

## **Chronology of Foundational Documents of the Student Affairs Profession**

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### **1937 - Student Personnel Point of View** (American Council on Education)

(<http://www.myacpa.org/pub/documents/1937.pdf>)

Major points:

- Philosophy of considering the student as a whole including intellectual capacity and achievement, emotional make-up, physical condition, social relationships, vocational aptitudes and skills, moral and religious values, economic resources, and aesthetic appreciations. Puts emphasis on the development as a person rather than intellectual training alone.
- Presentation of 23 student personnel services (functional areas)
- Calls for coordination of efforts:
  - SPPV most likely to succeed when it is the result of indigenous development
  - Coordination within individual institutions
  - Coordination between instruction and student personnel work
  - Coordination between business administration and SPW
  - Coordination between colleges and secondary education
  - Coordination among national personnel associations
  - Coordination of SPW with after college adjustment
- Future developments:
  - Need for national leadership (ACE)
  - Interpretation of problems of college students
  - Handbook of SPW functions
  - Research
  - Advisory service
- Report also called for articulation between colleges and secondary schools, instruction and student services and among national associations. Called for research efforts and follow-up studies of graduates.

### **1949 - Student Personnel Point of View** (American Council on Education)

(<http://www.myacpa.org/pub/documents/1949.pdf>)

- Reflected social changes and emerging role for higher education.
- New cultural requirements growing out of WWII:
  - Fuller realization of democracy in every phase of living
  - Expansion of programs for international understanding and cooperation
  - Application of creative thinking to the solution of social problems and to the administration of public affairs
- Student services workers to become involved with the development of the whole student interacting in a social setting.
  - Treat each as an individual
  - Student is responsible participant in own development rather than passive recipient
- Attention must be give to the maturation of the students - social and spiritual values.
- Student needsC>personnel services
  - More philosophical/theoretical grounding for services
  - Elements of student personnel program (17 services listed)
- Discussion of administration of student services (resources, structure, process, and participationCstudent and staffC as well as evaluation of efforts)

## **1967 and 1991 - Joint Statement on Rights and Freedoms of Students**

(<http://www.aaup.org/AAUP/pubsres/policydocs/stud-rights.htm>)

Originally developed in 1967 with representatives from AAUP, US National Student Association (now US Student Association), Association of American Colleges, NASPA, and NAWDC. In September 1990 and 1991, an inter-association task force met to review the statement. Deciding the statement had stood the test of time, the task force developed a set of interpretive notes to reflect changes in law and higher education since 1967. The purpose of the statement was to enumerate the essential provisions for student freedom to learn.

- Freedom of access to higher education
- In the classroom
  - Protection of freedom of expression
  - Protection against improper academic evaluation
  - Protection against improper disclosure
- Student records - academic and disciplinary records should be separate
- Student affairs
  - Freedom of association
  - Freedom of inquiry and expression
  - Student participation in institutional government
  - Student publications
- Off-campus freedoms of students
  - Exercise of rights of citizenship
  - Institutional authority and civil penalties
- Procedural standards in disciplinary proceedings
  - Standards of conduct expected of students
  - Investigation of student conduct
  - Status of pending final action
  - Hearing committee procedures

## **1968 - The Student in Higher Education** (Hazen Foundation Committee on the Student in Higher Education)

- Perspective on the social and psychological influences that shape student attitudes, interests, and activities. Rested on the theoretical work of the behavioral sciences.
- Challenge to colleges to take conscious responsibility for the human development of their students.
- Take specific steps to advocate the whole student, to recognize the wide diversity within the student body, and to stress the development of native talents as well as of areas in which a given student might be weak. Pay special attention to the freshman year.

## **1972 - Student Development in Tomorrow's Higher Education: A Return to the Academy (T.H.E. Project Phase I)** (Brown commissioned by ACPA)

- T.H.E. Project conceived by ACPA as planned response to rapid and extensive changes expected in higher education.
- Phase I: Implemented to define nature of learning and identifying the fundamental goals and premises of higher education.
- Academic dimensions of collegiate life must be humanized by student services educators. Use the results of special programs in the academic mainstream.
- Student development is a total campus effort, not the exclusive province of one segment.
  - Direct ties with the faculty to support their concern with affective as well as cognitive development.
  - Become expert in areas like learning theory, growth and development, campus ecology.
- If we are going to have impact on student development, we need to change our own self

- perception and perception of others.
- Education takes the wrong fork in the road when it thrusts personal maintenance on a staff with specialized duties. Student personnel workers have been on a constant ego trip of trying to professionalize responsibilities.
- A statement of concern for the whole student implies that no other university group is interested.
- We have only been dealing with part of a student. It is no more valid to expect effectiveness in dealing with students' development independent of academic life than vice-versa.
- New roles for student personnel:
  - Diagnostician:
  - Admissions
  - Entrance into major and for most that is the last
  - Consultant - sought out for his knowledge rather than appointed and has no say on the final decision. Not responsible for the action taken.
  - Programmer - outlining various sources of action student might take to accomplish objectives
  - Technologist
  - College Professor
  - Administrator: student personnel workers can serve as a special spokesman for student development concepts and programs
  - Behavioral Scientist
  - Researcher
- Major ingredients that make up new role:
  - Change in attitude
    - ✓ recognition that student personnel workers are not the only individuals concerned with total student development
    - ✓ abandon behavioral patterns that border on paternalistic
  - Direct ties with academic arena (Student personnel functions should become curricular)
  - Being professional behavioral scientists
  - Some type of direct contact with students

### **1975 - Phase II - A Student Development Model for Student Affairs in Tomorrow's Higher Education (ACPA)**

- Designed as model building part of T.H.E. Project to develop new operational model for SA professionals.
- Student development viewed as the responsibility of full academic community but attention in statement is focused on role of SA in tomorrow's higher education.
- Synthesis and improvement on Brown and SPPV
- Traditional approach to student affairs has been reactive in nature rather than proactive.
- In the future we must anticipate change and help individuals and groups shape change, not just adjust to it.
- The role of the student affairs staff is to initiate, facilitate, and encourage actions that will unite the community toward the accomplishment of student development goals.
- Student development is the application of human development concepts in a post-secondary setting. Human development is a patterned, orderly, lifelong process leading to the development of self determination and self direction which results in more effective behavior.
- Development can be best described within a framework of two major constraints: life stages and developmental tasks.
- Developmental tasks are defined as those major earnings, adjustments, and achievements that face all individuals in a given society which must be mastered for the continuation of optimal

- development, i.e., developing autonomy, interpersonal relationships, and purpose in life.
- The focus cannot be merely on students. Since every aspect of higher education environment influences the development climate of students, the development of all individuals in the academic community must be considered.
- Viable student development programs take students wherever they are developmentally at the moment and facilitate growth for the future.
- THE calls for a move away from status-based staffing approach toward a competency based approach. Competencies include: goal setting, assessment and strategies for student development.
  - Goal setting involves collaboration between students and student affairs professionals and faculty for determining the specific behavior towards which the student wished to strive.
  - Assessment is the definition of the student=s present development level through techniques such as behavior observation, instrumentation and self-support. Assessment must be designed with students rather than for or about them.
  - Strategies for student development include instruction, consultation, and milieu management.

### **1975 - Student Development Services in Post Secondary Education (COSPA)**

- Published by the Council of Student Personnel Associations
- The orientation to student personnel in development
- Self-direction is the student's goal and is facilitated by the student development specialist (SDS).
- Students are viewed as collaborators with the faculty and administration in the learning and growing process.
- Many theoretical approaches to human development have value and an understanding of each is important.
- The SDS offers a proactive position in policy formation so that a positive impact is made on the change process.
- Purpose of student development services in higher education is to provide both effective and cognitive expertise in the process involved in education.
- Faculty tend to emphasize content; SDS tends to emphasize process.
- SDS deals with human relationships among individuals, groups, and organizations.
- SDS provides expertise in the following:
  - Assist in establishing goals for development based on appreciation of the unlimited potential of human beings.
  - Assist in assessment procedures necessary for any individual, group, or organization to progress toward defined goals.
  - Use various methods of change such as organizational development, systems theory, futures intervention to facilitate behavioral development within individual groups and organizations and the institution.
- Three possible functions of SDS:
  - Administrative: Organize, coordinate, communicate, support, write and enforce rules and regulations, be accountable, assume and protect rights and responsibilities, emphasize staff relationships in department
  - Instructional: Know individuals, groups, organizations through investigational research, in order to teach
  - Consultative: Be available for student and faculty member, collaboration for policy determination and problem solving that relates to improvement of student learning and environment modification.
- SDS performs so that clientele are able to:

- achieve goals
- manage conflict
- become more self-directed and self-fulfilled

### **1976 - The Future of Student Affairs** (Miller and Prince)

Definition of student services: The application of human development concepts in postsecondary education so that everyone involved can master increasingly complex developmental tasks, achieve self-direction, and become independent.

- The full potential of students will not be developed until the emotional and physical aspects of students' growth are given as much attention as the cognitive dimension.
- Student affairs workers must anticipate change, not react to it.
- Student development: the application of human development concepts in postsecondary settings so that everyone involved can master increasingly complex developmental tasks, achieve self-direction, and become independent.
- ACE Point of View implies that all kinds of non-intellectual learning should be part of a college's mission because they develop the whole student.
- The college does not prescribe what the student needs but provides resources and opportunities and helps students use them to the best advantage.
- The central goal of adolescence is establishing identity.
- It is higher education's responsibility not to promote regimentation and uniformity but to offer students an environment in which they learn not just what others have already learned, but also the skills for producing growth in themselves and for creating new knowledge.
- The intentional student development model has six basic components:
  - 1) goal setting
  - 2) assessment
  - 3) instruction
  - 4) consultation
  - 5) milieu management
  - 6) evaluation

### **1986 - CAS Standards** (<http://www.cas.edu>)

- CAS was established in 1979 to develop and promulgate standards of professional practice to guide higher education practitioners and their institutions, especially in regard to work with college students.
- 2003 edition of *The Book of Professional Standards for Higher Education* (CAS blue book) is 5th iteration of professional standards generated and promulgated by the Council for the Advancement of Standards in Higher Education (CAS). Publication contains 29 functional area standards and a set of academic program standards.

### **1987 - A Perspective on Student Affairs** (NASPA)

([http://www.naspa.org/pubs/StudAff\\_1987.pdf](http://www.naspa.org/pubs/StudAff_1987.pdf))

- A statement issued by NASPA on the 50th anniversary of the SPPV
- Written to stimulate greater understanding of student affairs among higher ed leaders
- Provides:
  - Historical overview of higher ed and SA
  - Current context of higher ed
  - Assumptions and beliefs of SA professionals
  - The academic mission of the institution is preeminent
  - Each student is unique
  - Each person has worth and dignity
  - Bigotry cannot be tolerated

- Student involvement enhances learning
- Personal circumstances affect learning
- Out-of-class environments affect learning
- A supportive and friendly community life helps students learn
- The freedom to doubt and question must be guaranteed
- Effective citizenship should be taught
- Students are responsible for their own lives
- Role of student affairs: SA is influenced by distinctive character of institution. SA staff should be experts on students and their environments. SAPs use persuasion and collegial participation to resolve issues and problems. Functions vary by campus but report lists many activities of SA staff (support and explain values, mission, policies, participate in institutional governance, etc.)

**1991 - Interpretive notes for Joint Statement on Rights and Freedoms of Students** (see 1967) (<http://www.aaup.org/AAUP/pubsres/policydocs/stud-rights.htm>)

**1994 - Student Learning Imperative: Implication for Student Affairs** (ACPA) (<http://www.myacpa.org/sli/sli.htm>)

- Initiated in 1993 by ACPA president Charles Schroeder to examine how SA educators could enhance student learning and personal development.
- Purpose: To stimulate discussion and debate on how SA professionals can intentionally create conditions that enhance student learning and personal development.
- Includes a number of assumptions (e.g., hallmarks of a college educated person intertwining of learning, personal development, and student development, etc.).
- Describes the learning-oriented student affairs division.

**1998 - Principles of Good Practice in Student Affairs** (ACPA & NASPA) (<http://www.naspa.org/resources/principles.cfm>)

- In 1996 Paul Oliaro (ACPA President) and Suzanne Gordon (NASPA President) initiated a joint association effort to draft Principles of Good Practice for Student Affairs.
- Student affairs faces many challenges including new technologies, changing student demographics, demands for greater accountability, concern about the increasing cost of higher education, and criticism of the moral and ethical climate on campuses. Response of SA will shape our role in higher education.
- In 1986 in the wake of reports critical of undergraduate education, the Lilly Endowment and the Johnson Foundation sponsored an effort by higher education leaders to identify the most effective approaches to educating undergraduates. From that, Chickering and Gamson (1987) developed seven principles of good practice in undergraduate education
- To collaborate with others in higher education to advance student learning, SA produced *Principles of Good Practice for Student Affairs*.
  - Good Practice in Student Affairs:
  - Engages students in active learning.
  - Helps students develop coherent values and ethical standards.
  - Sets and communicates high expectations for student learning.
  - Uses systematic inquiry to improve student and institutional performance.
  - Uses resources effectively to achieve institutional missions and goals.
  - Forges educational partnerships that advance student learning.
  - Builds supportive and inclusive communities.

**1998 - Powerful Partnerships: A Shared Responsibility for Learning** (AAHE, ACPA & NASPA) (<http://www.myacpa.org/pub/documents/taskforce.pdf>)

- The whole institution has a shared responsibility student learning
- There is a need for increased collegiality and collaboration among faculty, administrators, student services personnel and others to contribute to and deepen student learning.
- Outlines ten principles regarding learning and collaborative action:
  1. Learning is fundamentally about *making and maintaining connections*: biologically through neural networks; mentally among concepts, ideas, and meanings; and experientially through interaction between the mind and the environment, self and other, generality and context, deliberation and action.
  2. Learning is enhanced by *taking place in the context of a compelling situation* that balances challenge and opportunity, stimulating and utilizing the brain's ability to conceptualize quickly and its capacity and need for contemplation and reflection upon experiences.
  3. Learning is an *active search for meaning* by the learner -- constructing knowledge rather than passively receiving it, shaping as well as being shaped by experiences.
  4. Learning is *developmental*, a cumulative process *involving the whole person*, relating past and present, integrating the new with the old, starting from but transcending personal concerns and interests.
  5. Learning is done by *individuals* who are intrinsically *tied to others as social beings*, interacting as competitors or collaborators, constraining or supporting the learning process, and able to enhance learning through cooperation and sharing.
  6. Learning is strongly *affected by the educational climate* in which it takes place: the settings and surroundings, the influences of others, and the values accorded to the life of the mind and to learning achievements.
  7. Learning requires *frequent feedback* if it is to be sustained, *practice* if it is to be nourished, and *opportunities to use* what has been learned.
  8. Much learning *takes place informally and incidentally*, beyond explicit teaching or the classroom, in casual contacts with faculty and staff, peers, campus life, active social and community involvements, and unplanned but fertile and complex situations.
  9. Learning is *grounded in particular contexts and individual experiences*, requiring effort to transfer specific knowledge and skills to other circumstances or to more general understandings and to unlearn personal views and approaches when confronted by new information.
  10. Learning involves *the ability of individuals to monitor their own learning*, to understand how knowledge is acquired, to develop strategies for learning based on discerning their capacities and limitations, and to be aware of their own ways of knowing in approaching new bodies of knowledge and disciplinary frameworks.

**2004 - Learning Reconsidered: A Campus-Wide Focus on the Student Experience** (ACPA & NASPA) (<http://www.myacpa.org/pub/documents/LearningReconsidered.pdf>)

- Reaffirms student affairs' commitment to educating the whole student
- Emphasizes "student affairs as a partner in the broader campus curriculum" (p. 1)
- Claims not to be another statement of philosophy
- Claims to build upon but not duplicate previous statements
- Claims today's learners and learning conditions are substantially different than in the past
- Defines learning broadly: "a comprehensive, holistic, transformative activity that integrates *academic learning and student development*" (p. 2) which "is what student affairs professionals understand as student development education" (p. 12)
- "The most important factor is that student development education always occurs in the active

*context of the students' lives*" (p. 12).

- Defines goals and outcomes of a transformative liberal education
- Calls for redesigning organizational structures and administrative arrangements in student affairs and higher education
- Identifies competencies beyond the CAS Standards that student affairs professionals should possess
- Makes 15 broad recommendations aimed at supporting "an institutional commitment to developing and achieving excellence in student learning" (p. 33).
- Makes at least one sweeping, unrealistic, and presumptuous demand: "Every resource on every campus should be used to achieve transformative liberal education for all students, and all colleges and universities are accountable for establishing and assessing specific outcomes that reflect this integrated view of learning" (p. 35).

### **2006 - Learning Reconsidered 2: Implementing a Campus-wide Focus on the Student Experience** (ACPA, ACUHO-I, ACUI, NACADA, NACA, NASPA & NIRSA)

- Learning Reconsidered was a "blueprint" to guide the work of student affairs professionals in their efforts to work with other campus educators to integrate out of classroom experiences with all aspects of the formal academic curriculum, improve student learning, and enhance the quality of the educational experience.
- Learning Reconsidered 2 is a practical guide which provides guidance and assistance in implementing the recommendations of Learning Reconsidered.
- The shift to an approach which "supports the intentional development of institutional learning outcomes *before* the creation of programs and interventions" (p. 2), and the need to demonstrate "quality and value - in terms of student learning - in every program and activity" (p. 2) is a difficult one.
- This document provides "practical assistance to student affairs educators who want to use the ideas of *Learning Reconsidered* in their programs, services and activities" (p. 2)
- Outlines what we know about learning, why it is important to define student learning outcomes, how to develop learning outcomes, how to assess current programs and services using a learning outcomes approach, how to integrate the rubrics and concepts of *Learning Reconsidered* into strategic planning, the implications of *Learning Reconsidered* for professional development, critical issues in implementing the recommendations of *Learning Reconsidered*, and how to develop strategies for creating strong, collaborative working relationships among academic and student affairs educators.
- Provides many examples of innovative services, programs and activities that have been developed based on the framework and concepts of *Learning Reconsidered*

Several documents printed in Whitt, E. J. (Ed.). (1997). *College student affairs administration* [ASHE Reader Series]. Needham Heights, MA: Simon and Schuster.

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