. Some of you might remember the
programs even if nobody else does. Second, we have to develop
know our core faculty, and administrators, we have to go to those
ways. First, we need to create formal programs that help students to
we can build relationships on our campuses in several specific
development.

relationships with all of our colleagues to promote students
years ago, I'm sure you aren't surprised that we have built mutual
Day, I like our campus spirit. If you heard Susan speak here two
the deinstitutional ideas over time and implementing them the next
bridge parties with friends from a dozen different disciplines. I
should be easier to move a century than to change a college
organizational change is the fourth concept of the community tradition.

regardless of the size of our campus,
we have to bring services and staff to the turf of students,
advocate small group instruction, and tear down faculty dining rooms.
functions, individualized education, develop learning units,
accessibility of people on campus, we have to decrease the
get in the common lounges. Finally, we have to increase the
we have to make them more liked. Even if it's just means getting fresher
informal committees were the only means of values development on campuses.
"mill session" research of the early 1990s. It concerned that
informal interactions among students. Some of you might remember the
programs even if nobody else does. Second, we have to develop
know our core faculty, and administrators, we have to go to those
ways. First, we need to create formal programs that help students to
we can build relationships on our campuses in several specific
development.

relationships with all of our colleagues to promote students
years ago, I'm sure you aren't surprised that we have built mutual
Day, I like our campus spirit. If you heard Susan speak here two
the deinstitutional ideas over time and implementing them the next
bridge parties with friends from a dozen different disciplines. I
should be easier to move a century than to change a college
organizational change is the fourth concept of the community tradition.

regardless of the size of our campus,
we have to bring services and staff to the turf of students,
advocate small group instruction, and tear down faculty dining rooms.
functions, individualized education, develop learning units,
accessibility of people on campus, we have to decrease the
get in the common lounges. Finally, we have to increase the
we have to make them more liked. Even if it's just means getting fresher
informal committees were the only means of values development on campuses.
"mill session" research of the early 1990s. It concerned that
informal interactions among students. Some of you might remember the
programs even if nobody else does. Second, we have to develop
know our core faculty, and administrators, we have to go to those
ways. First, we need to create formal programs that help students to
we can build relationships on our campuses in several specific
development.
which makes us more than an aggregate of programs and people. Then, without, within, we should prepare for our colleagues. First, Sydney, I've talked about four aspects of community, your ideas of the community.

Temporary changes that make us look good for a little while...
can provide administrative leadership at all of our institutions by implementing the community point of view. A private, liberal arts institution should not be the only community of higher education.

We know that the students of the eighties need more than they are seeking and more than they are getting at most of our institutions. By developing all of our colleges, we develop all of our students. To help them integrate education with values, we have to offer them a synergistic learning environment. To help them learn that people are more important than things, we have to personalize the college campus. To help them improve society, we have to show them purposeful, humane, program development. To reform students, we have to be a group in form: collaborating as members of student affairs, advocating values education, and leading the other members of the community.

It is time for us to restore some ancient principles to our modern practices. It is time for us to develop cooperation in the corporation. It is time for us to help people to relate to the purpose of values education. It is time for us to restore the spirit of us, the community, to higher education.

STRATEGIC CONSIDERATIONS IN THE IMPLEMENTATION OF A STUDENT DEVELOPMENT PROGRAM

James A. Gold State University College at Buffalo Vice President for Student Affairs

Understanding complex and competing theories of student development in the higher educational setting, let alone, practical application of those theories on the college campus, can be quite challenging. It is not my intention to delve into the intricacies of student developmental theory, but rather to talk about some common elements of developmental theory and how campus administrative leaders can incorporate planned student intervention strategies on their particular campus.

Accommodation to Change

As institutions of higher education have attracted an increasingly diverse student body, they have had to become more creative in designing services, programs, and interventions which are appropriate to differing student backgrounds of age, ability, cultural experience, and so on. This accommodation must be done in a time when there are actually declining resources available in higher education. Student developmental support services (Counseling, Orientation, Multicultural Programming, Career Planning, Health Services, Academic Advisement, Student Activities) as opposed to administrative processing services, (Admissions, Financial Aid, Registrar, Bursar) have been reduced in equal proportion to maintenance and operations. We all know about the visual impact of deferred maintenance. We are
translators of student development theory have been offered in other 
educators. It is only been in recent times that psychological 
work of developmental psychologists has been modified by 
student development theorists have come out of social, science research, 
such as college and university settings. Large email and of the 
4 limited number of roles holding counselors and psychologists in the 
field are under-utilized in their role, making those shortages the 
so critical to understanding the under-utilization. Choose among those shortages the 
and others. It is critical to understand and cope with 
the critical transitsions compounded in a new environment. Our laws is 
with early childhood development and the critical 
processes, the important developmental principles to the 
the successful completion of these processes, which follow in order to 
progression. Other, more traditional counseling settings, such as suicide 
and stress 
students. Developmental interventions such as adult students, minority students, 
and targeted toward specific groups requiring unique adaptations and 
self-help, and programs to address these programs, student activities programs, and 
consulting centers to cope with and increase the 
then traditional counseling settings. Such applications varied from 

Student Affairs Creditability

Higher Education (edited by John Gardner),

the excellent source of information about specific theories of human development, 
many emerging an individual college students' development, There are many 
changes most translatable into the day-to-day operations of student 
to understand the under-utilization, choose among those shortages the 
the critical transitsions compounded in a new environment. Our laws is 
with early childhood development and the critical 
processes, the important developmental principles to the 
the successful completion of these processes, which follow in order to 
progression. Other, more traditional counseling settings, such as suicide 
and stress 
students. Developmental interventions such as adult students, minority students, 
and targeted toward specific groups requiring unique adaptations and 
self-help, and programs to address these programs, student activities programs, and 
consulting centers to cope with and increase the 
then traditional counseling settings. Such applications varied from 

Student Developmental Programs can be clearly tied to 

Student Development can play such a role. 

have a construct that justifies why you are doing what you are doing, 
are translatable to academic administrators. It becomes important to 
so in the interest of time, efficiency, and increasing in ways that 
students whose developmental needs are only partially addressed. To 
less aware of the non-visual impact upon the psyche and views of 


18
Applicants, fundmental attributes and values around human development.

The similarity of these concepts and other initiatives should also assist in the assessment of test results, suggesting program ideas is a common and valuable assessment of student development.

In a similar vein, when recruiting and training new staff, the ability to assess the needs of students.

Application of student development theory.

Some language - a language based on a common understanding and collaboration - student activities coordinator can all speak the language. A language - a language that is shared.

Application of student development theory as a sort of rallying point for all student affairs professionals.

Using student development theory as a sort of rallying point for all student affairs professionals.

Staffing, Facilities, and Student Affairs.

Importantly, staff must be able to identify effective practices and their role in student affairs.

Improvement begins with an understanding of student affairs' direction.

Importance of student development as a special meaning and education of the "whole person" takes on a special meaning and importance for our college mission. In this case, assessment of core mission and day-to-day work routine can be clearly identified.

The college mission can be in line with college mission statements within college divisions can be in line with college mission statements within college divisions can be in line with college mission statements within college divisions can be in line with college mission statements within college divisions can be in line with college mission statements within college divisions can be in line with college mission statements within college divisions can be in line with college mission statements within college divisions.
expansion to understand and influence student development. It becomes
translational. When staff members realize they already possess the
ability to assist students to achieve new skills and to make the
type of curriculum that is being developed, they can leverage these
expertise and influence student development. The acceptance of the
developmental theory in the college mission statement and the
inclusion of the student affairs program in the college mission
statement are critical to the success of the program. The student
affairs program is designed to work in concert with the
curriculum and faculty. When a student is introduced to a new
curriculum, the faculty can articulate very clearly to students
the importance of the new curriculum and how it fits into the overall
mission of the college. The student affairs program also has a
vital role in ensuring that the new curriculum is implemented
effectively.

The Manager as a Developer

Student Affairs Professionals

The manager of the student affairs program is responsible for
the development and implementation of the program. This role
requires a strong understanding of the educational goals of
the college and the ability to work with faculty and staff to
develop programs that meet those goals. The manager
also needs to be able to work with other departments to
ensure that the program is integrated into the overall
curriculum and mission of the college.

The Importance of Faculty

Faculty members are a critical component of any college
program. They bring a wealth of knowledge and experience
to the table and are essential in ensuring that the
program is effective. Faculty members should be
involved in the planning and implementation of the
program and should be provided with the necessary
resources and support to succeed. Faculty members
should also be encouraged to provide feedback and
suggestions on how the program can be improved.

The Impact of Student Affairs

Student affairs professionals play a critical role in the
student experience. They are responsible for ensuring that
students have the resources and support they need to
succeed. This includes providing academic support,
advising, and counseling. Additionally, student affairs
professionals often manage the budget for student
affairs programs and are responsible for ensuring that
resources are allocated effectively.

Student Affairs Professionals

The role of the student affairs professional is critical to the
success of any college program. They are responsible for
overseeing the development and implementation of the
program and ensuring that it meets the needs of the
students. They also need to be able to work with
faculty and staff to ensure that the program is integrated
into the overall curriculum and mission of the college.

The Importance of Student Affairs

Student affairs professionals play a critical role in the
student experience. They are responsible for ensuring that
students have the resources and support they need to
succeed. This includes providing academic support,
advising, and counseling. Additionally, student affairs
professionals often manage the budget for student
affairs programs and are responsible for ensuring that
resources are allocated effectively.

The Impact of Student Affairs

Student affairs professionals play a critical role in the
student experience. They are responsible for ensuring that
students have the resources and support they need to
succeed. This includes providing academic support,
advising, and counseling. Additionally, student affairs
professionals often manage the budget for student
affairs programs and are responsible for ensuring that
resources are allocated effectively.

The Importance of Student Affairs

Student affairs professionals play a critical role in the
student experience. They are responsible for ensuring that
students have the resources and support they need to
succeed. This includes providing academic support,
advising, and counseling. Additionally, student affairs
professionals often manage the budget for student
affairs programs and are responsible for ensuring that
resources are allocated effectively.
The variance of institutional characteristics, including Israeli
continues on next page.

The variance of institutional characteristics, including Israeli
continues on next page.

developmentalists in this sort-of-going-process.

Being a competitive athlete, coaching staff can serve as
bringng order to chaos.

Having such things as the attractiveness of facilities in terms of
do not see the forest for the trees and need a model in which to
the local institutional environment needs on students, most of us
understand of developmental theory models and to understand how
regardless of the specific characteristics of staff members.

Brought on order to chaos.

developmentalists in this sort-of-going-process.

Being a competitive athlete, coaching staff can serve as
bringng order to chaos.

Having such things as the attractiveness of facilities in terms of
do not see the forest for the trees and need a model in which to
the local institutional environment needs on students, most of us
understand of developmental theory models and to understand how
regardless of the specific characteristics of staff members.

Brought on order to chaos.

developmentalists in this sort-of-going-process.

Being a competitive athlete, coaching staff can serve as
bringng order to chaos.

Having such things as the attractiveness of facilities in terms of
do not see the forest for the trees and need a model in which to
the local institutional environment needs on students, most of us
understand of developmental theory models and to understand how
regardless of the specific characteristics of staff members.

Brought on order to chaos.

developmentalists in this sort-of-going-process.

Being a competitive athlete, coaching staff can serve as
bringng order to chaos.

Having such things as the attractiveness of facilities in terms of
do not see the forest for the trees and need a model in which to
the local institutional environment needs on students, most of us
understand of developmental theory models and to understand how
regardless of the specific characteristics of staff members.

Brought on order to chaos.

developmentalists in this sort-of-going-process.

Being a competitive athlete, coaching staff can serve as
bringng order to chaos.

Having such things as the attractiveness of facilities in terms of
do not see the forest for the trees and need a model in which to
the local institutional environment needs on students, most of us
understand of developmental theory models and to understand how
regardless of the specific characteristics of staff members.

Brought on order to chaos.

developmentalists in this sort-of-going-process.

Being a competitive athlete, coaching staff can serve as
bringng order to chaos.

Having such things as the attractiveness of facilities in terms of
do not see the forest for the trees and need a model in which to
the local institutional environment needs on students, most of us
understand of developmental theory models and to understand how
regardless of the specific characteristics of staff members.

Brought on order to chaos.

developmentalists in this sort-of-going-process.

Being a competitive athlete, coaching staff can serve as
bringng order to chaos.

Having such things as the attractiveness of facilities in terms of
do not see the forest for the trees and need a model in which to
the local institutional environment needs on students, most of us
understand of developmental theory models and to understand how
regardless of the specific characteristics of staff members.

Brought on order to chaos.

developmentalists in this sort-of-going-process.

Being a competitive athlete, coaching staff can serve as
bringng order to chaos.

Having such things as the attractiveness of facilities in terms of
do not see the forest for the trees and need a model in which to
the local institutional environment needs on students, most of us
understand of developmental theory models and to understand how
regardless of the specific characteristics of staff members.

Brought on order to chaos.

developmentalists in this sort-of-going-process.

Being a competitive athlete, coaching staff can serve as
bringng order to chaos.

Having such things as the attractiveness of facilities in terms of
do not see the forest for the trees and need a model in which to
the local institutional environment needs on students, most of us
understand of developmental theory models and to understand how
regardless of the specific characteristics of staff members.

Brought on order to chaos.

developmentalists in this sort-of-going-process.

Being a competitive athlete, coaching staff can serve as
bringng order to chaos.

Having such things as the attractiveness of facilities in terms of
do not see the forest for the trees and need a model in which to
the local institutional environment needs on students, most of us
understand of developmental theory models and to understand how
regardless of the specific characteristics of staff members.

Brought on order to chaos.

developmentalists in this sort-of-going-process.

Being a competitive athlete, coaching staff can serve as
bringng order to chaos.

Having such things as the attractiveness of facilities in terms of
do not see the forest for the trees and need a model in which to
the local institutional environment needs on students, most of us
understand of developmental theory models and to understand how
regardless of the specific characteristics of staff members.

Brought on order to chaos.

developmentalists in this sort-of-going-process.

Being a competitive athlete, coaching staff can serve as
bringng order to chaos.

Having such things as the attractiveness of facilities in terms of
do not see the forest for the trees and need a model in which to
the local institutional environment needs on students, most of us
understand of developmental theory models and to understand how
regardless of the specific characteristics of staff members.

Brought on order to chaos.

developmentalists in this sort-of-going-process.

Being a competitive athlete, coaching staff can serve as
bringng order to chaos.

Having such things as the attractiveness of facilities in terms of
do not see the forest for the trees and need a model in which to
the local institutional environment needs on students, most of us
understand of developmental theory models and to understand how
regardless of the specific characteristics of staff members.

Brought on order to chaos.

developmentalists in this sort-of-going-process.

Being a competitive athlete, coaching staff can serve as
bringng order to chaos.

Having such things as the attractiveness of facilities in terms of
do not see the forest for the trees and need a model in which to
the local institutional environment needs on students, most of us
understand of developmental theory models and to understand how
regardless of the specific characteristics of staff members.

Brought on order to chaos.
Students.

The first program for incoming freshmen and transfers at

2. Any student development goals clearly appear in the design of

promotional literature, handbooks, titles, etc.?

Institution's mission statement and therefore also found in

the student development goals clearly enunciated in the

A Checklist for Change

Institution and the Climate to Serve?

utilize students in determining the best educational fit between the

students, the major consumer of its products. How can we more fully

Utilize Program in determining the best education for students, the major consumer of its products. How can we more fully

Excellence, the institution of the consumer to deal with

The most popular book ever published for managers, In Search of

Excellence, the most important publications of the Centre for Teaching

are generally the responsibility of the student affairs officer.

continuing impact on the day-to-day programs and services when

Assessment of student performance in key positions to have a

most successful programs will not be content to rely only on

Assessment of student performance in key positions to have a

Most are highly desirable to undertake institutional self-study.

Developed to capture student priorities around developmental issues.

Programs of surveys, instruments, and questionnaires have been

concerned and strategic to the students' developmental needs.

include all aspects of the institution which give the message of true

From our school to college, to the institution, a comprehensive system

is unreasonable to design a program that can be seen nearly the
Involvement educationally as well as financially: based on their developmental needs thus ensuring a continued involvement. Does the institution maintain a relationship with alumni which is can be strategically applied? Intermediates with students so that student development advisors, committees, steering boards, and advisory councils which concern the chief student affairs officer as to all of the campus? Board of Trustees, or Regents well versed in student development. Is the elected student representative to the college council? Communication speakers used to emphasize the developmental needs of students? Is money allocated to sponsoring guest speakers, consultants, or translations? College years as well as during the initial senior year developmental relationships with students throughout their college years and with business and community leaders brought into development teams. Activities to incorporate student behavior in growth and activity; college year (with guest speakers) (所需的, students, Parent's, student organizations, faculty, student members, resident assistants, and managers can assist other. The other student affairs officer publication studies, where non-teaching professionals, are student development roles of the campus student body? To głup to help with their own preparation as advocates for the development of students. Are elected students provided with a seminar, an internship, or a seminar? Integrating: managing emotions, enhancing relationships, and achieving proactive statements of student development goals such as the campus policy on alcohol and substance abuse, and to college experience a clear statement of student development goals? Activity fees (which equals one million in revenue). Are the student organizations on campus regularly held to special events? In its framework for election of the student organization elections? Does the student government have in this constitution and college experience? Which permits students to effectively maximize the credit? Is there a continuing orientation program (ideal for academic and practical experiences? Security aids, and tutors trained in student development theory. Does the chief student affairs officer and residence assistants, peer counselors, and public housing assistants, are hired and trained as orientation assistants.
...
committee's concerns concerning educational policies of colleges, they are in fact.

Students should be aware that whatever college officials make.

exclusivity of an educational contract is not always clear or obvious.

like that between the citizen and the government. Although the

state's relationship between the student and the college is much

since all public educational institutions are created by the

exceptations.

whether expressed (made knowingly) or implied (made by actions or

through legal[ly] enforceable contracts, whether written or oral),

through[ight] a contract, including contract for educational services.

Education today is a process made by students of their parents

past.

the scope of privileges available is far greater than it was in the

even in cases where parents act on behalf of minority age students,

the rights to contract, including contracts for educational services.

majority of 16 years (in most states) provides college students

indeed, most of us are aware that the reduction in the age of

institutions relativites.

relevant. This action will serve to strengthen the student and

development.

Academic Program Focus on the Academic Impact

The Institutional Responsibilities in the College/Student

Dr. Thomas J. Ace, Professor, State University College at Buffalo

Dr. William F. Styll, President, State University College at Buffalo

Dr. Thomas J. Ace, Professor, State University College at Buffalo

Dr. William F. Styll, President, State University College at Buffalo
To clarify the student consumer:

The institution should also be aware of its duties in this relationship, and should make contractual agreements explicitly and

This should be stated explicitly.

withdrawal from classes, the college and for tuition and fees. The institution should provide for an affordable policy of

The institution should provide for an affordable policy of

admission decision process.

admission procedures.

For example:

For example:

grade point average is applied to the appropriate college or program.

We know that the college is usually considered a contract--

The following list of consumer rights regarding higher education as

The following list of consumer rights regarding higher education as

First of all, what are some of the institutional responsibilities?

The Institutional Responsibilities to the Student:

- Academic Environment

- The student is responsible for the student.

- The student is responsible for the student.

- There are three areas of responsibility to consider:

- It is necessary to elaborate on the responsibilities of both parties.

- To clarify these areas of contractual/student/institutional concern, establishing a contract, such contracts are as legally enforceable

It is fair to suggest that even though the student consumer

Institutions should always be aware of their duties in this relationship, and should make contractual agreements explicitly and contractually, the

It is fair to suggest that even though the student consumer

quality of the service or product; from the consumer's point of view, particularly in those cases where an instructor has been abrupt or

especially in those cases where an instructor has been abrupt or

complaints will be treated seriously and fairly. To the course,

complaints will be treated seriously and fairly. To the course,

greater consumer awareness. It is probable today that similar student

greater consumer awareness. It is probable today that similar student

judges and perform even a violation of academic freedom. Given

judges and perform even a violation of academic freedom. Given

Institutions to review a college's curriculum or an instructor's grading

Institutions to review a college's curriculum or an instructor's grading

students should be aware that the course has generally been been

students should be aware that the course has generally been been

An institution, enrolled in an academic program, comprising the learning

an institution, enrolled in an academic program, comprising the learning

college is worth more than a college in which the student's academic

college is worth more than a college in which the student's academic

English universities and college have never been in education courses

English universities and college have never been in education courses

Under the need for governmental supervision and paragraphs over

Under the need for governmental supervision and paragraphs over

course curricula, poorly trained instructors, and inadequate facilities

course curricula, poorly trained instructors, and inadequate facilities

students often complain, by students above certain curricula

students often complain, by students above certain curricula

Learning and development as early as 1795, government officials have

Learning and development as early as 1795, government officials have

Institutions (Learning and Trumbull, 1795). In recent years,
PROCEDURES (Long lines, crossed out courses).

Lendar and using important campus procedures as in registration.

The institution should first advise taking advance of students

materials, and classroom buildings.

Instructor's syllabus, and policy/procedure teaching aids.

Contractual items such as residence rooms substitution, and

Students should be provided with written substitution of

and grades.

and enrolled, which may result in holding up transcripts, diplomas.

action and charges for infractions (loss of library/department

without adequate notice and from excessive punitive

Students should be proceeded from a rise in tuition and fees

completes a degree.

Requests for, or imposition of additional requirements to

reimbursement of faculty or imposition of additional requirements to

students, consistent with the institution. This can occur because of

of the program's curricular requirements during the duration of the

Students should be proceeded from an institution's canning a

Reimbursements (10, inadequate grading systems, or residence

polices, and procedures which may include institutional, educational, and administrative

Students should be proceeded from another administrative

secretarial, faculty, or paid, or prudential.

to academic year in residence or in those in the

in discipline matters and should be given this same right in the

The students should be given the right of due process and appeal

Academic year grip of their research and individual

Course fits into the curriculum:

Course should clearly outline the content of the course and

The faculty should clearly outline the content of the course and

and procedures as follows:

The faculty should provide appropriate

In this regard, the faculty should provide appropriate

students to complete their academic course or

and must clearly educate them to students those academic

The faculty have very course responsibilities to their students

Faculty responsibility to students

and extra-curricular aspects of the total learning process.

In curricula programs to the students which enhance the curricula

The institution should provide those services and non-

obsolete or inadequate curricula for the time.

and current, or non-curricular positions who graduation and/or

Students should be proceeded from instructional, offering programs

Freedom and equal rights (the local practice" concept).
Students should, and are expected, to pursue quilified academic
advisement while completing the degree.

Students should be aware of all non-academicic requirements and
academicic requirements for the completion of the degree programs.
Students should select those majors carefully and be aware of the
standard capabilities of the institution to remain a bona fide
degree student.

Advisement should be made of their performance in the best of their abilities,
academicic requirements so that a fair and
before taking a course associated with the major and complete to
students should advise carefully course content and requirements:

In this regard, faculty must resist from showing favoritism to
without embarrassed or harm to their self-conception development.
Students have the right to self-respect and should be treated
as part of the course content without prejudice or an arbitrary marking
system.

The instructor, should also meet classes as time and on time
being offered.

Students are not to consider students as their partners in the institution and must carry out
the student responsibilities in the specified following manner:

- The instructor, should also meet classes as time and on time

The student's responsibility as a consumer:

- Footnotes:
  1. Conduct of students expected:
  2. Research papers to be completed:
  3. Data reports to be completed:
  4. Footnotes and methodology:
  5. Academicic requirements:
  6. Quilified academicic advisement.
  On:
  - Research papers to be completed:
  - Data reports to be completed:
  - Conduct of students expected:
  - Conduct of students expected:
Students and higher education institutions should regard higher education law and the rights and responsibilities of students and academic staff as central to the functioning of the higher education system. Faculty and academic staff should be committed to the principles of the higher education system, and the system should be structured to support the academic staff. In the context of the higher education system, the academic staff should be responsible for the quality of their own education and the quality of the education provided to students. The academic staff should be involved in the planning and development of the curriculum, the assessment of student performance, and the organization of the academic staff. The academic staff should be supported in their role by the institutional and organizational structures that support them. The academic staff should be encouraged to participate actively in the development and delivery of educational programs, and to engage in research and scholarly activities. The academic staff should be recognized for their contributions to the development and delivery of educational programs, and for their role in shaping the future of higher education.

Future trends and recommendations

In summary, it is clear that the (institutional) curriculum is crucial to the quality of the educational experience, and that the academic staff are key players in the development and delivery of educational programs. The academic staff should be supported in their role by the institutional and organizational structures that support them, and the academic staff should be encouraged to participate actively in the planning and development of the curriculum, the assessment of student performance, and the organization of the academic staff. The academic staff should be recognized for their contributions to the development and delivery of educational programs, and for their role in shaping the future of higher education.
constituting the SWP system wherever they were in attendance or not. 

Whether the significant individuals and organizations 

To me, the importance of this conference was to make a clear 

jumping from program presentation to presentation. 

attentive. Having five program choices in each time slot, I was often 

attracted. My comments are based on the numerous excellent programs I 

in developing such a successful conference. 

well as to the entire SWP membership for the strong leadership 

My strongest compliments go to Bill, Bob Hayton, and Tony Ash as 

minority students.

helped SWP remain an institution responsive to the needs of future 

helped me through this three-day conference which was organized to 

points made during this three-day conference, which was organized to 

I am pleased to have the opportunity to summarize the essential 

messages.

President for Student Affairs 

James A. Gold 
State University College at Buffalo 

Support Our Social Needs 

Critical Issues/Directions Toward Meeting Minority Student Educational 

President's Address 
December 11-13, 1986 

A Conference on Minority Student Recruitment and Retention 

Securing the Future:
students' success at Princeton by increasing the presence of black faculty and staff. This is the greatest factor in black enrollment. Census data show that there are more Hispanic students than African American students at Princeton.

Dr. Manuel Rivas, the director of the office of minority concerns, has expressed an interest in affirmative action for minority students. In the past decade, minority students have increased significantly. This has helped to increase minority enrollment at Princeton. However, as the number of minority students has increased, the number of minority faculty has remained relatively constant.

In the past, minority students have faced challenges in terms of access to resources and support. This has led to a greater need for minority faculty and staff. The center for minority students has been established to address these issues. The center provides resources and support to minority students and faculty.

In addition to the increase in minority students, there has been a significant increase in the number of minority faculty and staff. This has helped to improve the diversity of the student body and faculty. The center for minority students has been established to support minority students and faculty.

I have also learned important lessons from my time at the center. The center has helped me to develop my leadership skills and to understand the importance of diversity in education. I have also learned the importance of networking and building relationships with colleagues and students. The center has provided me with valuable resources and support to help me succeed in my career.

I have organized my notes to focus on the role of minority faculty and support for minority students. The center for minority students has been established to support minority students and faculty. The center has helped to improve access to resources and support for minority students.

I have also learned the importance of building relationships with colleagues and students. The center has provided me with valuable resources and support to help me succeed in my career. The center has been established to support minority students and faculty. The center has helped to improve access to resources and support for minority students.
metabolism, the use of analytical and academic assessment programs.

development, restructured, expanded, and a careful evaluation of the use of curricular reform.
(particularly the most effective and influential faculty)

3. Has the director of the program been involved in programs?

   key student service areas on the campus?

   skills, are there opportunities to develop service to other
   higher education agencies, and are there opportunities to form
   a director of the program?

   a director of the program?

   are there opportunities to develop service to other
   higher education agencies, and are there opportunities to form
   a director of the program?
draw an annual as a referral and monitoring source to students.

To create a lifetime loyalty of EP students to the institution and to
staff members should be directly involved in all programs. In order
Earth Science, etc., where their unique knowledge can be demonstrated with
modules, the staff like training. Staff training throughout the year of programs, events, staff training
assisting personnel. They should help to set the student development
process as equal partners with other administrators and student
affairs personnel. They should work to set the staff development
processes, and to meet the goals set by the administration.

Equal Opportunity Program staff members should feel that they are
treated as equal partners with other administrators and student
affairs personnel.

20. Are EP staff members perceived as appropriately aggressive?

Improved minority relations on the campus?

To cultural diversity in exploring the world and nation, and
Earth Science, etc., where their unique knowledge can be demonstrated with
modules, the staff like training. Staff training throughout the year of programs, events, staff training
affairs personnel. They should help to set the student development
process as equal partners with other administrators and student
affairs personnel. They should work to set the staff development
processes, and to meet the goals set by the administration.

Equal Opportunity Program staff members should feel that they are
treated as equal partners with other administrators and student
affairs personnel.

To cultural diversity in exploring the world and nation, and

19. Is sufficient discrimination made between the purpose of the
Earth Science, etc., where their unique knowledge can be demonstrated with
modules, the staff like training. Staff training throughout the year of programs, events, staff training
affairs personnel. They should help to set the student development
process as equal partners with other administrators and student
affairs personnel. They should work to set the staff development
processes, and to meet the goals set by the administration.

Equal Opportunity Program staff members should feel that they are
treated as equal partners with other administrators and student
affairs personnel.

To cultural diversity in exploring the world and nation, and
Earth Science, etc., where their unique knowledge can be demonstrated with
modules, the staff like training. Staff training throughout the year of programs, events, staff training
affairs personnel. They should help to set the student development
process as equal partners with other administrators and student
affairs personnel. They should work to set the staff development
processes, and to meet the goals set by the administration.

Equal Opportunity Program staff members should feel that they are
treated as equal partners with other administrators and student
affairs personnel.

To cultural diversity in exploring the world and nation, and
Earth Science, etc., where their unique knowledge can be demonstrated with
modules, the staff like training. Staff training throughout the year of programs, events, staff training
affairs personnel. They should help to set the student development
process as equal partners with other administrators and student
affairs personnel. They should work to set the staff development
processes, and to meet the goals set by the administration.

Equal Opportunity Program staff members should feel that they are
treated as equal partners with other administrators and student
affairs personnel.

To cultural diversity in exploring the world and nation, and
Earth Science, etc., where their unique knowledge can be demonstrated with
modules, the staff like training. Staff training throughout the year of programs, events, staff training
affairs personnel. They should help to set the student development
process as equal partners with other administrators and student
affairs personnel. They should work to set the staff development
processes, and to meet the goals set by the administration.

Equal Opportunity Program staff members should feel that they are
treated as equal partners with other administrators and student
affairs personnel.

To cultural diversity in exploring the world and nation, and
Earth Science, etc., where their unique knowledge can be demonstrated with
modules, the staff like training. Staff training throughout the year of programs, events, staff training
affairs personnel. They should help to set the student development
process as equal partners with other administrators and student
affairs personnel. They should work to set the staff development
processes, and to meet the goals set by the administration.

Equal Opportunity Program staff members should feel that they are
treated as equal partners with other administrators and student
affairs personnel.

To cultural diversity in exploring the world and nation, and
Earth Science, etc., where their unique knowledge can be demonstrated with
modules, the staff like training. Staff training throughout the year of programs, events, staff training
affairs personnel. They should help to set the student development
process as equal partners with other administrators and student
affairs personnel. They should work to set the staff development
processes, and to meet the goals set by the administration.

Equal Opportunity Program staff members should feel that they are
treated as equal partners with other administrators and student
affairs personnel.

To cultural diversity in exploring the world and nation, and
Earth Science, etc., where their unique knowledge can be demonstrated with
modules, the staff like training. Staff training throughout the year of programs, events, staff training
affairs personnel. They should help to set the student development
process as equal partners with other administrators and student
affairs personnel. They should work to set the staff development
processes, and to meet the goals set by the administration.

Equal Opportunity Program staff members should feel that they are
treated as equal partners with other administrators and student
affairs personnel.

To cultural diversity in exploring the world and nation, and
Earth Science, etc., where their unique knowledge can be demonstrated with
modules, the staff like training. Staff training throughout the year of programs, events, staff training
affairs personnel. They should help to set the student development
process as equal partners with other administrators and student
affairs personnel. They should work to set the staff development
processes, and to meet the goals set by the administration.

Equal Opportunity Program staff members should feel that they are
treated as equal partners with other administrators and student
affairs personnel.
a. The overall student population is assessed for effectiveness (and possible modification) over the year. Student input and institutional experiences can be continually re-evaluated to ensure that the impact of multicultural diversity of the general student body is reflected in the curriculum. Minority students are also encouraged to reach out and truly participate in minority studies so that they can reach out and truly participate in minority studies.

b. The affected students are assisted to feel more comfortable with the campus environment and resources here to help you.

Friends... where do you see your possibilities? These are the people who are familiar to you... you will have special key messages. Should be... There are things here that you might be interested in. They will be important to your career. The same holds. Raised the question, what are key messages of your program? Vice President for Student Affairs at the University. "Always be mindful of a reception letter from someone’s office should be an effort to get a meeting with another member of the institution for possible application to all students."

While many productive suggestions come out of the sessions, these are models of student development and growth which have been successful.
Free institutions, wealth (1990) themselves, continue as the maintenance of the political community and thus ultimately support the maintenance of a model of life that kind of person could sustain a connection to a wider tradition, our partisan in local politics at helping to the daily practices of life. In this book written in 1930, and the daily practices of life, the struggle of our family life, our religious and the daily practices of life get the struggle of our family life, our religious and the daily practices of life get...
This study sought to recognize this phenomenon to consider the dominance of middle class ideals, the authors work and initiatives which lead to individualistic economic success. The authors argue that the middle class has a powerful influence on American life. The research for this book is focused on middle class individuals and practices. The study of the cultural traditions and practices of Americans which work to limit the isolation and stripping of the freedoms that individualism

The cornerstone of the book is divided into two sections: Prerative

The concept of the book is divided into two sections: Prerative

The concept of "middle" within American life. The concept of the book is divided into two sections: Prerative

The concept of "middle" within American life. The concept of the book is divided into two sections: Prerative

The concept of "middle" within American life. The concept of the book is divided into two sections: Prerative

The concept of "middle" within American life. The concept of the book is divided into two sections: Prerative

The concept of "middle" within American life. The concept of the book is divided into two sections: Prerative

The concept of "middle" within American life. The concept of the book is divided into two sections: Prerative

The concept of "middle" within American life. The concept of the book is divided into two sections: Prerative

The concept of "middle" within American life. The concept of the book is divided into two sections: Prerative

The concept of "middle" within American life. The concept of the book is divided into two sections: Prerative

The concept of "middle" within American life. The concept of the book is divided into two sections: Prerative

The concept of "middle" within American life. The concept of the book is divided into two sections: Prerative

The concept of "middle" within American life. The concept of the book is divided into two sections: Prerative

The concept of "middle" within American life. The concept of the book is divided into two sections: Prerative

The concept of "middle" within American life. The concept of the book is divided into two sections: Prerative

The concept of "middle" within American life. The concept of the book is divided into two sections: Prerative

The concept of "middle" within American life. The concept of the book is divided into two sections: Prerative

The concept of "middle" within American life. The concept of the book is divided into two sections: Prerative

The concept of "middle" within American life. The concept of the book is divided into two sections: Prerative

The concept of "middle" within American life. The concept of the book is divided into two sections: Prerative
It speaks for you and me. As you read "Hearts of the Heart," you cannot
spare for the authors as well as for the American public. It is a book
more profound and a book of concern than the authors express in their
conclusions. It is a book designed to raise the reader's awareness of the
individual in this society.

Campaigns for Power and Control. The power that is held within our society
takes an increasing toll of the individual. It is not much lighter when the individual
is occupied with his daily routines, rising above material
common humanity and interpersonal concerns, rising above material
common humanity and interpersonal concerns.

Community, It is the fragility and isolation resulting from the
community, the vulnerability that can be seen in many of our
local communities. The individual, whether he be a leader of the
local community, can and does take responsibility into consideration when
making decisions about his life. In our modern society, individualism differs slightly from that of the
village communities of the past. The individual has more contact with the
community, because the individual has more intimate contact with
the community, because the individual is more intimate contact with
the community, because the individual is more intimate contact with
the community, because the individual is more intimate contact with
the community, because the individual is more intimate contact with

The concept of individualism was recognized within the parameters
of a greater world context during the enlightenment and reformation
earlier forms of bilateral and bilateral traditions on the value
and traditions on the value. They elaborate upon the impact of the
tradition in our society. They elaborate upon the impact of the
tradition in our society. They elaborate upon the impact of the

As a step toward understanding the problem of American politics,

Justice" (1995)
and the academic structure of all the different schools are
is taught everywhere. Teachers have a similar academic preparation,
not chauvinistic and didactic. In the center, a similar curriculum
diverse, complex, and decentralized systems, but surprisingly, it is
A thin describes the American education system as a very large,

Talent development approach as an alternative to the traditional
promote greater excellence in the system as a whole. He proposes the
opportunities, and the traditional roles of excellence do not
institutions; it interferes with the efforts to expand educational
not necessarily consistent with the educational mission of the
of excellence are. He finds that the excellence of an institution is
what is excellence? As he analyzes what the traditional beliefs
quality of an institution.

examine two concepts in higher education: the excellence and the
in this book Achieving Educational Excellence, Alexander Astin

Achieving Educational Excellence

David Wyckoff
Resident Director
State University College at Buffalo

Kerstin Knappe
Resident Director
State University College at Buffalo

A Book Review

The authors present a surprising but essential message to modern
readers. There needs to be a radical change in the flow of
the sum total of all the chapters that make this book affect its
don’t pick the book up and expect to feel moved by one chapter. It’s
authors wrote the book in such a way that the message seeps slowly
help but be disturbed or shaken by the accurate reflection of your own

American thought on success, freedom, and justice.
case or educational quality: excellence in the system as a whole. Does it use promote the
considerations with higher educational basic purposes? Does it promote
attain excellence these by selecting answers to three questions: (1) Is it
resources, (2) excellence as outcomes, and (3) excellence as outcomes.
Four traditional beliefs: (1) Excellence as reputation, (2) Excellence as reputation, (3) Excellence as reputation. These are
defined and promoted by traditional concepts of excellence. Policies and practices in American higher education have always
tailored the expression of growth opportunities for both.

The development model: the development of the students, and faculty's
seeks the purpose of higher education best defined in the present
care and support, and supports students to their fullest potential. After
students and faculty. Second model, the learning development model, emphasizes the development
students in promoting knowledge and learning
productivity, and shows in promoting knowledge and learning
to higher education. There are two models. The first, the instructional
be seen as two models. The first, the instructional
higher education. Therefore, excellence as the hierarchy essential for
excellence or worth with its position in the academic hierarchy? To
excellence on the quality? Can you achieve in institution's
the hierarchy? Third, the instructional or educational differentiation.
from becoming differentiated.

整合 the higher ranked institutions, thus promoting the system
institutions rank lower in the hierarchy have the tendency to
schools are categorized in a highly ranked status hierarchy. The
comparable. Despite the lack of an internal system structure, most
Highly stressed by Astin, this interaction is formal and informal. The essence of involvement can be understood. Student contact with faculty is important in higher education. Learning communities should be formed in which informal and formal interaction is increased. The presence of faculty and students in learning communities is essential.

Astin outlines the steps necessary for the formation of learning communities. The three major concerns are: student-faculty interaction and faculty alike. Student-faculty interaction has been shown to increase retention, which is of great importance. Changes in student characteristics, in addition, may result in student involvement, in action and in learning.

The result of student involvement in action and learning is the development of better educational goals and a curriculum, and a step forward in a better educational society.
be able to realize their full educational potential.

The likelihood that, eventually, our academic institutions will find their way to a stable management and effective restructuring is less threatened by the intermediate stages of administration that may be required to achieve the purpose of the institution and the faculty and staff involved. By communicating clearly with the faculty and staff, the restructuring of an institution will in itself pose a form of threat as the faculty and staff will have to adjust to the changes. The restructuring will also be found among and within the institutions need changes in public policy to support them, but the characteristics of changing the system is not immediately apparent. "Not-increasing satisfaction, assessment of faculty performance should be done in a comprehensive manner, with consideration of programs, curricula development, student knowledge and development. Appropriate sources of assessment are needed to measure the successful integration of feedback into the classroom as well as among and within the classroom and faculty.
CONFERENCE REGISTRATION INFORMATION:

Phone: (716) 698-5400
Office of Student Services
440 Southwestern Boulevard
Erie County Community College
Contact: Paul Modica

Program Proposal:

Dr. Lew Lason S, Feature Presenter
Dr. George Khun, Remote Speaker

FEATURES:

"BUILDING THE HEALTH ORGANIZATIONS: ANYTHING GOES"

THEME:

ELMENDORF, NEW YORK
PALLASIA RESORT HOTEL
September 26 - 30, 1996

THE IAGB CPA STATE CONFERENCE
In Case of Student Accident or Illness

Medical care gets them back on their feet. Help them finish school!

Rainier Insurance, Inc.
211 Broadway, Montrose, NY 10901 (914) 734-8000

As experts in student insurance and special accident protection, our representatives will be pleased to discuss your coverage problems. Just call our toll-free numbers.

Outside NY: 800-317-2100