REFLECTIONS

ON THE 75TH ANNIVERSARY OF

THE STUDENT PERSONNEL POINT OF VIEW

COMMISSION FOR PROFESSIONAL PREPARATION

ACPA - COLLEGE STUDENT EDUCATORS INTERNATIONAL

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INTRODUCTION TO THE MONOGRAPH

To honor the 75th anniversary of the publication of *The Student Personnel Point of View* of 1937, the Commission for Professional Preparation invited scholars to reflect on this foundational document for our field. We asked scholars to examine the document with an eye to today's student affairs practice. Our intention was for essayists to reflect on the importance and continuing significance of *The Student Personnel Point of View* of 1937.

In keeping with the goals of our commission and ACPA Publications, we intentionally invited faculty and other scholars who were seeking writing opportunities that can have both an impact on and reach for our profession. The authors included academics and practitioner- scholars at various stages in their careers, from doctoral students to senior scholars. As the editors, we provided the authors with reflective questions to guide their deliberations on each piece. We also requested that they make connections with the historical document while simultaneously examining our practice today. Our hope is to "re-open" this important document for scholars and practitioners alike; our goal is to produce a document that is instructive, informative, and insightful.

We extend our sincere thanks to the authors who responded to our invitation; without their contributions we could not have pursued this endeavor. We hope you find this monograph helpful and that it stimulates additional thinking and dialogue among your colleagues and within your classrooms regarding *The Student Personnel Point of View* 1937 and our continued role as student affairs and higher education professionals to develop the whole student.

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THE STUDENT PERSONNEL POINT OF VIEW OF 1937

Any consideration of the legacy of *The Student Personnel Point of View* needs to begin with the original document. We expended a great deal of effort to provide readers of this monograph with the most accurate reproduction of *The Student Personnel Point of View*. The following is the most complete version that we have seen of *The Student Personnel Point of View*, including statements prefacing the outcome document as it appeared in 1937. This version mirrors (as closely as possible) the document that emerged from the meeting of that group of dedicated individuals as it was originally published.

The Student Personnel Point of View of 1937 is reprinted with the permission of the American Council on Education.

AMERICAN COUNCIL ON EDUCATION

STUDIES

THE STUDENT PERSONNEL POINT OF VIEW

A REPORT OF A CONFERENCE ON THE PHILOSOPHY AND DEVELOPMENT OF STUDENT PERSONNEL WORK IN COLLEGE AND UNIVERSITY

JUNE 1937

SERIES I VOLUME I NUMBER 3

AMERICAN COUNCIL ON EDUCATION

STUDIES

THE STUDENT PERSONNEL POINT OF VIEW

FOREWORD

In January 1925, the Division of Anthropology of the National Research Council met in Washington, D.C., of representatives of fourteen institutions of higher education to discuss problems of vocational guidance in college. Out of this conference developed the Intercollegiate Council on Personnel Methods which undertook to investigate ways and means of making available to educational institutions knowledge concerning students as individuals. In 1926, the group requested the American Council on Education to sponsor a study of personnel practices in colleges and universities. As a result of this request the Council established the Committee on Personnel Methods with H.E. Hawkes as chairman.

The initial undertaking of the Committee on Personnel Methods was a survey by L.B. Hopkins to determine what a number of institutions were then doing to assist the students to develop as individuals. The publication of the Hopkins report in *The Educational Record* of October 1926 focused national attention upon the importance of this area and upon the need for further research. During the next several years, the Committee on Personnel Methods, working through a number of subcommittees, inaugurated studies on certain aspects of the total student personnel problem. As a result of these studies, certain tools were prepared including the cumulative record cards, personality rating scales, and comparable achievement tests, which have influenced the improvement of student personnel services.

The American Council on Education in 1936 received the report of the Committee on Review of the Testing Movement[1] which recommended the establishment of a Committee on Measurement and Guidance to coordinate activities of the Council in the preparation of measurement materials. As a result of this recommendation,

[1] *The Testing Movement,* AMERICAN COUNCIL ON EDUCATION STUDIES, Series 1, Vol. I, No. 1 (February 1937).

the Council discharged the Committee on Personnel Methods and assigned its measurement functions to the new committee. The Council, however, recognized the need for further investigation of certain fundamental problems related to the clarification of so-called personnel work, the intelligent use of available tools, and the development of additional techniques and processes. Consequently, the Executive Committee authorized the calling of a conference to discuss the possible contribution of the Council in this area.

The following individuals met in Washington, D.C., on April 16 and 17, 1937, and unanimously adopted the following report. The group voted to refer the report to the Committee on Problems and Plans in Education of the American Council on Education.

Thyrsa Amos
F. F. Bradshaw
D. S. Bridgman
A. J. Brumbaugh
W. H. Cowley
A. B. Crawford
Edward C. Elliott
Burton P. Fowler
D. H. Gardner
H. E. Hawkes
L. B. Hopkins
F. J. Kelly
Edwin A. Lee
Esther Lloyd -Jones
D. G. Paterson
C. Gilbert Wrenn
C. S. Marsh
D. J. Shank
G. F. Zook

The Committee on Problems and Plans in Education at its meeting on May 6, 1937, approved the report of the conference and recommended to the Executive Committee of the Council that a Committee on Student Personnel Work be established with instructions to propose a program of action in line with the general statement of the conference. The Executive Committee authorized the organization of the new committee at its last meeting.

George F. Zook
President

June 1937

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American Council on Education Studies

CLARENCE STEPHEN MARSH, *Editor*

SERIES I. REPORTS OF COMMITTEES OF THE COUNCIL

THE STUDENT PERSONNEL POINT OF VIEW is a report of a conference on the philosophy and development of student personnel work which was sponsored by the Committee on Problems and Plans in Education of the American Council on Education. The following individuals served as chairmen of subcommittees responsible for the preparation of sections of the report:

H. E. Hawkes, *Chairman*
Edwin A. Lee
W. H. Cowley

The American Council on Education

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PHILOSOPHY

One of the basic purposes of higher education is the preservation, transmission, and enrichment of the important elements of culture—the product of scholarship, research, creative imagination, and human experience. It is the task of colleges and universities so to vitalize this and other educational purposes as to assist the student in developing to the limits of his potentialities and in making his contribution to the betterment of society.

This philosophy imposes upon educational institutions the obligation to consider the student as a whole—his intellectual capacity and achievement, his emotional make up, his physical condition, his social relationships, his vocational aptitudes and skills, his moral and religious values, his economic resources, his aesthetic appreciations. It puts emphasis, in brief, upon the development of the student as a person rather than upon his intellectual training alone.

A long and honorable history stands behind this point of view. Until the last three decades of the nineteenth century interest in the whole student dominated the thinking of the great majority of the leaders and faculty members of American colleges. The impact of a number of social forces upon American society following the Civil War, however, directed the interest of most of the strong personalities of our colleges and universities away from the needs of the individual student to an emphasis, through scientific research, upon the extension of the boundaries of knowledge. The pressures upon faculty members to contribute to this growth of knowledge shifted the direction of their thinking to a preoccupation with subject matter and to a neglect of the student as an individual. As a result of this change of emphasis, administrators recognized the need of appointing a new type of educational officer to take over the more intimate responsibilities which faculty members had originally included among their duties. At the same time, a number of new educational functions arose as the result of the growing com-

plexity of modern life, the development of scientific techniques, the expansion of the size of student bodies, and the extension of the range of educational objectives.

These officers were appointed first to relieve administrators and faculties of problems of discipline; but their responsibilities grew with considerable rapidity to include a large number of other duties: educational counseling, vocational counseling, the administration of loans and scholarship funds, part-time employment, graduate placement, student health, extracurricular activities, social programs, and a number of others. The officers undertaking responsebility for these educational functions are known by many names, but during the past two decades they have come, as a group, to be called personnel officers.

A number of terms are in general use in colleges and universities related to the philosophy of education which we have outlined. Illustrative of these terms are "guidance," "counseling," "advisory," and "personnel." Of these, we believe the term "personnel"—prefaced by "student"—to be least objectionable. Rather than attempt a specific definition of "student personnel" as it is combined with such nouns as "work," "service," "administration," "research," etc., we offer the term, "the student personnel point of view" as indicative of the total philosophy embodied in the foregoing discussion. The functions which implement this point of view—indicated in the next section—may be designated as "student personnel services." Similarly, the performance of these functions may be designated "student personnel work."

This background and discussion of terminology we believe to be important. Personnel work is not new. Personnel officers have been appointed throughout the colleges and universities of this country to undertake a number of educational responsibilities which were once entirely assumed by teaching members of faculty. They have also, because of the expansion of educational functions, developed a number of student personnel services which have but recently been stressed. The philosophy behind their work, however, is as old as education itself.

I. Student Personnel Services

This philosophy implies that in addition to instruction and business management adapted to the needs of the individual student, an effective educational program includes—in one form or another—the following services adapted to the specific aims and objectives of each college and university:

1. Interpreting institutional objectives and opportunities to prospective students and their parents and to workers in secondary education.

2. Selecting and admitting students, in cooperation with secondary schools.

3. Orienting the student to his educational environment.

4. Providing a diagnostic service to help the student discover his abilities, aptitudes, and objectives.

5. Assisting the student throughout his college residence to determine upon his courses of instruction in light of his past achievements, vocational and personal interests, and diagnostic findings.

6. Enlisting the active cooperation of the family of the student in the interest of his educational accomplishment.

7. Assisting the student to reach his maximum effectiveness through clarification of his purposes, improvement of study methods, speech habits, personal appearance, manners, etc., and through progression in religious, emotional, social development, and other non-academic personal and group relationships.

8. Assisting the student to clarify his occupational aims and his educational plans in relation to them.

9. Determining the physical and mental health status of the student, providing appropriate remedial health measures, supervising the health of students, and controlling environmental health factors.

10. Providing and supervising an adequate housing program for students.

11. Providing and supervising an adequate food service for students.

12. Supervising, evaluating, and developing the extra-curricular activities of students.

13. Supervising, evaluating, and developing the social life and interests of students.

14. Supervising, evaluating, and developing the religious life and interests of students.

15. Assembling and making available information to be used in improvement of instruction and in making the curriculum more flexible.

16. Coordinating the financial aid and part-time employment of students, and assisting the student who needs it to obtain such help.

17. Keeping a cumulative record of information about the student and making it available to the proper persons.

18. Administering student discipline to the end that the individual will be strengthened, and the welfare of the group preserved.

19. Maintaining student group morale by evaluating, understanding, and developing student mores.

20. Assisting the student to find appropriate employment when he leaves the institution.

21. Articulating college and vocational experience.

22. Keeping the student continuously and adequately informed of the educational opportunities and services available to him.

23. Carrying on studies designed to evaluate and improve these functions and services.

[4]

COORDINATION

The effective organization and functioning of student personnel work requires that the educational administrators at all times (1) regard student personnel work as a major concern, involving the cooperative effort of all members of the teaching and administrative staff and the student body; and (2) interpret student personnel work as dealing with the individual student's total characteristics and experiences rather than with separate and distinct aspects of his personality or performance.

It should be noted that effective personnel work may be formally organized or may exist without direction or organization, and that frequently the informal type evidences a personnel point of view in an institution. In either case, the personnel point of view is most likely to permeate an entire staff when it is the result of an indigenous development in the institution. Imposition of personnel theories and practices from above or from outside is likely to result in pseudo-personnel work, with probable antagonism developing therefrom. However, it is obvious that coordination of student personnel work is urgently needed. We suggest several varieties of such needed coordination.

I. Coordination within Individual Institutions

The student personnel functions set forth earlier in this report should be coordinated within each educational institution. Existing conditions emphasize the need for such coordination. All personnel workers within an institution should cooperate with one another in order to avoid duplications of effort and in order to develop student personnel work evenly. The plan of coordination and its administration will, of course, vary with institutions of different types.

II. Coordination between Instruction and Student Personnel Work

Instruction is most effective when the instructor regards his classes both as separate individuals and as members of a group. Such instruction aims to achieve in every student a maximum performance in terms of that student's potentialities and the conditions under which he works. Ideally each instructor should possess all the information necessary for such individualization. Actually such ideal conditions do not exist. Therefore a program of coordination becomes necessary which provides for the instructor appropriate information whenever such information relates to effective instruction.

An instructor may perform functions in the realms both of instruction and student personnel work. Furthermore, instruction itself involves far more than the giving of information on the part of the teacher and its acceptance by the student. Instructors should be encouraged to contribute regularly to student personnel records such anecdotal information concerning students as is significant from the personnel point of view. Instructors should be encouraged to call to the attention of personnel workers any students in their courses who could profit by personnel services.

Certain problems involving research are common to instruction and student personnel work. Any investigation which has for its purpose the improvement of instruction is at the same time a research which improves personnel procedures. Similarly, the results of any studies, the aim of which is to improve personnel procedures, should be disseminated throughout the instructional staff. In both cases wherever possible such projects should be carried on as cooperative ventures.

III. Coordination between the Business Administration and Student Personnel Work

In all financial or business matters having to do with student activities or student problems, either in terms of individuals or groups

of individuals, coordination and correlation must exist between business administration and student personnel work. Examples of such matters are:

Student loans
Dormitories
Dining halls
Scholarships
Student organizations
Athletic management
Deferred payments of fees
Student participation in business management of the institution.

IV. Coordination of Personnel Work between Institutions of Secondary and Higher Education

There is a pressing need for further coordination between secondary schools and institutions of higher education. Since a special need exists for coordination between student personnel work in colleges and in secondary schools, copies of the data sent to the admissions department should be available to other college personnel officers. This would be a desirable place to begin coordination. The selection of students, where conditions will permit, should be based upon total personnel records as well as grades in courses. Examples of items in such record are:

Ability in critical thinking
Ability to cooperate
Physical and mental health
Aesthetic appreciation
Test records such as aptitude tests, reading ability, etc.
Vocational objective
Summarized predictions of college performance.

Coordination should also result in more effective interchange of information, problems, and techniques between the personnel units

of colleges and secondary schools. Competent individuals should be available whenever secondary schools desire a presentation, either to students or faculty, of college opportunities and requirements.

Problems of research which require coordination between secondary schools and colleges reside in such areas as:

a. Transfer from high school to college with particular reference to the last year in high school and the first year in college.

b. The basis upon which high schools guide toward college.

c. The basis upon which colleges select entrants.

d. Freshman failures.

e. Variations in the total requirements of different types of colleges; for example, engineering, dentistry, liberal arts, teacher training, etc.

f. Existing types of coordination between secondary schools and colleges; for example, high school visitors, examination systems, coordinating committees, experimental investigations, etc.

V. Coordination among National Personnel Associations

During the past two decades a number of associations of various types of student personnel workers have come into existence. These associations perform valuable services in furthering personnel work and in bringing workers in the field into closer professional and personnel contact. We believe that the point of view for which all personnel people stand and the services which they render would be greatly enhanced were closer coordination developed between these associations. Hereinafter we propose that the American Council on Education establish or sponsor a committee on student personnel work in colleges and universities. We recommend that this committee, as one of its functions, undertake to bring about closer relationships between these associations.

VI. Coordination of Student Personnel Work with After-College Adjustment

Effective student personnel work should include as its culminating activity adequate provision for induction of students into after-college life.

The satisfactory adjustment of graduates to occupational life constitutes one important basis for evaluation of an institution's educational effectiveness, since it stimulates a continual re-examination of educational procedures and the effect of those procedures upon the men and women who make up the student body of the college. Moreover, coordination between college and occupational life rests essentially upon more complete information covering the various types of work into which college graduates go.

This conference also wishes to emphasize the necessity for conceiving of after-college adjustment as comprehending the total living of college graduates, including not only their occupational success but their active concern with the social, recreational, and cultural interests of the community. Such concern implies their willingness to assume those individual and social responsibilities which are essential to the common good.

FUTURE DEVELOPMENT

Student personnel work is developing with some rapidity throughout the country. Annually a large number of institutions undertake for the first time additional student personnel functions or they further develop services already established. At the same time new methods of organizing student personnel services are coming into prominence; the literature of the field is expanding voluminously; and problems in need of careful investigation become more numerous every year.

Because of these and other considerations a need for national leadership in student personnel work is becoming continuously more obvious. If the expansion and development that the colleges and universities of the country are experiencing in the student personnel field is to be as desirable and effective as it should be, some national agency needs to be available to assist administrators, faculty members, and student personnel officers in their developmental efforts. No such national agency now exists, and a careful canvassing of the student personnel associations which have grown up brings us to the unanimous conclusion that no one of them is able to become that national agency.

We, therefore, propose that the American Council on Education establish or sponsor a committee on student personnel work in American colleges and universities. This committee should, in our judgment, undertake the following activities:

I. National Survey of Student Personnel Work

This survey should be conducted throughout the country after the pattern of the one undertaken by L. B. Hopkins for the American Council on Education in 1926. Such a study would require the services of but one individual who would visit five or six institutions in each of half a dozen institutional categories. The undertaking would result in an overview rather than a detailed study, and its

publication would satisfy the growing demand for current authoritative information about the student personnel field. It would be built around a check list of the functions we have listed. The Hopkins survey had such a great influence that we believe an up-to-date and analogous study published in concise form would be of immediate interest and value to administrators and faculty members throughout the country.

II. Interpretation of the Problems of College Students

A short volume with some such title as "The College Student and His Problems" should be written and published. The purpose of this volume would be to inform administrators, faculty, and the general public of the complex human problems that are involved in education. Stressing scholarship and intellectual development, educators frequently take for granted or actually overlook the philosophy which we have herein before called the student personnel point of view. The preparation and publication of the volume which we propose would, we believe, do much to bring this philosophy to the attention of all individuals concerned with higher education. It would, moreover, bring this philosophy to their attention in terms of the actual experiences of students rather than through an abstract discussion.

III. Handbooks on Student Personnel Functions

A series of handbooks on particular student personnel functions should be written and published. The survey proposed above would provide a panoramic picture of the entire field. The handbooks that we are suggesting would furnish detailed information about specific personnel functions. Data for these handbooks would come from two general sources: first, from the information gathered by the survey on of the detailed operation of specific personnel functions in the institutions he visits and, second, from the literature. Each handbook would stress the best practices developed in the handling

of each function. The work of writing each handbook should be under the direction of a committee of three. This committee should include an active worker in the special field under discussion and a representative of the appropriate national personnel organization.

IV. RESEARCH

Obviously, student personnel services will never develop as they should unless extensive and careful research is undertaken. We, therefore, urge that the facilitation and direction of research be considered an essential responsibility of the committee. In this field we envisage the committee as important in two directions: first, in encouraging other agencies to undertake investigations, and, second, in carrying on several investigations on its own. We list below projects of both types.

Research by Other Agencies

We propose that the Committee on Measurement and Guidance of the American Council on Education be requested to consider the desirability of the following four investigations:

1. *Aptitude testing*. The investigation of aptitudes on a national scale comparable to the work undertaken by the Cooperative Test Service but in the field of differential vocational as well as educational aptitudes.
2. *Social development.* The development of instruments for measuring social adjustment and social maturity.
3. *Diagnostic techniques*. The study of the field of usefulness of existing diagnostic instruments and the development of new instruments.
4. *Scholastic aptitude test scale*. Bringing together on a comparable scale the norms of various widely used scholastic aptitude tests.

We also propose that the National Occupational Conference be requested to consider the desirability of carrying forward the following work:

1. *Occupational information*. Gathering and publishing occupa-

tional information for college students with particular emphasis upon periodic census data and trends.

2. *Traits needed in occupations.* Working with the Committee on Measurement and Guidance in the study of human traits significant for various occupations particularly those which college students enter.

Research by the Committee on Student Personnel Work

A number of research projects need to be undertaken in the immediate future and responsibility for which no existing agencies seem able to assume. We, therefore, propose that the committee secure support for the following four studies:

1. *Student out-of-class life.* College students spend the majority of their time outside the classrooms and laboratories. We have, however, no significant data as to the activities in which they engage. In order to understand the educational importance of their activities we propose that on a score of campuses throughout the country data be collected. Incidentally, this research would be relatively inexpensive since on every campus individuals may be found to do the work without compensation.

2. *Faculty-student out-of-class relationships.* Much is said frequently of the place that faculty members have in student personnel work. We have, however, few facts and we propose that data should be gathered from a number of institutions following much the same techniques as proposed in study "1" above.

3. Financial aid to students. Large sums of money are available in many institutions for scholarships and loans. In addition, the National Youth Administration has been spending many millions during the past three years to help students to stay in college. The problem of who should be helped and how much is growing more important every year. We propose that this problem in its wide ramifications might well be studied. Perhaps funds for much of this work could be secured from the National Youth Administration.

4. *Follow-up study of college students.* Every year over a hundred thousand students graduate from our colleges. What happens to them and what effect their college work has had upon their vocational and personal adjustments we can only guess. We, therefore, propose that the committee develop a method for making follow-up studies and that this method be made available to interested institutions.

V. ADVISORY SERVICE TO COLLEGES AND UNIVERSITIES

An advisory service to colleges and universities interested in the improvement of student personnel work should be developed. While the proposed survey is being undertaken and while the suggested handbooks are being written, the committee will inevitably have addressed to it a number of inquiries about problems within its field of interest. These inquiries cannot be answered authoritatively until these two ventures are finished, but meanwhile the committee should assume responsibility for directing such correspondents to the individuals best qualified to assist them. When the survey is finished, and the handbooks available, however, we propose that the committee actively promote the best student personnel practices which its work has brought to light.

INTRODUCTION TO THE ESSAYS

The following essays represent a collective examination of each of the essential and fundamental components that scholars used 75 years ago to lead a field in self-examination (philosophy, student services, coordination, and future development). At the core of this self-examination was the recognition that the term "student" was central and critical to the way in which we viewed our work. In turn, acknowledging the development of the *whole* student became the integral force binding together a group of college and university professionals. Our hope is that this document will appeal to a broad audience from graduate students to seasoned student affairs professionals and that our dialogue about serving students will continue in the years to come.

In the opening essay, *The Importance of* The Student Personnel Point of View *in Honoring the Past and Acknowledging Current Perspectives*, Vasti Torres, Danielle DeSawal, and Ebelia Hernandez underscore the enduring value of *The Student Personnel Point of View* as the seminal document that established student affairs professionals as educators. The authors set the stage and the tone for the essays that follow, noting how each examines how the profession has evolved while remaining true to the intentions of *The Student Personnel Point of View*, particularly with respect to the philosophy of, coordination within, and development of the profession.

The original document attempted to identify and articulate the philosophical underpinnings of the field. The next two essays offer a historical context of this endeavor and explain how it has advanced over the past 75 years. In the first essay, *"A Report of a Conference": When, Who, and Questions of Philosophy*, authors Janice Gerda, Michael Coomes, and Holly Asimou place *The Student Personnel Point of View* in a historical context. The authors examine events taking place in the United States and in higher education that led to the document, as well as the key players in its development. They unpack the term "student personnel" and, in doing so, argue that although it may be a philosophy, *The Student Personnel Point of View* was essentially a review and a report on the state of the fledgling student personnel profession. The authors also note that the report called for higher education to coordinate personnel services to help individuals and institutions realize their goals of student learning and development. James Barber and Daniel Bureau in their essay, *Coming Into Focus: Positioning Student Learning From* The Student Personnel Point of View *to Today*, note that the word "learning" never actually appears in *The Student Personnel Point of View*. Still, they argue, this document and all other guiding documents that have followed it make the concept of learning central to the mission of student personnel work, and that each succeeding document more clearly, deliberately, and meaningfully articulates this objective.

The Student Personnel Point of View describes 23 personnel services that are necessary for effective educational programming outside of instruction and business functions of an institution. Several questions emerge: How do these differ across institutional types? Which ones are particularly relevant 75 years since the *Student Personnel Point of View*? Which ones have changed or become irrelevant today? In her essay, *Continuity and Adaptation: Student Services Across Institutional Types*, Katie Branch echoes *The Student Personnel Point of View*'s position that these services should be specific to the aims and objectives of colleges and universities. She examines institutional di-

versity and the subsequent range of student services, some mentioned in *The Student Personnel Point of View* and others that are just now emerging. She raises provocative questions about the authentic relationship between mission and services and the costs and fees associated with these services. Deborah Worley and Amy Wells-Dolan in their essay, *Transport and Telescope: Services for Students, 1937-2012*, argue that *The Student Personnel Point of View* remains a valuable document, not so much in laying the foundation and describing what services are provided to students, but rather in its lasting ability to help us understand, articulate, and coordinate *how* we can utilize these services in pursuit of college student learning and development. This is particularly important in 2012, given the complexities inherent in institutional diversity, student enrollment trends, available technologies, and the expected competencies of student affairs professionals. Drilling deeper into the question of relevant services, Dennis Gregory examines 7 of the original 23 proposed services in his essay *Passed Around or Passed Over: How Functions Have Changed in Student Affairs*. In his analysis, he describes how these particular services have been eliminated, been reduced, or significantly changed focus. He also argues that these changes are not so much a loss but rather speak to the ability of higher education to adapt to institutional diversity, student enrollment trends, and available technologies.

In *The Student Personnel Point of View* of 1937, one of the areas of focus was the coordination of work within institutions and between the national associations. In the essay *Coordinating Services to Seamless Learning: Evolution of Institutional Partnerships*, Kathy Guthrie argues that to truly honor the purpose of *The Student Personnel Point of View* of serving the whole student, colleges and universities must go beyond coordination to collaboration to creating seamless learning environments. She further suggests that this should include not only partnerships between academic affairs and student affairs, but perhaps even business operations and facilities management. In *Intentional Coordination Among Professional Associations, Distributed Leadership, and Other Fables: 75 Years and Counting*, Paige Haber-Curran and Stan Carpenter tackle two important questions with respect to the role professional associations play in advancing the goals of the *Student Personnel Point of View*: What is the status of coordination among national associations today? And where is the leadership of the profession coming from? In the end, they propose that although the profession comprises multiple associations and individualized practitioners, we must act as a consolidated profession—and that will take networked, systematic, and coordinated leadership. In *A Critical Examination of Student Affairs Research: 75 Years of "Progress"*? by Kathleen Gillon, Cameron Beatty, and Lori Patton Davis, the authors discuss the status of the research agenda proposed in *The Student Personnel Point of View* on student out-of-class life, faculty-student interactions outside the classroom, financial aid to students, and the longer-term effects of college on students. In their analysis they insist that although there is significant progress, we need to do more because, as proposed in *The Student Personnel Point of View*, research is critical to the development of the profession.

In the closing essay, A *View to the Next 75 Years*, Barbara Jacoby and Mimi Benjamin discuss what *The Student Personnel Point of View* holds for the next 75 years in higher education. They acknowledge that *The Student Personnel Point of View* took into account the issues of the day and, in a forward-thinking way, laid the foundations for the purpose and structure of the student affairs profession. The authors, in the same forward-thinking way, discuss the challenging issues that will affect higher education in the next 75 years—globalization, student diversity, technological advances, affordability, and the changing purpose of higher education—and the important role *The Student Personnel Point of View* will have in strengthening our commitment, resolve, and ability to meet these challenges.

The Importance of *The Student Personnel Point of View* in Honoring the Past and Acknowledging Current Perspectives

Vasti Torres, Indiana University
Danielle DeSawal, Indiana University
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Higher education in 1937 had little economic, racial/ethnic, or age diversity, many single-sex institutions, and the G.I. Bill had not been enacted. How can any document written during this time period in U.S. higher education history be of interest today? To understand the influence of *The Student Personnel Point of View* of 1937 on today's student affairs practice, we must begin by understanding the purpose and role of this foundational document on the development of how we view ourselves as educators in higher education.

Let us begin with a historical view of how the field emerged. *The Student Personnel Point of View* of 1937 marked a significant point where the "dialogue defining the emerging work of student personnel (the initial name given to the field) and student affairs" (Roberts, 2012, p. 2) included various constituents coming together to develop a common vision for this developing field. Several issues compelled the coming together of the authors of this document. First was the "problems of vocational guidance" (p. iii). The Intercollegiate Council of Personnel Methods, which carried out a study to provide to institutions "knowledge concerning [their] students as individuals" (p. iii) undertook this issue . The second concern was the need to clarify the "so-called personnel work" (Saddlemire & Rentz, 1986, p. 75) occurring at colleges and universities. These issues compelled the assembly of a group to articulate an approach to these concerns.

In the spring of 1937, the American Council of Education (ACE) brought together a group of 19 individuals to discuss these emerging concerns and unanimously adopted a report known as *The Student Personnel Point of View*. This year, at its 75th anniversary, it is appropriate that the Commission for Professional Preparation of ACPA publish this monograph and recognize the significant voice that ACPA leadership has had in the evolution of how we define ourselves as a profession. The original authors of *The Student Personnel Point of View* included Esther Lloyd-Jones, who was at that point Past President of ACPA (1935-1937); A.J. Brumbaugh and C. Gilbert Wren were also members of this group, and later each served a term as ACPA President. Continuing in the tradition of setting forth new understanding, we begin this monograph by considering what happened in history and what is occurring today.

Positioning Our Roles as Educators—Yesterday and Today

The central message communicated in *The Student Personnel Point of View* is the conviction that ***student affairs professionals are educators***. The belief in our role as educators is still central to our work and the foundation of our philosophical goals. *The Student Personnel Point of View* defined student affairs as an essential component in higher education to provide holistic learning and transformational thinking for the benefit of developing the whole student. A significant aspect of *The Student Personnel Point of View* is its examination of how the profession fits within the broader higher education agenda of student development. We believe that the work of 19 individuals in 1937 set a tone that is neither defensive nor insecure about the work that is done on behalf and for the welfare of college students. Rather, it places student affairs as a critical contributor to the ultimate aim of "assist[ing] the

student in developing to the limits of his potentialities and in making his [or her] contribution to the betterment of society" (p. 1).

Although we may all agree that as student affairs educators we aim to promote holistic development, how and where this should occur remains a point of contention within the field. In spite of the 75 years between the publication of *The Student Personnel Point of View* and now, many of the same problems continue to plague the field today, specifically with regard to how we should fulfill our roles as college student educators.

Should We Be Educators Inside and Outside of the Classroom?

The profession continues to struggle with the perception that student affairs solely provides students with support and experiences outside of the classroom. The often distinct organizational separation and lack of collaboration between academic and student affairs continue to be an issue and a concern that surely should have been resolved in 75 years. In some ways, *The Student Personnel Point of View* offered contradictory conclusions regarding the necessity of developing partnerships with faculty. According to *The Student Personnel Point of View*, the focus of student affairs work was to provide guidance to students outside of the academic classroom. This is the first delineation of the work of student affairs being outside of the classroom, a concept that continues to be debated. The perception that the work of student affairs professionals should be relegated to out-of-class spaces continues to diminish the possibilities of promoting partnerships with faculty and creating spaces where both can work collaboratively for the benefit of students.

But, *The Student Personnel Point of View* also concluded the work of student personnel professionals should complement the institutional mission centered on research, academics, and other in-class experiences. Carpenter (2011) noted *The Student Personnel Point of View* of 1937 provided "clear emphasis on coordination with the academic enterprise with the goal of ensuring the maximum improvement of the student" (p. 18). As a field, we continue to struggle with how to integrate student affairs work into the academic mission of the colleges and universities where we work. Within the field a self-inflicted separation emerged, leaving the role of research primarily to faculty in graduate preparation programs and therefore a rarity among practitioner-scholars. We might not always consider how student affairs work should address research, teaching, and service, but we must recall the earlier claim that our work needs to support and demonstrate relevance to the academic missions of our institutions. This leads to the question: How does student affairs work to support the three tenets of higher education institutions—research, teaching, and service? The response to this question will help the field determine the next 75 years.

The field must also continue to be attentive to creating a professional culture on campus that clearly articulates the integral role of student affairs in how higher education is going to function in the 21st century. Let's recall the fact that the meeting and resulting report that we know today as *The Student Personnel Point of View* was derived "under the auspices of the American Council on Education (ACE)" (Dungy & Gordon, 2011, p. 65). This point is significant, because an organization that claims on its website to be "the major coordinating body for all of the nation's higher education institutions" cultivated the roots of student affairs. This initial partnership with ACE is critical to acknowledge, because it links the history of the field to a national organization that is inclusive of higher education administrators, faculty, and associations with a common goal of shaping higher education to support learners and "address the challenges of the 21st century." Philosophically *The Student Personnel Point of View* established the foundation for how we define student personnel, highlighting from the beginning that the term student personnel workers would be inclusive of "nouns [such as] 'work,' 'service,' 'administration,' and 'research,' etc." (p. 2). As the field has continued to evolve in its professional descriptions from student personnel

to student affairs administrators, the larger question is, have we continued to honor the original intent to embrace the research component of our work?

The connection of the work in student affairs to national trends and issues is also reflective of our changing society with the increased diversity of our learners' perspectives and needs. What was becoming apparent in the earlier years of student affairs currently presents a more significant issue: Leonard (1956) noted in his text *Origins of Personnel Services in American Higher Education* that for higher education it was the "growth in numbers and complexity that necessitated the organization of personnel services into separate administrative units" (p. 114) to appropriately support students' holistic development. The initial aim of *The Student Personnel Point of View* of 1937 was to consider the "student as a whole—his [/her] intellectual capacity and achievement, his [/her] emotional make-up, his [/her] physical condition, his [/her] social relationship, his [/her] vocational aptitudes and skills, his [/her] moral and religious values, his [/her] economic resources" (p. 1). This takes on a more complex understanding today with an increased diversity and growth in the number of students pursuing higher education. Indeed, the student population is consistently becoming more racially and ethnically diverse and global; advancements in technology challenge the way student affairs conducts business on campus; and funding for higher education continues to decline. Perhaps when the authors penned *The Student Personnel Point of View*, recognizing students' physical conditions, social relationships, aptitudes, and skills was not as complex as it is today with our increased student diversity, but our role as educators to promote students' holistic development remains constant. In essence, the complexity Leonard experienced in the 1950s is relatively small, compared to the complexities found within today's higher education. With the many changes in society and within the student population, it is natural to ask: What can we learn today from something created with such a narrow idea of what diversity could be?

The Role of The Student Personnel Point of View in Professional Preparation

The Student Personnel Point of View's continued place in professional preparation curriculum is related to the need to create a dialogue about the integral relationship that exists among the functions of student affairs and how they fit into the higher education environment. The fact that as a field we consistently reference *The Student Personnel Point of View* acknowledges its enduring place in describing how we understand the role of student affairs on campus. The continued presence of *The Student Personnel Point of View* in graduate preparation program curriculum highlights the aim of conveying to our graduate students the foundation of our field. That foundation is grounded in the essential need to provide a collaborative role on campus focused on the holistic development of our students and on establishing partnerships across campus that promote learning. This effort may combat perceptions of student affairs as a separate entity on campus rather than one integrated within the culture of the academy. Today there is a sense that we understand the need to create the optimal conditions for learning; however, we struggle to establish the critical partnerships with the faculty that are needed to advance learning both inside and outside of the classroom. This perceived separation between student affairs and the rest of the campus community can be "harmful to the effective operation of the student personnel program" and "limit whatever contribution they [student affairs professionals] might make on campus" (Shaffer & Martinson, 1966, p. 91). Creating conditions on campus that bring together the faculty and student services continues to surface as a priority to advance our own goals, centered around holistic development.

The Student Personnel Point of View's initial efforts to define "so-called" personnel work and listing of functions have served the field well in preparing future practitioners and, in doing so, they should also prompt each person to examine our role as educators on campus. Graduate preparation programs need to highlight how the emergence and definition of our roles on cam-

pus came from the examination of how higher education needed to function as it flourished and became more complex. As higher education advances, professionals need to continually recognize we are part of a larger academy and need to examine how our roles enhance the academic mission of the institution in which we work.

For these notions, the field is indebted to the 19 individuals who met in 1937 and put forth philosophical underpinnings that steer the field today. These words and ideas frame how we continue to expand our professional presence in higher education. As we consider how far the field has come since 1937, we must acknowledge that many researchers and scholars in student affairs addressed the "problems of college students" (p. 11) of the 1920s and 1930s by creating knowledge about students which in turn, informed our practice. Today we are able to explain student behavior and development through the research within the field; yet, many practitioners continue to struggle to see the need for theories and research to inform their practice beyond their graduate school experience. We should take pride in the progress, while also remembering what was needed in 1937 continues to be a frame for what is needed today.

As a field, we need to fulfill the philosophical tenets of *The Student Personnel Point of View* and to embody the spirit of the council that saw student affairs educators as essential partners in higher education. We must fulfill our role as educators by challenging ourselves to not worry about whether we are equals with other educators on our college campus or if we have a "true" profession. This volume seeks to further explore the ways we have changed and the ways we have remained true to what was first stated in 1937. When reading the following essays, we challenge readers to consider what excess baggage we are carrying that may impede our own professional development. What will allow us to build those essential partnerships with other educators for the benefit of our students—could our own insecurity be excess baggage (Future of Student Affairs Task Force Report, 2010)? As we celebrate the 75th anniversary of this document, each one of us should reflect on the history of our field and what we have accomplished. Hopefully, as we listen to the past and consider the issues that plague our work, we may figure out that the "devil is us"—we need to stop and reflect on our own practices to acknowledge how we are truly meeting the complex needs of today's college student and the changing landscape of higher education.

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"A Report of a Conference": When, Who, and Questions of Philosophy

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Published by the American Council on Education (ACE) in 1937, *The Student Personnel Point of View* is often referenced as a foundational document for student affairs. Like all documents, it reflects the time in which it was written and those who created it. In this essay, we explore the when, the who, and the why of this document and consider whether it is indeed a philosophy for the profession.

When?

Like any document, it is important to consider the critical events of the time. In 1937, most people remembered the horrors of the First World War—a war cataclysmic enough to shake even basic assumptions about society. Worldwide, 16.5 million souls perished in the Great War (Meyer, 2006). Efforts to rebuild and stringent peace conditions in its aftermath shifted the power dynamics of Europe and Asia. In 1931, Imperial Japan invaded and annexed Manchuria. Hitler's Nazi government reoccupied the Rhineland in 1936 (Keegan, 1989).

The U.S. was, perhaps, more focused on things at home. The Great Depression was in its eighth year, and President Franklin D. Roosevelt had begun his second term in office. Although the unemployment rate had peaked at 24.9% in 1933, in 1937 it still stood at 14% (VanGiezen & Schwenk, 2001). During the interwar years, college enrollment "increased more than fivefold from 250,000 to 1.3 million" (Thelin, 2004, p. 205). New curricular emphases (e.g., business courses) a re-envisioned American dream, and democratic principles all contributed to that increase. In the 1930s, "two years of postsecondary education were rapidly becoming a normal part of an American teenager's plans" (Levine, 1986, p. 208).

Old institutions changed, new ones were created, and those with more expansive views of the higher education landscape saw a need to bring colleges together. In January 1918, the American Council on Education (ACE) was founded "as a direct result of the obvious need to coordinate the services that educational institutions and organizations could contribute to the government in the national crisis brought on by World War I" (Zook, 1950, p. 312). ACE would focus its attention on coordination, research, and promotion of international understanding. In 1926, ACE established the Committee on Personnel Methods under the leadership of Herbert E. Hawkes of Columbia College. One of the committee's first actions was to commission a report on the activities of Student Personnel programs to be conducted by L. B. Hopkins (1926). This report would serve as a jumping-off point for the creation of *The Student Personnel Point of View*.

Committees, a Conference, and a Report

ACE's conference on student personnel work met April 16-17, 1937, to investigate "certain fundamental problems related to the clarification of so-called personnel work, the intelligent use of available tools, and the development of additional techniques and processes" (p. iv). At its core, the final report of the conference, *The Student Personnel Point of View*, was a call to consolidate all coordination of student personnel work and to place the authority to do so under the auspices of a single association, the American Council on Education.

In his 1953 dissertation on ACE and student personnel work, Willard Blaesser wrote that the idea for the conference came from W. H. Cowley, a faculty member at Ohio State University, and

Donfred H. Gardner, Dean of Men at the University of Akron. The backgrounds of the attendees provide some clues about the conference, the report, and the ideas that shaped it.

Twenty-first century student affairs colleagues are sometimes surprised to learn that many of the people behind *The Student Personnel Point of View* were not student affairs professionals. There were student personnel practitioners, to be sure, including four deans of women/men/students, a personnel director, and someone from what we might now call career services. Four faculty members were also included, from the areas of psychology and guidance. But the rest worked outside of student affairs, as we know it. The ranking member of the conference was Dr. George Zook, then President of ACE, who had been a university president and had held several appointments in the federal government. Two presidents and a dean of a college were from academic affairs. At that time, student personnel services also functioned at the secondary education level, and a principal of a high school attended. Industry was represented by an executive of AT&T. From government, there was the chief of the U.S. Office of Education. Finally, two ACE staffers supported President Zook.

Demographically, the conference was almost all male, with only two women in attendance. It was also a relatively young group, with 12 of the 19 in their 40s or 50s. D. J. Shank, the assistant to Dr. Zook, was 28; Esther Lloyd-Jones and C. Gilbert Wrenn were in their mid-30s; the senior members of the group were Edward C. Elliot at 61 and H. E. Hawkes at 66. Although all 19 conferees undoubtedly made important contributions, the efforts of three individuals—L. B. Hopkins, Lloyd-Jones, and Zook—warrant special attention.

The foreword of *The Student Personnel Point of View* specifically credits the preliminary work of L. B. Hopkins, who arrived as president of Wabash College in 1926, the same year the Educational Record published his report "Personnel Procedures in Higher Education." Hopkins came to Wabash from Northwestern University, where he had served as the first director of the personnel office under President Walter Dill Scott. Hopkins had steeped himself in the theories of personality testing while working for the U.S. Army during World War I and while employed by Scott Company, consultants in industry (Schwartz, 2010). Those experiences shaped Hopkins's survey of personnel work conducted in 1924-1926, and that survey shaped what eventually would become *The Student Personnel Point of View*. When he presented his survey, Hopkins noted that the charge "was to gain a more intimate knowledge of what types of personnel work is being done in . . . fourteen [different] colleges and universities, how this work fits into the general scheme of education, where it is leading, and, in the minds of those concerned, what most needs doing" (pp. 3-4). Hopkins's review identified the following personnel services at the participating institutions: selection and matriculation (e.g., admissions freshman week); psychological and placement testing; faculty advising; health and mental hygiene services; vocational information; employment and placement; and discipline. All of these functional areas (as well as others) would be included in *The Student Personnel Point of View*. In addition, Hopkins noted the necessity of coordinating personnel functions within and between institutions and with outside agencies such as secondary schools and business organizations. The emphasis on coordination would be carried forward by the 1937 conference and reflected in *The Student Personnel Point of View*.

President Walter Dill Scott also influenced Esther Lloyd-Jones. Like L. B. Hopkins, she worked under Scott at Northwestern. Scott encouraged her to pursue a graduate degree at Columbia University's Teachers College with the hope that she would "return to Northwestern as the first Associate Director of Personnel for Women Students" (Smith, 1976, p. 476). A year after completing her master's degree, she did just that. For two years, Lloyd-Jones worked with L. B. Hopkins, whom she credited as the person "under whose stimulating guidance . . . the writer

first obtained a conception of the possibilities of personnel work in modern education" (Lloyd-Jones, 1929, p. ix). From there, she returned to Columbia for a doctoral degree and faculty career. Lloyd-Jones's 1929 dissertation, *Student Personnel Work at Northwestern University* was, as she commented, "the first in its field" (Smith, 1976, p. 476). Lloyd-Jones (1929) concluded her dissertation by stating:

> Personnel work is the coordination and concentration of all of the resources of the institution together with the information afforded by scientific investigations for the purpose of furthering the best interests of each individual in all of his aspects. (p. 207)

George Zook's legacy is largely that of scholar-advocate. The numerous studies and calls-to-action generated under his leadership in the academy, ACE, and government promoted student personnel. In 1932, Zook authored "The Administration of Student Personnel Work," in which he proposed "there are two main aspects of personnel work, scientific data, on the one hand, and the conference or advisory function, on the other" (p. 349). Zook (1950) believed that through the professional assignment of such responsibilities, an individualized college experience was possible. As president of ACE, he applied scientific inquiry to "specific educational problems" (p. 312) as well as coordinated various national educational associations.

Movement, Philosophy, or Something Else?

We are of two minds when addressing the question of whether *The Student Personnel Point of View* is a philosophy. The first answer, more easily supported, is that of course it is a philosophy—everyone from Lloyd-Jones and Smith (1938), through Wrenn (1951) to Reason and Broido (2011) has categorized it as such. This prima facie evidence would suggest, therefore, that it must be a philosophy; after all, if it walks, quacks, and swims like a duck it must be a philosophy. Wrenn (1951) heralded *The Student Personnel Point of View* as

> a pervasive philosophy regarding the individual that affects the curriculum of the institution, its teaching procedures, administrative policies, selection of faculty, regulation of student conduct—in short, the entire program of the institution. The degree to which it is present in the institution goes far to determine the effectiveness of the student personnel program. (p. 4)

However, upon further analysis of the document, we have been struck by the fact that it was entitled the *Student Personnel Point of View* and not the *Student Personnel* ***Philosophy***. The authors borrowed the term *point of view* from 1920s publications (see Scott & Clothier, 1923) about how to approach personnel work. This distinction may be rhetorical hair-splitting, but we think it is important.

Conferees chose to subtitle the document *A Report of a Conference on the Philosophy and Development of Student Personnel Work in College and University*. In other words, the authors did not solely intend for this document to create and state a philosophy. Rather, the collective record of esteemed professionals who gathered contemplated a movement already in motion. They examined the state of personnel work in higher education, using data from the previous two decades, and formed a progress report on how far student personnel had come, how far it had yet to go, and most important, how it should get where it needed to be.

If there is a main weakness of *The Student Personnel Point of View*, it might be that the report does not do a thorough job of explaining what student personnel work actually is. It might be that it was obvious to the conferees, as they were steeped in its concepts. Conversely, the absence of such a definition is more obvious to us today, because we have the benefit of hindsight to see how other movements have since challenged student personnel as a foundation for student affairs. Either way, this begs the question, "What was student personnel?"

Student personnel was one iteration of a longer history of personnel philosophies, ideas, and movements. All the preceding ideas left a legacy to student personnel and, by extension, to student affairs. *Personnel*, as a term, came to mean the scientific process of applying psychological principles to the management of people. Walter Dill Scott is credited with developing the concept of personnel in the late 19th century.

In the field of business, he noted that not all men made good salesmen and that the successful ones possessed certain characteristics. After systematic interviewing, he was able to determine key characteristics and then use them to screen applicants for sales positions. His goal was to place the right man in the right job. Scott's expanded implementation of this concept became what was known as industrial personnel (Lynch, 1968; Northwestern University Archives, 2009; Schwartz, 2010).

When World War I broke out in Europe, Scott watched as British and eventually American forces classified troops in traditional ways, and he saw a new application for the principles of industrial personnel. Personnel proponents reasoned that it was imperative to place new recruits into military assignments congruent with their skills and abilities. The right soldier should be in the right job (Scott & Clothier, 1923). Transferring personnel ideas to the military, personnel proponents developed testing procedures to sort troops, and they convinced military leaders to allow them to pilot the program with the U.S. Army. Although skeptical at first, the results won over military leaders, and they implemented the concept of *military personnel* throughout the American forces. Scott and Clothier (1923) noted: "Altogether some 3,000,000 men were classified and 1,200,000 were placed with considerable success where they could use their special abilities properly" (p. 11). Testing became a normative entry activity for recruits. Later, proponents of personnel would claim nothing less than that it saved the world (Mathews, 1937).

After the war, when Scott accepted the presidency at Northwestern University, he saw his leadership role as an opportunity to adapt personnel ideas to yet another arena (Northwestern University Archives, 2009). This time, the goal would be to apply rigorous record keeping towards the improved guidance of students (Schwartz, 2010).

For all the iterations of personnel – industrial, military, and student– the unit of study was the individual (Clothier, 1931/1986). Viewing the individual as a whole person was important, not just in the context of a specific task or role. So, businesses tested salesmen not just for sales skills, but also for personality and motivation. The military measured soldiers not only for marksmanship, but also for intelligence and leadership capacity. Likewise, institutions of higher education assessed students not only for academic skills, but also for out-of-classroom capacities that might inform career placement. Inherent in the idea of personnel is that data about individuals are imperative. Such data needed to be collected in organized, objective, and scientific ways and analyzed across large numbers of individuals. As a result, a student personnel approach required that practitioners be specialists and experts with extensive training in personnel methods. This was in contrast to earlier deans of women and men, who came from academic disciplines with training as scholars. Finally, personnel in all its forms was a force for social improvement, benefiting both the individual and the organization, and ultimately all of humankind.

In parallel with the assumption of personnel work on campus, other ideas were developed and adopted. The work of Frank Parsons provided the basis for the vocational movement (Brewer, 1921). The challenge of employment for alumnae concerned administrators ever since women began to earn degrees in significant numbers (Talbot & Rosenberry, 1931). Pragmatic considerations of implementing personnel methods tied them to methods of testing, organizing, and applying information. The testing movement originated ways to quantify what were otherwise qualitative concepts. One of *The Student Personnel Point of View* conference attendees, Frederick J. Kelly, invented the multiple choice question in 1914 (Zimmerman & Schunk, 2003). Undoubtedly, his interest would shape the quantitative measurement focus considered by the 1937 conferees. In an age of population increase, mechanization, and depression, the efficiency movement sought ways to do more with less. New methods borrowed from the broader personnel movement would support this movement.

In the 1920s and 1930s, student personnel

grew rapidly if somewhat haphazardly. As individual campuses adopted practices, they sampled each of these predecessor ideas to form a patchwork of personnel. The resulting inconsistency caused consternation and a call for action among a set of leaders who sought to bring centralized coordination, professionalism, modernization, expertise, and efficiency to each college and university through a purer form of student personnel. Two who led this call to action were Esther Lloyd-Jones and W. H. Cowley. Examples of their earlier efforts include Lloyd-Jones's 1934 article "Personnel Administration" and Cowley's 1937 speech "The Disappearing Dean of Men," delivered to the annual meeting of the National Association of Deans and Advisors of Men (now known as NASPA). The larger call to action eventually coalesced into the 1937 conference and its landmark report.

Was *The Student Personnel Point of View* a philosophy? No. Student personnel itself might have been a philosophy, a movement, a mission, a calling, or a force. Rather than an effort to articulate a philosophy of student personnel work, the document itself was a review and a report card of two decades of development, a criticism of change happening too slowly, and an imperative that rallied the faithful to implement the idea fully beyond the haphazard hodgepodge that had been achieved.

The report's authors went on to urge higher education (not just student affairs) to reorganize in a personnel way, to benefit students. They outlined a vision for administrative organization on each campus and proposed ways that a national professional association could take the lead to support individual institutions in reaching that vision. And they offered their own expertise and efforts in making that happen. The conferees' sense of urgency is what resonates with us today and makes the document relevant for the next 75 years.

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Coming into Focus: Positioning Student Learning from *The Student Personnel Point of View* to Today

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Although 75 years have passed, it is evident that recent student affairs documents carry the same DNA as *The Student Personnel Point of View*. For example, *The Student Learning Imperative*, *Principles of Good Practice for Student Affairs*, and *Learning Reconsidered* each advocate a holistic approach to student experience and express the relevance of the student affairs educator. However, the context of higher education today is vastly different from the landscape of 1937. Revolutionary changes in technology and communications, an increasingly diverse student body, and a rapidly internationalizing scope contribute to a much more cosmopolitan environment in 2012. For the last century, the student affairs profession has been responsive to environmental changes. One way in which the profession has evolved is through strengthening its alignment with the goal of learning. Today promoting student learning is central to, not simply a byproduct of, good student affairs practice.

In this essay, we explore the question: How is *The Student Personnel Point of View* related to more recent student affairs guiding documents such as *Learning Reconsidered*? We assert they are related in the emphasis on an integrated learning experience that occurs inside and outside of the classroom; this includes a focus on personal wholeness, i.e., "the student as a person, rather than upon his intellectual training alone" (p. 1) and strong advocacy for "coordination" (p. 5).

Integration of Learning

Integration of learning is a concept at the forefront of American higher education in the 21st century. Undoubtedly, *The Student Personnel Point of View* describes this idea. As explained by Barber (2012), integration of learning is:

> the demonstrated ability to connect, apply, and/or synthesize information coherently from disparate contexts and perspectives, and make use of these new insights in multiple contexts. This includes the ability to connect the domain of ideas and philosophies to the everyday experience, from one field of study or discipline to another, from the past to the present, between campus and community life, from one part to the whole, from the abstract to the concrete, among multiple identity roles—and vice versa. (p. 593)

Integrated learning has been a priority for higher education for almost a century, as evidenced by John Dewey's emphasis on progressive education in the early 20th century, around the same time as the authors created *The Student Personnel Point of View*. Progressive education gained momentum in the 1920s and 1930s and envisioned the mission of education as preparing engaged citizens for life in a diverse democracy. Such ideals are well articulated in student affairs guiding documents since *The Student Personnel Point of View* and specifically over the last 20 years.

Integration of learning captures the spirit of *The Student Personnel Point of View*'s emphases on holistic education and the coordination of services and experiences. This concept also relates to the foci within Learning Reconsidered on learning as process and product and documenting student learning outcomes. Intentionality can serve to advance students' integration of learning: student affairs educators cannot simply hope learning happens but must ensure it is a primary focus of their work. Students do not experience the college environment in a dichotomous way, compartmentalizing learning experiences as either in or out of the classroom; making connections with and for them, across contexts, is a primary role of the student affairs educator today.

Evolution of Student Affairs' Role in Facilitating Learning

In 2001, Evans completed a content analysis of the major guiding documents of the profession. She wrote,

> The role of student affairs in instruction was also a common theme in every one of the documents reviewed. Many student affairs professionals erroneously believe that student learning is a new initiative for the field. A careful reading of the SPPV (ACE, 1937/1983a) reveals that student affairs professionals were being called upon to teach and to advise faculty about learning principles and student characteristics as early as 1937. (p. 373)

Instruction to facilitate learning has long been a part of the student affairs role. In part, this was to explain our contributions to the academic mission and provide student affairs credibility in higher education. A look back at *The Student Personnel Point of View* of 1937 illuminates the way in which the authors perceived learning as a byproduct of good services to students and instructors. In fact, the term "learning" itself never appears in *The Student Personnel Point of View* of 1937. Instead, the focus is on instruction. For instance, student affairs should be responsible for "assembling and making available information to be used in improvement of instruction and in making the curriculum more flexible" (ACE, 1937, p. 4). Learning is implicit; however, it becomes more prominent in guiding documents toward the end of the 20th century.

The 1970s found student affairs reconsidering its philosophical and theoretical foundations, which led to an increased focus on student development theories; however, many found this approach flawed, given the lack of connection to the academic purpose of the institution. Although this critique was somewhat justified, learning had indeed been articulated across documents created since *The Student Personnel Point of View*, including Lloyd-Jones and Smith's Student P*ersonnel Work as Deep Teaching* (1954), Brown's *Student Development in Tomorrow's Higher Education: A Return to the Academy* (1972), and, later, *The Student Learning Imperative* (1996) and *Learning Reconsidered* (2004). Student learning had always been a part of student affairs' mission in one form or another, but the task of helping students reflect on how their collective experiences resulted in learning was often dismissed due to other priorities.

Barr and Tagg described a shift in academe toward a "Learning Paradigm" in their landmark 1995 article "From Teaching to Learning – A New Paradigm for Undergraduate Education." Nearly 20 years ago now, they described a profound change underway in higher education from regarding a college or university as a place to *provide instruction* to seeing it as a place to *promote learning*. Barr and Tagg called this a shift from an "Instruction Paradigm" to a "Learning Paradigm." They wrote,

> In the Learning Paradigm, the key structure that provides the leverage to change the rest is a system for requiring the specification of learning outcomes and their assessment through processes external to instruction. The more we learn about the outcomes of existing programs, the more rapidly they will change. (p. 25)

The shift that Barr and Tagg described has come to fruition, and this environment of accountability centered on achievement and assessment of learning outcomes is where we find ourselves today in higher education.

Although Barr and Tagg focused their discussion on academic affairs, we experienced the same shift in student affairs. To some extent, external pressures thrust the learning paradigm into today's student affairs educator's vernacular. The value of learning as primary to student affairs today gained traction as a result of pressures for higher education to develop and measure learning outcomes and demonstrate the value of a college degree. To ensure student affairs maintains relevance in the modern-day institution, student affairs professionals must articulate learning through participation in the co-curricular and connecting such lessons to in-class learning as our primary function.

The extent to which learning has become a primary focus of student affairs can be considered through reviewing the profession's values. Studying student affairs master's program participants' interpretations of the profession's values,

Bureau interpreted learning as a modern-day value of the profession. Reason and Broido (2010) also indicate that learning has become pivotal to the values and philosophy of today's student affairs work. Earlier examinations, such as those by Young (2003), had not specifically articulated learning as a student affairs value. Yet, learning has been a part of the profession in one form or another from the time of *The Student Personnel Point of View* until today. One participant in Bureau's 2011 study explained how guiding documents have reinforced learning from the earliest days of recognized student affairs work:

> Early documents such as the *Student Personnel Point of View* talk about the holistic development of students and connecting learning experiences and things like that, and I think that definitely still plays a huge role in what we do in student affairs. I think that's really what we're trying to do. We're trying to develop people holistically, outside of the classroom, and then I think as we have evolved… Some of the more recent ones that talk more about "well, we're educators now and let's reframe the way we look at things"…while some of the language is outdated, the underlying message of them still holds true. (p. 155)

Guiding documents provide evidence of the prevalent values of the era. They provide historical context and allow us to trace the evolution of the value of learning over time. However, these documents are also action oriented, driving professional practice and reshaping the scope of student affairs work. In the next section, we discuss ways in which *The Student Personnel Point of View* and subsequent documents have influenced student affairs' orientation toward learning.

How a Focus on Learning Affects our Practice

As evidenced by studying the history of the profession, student affairs is a field in which there are varying views on priorities. As we consider how *The Student Personnel Point of View* of 1937 relates to more recent professional documents in the field, it is essential to consider how this lineage of professional statements has shaped our work. The integration of key professional priorities, including student services, development, and learning, has a direct impact on the type of work we do, the ways we interact with students, and how others perceive us on campus.

First, it is tempting to say that the student affairs profession has adopted an entirely new paradigm; however, we assert that learning is not separate from *but rather a model* for the provision of services and the fostering of student development. For example, contrast the description of student affairs practitioners as information curators "assembling and making available information"(p. 4) from *The Student Personnel Point of View* with a quote from *Learning Reconsidered* describing student affairs in a reconfigured view of higher education in which student development is in itself learning: "Student affairs, in this conceptualization, is integral to the learning process because of the opportunities it provides students to learn through action, contemplation, reflection and emotional engagement as well as information acquisition" (p. 11). Returning to the conceptual model of integration of learning, we can envision promoting student learning rising in prominence in our daily work, joining student services and development in the professional repertoire of student affairs. As a result, student services, student development, and student learning inform one another. Roper (2003) illustrated this concept, writing,

> As they create teaching situations, [student affairs professionals] can use them to impart whatever knowledge and skills they believe are important for learners to acquire. The obligation of student affairs educators is to identify the skills and knowledge needed by students and to create learning situations that will foster their development. (p. 470)

The learning paradigm strengthens our practice; we do not abandon other parts of the job and previous professional priorities by orienting toward student learning. For example, the emphasis in *The Student Personnel Point of View* was on providing excellent services to improve instruction; today's thrust is to provide thoughtful experiences to promote student learning. However, to maintain learning as central to the co-curriculum, student affairs professionals *must* view themselves as educators. Taking on the perspective of educator and seeking collaboration with other educators (both inside and outside of the classroom) also serves to advance another

priority of *The Student Personnel Point of View*: coordination across contexts. The convergence of academic affairs and student affairs around the learning paradigm represents a significant opportunity to establish stronger collegial relationships across campus and build a shared identity as learning-centered educators.

Second, the strengthening of the learning paradigm may reflect a natural maturation of student affairs as it has sought to contribute relevantly to modern-day higher education. As we grow and develop as a profession, we have become more skilled at integrating our own skills, knowledge, and values in our work with students. Baxter Magolda and Magolda (2011) wrote, "Articulating learning goals for all student affairs functions is a necessary first step. Thus it behooves leaders of student affairs divisions to encourage staff to use their intellectual curiosity to integrate and apply multiple knowledge sources to guide practice" (p. 13). Assessing these outcomes continues to strengthen learning as core to student affairs functions. The expectation that student affairs professionals will educate students and document the extent to which learning occurs is not likely to cease.

Additionally, the learning paradigm requires professionals to adopt a different approach to our historical and modern-day function. Reason and Broido (2010) wrote "The movement [to student learning will] change what we do and how we see ourselves professionally. Student affairs professionals now focus on learning outcomes and creating curricula to guide the achievement of those outcomes" (p. 92). Fortunately, there is evidence that professionals foster learning experiences. Martin and Seifert (2011), for example, reviewed data from almost 4,000 students across 19 institutions as a part of the Wabash National Study of Liberal Arts Education. Data analysis focused on students' responses to questions about interactions with student affairs staff and the facilitation of student learning outcomes of critical thinking, academic motivation, need for cognition, and positive attitude toward literacy. The findings revealed interactions with student affairs staff were positively associated with academic motivation, need for cognition, and attitude toward literacy but had a slight negative association with critical thinking.

Finally, the students' demands will influence how we enact student learning and the vehicles we use to serve them. The diversity of the American college and university campus today creates a dynamic environment for learning. As evidenced in *Learning Reconsidered*, the tenets of progressive education, including educating for life in a diverse democracy that influenced The *Student Personnel Point of View* of 1937, are more relevant today than at any point in the last 75 years. Students' world view influences their approach to integrated learning. Finding ways to support diverse students' approaches to learning, including infusing technology into learning experiences, will provide student affairs professionals with more opportunities to strengthen their role as educator and the profession's connection to the value of learning.

Concluding Thoughts

Student affairs began as a result of students' out-of-class activities needing increased attention. Such functions rendered student affairs to a position of relieving faculty of managerial responsibilities outside of the classroom. The functions of student affairs began with an inclination toward services and counseling, delicately balancing student autonomy with a need for adult supervision. This origin in student services and counseling is a strong foundation from which to continue building our learning-oriented mission today and in the future.

The Student Personnel Point of View positioned student affairs professionals as helping students form links between, in, and out of classroom experiences, in which student learning was an expected byproduct of successful delivery of student support and services. Student affairs professionals were to fill this role through providing "instruction" on a range of issues. We believe *Learning Reconsidered* is the ultimate realization of the role of student affairs professional as "instructor" and considers how this function has evolved into "educator." This is similar to the

paradigm adopted by many faculty members who have moved to more interactive and integrative ways to help students learn.

However, academic affairs and student affairs each has a separate and strong organizational press. The inclination is to resort to what we have historically known (academics teach and conduct research, while student affairs professionals support the affective needs of students and advise activities outside the classroom) rather than focus on an integrated paradigm. Using the model of integrative learning can move the student affairs profession closer to learning as its current and hopefully long-standing raison d'etre.

Although not always positioned as primary, promoting student learning has long been a part of student affairs work. Upon reflection, the view of the student as a whole person and the advocacy for coordination across areas to enhance student experiences as articulated in *The Student Personnel Point of View* of 1937 is manifested the learning paradigm and remains solidly at the heart of student affairs work. Such principles are easy to identify in more recent professional statements. The learning paradigm of student affairs has not necessarily replaced previous professional priorities articulated in *The Student Personnel Point of View* and other early guiding documents; instead, student learning has become the reason for rather than the byproduct of student services and student development.

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Continuity and Adaptation: Student Services Across Institutional Types

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The Student Personnel Point of View acknowledges that many similar educational functions or services are expected to be available across a range of college and university settings. "This [student personnel] philosophy implies that in addition to instruction and business management adapted to the needs of the individual student, an effective educational program includes in one form or another the following services adapted to the specific aims and objectives of each college and university" (p. 3). Functions identified explicitly or inferred in the original document include admission; orientation; academic, occupational and vocational counseling or advising; administration of loans, scholarships, and part-time employment; placement upon graduation; student health and psychological wellness; extracurricular and social activities; family involvement; housing; dining; religious life; student conduct; and assessment of instruction, curriculum, student peer groups, and services.

Along with identifying what educational functions need to be available to students in collegiate settings, *The Student Personnel Point of View* recognizes that campus communities named and emphasized such services within individual institutional contexts. Functions or services, therefore, typically derive from and exemplify institutional mission. Mission, which identifies a college's or university's reason for existing, impacts who is recruited, attracted, matriculated, and retained as students. Institutions with similar missions are often clustered in order to examine similarities and differences of not only student populations but also other data that are seen as comparative benchmarks (e.g., degrees conferred, faculty, and tuition and fee costs).

How are services for students adapted and carried out across different institutional types? This essay provides an overview of current, commonly referenced types of institutions of higher education based in the United States that coincide with mission-driven distinctiveness and discusses continuity and adaptation in student services. Even with the variation that is evident when using institutional type as an analytic frame, most of the functions or services outlined in *The Student Personnel Point of View* are sustained across institutional types. However, increases in the number of functions or services linked with today's formally recognized student affairs practices demonstrate the further adaption of student services. Furthermore, as Dennis Roberts emphasizes in a recent article in the J*ournal of College Student Development*, as student affairs work that originated in the United States becomes part of the globalization of higher education, further adaption for application "in different institutional, national, cultural, political, and economic settings" (p. 3) is taking place.

Institutional Diversity

Both the number and types of institutions of higher education have proliferated in the intervening 75 years since the publication of *The Student Personnel Point of View*. With the growth in the number of U.S. institutions of higher education, typologies emerged to categorize select organizational characteristics. As the website of the Carnegie Foundation for the Advancement of Teaching purports,

> The Carnegie Classification™ has been the leading framework for recognizing and describing institutional diversity in U.S. higher education for the past four decades. Starting in 1970, the Carnegie Commission on

Higher Education developed a classification of colleges and universities to support its program of research and policy analysis.

Whereas some utilize information available through the Carnegie Classification databases regularly for research purposes, often institutional missions serve as guides for referring to a college or university's "type." For example, mission-focused distinctions linked with control (i.e., entity granting the institution's charter, such as private independent organization, private religiously affiliated organization, for-profit company, local, state, or federal government) and degree emphasis (e.g., associate, baccalaureate, doctoral, specialized) are used to both describe and classify institutions.

Mission distinctions also may reflect service to and facets of the composition of the student population. Institutions with the distinction of Historically Black Colleges and Universities (HBCU) share a core commitment to educating African American students. Tribal Colleges and Universities (TCU) serve American Indian tribes and Alaska natives that meet federal recognition requirements; most are community colleges that offer associate degrees. To qualify for recognition as a Hispanic-Serving Institution, (HSI), the full-time equivalent, undergraduate population must be comprised of 25% or more students self-identifying as Hispanic and have not less than 50% of all students eligible for need-based federal financial aid (e.g., Pell grants, Direct Loans, work-study programs).

Several studies have documented patterns in the ways student affairs educators offer services to students attending similarly classified institutions. Joan B. Hirt's book *Where You Work Matters: Student Affairs Administrators at Different Types of Institutions* (2006) summarizes her six studies, conducted during 2002-2004, that focused on the work of student affairs practitioners at seven different institutional types. The institutional types that Hirt utilizes as analytic frames are as follows: liberal arts colleges, religiously affiliated institutions, comprehensive colleges and universities, research universities, Historically Black Colleges and Universities, community colleges, and Hispanic-Serving Institutions. After comparing and contrasting the mission, faculty, students, work environment, pace of work, how work gets done, nature of relationships, and the nature of rewards, Hirt concludes "Although there are elements of student affairs administration that are similar across some institutional types, the work that professionals conduct does, in fact, differ based on where they work" (p. 185).

For example, a student affairs professional at a small, liberal arts college is likely to have sole responsibility for a combination of student service functions such as serving as an admission, financial aid, academic, career, and family advisor. Conversely, a professional responsible for recruiting student prospects at a large, research university may specialize in the functional area of admission and consult with others who identify as experts in the related service areas of financial aid, academic advising, and family programs. Although similar educational functions and service areas are available in the distinctive institutional types, the number and roles of the student affairs staff, the persons with whom they interact, how staff are viewed in the campus community, and how student affairs work is carried out can vary greatly.

Continuity of Student Services

The Student Personnel Point of View identified educational functions expected to be available across institutional contexts. Today, some of these functions are clustered and referred to as "enrollment management" services (e.g., admission, financial aid, orientation, employment placement), which may or may not be considered a part of student affairs. Perhaps this shift in terminology reflects the incorporation of institutional survival into the work of student affairs professionals—in addition to the emphasis on educational benefits gained when fostering holistic student development via the implementation of such services. Functions such as academic, occupational, and vocational counseling or advising, health and psychological wellness, and student conduct are seen as foundational to student affairs work across nearly all institutional

types. Some services are sustained across only certain institutional types that enroll student populations—and, by extension, their families—who expect excellence in services not as widely shared across institutional types as in the 1930s, such as housing, dining services, and religious development.

At each institution of higher education, the prioritization and implementation of student services is contingent upon mission and objectives. The impact of these services, however, is influenced by the melding of practices and policies into the campus culture. As Kuh, Kinzie, Schuh, Whitt, and Associates (2005/2010) emphasized, both alignment with institution mission and sustainability are key. Through the Documenting Effective Educational Practice (DEEP) project, a compilation of studies done at 20 diverse colleges and universities from 2002 to 2004, the researchers discovered ways in which programs and services promoted positive educational benefits. When checking back in at these institutions in 2009, they noted, "The DEEP institutions today offer models for sustaining programs and initiatives by keeping them aligned with institutional values" (p. 339).

To exemplify the variation in implementation as well as the positive impact of services aligned with institutional mission and sustained by institutional culture, consider transfer student programs and services at The Evergreen State College in Washington and George Mason University in Virginia. Both public institutions participated in the DEEP project and demonstrated how prioritization of transfer student services promoted student success. Evergreen's mission states the following: "As an innovative public liberal arts college, [we] emphasize collaborative, interdisciplinary learning across significant differences" (evergreen.edu/about/mission.htm). At Evergreen, an initiative known as the Upside Down Degree program that permits transfer students with specialized postsecondary coursework resulted in approved technical degrees to take the general coursework needed to earn a bachelor's degree. Mason, which enrolls more than six times the number of students as Evergreen and offers doctoral degrees, requires participation in an orientation program designed for transfer students and offers 200- and 300-level university transition courses to provide support and promote student engagement.

Adaptation and Emergence of Student Services

As with the expansion of the types of institutions since the 1930s, so have student services expanded. Services have been adapted to fulfill student needs and assist institutions in carrying out objectives grounded in mission. The expansion and adaptation of services associated with student affairs work is evident in the history of the Council for the Advancement of Standards in Higher Education (CAS), which now publishes standards for 45 functional areas and has intentional links with over 40 professional organizations. *Standards* are descriptors of essential elements agreed upon by professionals as foundational to implementing effectively services or programs. As of 2012, the CAS publishes standards for 44 functional areas of professional practice. CAS describes these functions in a campus context as either one organizational unit (e.g., Office of Career Services, Department of Housing and Residential Life) or a generalized bridge across a span of units (e.g., assessment services, undergraduate research programs). The newest standards approved by the CAS reflect recent pressing issues for institutions of higher education in the United States: Campus Police and Security Programs, Sexual Assault and Relationship Violence Preventions Programs, Transfer Student Programs and Services, and Veterans and Military Programs and Services. A 45th standard, *Master's Level Student Affairs Administration Preparation Programs*, identifies essential curricular and co-curricular elements of initial graduate-level education in college student affairs.

As Dalton and Crosby (2011) noted, "New student affairs titles, programs, and services appear on the scene regularly, and many traditional services are renamed, reframed, and reorganized in an ongoing process of updating, adjustment, and evolution" (p. 2). Some student services are offered by institutions because of

emphasis placed on existing or desired student populations. For example, providing services to graduate and professional students has gained momentum at research institutions. Multicultural and international student services have expanded not only at institutions where student demographics warrant such emphasis, but also at colleges and universities that want to demonstrate tangibly values related to human diversity. Institutions that serve undergraduate student populations composed primarily of recent high school graduates may offer fraternity and sorority participation as a co-curricular option; however, some institutions with this student population choose not to offer "Greek Life" experiences. At institutions with limited residential facilities, services for commuter students could enhance recruitment and retention. However, implementing student services through the lens of "commuting" may be a taken-for-granted expectation at many community colleges.

Some student service functions have emerged or adapted across institutional types because of shifts in societal expectations as well as knowledge of educational benefits to students documented through research and assessment. With an emphasis on consumerism now clearly evident in U.S. higher education, colleges and universities have developed more specific and unique ways in which to address the needs of students' parents and families. Specific services and offices have appeared at many institutions that address sexual assault and relationship violence. More offices of community engagement have been developed to meet requests from local or state leaders but also to boost the educational benefits to students have been documented through assessment and research.

The broader forces driving adaptation in student services also need to be considered in the context of each college and university. In *One Size Does Not Fit All* (2006), Manning, Kinzie, and Schuh discuss variations in the ways student affairs functions may be implemented in diverse institutional contexts. Manning notes, "One can no longer assume that one style of student affairs practice will be congruent with the mission and ways of operating for a particular institution" (p. ix). Although the availability and implementation of student services may share similarities at institutions within the same typology, variation within type is also expected, based on the unique ways in which institutions implement their missions.

Perplexing Tensions

Given the current constrained economic conditions in not only the U.S. but also in world economies, coupled with the emphasis on consumerism, today's student affairs professionals need to engage in deep discernment on several purpose-defining questions. These questions relate directly to translating a student personnel point of view philosophy into student affairs practice—meaning the enactment of behavioral manifestations through student services, programs, and policies. Does institutional mission authentically drive the services offered to students or does the ability to provide expected services result in a tacit redefinition of the mission? What services are offered as part of an institution's tuition and fees shared costs? What about services that charge user-only fees? How are services prioritized to emphasize student success that goes beyond degree attainment? And finally, how are student development and learning outcomes balanced with institutional financial decisions?

As honoring a student personnel point of view requires, institutions of higher education and the educational professionals charged with the implementation of their missions must adapt in order to boost continually the holistic development and learning of college students. Services and practices that allow for not only continuity in educational functions but also adaptation for student diversity and institutional context are reflective of this insight stated in *The Student Personnel Point of View*.

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Transport and Telescope: Services for Students, 1937-2012

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Judging the lasting significance of documents often preoccupies the energies of higher educational historians and constantly engages them in bi-directional travel. Historians use documents as transportation into the past, a way to intensely explore developments at the time of a particular document's origin. From that setting, they move forward—as if to telescope the horizon to better observe, discern, and assess the consequence of the document and the role of overlapping events in a distant, unfolding-to-interpretation future. This process of bi-directional travel best explains the approach of this essay that argues for the practical relevance, fidelity, and usefulness of *The Student Personnel Point of View*.

In this essay, we invite readers to consider *The Student Personnel Point of View* by pointing out the shared similarities between the historical contexts surrounding the document's origin with today's landscape of higher education. We encourage readers to contemplate the document's enduring value by examining its telescopic power for understanding the services needed, requested, and required by students in higher education settings. Along the way, we discuss important changes over time in students, enrollments, institutional priorities, and available technologies that shaped student services. In addition, we consider the changes in characteristics of student services professionals and the diversification of skills required for providing services to students. As our discussion seeks to align the "student personnel services" of *The Student Personnel Point of View* with contemporary positions in student affairs, we highlight the nature and scope of partnerships within student services, partnerships between student services and other entities (i.e., secondary educational systems, academic/instructional units), support networks dedicated to college students' growth and development, and the integration of services into college students' daily lives in the 21st century.

A Quick "Look Back" and Over Time

In 1999, *The Journal of Higher Education* offered a special anniversary issue commemorating the journal's 70 years of publication subtitled "A Look Back." The special edition contained 16 articles from the journal's first decade (1930-1939). Read along with key scholarship in the history of American higher education (e.g., Rudolph, 1962/1990; Thelin, 2011), these articles triangulate the social conditions and the organizational contexts, as well as the scholarly perspectives and critiques, that characterized American higher education in the 1930s.

Historian Frederick Rudolph described the 1930s as one of two decades marked by "economic collapse and war" and "one of the most shattering experiences the American people had ever known" (p. 465). Though many institutions became "vulnerable to collapse and rejection," colleges and universities weathered the privation in funding and enrollments. Rudolph attributed this success, in part, to the stability achieved in an earlier era (p. 465) and to the new efforts that institutions employed to enhance specialization, professionalize administration, and improve organization in response to the "chaos" of the day (p. 417).

Though written in 1937, the content and substance of *The Student Personnel Point of View* provides more than a glance back in its uncanny similarity to the contemporary landscape of higher education—a decade also marked by war

and terrorism, economic turmoil, and a stinging critique of higher education and student learning outcomes (e.g., Arum & Roksa, 2011) and especially, outcomes relative to cost (e.g., Hacker & Dreifus, 2010).

The efforts to better organize higher education institutions in the 1930s coalesced with a growing student personnel movement. This movement, in response to the newly dominating interest in scientific research and knowledge production among college faculty, beseeched colleges and universities to "consider the student as a whole" and not just "his intellectual training" (p. 1). As a growing class of administrators stepped in to perform the various functions relative to students' daily living and moral character that had been vacated by faculty, a new philosophy emerged with its incumbent approaches, well documented in *The Student Personnel Point of View* of 1937.

Authors of *The Student Personnel Point of View* emphasized attention to the holistic development of college students, and they acknowledged that different terms, such as "guidance." "counseling," "advisory," and "personnel" (p. 2) were often used in describing the work of professionals in colleges and universities. They reached a consensus that "student personnel services" terminology sufficiently captured the essence of services provided to students at the time. This approach, in some ways, represented a new way of serving students. In reality, the notion of serving students actually supplemented *in loco parentis*, the guiding philosophy and framework that was historically used to guide work with college students. This marriage of tactics resulted in a pattern of providing comprehensive care and an ethos of being "all things to all students."

Focus on the whole student continued in the 1940s, as was evidenced through *The Student Personnel Point of View* of 1949, a second iteration of guiding "student personnel services" that also took into consideration the societal context of the changing world at that time (Dungy & Gordon, 2011). This changing context included facing the "dilemma of diversity" and addressing the "glaring conflicts, hostilities, and discrimination within the campus life" (Thelin & Gasman, 2011, p. 11) as experienced by women, Jews, African Americans, and, later, veterans and Hispanics, as the demand for access and equality of opportunity in a democratic society pushed campuses to serve new student populations. In turn, the Servicemen's Readjustment Act or G.I. Bill (1944), the 1964 Civil Rights Act, and the Higher Education Act of 1965 brought federal assistance to individuals to attend college. This tangible support, combined with state and community resources for institution building, contributed to the growth of community colleges, regional state universities, and tribal colleges, to name a few (Thelin & Gasman, 2011) and produced a system-wide expansion that attracted a variety of first-generation students who along with their peers, pressed institutions for new service centers and academic programs.

Student services and student affairs professionals in the 1960s and 1970s continued to facilitate access to higher education and provide services to students, but added an emphasis on student development (Dungy & Gordon, 2011). This approach called for proactive programming and service delivery that promoted student growth and recognized the need to support students on their journeys toward recognition and ownership of identity, cognitive and intellectual complexity, and individual learning style. Scholars also introduced a complementary critical cultural perspective (Rhoads & Black, 1995) in the same period that further informed professionals as to how to serve better a growing population of students from diverse backgrounds during their formative years.

The Past in the Present

In 2012, we continue to emphasize student development, but the notion of considering students as consumers perhaps encourages us to acknowledge that students expect institutions to provide services to them, thus making for a return to the notion of "student personnel services" as the guiding principle for the profession – but with a twist. We do not abandon the

position of student development as central to the student services profession. On the contrary, we believe that through service delivery we can also encourage student growth and development. This approach requires significant realignment of the "how" surrounding our work, more so than giving an emphasis to the "what" we provide to students.

An examination of the different functional areas commonly included in contemporary student affairs organizational charts shows how professionals deliver services to students today. The duties associated with these offices and the professionals that perform them align with the "student personnel services" described in *The Student Personnel Point of View* of 1937. For example, enrollment management and admissions personnel take responsibility for "interpreting institutional objectives and opportunities to prospective students and their parents and to workers in secondary education" and for "selecting and admitting students, in cooperation with secondary schools" (p. 3). Admissions officers and new student recruiters holding these responsibilities work in tandem with academic advisors and directors and assistant directors of new student orientation, transfer student orientation, and parent programs, fulfilling the 1937 characteristics of "orienting the student to his educational environment" and "enlisting the active cooperation of the family of the student in the interest of his educational accomplishment," (p. 3) respectively.

In 1937, "providing and supervising an adequate housing program for students" and "providing and supervising an adequate food service for students" (p. 3) were considered essential components of student personnel services. Although institutional type today plays a role in determining the level of service required by students, most campuses do meet students' needs in these areas with housing, residential life, and dining services operations. Interestingly, however, sometimes these operations do not fall under a "student affairs" or "student services" unit or division from an organizational perspective. Rather, they may be considered auxiliary services or exist as private businesses contracted to work with the institution. Furthermore, some institutions parse out different aspects of housing and residential life so that auxiliary units handle financial operations and facility management, for example, and professionals and paraprofessionals carry out programming and community development, reporting separately to divisions of student affairs.

The essential functions of financial aid, keeping academic records, and registration are interwoven throughout all institutions, regardless of type or size. In this way, the intricacies of "coordinating the financial aid and part-time employment of students, and assisting the student who needs it to obtain such help" and "keeping a cumulative record of information about the student and making it available to the proper persons" (p. 4) continue to be addressed by qualified personnel in the contemporary higher education landscape, though the outsourcing of financial aid functions has become an increasingly popular option. Software management technologies that promote ease of intra-institutional information sharing balanced by training for those with regulated access aid institutions in providing immediacy of service and maintaining compliance with federal regulations for privacy of student records.

A category of essential characteristics in 1937 expressed the importance of assisting students in discovering "abilities, aptitudes, and objectives" (p. 3) through academic study as well as in occupation or vocation. *The Student Personnel Point of View* highlighted how these areas worked together. Student services professionals were encouraged to commit to "assisting the student throughout his college residence to determine upon his course of instruction in light of his past achievements, vocational and personal interests, and diagnostic findings" (p. 3). Today, we see needs addressed by academic advising, career exploration, and career development initiatives, sometimes advanced through the combined efforts of several functional areas. *The Student Personnel Point of View* authors identified as critical services those that helped "the student to clarify

his occupational aims and his educational plans in relation to them" and "find appropriate employment when he leaves the institution" (p. 4). Providing such services on college and university campuses today requires more than individual meetings between students and advisors. Special events such as career fairs and academic major showcases provide students with initial contacts and information about future possibilities for their occupations. Career development courses and university life courses supplement one-on-one sessions with career counselors and academic advisors. Through these activities, we help students "articulat[e] college and vocational experience" and keep students "continuously and adequately informed of the educational opportunities available to [them]" (p. 4) in a manner that is best suited for producing graduates that are competitive in the global marketplace.

A second category of student personnel critical practice elements appeared in *The Student Personnel Point of View* of 1937. These fundamentals related to the task of supporting college student growth and development. More specifically, the guidelines called for student personnel to be involved with "supervising, evaluating, and developing" extracurricular activities, social life, religious life, and corresponding student interests (p. 4) as well as with "maintaining student group morale by evaluating, understanding, and developing student mores" (p. 4). The authors of the document also recognized the need to administer "student discipline to the end that the individual will be strengthened, and the welfare of the group preserved" (p. 4). In 2012, we maintain a commitment to serving students in a co-curricular capacity through management and delivery of student activities, student involvement, leadership development, and student union or campus programming. Though dean of students' offices and student conduct programs often lead campus disciplinary efforts in cases of misconduct by individuals and groups, many student affairs units adopt the proactive stance that their combined work to serve students influences campus climate and student culture in ways that prevent many problems from arising. Along these lines, student services professionals work to be especially attuned to the needs of special student populations and strive to meet the physical, aggregate, organizational, and constructed environmental needs of their members. For example, there are a wide variety of women's centers, multicultural student services, and international student programs and services. Likewise, centers dedicated to lesbian, gay, bisexual, and transgender awareness exist on many campuses to aid students and allies in navigating the college experience and enhancing feelings of membership within the campus community.

Assessment efforts at the program, divisional, and institutional levels provide data that inform continuous scrutiny of the effectiveness of services provided. Large-scale assessment instruments, such as the National Survey of Student Engagement (NSSE), capture additional data points that measure student growth and development in and out of the classroom. These initiatives further student services professionals' case of "assembling and making available information to be used in improvement of instruction and in making the curriculum more flexible" and in "carrying on studies designed to evaluate and improve these functions and services" (p. 4) – two additional tenets of *The Student Personnel Point of View*.

In general, all student services in the contemporary college landscape help to "determine the physical and mental health status of the student, providing appropriate remedial health measures, supervising the health of students, and controlling environmental health factors" and in "assisting the student to reach his maximum effectiveness through clarification of his purposes, improvement of study methods, speech habits, personal appearance, manners, etc., and through progression in religious, emotional, and social development, and other nonacademic personal and group relationships" (p. 3).

Just as it was in 1937, the emphasis in 2012 is on educating and serving the whole student. There is also a call for student services professionals to provide increasingly complex services, accomplishing more than one task in a single

interaction with students as individuals as well as in groups. Establishing and defining the skills, abilities, and competencies required of successful student services professionals is equally complex. ACPA (Love et al., 2007) and the ACPA/NASPA Joint Task Force on Professional Competencies and Standards (2010) delineate employer-defined core competencies and student affairs graduate preparation program core competencies. Syntheses of existing literature (e.g., Bresciani, 2008; Lovell & Kosten, 2000; Schuh, Jones, Harper & Associates, 2011) articulate that the acquisition of a theoretical knowledge base and the development of a range of key competencies that enhance professionalism and program management precede success as a student services professional.

Lovell and Kosten (2000) affirmed the value of intentionality in preparation for professional roles when they explained,

> To be successful as a student affairs administrator, well-developed administration, management, and human facilitation skills are key. Knowledge bases in student development and higher education are required. Personal traits that allow one to work cooperatively and display integrity are basic foundations for success. (p. 566)

A hallmark of the student services profession today is partnership among higher education constituents in working with students, both in and out of the classroom. In this way, support networks emerge and grow to orient, advise, assist, and educate. We pool resources, share physical space, and hold collateral positions to provide the student personnel services outlined by the founders of the profession effectively and efficiently.

Graduate students, primarily those in student affairs, student services, or higher education programs, play a prominent role in how institutions meet students' needs. Graduate student impact is particularly noticeable in providing resident student services, developing and supervising co-curricular and extracurricular programs and activities, and advising students on course of study as well as potential career paths. Undergraduate students themselves are often empowered and purposefully invited to be partners in their own holistic growth and development, particularly through programs that rely on peer mentors, guides, or leaders. We also pursue affiliations between student services and other entities, such as academic or instructional units, and secondary educational systems. Success of these collaborative efforts is evident across campus. For example, many campuses commission orientation programs, first-year experience courses, faculty-led seminars, or leadership development programs that rely on student services professionals and faculty to work together in easing students' transition into the college experience.

The evolution of the contemporary college student and growth of the higher education enterprise underscore the intricacies of student services delivery in 2012. We find it necessary today to integrate services into college students' daily lives, to the greatest extent possible. Some of the services outlined as obligatory in 1937, today's college student considers optional. Furthermore, today's student may ask student affairs professionals to provide guidance and support on demand. To ease the burden and expense of service delivery, many colleges and universities centrally locate offices dedicated to student involvement, student success, and student engagement in high-traffic areas, such as campus hubs, student unions, learning commons, and residence halls. Students can receive academic advising, career counseling, and counseling services in adjacent spaces. They can also check on financial aid, request a transcript, and pay their tuition at a one-stop, customer-service based center.

Technological innovations in campus computing hardware and software systems and teaching technologies have elevated the one-stop concept, and now, more than ever, on-line technologies facilitate many student-related processes, including class registration, fee payment, course instruction, and access to library materials. Not only have these innovations and new technologies fed and raised students' expectations for service on demand, but also they have brought services into the convenience of students' living quarters, enhanced their mobility, and increased

access to campus services after hours and on weekends.

Two clear examples of time-saving technological advances for students stand out in the comparison of processes from yesterday and today. The first process involves registering for classes—an activity that in 1937, and as late as 1989, required the commandeering of a campus gymnasium for students to line up and in turn to move about the gym to literally sign up for a course with the actual instructor, who sat behind a long table beside other instructors from the same department! When classes closed, students scrambled to another instructor, hoping to find an open spot. Another process, finding an article in a scholarly journal, required the student to visit the library and dig through the holdings to locate each article of interest. Each of these processes alone may have required up to one-half day or more for students. Today, students sift through many articles or sort through their options and register for available classes in a matter of minutes without moving an inch from a computer screen.

Informed by the authors and leaders of the student personnel movement, the content and substance of *The Student Personnel Point of View* exhibits a significant level of usefulness and fidelity over time for understanding professional work in student affairs. In part because of similarities in the socio-political and economic contexts surrounding higher education, a close re-reading of The Student Personnel Point of View promotes an appreciation for its practical relevance as a tool of transport and telescope. This bi-directional passage better suits student affairs practitioners for a professional transformation —from a workaday focus on the "what" is provided to students to the broader professionalized perspective of "how" we go about the work of student development in the services provided to students. In this way, The Student Personnel Point of View contributes a valuable intellectual foundation and working philosophy that allow professionals to cross boundaries between different student services functional areas and to adapt to change in student populations, enrollments, institutional priorities, and available technologies. The contemporary focus on the diversification of skills required for the job fits professionals for building partnerships, support networks for college students' development, and the integration of services into college students' daily lives in the 21st century. And, perhaps, well beyond.

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Passed Around or Passed Over: How Functions Have Changed in Student Affairs

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The brilliance of *The Student Personnel Point of View* is that 75 years after its writing, it is still relevant to professional practitioners. Despite all of the changes that have occurred in our profession and institutions, in the research that supports these changes, in the approaches taken by practitioners, in the programs that prepare our professionals, and in the development of organizations that support both specific operational areas and the umbrella profession of student affairs and services, this document remains fresh and at the same time also allows the reader to be reflective. Primary among these continuing foci is the understanding that student affairs professionals must treat the student as a "whole person" and that this provides an intentional operational "guide" for professionals. The tremendous diversity of students and institutions makes this a never-ending quest and requires professionals consistently to pursue new and different ways to accomplish this task. Diverse populations and institutions also require us to work with colleagues across the institution and require that we adapt to external political and sociological changes in American society so as to remain relevant and focused upon the achievement of this primary goal.

In order to understand *The Student Personnel Point of View*, one must place it in its historical context. The United States was coming out of the Great Depression and the rise of totalitarian states in Europe and Asia was about to lead to World War II. These occurrences and the subsequent growth of American higher education after the G.I. Bill in 1944 resulted in much change in society and in higher education. Over the intervening years, what was then a relatively homogeneous population of students grew to include a more inclusive sample of the American population as well as a large number of international students. As a result, some changes suggested by the authors and implementation of others was slowed or forced to reverse direction. Others were dramatically increased and had to change focus. Subsequent documents enhanced, amplified, and clarified the student affairs profession. Significant research regarding development in students and others in the traditional age for higher education developed rapidly, as did research on a broader range of students entering American institutions, thus changing the functions suggested by The Student Personnel Point of View. Although true, this remarkable document still stands in a critical place in the history of our profession.

As noted above, it is true that *The Student Personnel Point of View* is a remarkably resilient document, yet some of the "student personnel services" have become less important or needed revision due to legal rulings, professional practices, institutional growth, changes in the needs of students, and other factors.

Student Personnel Services

What is included within the portfolios of senior student affairs officers at American postsecondary institutions varies as a result of many factors. Among these are size, student population, the decision to include enrollment management and student success programs, institutional affiliation, and location. Even though some of the "student personnel services" included in *The Student Personnel Point of View* may now be within another portfolio or not included in a particular institution at all, they remain the same. Changes which occurred are largely changes in scale, though the growth of national organizations external to the institution, such as our professional associations and the Educational Testing

Service, have shifted institutional foci away from the necessity to provide certain services and programs. Also, American institutions have seen cycles during which various services have gone in and out of vogue. One of these is an effort to work with families, particularly parents, of college students. Although institutions now deem parent programs an important function, these programs languished in the 1960-1995 period, only to be reinvigorated with the arrival of millennial students.

My position is that only 7 of the 23 "student personnel services" listed in *The Student Personnel Point of View* underwent significant change, diminution, or elimination from the practice of student affairs today. Although some of these remaining services (as noted above with parent programs) went in and out of style over time and waxed and waned in influence, most remain strong and vibrant parts of a comprehensive division of student affairs. Some underwent changes in focus. For instance, in most cases the traditional placement office became more inclusive of career development programs from the beginning of the undergraduate experience. Career preparation gained influence and importance as economic conditions and career trends changed and as "First Year Seminars" and related programs began to address these issues. In fact, whereas many of the student services listed were separate in the early days of the profession, the combination of many along with service crossover and interdependence has become a centerpiece of student affairs programs.

The following programs, as listed in *The Student Personnel Point of View*, are those that I believe current student affairs divisions dramatically changed or eliminated:

1.Providing a diagnostic service to help the student discover his abilities, aptitudes, and objectives (p. 3).

Although much of this work still occurs, I believe that for the most part high schools meet this with the use of external evaluation units described above, such as the Educational Testing Service. Aptitude testing— the ability of the student to successfully complete academic work at the collegiate level and the determination of her or his educational objectives— is largely the purview of academic affairs if it occurs at college. Some community colleges, which provide workforce development activities, may well offer these services. Again, this is more an academic function than one provided by a student affairs division office or service.

2. Assisting the student to reach his maximum effectiveness through clarification of his purposes, improvement of study methods, speech habits, personal appearance, manners, etc., and through progression in religious, emotional, and social development and other nonacademic personal and group relationships (p. 3).

Clarification of purposes, improvement of study methods, and the development of the individual through the life cycle are clearly still of importance, and many student development theorists have approached these issues and questions. Even though many of the functions of divisions of student affairs include these foci, they have clearly changed significantly in how they address these issues.

With few exceptions, the control of, or focus upon, speech habits and personal appearance have gone the way of dial-up Internet connections and the dodo bird. Individual liberty and the inclusion of multiple racial and ethnic groups on American campuses changed the monolithic views of how one should dress or cut her or his hair and which languages and speech patterns one must assume. The concept that one can be effective as a student only if one "fits" into a particular pattern became antithetical to American higher education. Although some more conservative or religiously based institutions may cling to certain patterns, for the most part there is an openness to cultures and people which welcomes diversity and realizes that "effectiveness" can come from many directions.

3. Supervising, evaluating, and developing the religious life and interests of students (p. 4).

Certainly relevant at religiously affiliated institutions and often supported by religious organizations related to public campuses, this seems to be a revised or eliminated focus. In fact, there

is criticism that American public institutions have largely become irreligious, with no spiritual core (Albrecht & Heaton, 1984; Smith, 2003). Some students and religious leaders recently accused public institutions of being anti-religious. In recent court cases, groups raised concerns about requirements that religiously affiliated campus clubs accept members who do not share their religious and social beliefs in order to receive recognition and institutional funding support. The "supervision" of a student's religious life, by required attendance at chapel services, inclusion of required religious courses as part of the core curriculum, and other elements, was often part of the life of students at religiously affiliated institutions, and in some cases still is if the religious focus of the institution is paramount. However, these practices waned over time, even at many nominally religiously affiliated institutions.

4. Assembling and making available information to be used in improvement of instruction and in making the curriculum more flexible (p. 4).

Although publications such as *Learning Reconsidered* (2004) and *Learning Reconsidered 2* (2006) called for cooperation and interaction across the institution, with the particular focus on cooperative work between the student affairs and academic affairs, reports claim a mixture of success. The brave and perhaps foolish student affairs professional perceives that she or he has the above-stated task within her or his purview. Student affairs professionals have, however, had significant success in creating new and high-quality instructional techniques, supporting academic coursework through learning communities, using technology to enhance learning, and promoting service-learning.

Modern enrollment management and student success initiatives are creating opportunities for deep and meaningful interactions between student affairs professionals, academic affairs professionals, and faculty in these areas. A vice president for student affairs should now tread lightly unless she or he has a strong working relationship with the provost or vice president for academic affairs.

5. Maintaining student group morale by evaluating, understanding, and developing student mores (p. 4).

The meaning of this "service" is rather vague, but I interpret the authors' intent to mean student affairs professionals should attempt to understand what students are thinking and doing in a social and lifestyle sense, evaluate the value of such activities, and make students happy by supporting or encouraging revision of such activities as appropriate. Although some may argue student affairs professionals are still in the business of supporting positive conduct and encouraging its continuation by attempting to discourage negative "mores" (such as hazing, bullying, binge and other problematic drinking, drug use, and poor sexual decision making) and by supporting positive lifestyle decisions. The focus of many programs shifted to support not only student groups but the individual as well. Maintaining "morale" seems a rather outdated concept and is not the focus of many student affairs programs, except in the context of support for students having a good and positive experience to assist student retention and success.

6. Keeping the student continuously and adequately informed of the educational opportunities and services available to him (p. 4).

Perhaps this one "service" underwent the most overt and positive change since the writing of *The Student Personnel Point of View*. Although the services described above have in most cases been reconceptualized, minimized, or eliminated, the rise of technology-enhanced student information services has related not only to educational opportunities but also to all aspects of students' lives. Social media, blogs, websites, learning management systems (e.g., Blackboard ™) and other similar software, streaming video, smart phones, and the myriad electronic tools at the disposal of institutions and students created a revolution so vast and so changing that institutions cannot keep up in many cases. The importance, centrality, and technological sophistication of such services resulted in the creation of an infrastructure outside of student affairs.

7. Carrying on studies designed to evaluate and improve these functions and services (p. 4).

The amount of research conducted about or related to college students since 1937 is staggering. Professional preparation faculty, national research agencies (e.g., including the Department of Education), individual student affairs programs large enough to have a research arm, institutional research offices at institutions of all sizes, as well as many other faculty, staff, and other researchers provided a broad body of research which is ever growing. Many research-based journals, both peer reviewed and practitioner based, exist at the institutional, state, regional, national, and international levels. Professional associations operate one or more journals to focus on particular topics, such as character, Greek life, student conduct, housing, and so on. Doctoral candidates conducted research, and they continue to explore studies on institutional programs and practices.

The Council for the Advancement of Standards in Higher Education (CAS), a consortium of a large number of professional associations, develops and promulgates standards which some use to create various functional areas on campuses. Some professionals use the CAS standards for self-assessment of performance of those services and programs. Although some student affairs divisions do have research arms, this is hardly a prevalent model across the profession. Most institutions leave this to their offices of institutional research or use external tools and agencies to do such research.

Even though American colleges and universities eliminated none of the services described entirely from student affairs, some services changed and some professionals refocused aspects of these services. In addition, publicly supported institutions must undertake programs and approaches differently than the way independent institutions may choose to do them. This creates the diversity of institutions and educational approaches of which we can be justifiably proud. In addition, several changes in education delivery make the student personnel services provided in 1937 almost irrelevant on some "campuses." Two changes are of particular note: the phenomenal growth of for-profit postsecondary educational institutions (many of which are very small and have niche foci) and the growth of distance education technologies (which literally place the world at our fingertips and which in some cases limit what student affairs professionals can do for students studying a world away). I posit these changes do not result in any sort of loss but instead increase the richness of student affairs as a profession, and the First Amendment of the U.S. Constitution and its interpretation and context have made *The Student Personnel Point of View* a living document.

In conclusion, *The Student Personnel Point of View* is an amazingly important document. It set the standard for our profession and remains important on its 75th anniversary. Though much has changed within American higher education and our profession, much remains the same. There is still much that persons ranging from graduate students to seasoned professionals can learn and much left for our professional associations to accomplish. I hope that this series of essays is of some assistance in this quest.

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Coordinating Services to Seamless Learning: Evolution of Institutional Partnerships

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As student affairs work developed into an integral part of higher education, the practice evolved significantly. Student affairs evolved into sophisticated, complex work that often includes large, substantial budgets and staffs working to manage thousands of square feet in facilities. This complex management of budget, staffs, and facilities is in addition to the student development, and intentional creation of programs, events, environments, and learning opportunities for an increasingly diverse student population. With the increasing complexity of student affairs work, moving from coordination within institutions to collaboration has been critical; however, with shrinking budgets and increasing student enrollment, moving toward seamless learning environments is more important than ever to continue enhancement of student learning and experience.

Although coordination and collaboration are often interchanged, there is a distinction, especially in the context I use to discuss student affairs work. As often defined, coordination is the act of organizing different people and functions for a desired goal. Even though collaboration is also working together to achieve a goal, it takes coordination a step further. Collaboration includes mutual benefit to the parties involved and encourages more efficiency and effectiveness through the communication and behavior of the people working together. In student affairs work, we often refer to focusing on the "whole student." However, digging deeper into *The Student Personnel Point of View* of 1937 causes the reconstruction of the meaning "whole student." Exploring how institutions, both within student affairs and between student and academic affairs, currently coordinate and collaborate to enhance the student experience leads us to better understanding of seamless learning. Creating seamless learning environments to ultimately enhance student learning and the total experience allows a structure for student affairs administrators to actively continue towards focusing on the "whole student."

Coordination: The Past

As student affairs initially developed in higher education institutions, coordination was a critical first step. As stated in *The Student Personnel Point of View* of 1937 document, "The effective organization and functioning of student personnel work requires that the educational administrators at all times (1) regard student personnel work as a major concern, involving the cooperative effort of all members of the teaching and administrative staff and the student body" (p. 5). Specifically, the coordination between other administrators and faculty was important to the success of not only student personnel workers, but the entire student population as well.

As the idea that nonacademic activities could provide substantial benefits emerged, the student personnel movement was born. Extracurricular activities' potential for making students more well-rounded, forming character, and encouraging socialization was not only important to students' overall learning but also to faculty's support of this new type of administrative role in higher education. As Christopher Lucas in *American Higher Education: A History* states, full-time professional advisors were filling the gap professors left by their unwillingness to mentor and advise students by the 1920s and 1930s.

When enrollment began to increase rapidly, administrators had an uneasy sense that the expanded numbers of students put the institu-

tion in a precarious situation. Student affairs administrators needed to coordinate with others to serve this growing number of students. Additionally, historian John Thelin writes in *A History of American Higher Education* that early student affairs staff primarily served as the enforcers of regulations, related to instruction and behavior outside of the classroom. This role also created a need to coordinate with different areas of an institution. Lucas said, "Practically all observers were agreed, given the increasing size and diversity of the undergraduate population, the emergence of an elaborate extra-academic support structure was both necessary and probably inevitable" (p. 212).

Since *The Student Personnel Point of View* of 1937, coordination of student personnel work has become routine. Areas of an institution work cooperatively to guide a student through higher education. Simple coordination turned into collaboration within student affairs divisions and the broader institution to enhance student experience and student learning.

Collaboration: The Present

As stated before, collaboration takes coordination further, in the sense that all involved parties benefit and work to increase the success of the partnership. Typically, collaboration across various student affairs offices occurs with the encouragement and support of senior student affairs officers. With shrinking budgets, greater student needs, and increased complexity, student affairs offices view collaboration as essential. Even though these collaborative efforts can continuously improve toward more seamless learning, partnerships within student affairs have moved far beyond simple coordination.

Although collaboration within student affairs offices tends to occur more frequently and organically, there is still a need for intentional creation of partnerships with faculty and academic affairs. In the 2009 article from the *Journal of College and Character*, Mackenzie Streit, Jon Dalton, and Pamela Crosby contend that student affairs and faculty interactions situate along a continuum of structured to unstructured contacts. In their article, they outlined seven types of student affairs-faculty interaction from learning compacts (the most structured) to informal contacts (the least structured). These seven types of interactions, moving from most structured to least structured, include 1) learning compacts, 2) research, 3) consultation, 4) advising, 5) committees/task forces, 6) use of facilities/resources, and 7) informal contacts. Oftentimes, collaborative efforts occur between student affairs and faculty, but in an unstructured format. The attention to higher structured forms of collaboration may devalue and overlook the less formal types of interactions. However, the most structured and established forms of interaction tend to create a more solid foundation for collaboration.

Conversations on the barriers of faculty-student affairs collaborative efforts are numerous, especially in the last two decades. Better understanding these barriers assists learning about how to succeed in such efforts. Charles Schroeder identified a number of barriers to collaboration, specifically between academic and student affairs, in his chapter in the American College Personnel Association publication *Higher Education Trends for the Next Century: A Research Agenda for Student Success*. These barriers include a fundamental cultural difference between faculty and student affairs administrators, the lack of mutual understanding and respect, fragmented organizational structures, the tyranny of custom, and the lack of knowledge and shared vision of undergraduate education. Creating strong educational partnerships requires the removal of these barriers in order to be completely committed to the work of education.

As reiterated in their book, *One Size Does Not Fit All: Traditional and Innovative Models of Student Affairs Practice*, Kathleen Manning, Jillian Kinzie, and John Schuh state,

> Part of the challenge student affairs has faced over the years is to determine its niche, given that practitioners in this field are educators, managers, public relations specialists, and more. The historical highlights reflect this changing role of student affairs on many campuses to where it is today—a full partner in the education of students. (p. 5)

Even though student affairs work evolved from the simple coordination of organizing different institutional areas to collaboration, which encourages the continual improvement of partnerships, essentially institutions must move toward seamless learning environments to enhance student learning. The American Association for Higher Education released *The Powerful Partnerships* report, which contends that when an entire campus works together, significant progress is made for student learning. Institutions still use fractured approaches to learning; however, creating seamless learning environments in which students can enhance their growth both in and out of the classroom should be the focus in honoring the purpose of *The Student Personnel Point of View* of 1937.

Creating Seamless Learning Environments: The Future

Even though seamless learning implied in *The Student Personnel Point of View*, institutions continue working on a fractured approach to student learning and need to refocus on serving the "whole student" in learning. As *The Student Personnel Point of View* states,

> The effective organization and functioning of student personnel work requires that the educational administrators at all times… (2) interpret student personnel work as dealing with the individual student's total characteristics and experiences rather than with separate and distinct aspects of his personality or performance. (p. 5)

This statement focuses on a student's total experience, both inside and outside of the classroom, while attending a higher education institution.

Partnerships between academic and student affairs partnerships traditionally frame seamless learning environments, since both areas are critical to creating an optimal learning environment for students. Referring to Streit, Dalton, and Crosby's two most structured interaction types between academic and student affairs—learning compacts and research—move a campus from collaboration to a more solid seamless learning environment. Although these are examples of solid partnerships that have the potential to create seamless learning environments, institutions should push to create more and expand beyond traditional academic and student affairs partnerships to include areas across student affairs divisions and potentially with business operations and facilities management.

Working Toward Seamless Learning Environments

An institution of higher education can move further beyond simple coordination (and even collaboration) into seamless learning environments in several ways. Indeed, partnerships have many complexities, but the common feature in successful partnerships is a genuine understanding and investment in a stakeholder's contribution to the desired goal. Although a partnership needs to move through coordination and collaboration, having a solid relationship in which to create a seamless learning environment involves another level of commitment.

Although much research has been conducted on strong seamless learning models, creating such strong partnerships continues to be a challenge. As seen in collaboration, one clear first step in establishing a seamless learning environment is to define the expectations and roles of all parties involved. As Sarah Westfall discusses in a chapter for a *New Directions for Student Services* sourcebook, a shared vision for combining in- and out-of-class experiences, which benefits both students and the academic program, is key to success. To create a multidimensional seamless learning environment, professionals need to pay attention to detail, anticipate challenges and successes, communicate in a timely fashion, and seek constant clarification. This will establish a relationship where all parties are fully invested in creating a seamless environment.

James Martin and James E. Samuels discussed in their *New Directions for Higher Education* chapter the importance for future partnership models to be more fluid and nimble than their predecessors. Being opportunistic is important in the development of new models focused on creating a seamless environment. Furthermore, new partnerships begin by initiating some basic, modest, and results-oriented joint efforts.

In addition, George Kuh, in his *Journal of College Student Development* article, developed six principles to guide institutions in integrating curricular and extracurricular efforts. These six principles include 1) generate enthusiasm for institutional renewal, 2) create a common vision of learning, 3) develop a common language, 4) foster collaboration through cross-functional dialogue, 5) examine the influence of student cultures on student learning, and 6) focus on systemic change.

A seamless learning environment can be created when collaborations strive to consistently identify and address the psychosocial and educational needs of students, while succeeding in creating the best environment for students to have those "aha!" moments in multiple aspects of their higher education experience. Living-learning communities and leadership education minors/certificates are two examples of such environments being created on campuses. By further exploring what we can learn from these two examples, we can create more types of seamless learning environments across campus.

Living-Learning Communities

The most commonly cited example of a seamless learning environment between academic and student affairs is the living-learning community. Traditionally, a residence hall is a place where students interact and live in a way that is completely new to them. Students experience meeting diverse people, forming new relationships, living on their own for the first time, navigating a new environment on campus, and managing time with many new demands. Living-learning communities provide structure and support for students both in and out of the classroom by grouping together students who live and take classes together. Ernest Pascarella and Patrick Terenzini in their book, *How College Affects Students*, claim that by living in the residence halls, students maximize opportunities for interaction and involvement in the campus, which results in a positive change in the student. More specifically, as Heather Rowan-Kenyon, Matthew Soldner, and Karen Kurotsuchi Inkelas stated in their *NASPA Journal* article, living-learning programs have been shown to "provide opportunities for enhanced peer and faculty interaction…as being promoted by the type of cooperative learning that often takes place in learning communities" (p. 758). Living-learning communities provide a seamless learning environment through maximizing opportunities for interaction with classmates and faculty both in and out of class.

Leadership Education Certificate/Minor Programs

In the last decade, institutions have focused on ways of building student leadership capacity while on campus. A never-ending need for strong leaders in our society and world has institutions focusing on how higher education can contribute to the greater good by developing future leaders. Since a minimal number of institutions have an academic department dedicated to the research and curricular teaching of this multidisciplinary, interdisciplinary topic, many institutions rely either on student affairs or on a strong partnership within a specific disciplinary context for leadership to provide such education. As Sara Thompson and I discuss in an article for the *Journal for Leadership Educatio*n, providing a balance of knowledge acquisition, experience, and reflection will create a meaningful environment for students to increase their leadership efficacy. This is accomplished when various student affairs offices and faculty create environments where connections of learning occur both in and out of the classroom. Leadership education certificate and minor programs create seamless learning environments by applying leadership knowledge to co-curricular experiences.

Conclusion

Honoring how far student affairs partnerships have come from *The Student Personnel Point of View* of 1937 is important; however, looking to how we can enhance these partnerships to best benefit students is critical. Although there is a wide range of interactions student affairs have among themselves and with faculty, continually reframing the meaning of coordination, collaboration, and seamless learning will continue to support the evolution of our work and place in higher education institutions.

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Intentional Coordination Among Professional Associations, Distributed Leadership, and Other Fables: 75 Years and Counting

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Since as early as 1903, more than 30 years before the creation of *The Student Personnel Point of View* of 1937 document, student affairs professionals (specifically deans of women) began to gather and meet, forming the beginnings of what we know as student affairs professional associations today. Janice Gerda (2006) suggests these professional gatherings, titled the *Conference of Deans of Women of the Middle West*, served as forums for seeking advice, support, and consultation, sharing experiences and expertise, and generating a collective voice well before there were graduate programs, institutes, or handbooks to guide their professional work. They, along with the nascent groups of appointment secretaries and deans of men to come later, constituted our earliest forms of professional development and socialization. College administration, like most management in those days, was changing with the new century, moving from so-called scientific management and toward managing human resources more humanely, according to Kuk and her colleagues (2010) in their recent book. It soon became clear something needed to be done to shape the environments in which college students were being educated. Personnel work needed to be examined and given an intentional focus.

The American Council on Education (ACE) undertook just such a task, and we know they succeeded admirably with *The Student Personnel Point of View*. *The Student Personnel Point of View* advocated developing college students and helping them contribute to the "betterment of society," a consideration of the "whole" student, and serving the needs of students, all somewhat radical notions in Depression-era higher education. Student services were just that—services provided to facilitate the function of efficiently getting the students into their classes. Taken together, the principles that form *The Student Personnel Point of View* focus on the student experience in an intentional and important way. With allowances for language and nuance, *The Student Personnel Point of View* would serve us today with little modification. The ACE framers recognized the growing fragmentation and complexity of campuses and campus roles, making it likely that specialized workers would be performing the heavy lifting of developing students. They understood clearly that these specialized workers already existed and were in contact with one another, but in fragmented ways. They suggested:

> These associations perform valuable services in furthering personnel work and in bringing workers in the field into closer professional and personnel contact. We believe that the point of view for which all personnel people stand and the services which they render would be greatly enhanced were closer coordination developed between these associations. (p. 8)

In short, they directly asked the different kinds of personnel professionals to forget their petty differences and work for the good of the students.

Much has changed in the landscape of higher education and student affairs in the past 75 years. The structural designs of institutions have become more complex and the student bodies more immense in size and diversity. This growth and development calls for strategic co-existence of dispersion/specialization and coordination/integration in our campuses and professional associations. However, it is vital we do not steer too far away from the advice of *The Student Per-*

sonnel Point of View. Above all, the focus of our work should be on serving our students and serving our profession. It is when we get sidetracked from these purposes that we disrespect the foundation on which our profession was founded.

We should continually be aware of questions like the one asked by Torres and Walbert (2010): "What would student affairs work 'look like' if it were organized for the success of today's students and today's higher education?" (p. 8). The context of this question was breaking down barriers within institutions, but the question is equally instructive in any consideration of our profession and its associations. We need periodically to look to the principles upon which our field was founded and the values that it advocates:

> Never lose sight of the fundamental purpose for which your work exists and the core values it honors. Focusing on the mission—of an institution, of a student affairs organization—can be trusted to guide decisions in challenging times about actions to take and actions to avoid, tools to keep, and tools to drop. (Torres & Walbert, 2010, p. 13)

We use this frame of best serving our profession and our students to explore the two questions posed for this essay: What is the status of coordination among national associations today? Where is the leadership of the profession coming from?

What Is the Status of Coordination Among National Associations Today?

An intricate quilt of professional associations serves student affairs today. Janosik and his colleagues (2006) pointed out that associations serve different needs for our profession. There are, among other purposes, groups for generalists and specialists; for regions and states; for practitioners and researchers; for setting standards and for general professional development. "Three national associations have assumed the primary leadership" for continuing professional education and development – CAS, ACPA, and NASPA (Janosik, Carpenter, & Creamer, 2006, p. 229). Other professional associations focus more specifically on functional areas of student affairs, such as the American Association of College and University Housing Officers-International (ACUHO-I) and the National Association for Campus Activities (NACA).

Although many different associations exist, Janosik and his colleagues (2006), in their article on the role of professional associations in building a quality workforce, argue that serious and troubling questions of coordination and quality remain. They contend that associations have a responsibility and obligation to "ensure the quality of professional preparation and practice and to improve the skills and knowledge base of their members…. professional associations in student affairs have been too passive on both counts" (p. 235). Professional associations must be intentional in their practices in professional development and should evaluate within and across associations "where offerings are redundant and the extent to which this redundancy is effective and/or efficient in meeting the needs of the profession" agreed Vasti Torres and Jan Walbert (2010, p. 12).

Professional associations play a crucial role in supporting student affairs professional development, asserted Stan Carpenter in 2003. Further, Torres and Walbert (2010) contend that associations have an affirmative responsibility to assure "high-quality student affairs work" (p. 4). It is, then, no stretch to argue that professional development agendas of various associations that are haphazard, unconnected, repetitive, and/or competitive—the case today in the student affairs profession—create, at a minimum, inefficiencies that cannot be tolerated. Less charitably, we may be actively doing harm by failing to coordinate.

There is a strong voice from within our profession suggesting that greater coordination is needed and desired, as demonstrated in the 2011 ACPA & NASPA consolidation vote. About five-eighths of NASPA's eligible voters (limited to professional affiliates and faculty affiliates) voted yes for consolidation; 81% of ACPA voters voted yes for consolidation. In the run-up to the consolidation vote, a taskforce made up of key leaders within the field representing both NASPA and ACPA asserted,

> One voice to represent student affairs is critical to creating the desired future for the field. The existence of two comprehensive student affairs associations creates infrastructure issues that preclude that common voice. Division of the field's leadership in this manner means that the field's voice is fragmented rather than collective, competitive rather than collaborative, and duplicative rather than efficient. (Torres & Walbert, 2010, p. 11)

During and after the vote for consolidation, some who are members of both NASPA and ACPA were pressed to declare allegiance for one or the other. The authors maintain that this is a nonsense choice. We are neither "for" NASPA nor ACPA. Rather, we are for the *profession*. For now we, the authors, will maintain our "dual citizenship" for as long as it seems useful to the profession. We supported and support eventual consolidation. But whether or not our two major groups consolidate corporately, ACPA, NASPA, specialized associations, and all of us, as individual student affairs practitioners, need to act and live as a consolidated profession.

For when we listen to the better angels of our nature, as referenced in President Lincoln's inaugural address, we unite to accomplish great things. When we let go of individual and organizational ego and the need for (perceived) power, we can combine synergistically to create the Professional Competency Areas for Student Affairs Practitioners; the National Leadership Symposium; the recent International Study Tour to China; The Placement Exchange; the NASPA-ACPA Gulf Conference; and the two Learning Reconsidered reports, just to mention a few prominent recent examples. Probably the best product of association cooperation in student affairs has been the creation and operation of the Council for the Advancement of Standards in Higher Education (CAS) (2012), a key purpose of which is "to promote inter-association efforts to address the issues of quality assurance, student learning and development, and professional integrity in higher education." Another purpose is a serious focus on quality assurance in the professions represented by the 41 member associations. With a constituency of over 100,000 professional association members, CAS demonstrates what can be accomplished with cooperation.

Using the consortium model exemplified by CAS, perhaps the various student affairs associations, umbrella and specialized, could come together to create, in Janosik and colleagues' (2006) words, "an intentional plan for continuing professional education" (p. 142) and/or to begin to operationalize an emphasis and focus on quality assurance within the profession like CAS. Not only is it the ethical obligation of professional associations to provide continued professional development (Creamer et al., 1992), it is also the duty of each professional to seek out and engage in such continued skill building. If a lack of inter-association coordination and cooperation is impeding improved practice—and we believe that it is—then the state of such coordination must be changed to better serve our students and profession.

Where Is the Leadership for the Profession Coming From?

A wit once observed that the direction of travel only matters if we know where we are going. Similarly, the nature and source of leadership in our field in the near and intermediate term depend heavily on our motivations. At the risk of repetition, we counsel serving our students and serving our profession. The notion of serving our profession needs a bit of definition. In any professional organization, there is a certain amount of what might be called internally focused activity. That is, associations provide members with networking opportunities, support, and a feeling of community. There is a kind of tension, then, between taking care of ourselves and taking care of our students and the broader profession. This tension is natural, even useful, and perhaps necessary to some degree to buttress professional affinity. The danger is if our feelings of affinity become focused on one association or another, at the expense of the colleagues who affiliate elsewhere but are nonetheless members of the same profession. This is not a trivial issue, because it has an impact on how we think about leadership in our field. Coordinated leadership in our field is more important now than ever before. Just as it was advocated by ACE in 1937, there is a need today for "national leadership in student personnel work" (p. 10).

In 1937, one statement was sufficient to alter significantly the entire practice of our work. That seems unlikely to work in 2012. Our leadership in the modern era cannot come from a single source. Rather, the leadership that will serve the profession for the next 75 years must reflect a wide variety of perspectives, diverse array of lived experiences, sensitivity to a very large number of kinds of identities, and sophisticated understanding of distributed, networked, and systemic leadership. A full consideration of the work of Wheatley (2006), Heifetz (1994), and Allen and Cherrey (2000) is beyond the scope of this piece, but these are the kinds of places we need to turn to conceptualize the nature of the contemporary leadership. Our world, field, and society will not get simpler any time soon, and we must meet the challenges of complexity with a model of empowerment, not of centralization.

We may not know the exact mechanisms of the desired distributed leadership, but we do know many of the sources of best practices, research, and theory formulation. First among these are the student affairs divisions of colleges and universities nationwide, and, more often, globally. Professionals of all stripes and description are working daily to find ways to serve students and facilitate their learning and development more efficiently and more effectively. Increasingly, they are pushing back the frontiers of assessment and identification of a variety of cognitive and noncognitive outcomes that our work affects. Student affairs is a practice-oriented field. Many of our colleagues are leading by doing. We need to find better ways to spread the word about innovations that work.

Professional preparation programs and faculty are important sources of leadership, thinking, theorizing, and research and development, as are other faculty that we might term researchers, who are not involved directly in professional preparation. No profession can long exist without an underlying theory base (or bases), and no profession can grow and change without attention to data and continual challenge of the status quo in beliefs and practice. The most critical kind of coordination needed in the research area is a coherent research agenda that is agreed on by the profession, funded, and supported. Only in this way will data and theory-based change take place. From the standpoint of preparation, a similar consensus needs to be arrived at in order to guide programs in quality assurance and rigor. We do not intend or promote standardization or homogenization of programs. But currently nothing keeps substandard programs from calling themselves student affairs programs and being listed in the various association directories. Leadership and will are necessary to stop this practice. Other sources of research and development that are available to incorporate into our leadership tableau come disguised as "unrelated" fields like sociology and anthropology. Our deepest theoretical roots are in some of these fields, but we do not really remember to keep up with them sometimes nowadays.

We have spent some time chiding professional associations for what might be termed their narcissism, perhaps not entirely fairly. However, it is undeniable that associations have a large role to play in coordinating the many sources and kinds of leadership that will be required for the next 75 years. We believe the professional associations that serve our profession and our students, both specialized and umbrella, will ultimately do the right things in sponsoring a coherent research program, further prescribing professional preparation standards, creating new ways to organize professional development systematically, and coming together to have a unified voice to the policymakers to which we are accountable in so many ways. We believe this because the field has risen to such challenges before and because, increasingly, if we do not harness our leadership and all pull in the same direction, we will certainly be led in directions dictated by governmental bodies, employers, or others who do not have the interests of students or our profession at heart. In other words, *The Student Personnel Point of View* at 75 still lives in uncertain times, and it is up to us and those who come after to treasure it and implement it—to lead.

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A Critical Examination of Student Affairs Research: 75 Years of "Progress"?

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The Student Personnel Point of View emerged during a period of legalized racial segregation and great economic turmoil. The Student Personnel Point of View, a foundational document, represented the first effort to articulate a national understanding of student affairs practice and research. We believe it is important for student affairs educators to reflect upon *The Student Personnel Point of View* at the time of its creation, as well as the changes in the field over time and the important work that remains. In this essay, we revisit the "Future Developments" section of the document in which the authors outline critical research questions for the field moving forward. This section serves as a critical starting point toward thinking whether we effectively answered the research questions identified by the authors and about the progress made since the publication of *The Student Personnel Point of View*.

Before entering a discussion concerning the progress made within student affairs, we must first define, and then seek a way in which to measure, the very notion of progress. As critical scholars, we believe progress is both fluid and dynamic. Progress neither moves in a complete linear motion nor remains completely static. Progress is a subjective idea, in that some might identify certain advancement as progress, yet others might view that same advancement as for "some, but not all." Although we offered our take on progress, *The Student Personnel Point of View* did not explicitly address its definition in the field, and it has yet to be determined. As a result, we cautiously use the term "progress," acknowledging that its nature is contextual and highly dependent upon who ultimately benefits from its outcomes.

In the "Future Developments" section of *The Student Personnel Point of View*, the authors issued a call for research in four areas: 1) Student out-of-class life; 2) Faculty-student out-of-class relationships; 3) Financial aid to students; and 4) Follow-up study of college students. No specific committee was responsible for conducting these studies, but, over time, scholars produced studies to address the aforementioned research areas.

When reflecting upon the Future Developments section, readers should not only examine the content but also the words used to construct the discourse. For example, the authors expressly called for the creation of a publication titled "The College Student and *His* Problems." The use of the word "his" provides a critical example of who was viewed as the traditional college student in 1937 (i.e., males, White in particular). The focus on "his" problems indicated that whatever issues were identified, professionals could simply apply them to all students. Also, the authors' use of the word "problems" represented an oversimplified understanding of the complexities of college students. Not only did the authors convey a negative connotation of students' behavior but also an idea that students are part of an equation to be "solved." Thus, in this essay, as we discuss the role of *The Student Personnel Point of View* in advancing the field through research, we are mindful that it simultaneously contributed to inequities.

On the other hand, although the language used to articulate "The College Student and His Problems" is rather problematic in today's context, we must still consider the purpose of such a publication. The purpose of this document was to report on the state of student affairs within

colleges and universities at a specific point in time and to provide a philosophical framework for operating and proceeding forward in the field. Thus, in the following four sections, we specifically discuss the research agenda outlined in The Student Personnel Point of View within the context of "progress" and provide suggestions for future development within student affairs research.

Student Out-of-Class Life

The authors of *The Student Personnel Point of View* called for research on student out-of-class life to understand how students engage within the campus environment and in which activities they are most involved. Alexander Astin's 1993 book, *Four Critical Years*, highlights the significance of student involvement in the educational process. Astin defined involvement as the extent of physical and psychological energy that the student dedicates to the educational experience. Over time, the understanding of student involvement evolved into engagement and continued to progress more fluidly, inclusive of a range of activities both within and beyond the classroom. Involvement theories, such as Astin's, encouraged an abundance of research stressing the importance of fostering campus environments that promote student engagement, development, and learning.

Research about student involvement and engagement illustrates significant positive outcomes, including leadership development, strong academic performance, and higher retention and graduation rates. Arguably, explorations of student involvement and engagement within and beyond the classroom have been plentiful, yet heavily centered on the students' role in engagement. More recent inquiries examine the institution's role and question how institutional policies and practices influence levels of engagement on campus. More important, emergent research suggests that how institutions engage students has significant implications for an increasing racially diverse student body. For example, Shaun Harper and Stephen Quaye, in their 2009 book, *Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches* for Diverse Populations, challenge institutional leaders to focus their efforts on providing educationally meaningful opportunities for engagement. As they explained, a "demonstration of institutional weakness is arguably the mishandling of effective educational practices that could help close racialized gaps in engagement and student outcomes" (p. 45).

Prioritization of these types of issues represents progress since 1937. However, professionals and educators must continue to examine student engagement among racially diverse student populations, first-generation college students, student veterans, and low-income students (to name a few). Researchers should gear our efforts not only toward how students engage our campuses but, more important, toward how institutions meaningfully engage students.

Although many ideas reflect the progress made since 1937, the positioning of student affairs professionals as "workers" has not necessarily progressed. The authors of the *Student Personnel Point of View* stated, "Incidentally, this research would be relatively inexpensive since every campus has individuals that may be found to do the work without compensation" (p. 13). Whereas the authors perceived undertaking data collection of this magnitude without compensation feasible in 1937, the same task is unrealistic in contemporary times. Because the authors of the original document do not explain who specifically will be charged with conducting the research, readers might (mis)interpret that the research is to be completed by student affairs professionals, some of whom may not possess a strong research skill set or may see research-related tasks as work beyond the scope of their position responsibilities. Undertaking the data collection and research suggested by the original authors could become problematic, given the other tasks and responsibilities with which student affairs professionals are charged.

Readers who misinterpret *The Student Personnel Point of View* and assume that student affairs professionals should be responsible for addressing the research outlined by the docu-

ment's authors may erroneously disregard the work in which student affairs educators engage. Such disregard occurs in present contexts in which universities and colleges charge student affairs professionals (not simply "workers") with tremendous responsibilities and do not equitably compensate them. Many student affairs professionals go above and beyond their job descriptions in order to engage students in meaningful experiences, sometimes to a fault, in order to support their growth and development. The willingness to go the extra mile for students may inadvertently lead other campus constituents to devalue the level of effort in the work and assume the "one more task will not hurt" mentality. Student affairs has certainly progressed into a more solid profession since 1937, but we still see a need to consistently shape the field's identity and carve out a niche where our work is valued and perceived to contribute to scholarly discourse about student involvement and engagement

Faculty-Student Out-of-Class Relationships

Enhancing the role of faculty in student personnel work was another call for future research and directly relates to student engagement. During the time in which the authors conceptualized *The Student Personnel Point of View*, the relationships between faculty and students largely centered on academic advising. With the growth of research universities and desires among faculty to focus on scholarship, the lack of faculty time led to more student affairs professionals' taking on the role of advising students.

Though much of the interaction between students and faculty occurs within the classroom, scholarship on faculty-student relationships suggests a positive effect on student success. For example, in George Kuh's 2005 article, *The Other Curriculum: Out-of-class Experiences Associated with Student Learning and Personal Developmen*t, he indicated meaningful interactions between faculty and students could potentially develop into mentoring relationships that offer multiple benefits to students and contribute to their interpersonal development and growth. Over time, research consistently shows students experience more positive outcomes in college (e.g., persistence, learning) when they participate in opportunities with faculty.

As the field moves forward, we can continue to address faculty-student engagement by examining the contexts (e.g., study abroad, learning communities, service learning, and career development) where faculty-student interactions occur and the role of student affairs professionals in facilitating these interactions. We must begin (or continue in some cases) to conceptualize productive collaborations between student affairs and academic affairs (e.g., learning communities, first-year experience programs, and faculty-in-residence programs) until these relationships become the rule, rather than the exception, if we want to continue the progress with faculty-student out-of-class relationships. We have come far in understanding the role of faculty in engaging students, but there is still work to do in practice and research to understand fully the ways in which increased faculty engagement can enhance student success.

Financial Aid

Numerous historical events affected the ways in which financial aid exists in the United States. Although the original questions posed in *The Student Personnel Point of View*—"Who should receive aid? How much?"—are still relevant, the questions have become increasingly more complex. Three interconnected issues relate to student aid that inform the work of student affairs educators—access to higher education, student debt, and the funding of aid monies. Given that almost three-fourths of all postsecondary enrolled students receive some form of financial aid, student affairs scholars and practitioners, regardless of institutional role, have some working knowledge of the intricacies of financial aid.

When the authors of *The Student Personnel Point of View* of 1937 challenged scholars and practitioners to further study financial aid, they could not have fully understood the complexity of researching such a topic. During a time prior to significant federal involvement, primarily institutional and private monies composed financial aid

in the late1930s. An introduction of legislation in the mid-20th century, such as the Servicemen's Readjustment Act of 1944 (i.e., the G.I. Bill) and the Higher Education Act of 1965 changed ways in which U.S. institutions of higher education extended educational opportunities to those who might never have been able to attend an institution of higher learning. Thus, many touted financial aid as the great equalizer of college access.

As early as 1976, scholars such as Bruce Fuller wrote about financial aid's ability to provide access to postsecondary education for students who have been historically marginalized, specifically low-income students, as well as students of color. Clearly, some could perceive this connection between financial aid and access as a movement forward. However, 30 years later, in 2006, Laura Perna noted that despite the dispersing of over $100 billion in multiple sources of aid, college access remains stratified by both socioeconomic status and race/ethnicity. Her observation reinforces the notion that progress may actualize for some, but certainly not all.

According to Pascarella and Terenzini's 2005 book, *How College Affects Students*, one of the problems that hinders progress is that loans have replaced grants as a result of the new program rules in the 1992 Reauthorization of the Higher Education Act. Don Heller observed that by the start of the new millennium, the number of students taking out loans, as well as the number of dollars borrowed, doubled. Another issue identified by Heller 10 years later was a shift in the dissemination of institutional aid from need based to merit based. If the students with the greatest need do not display the highest levels of academic achievement, then the incapacity of a financial aid system truly to provide equitable educational opportunities to those who might not have been able to attend college negates students' equal access. As loans become the primary or only source for financing college, student aid quickly becomes student debt, forming a greater barrier for college access.

We agree that financial aid changes over the decades and more sophisticated scholarships provide educators with a lens for critically analyzing aid in relation to college access and student debt. However, the progress in this area is limited. Historically, financial aid determines who enrolls in college and, ultimately, who belongs (White students, both middle and upper income) and who does not (students of color, low-income students, first-generation).

Follow-up Study of College Students

The fourth study proposed by the authors was an investigation into the lives of college students' post-graduation, specifically exploring what effect college had on their vocational and personal adjustments. Today, scholars often refer to this area of study as "College Student Impact," the role of college in facilitating both personal and professional postgraduate experiences. Several researchers compiled and disseminated information through numerous publications, such as Feldman and Newcomb's 1969 book, *The Impact of College on Students*, both the 1991 and 2005 editions of Pascarella and Terenzini's *How College Affects Students*, Astin's 1977 *Four Critical Years* and, later, *What Matters in College?: Four Critical Years Revisited*, and William Knox, Paul Lindsay, and Mary Kolb's 1993 *Does College Make a Difference?: Long-Term Changes in Activities and Attitudes*. Although these texts explored a variety of ideas related to college and post-college experiences, the literature as a whole has and continues to focus heavily on vocation and economic return.

For example, studies focused on the economic difference between a postsecondary degree and a high school diploma, the economic value of college in relation to specific majors, and the relationship between undergraduate institutions and occupational attainment. Thus, our attempt to understand the scholarship and practical implications of life after college seems primarily embedded in capitalistic ideologies rather than in how college prepares students for engaged citizenry. Although the data related to vocation and economic earnings is relevant, it also reinforces higher education as a mere training ground for occupations. More research on other indices, such as health, political engage-

ment, and critical reflection, would support the espoused values of higher education, which exceed occupational training.

Conclusion

As we reflect on the movement of student affairs scholarship, we acknowledge that there has certainly been progress. In fact, researchers explored each of the recommended areas, producing scholarship intended to inform and improve educational practice. The considerable growth of the field in terms of the scholarship produced as well as the publication venues for research creates continual opportunities to address the authors' concerns. Whereas *The Student Personnel Point of View* authors could not identify existing agencies to pursue scholarly efforts, the field now boasts a range of professional organizations and associations with members who have committed their careers to exploring college student experiences. However, we must remember that although progress is visible to some extent, there is still room for significant work and additional accomplishments. Now is the time for student affairs educators, researchers, and leaders to push the boundaries of scholarship and practice by expanding our knowledge of the complexities of college students, their identities, and their experiences. Moreover, our goal should be to outline a national agenda that considers students' experiences but equally focuses on the role of societal structures in facilitating student outcomes (many times inequitably). Finally, research needs to serve as a consistent catalyst to promote educationally meaningful practices that support student success.

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A View to the Next 75 Years

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Let us begin by stating that we set upon the task of envisioning the potential impacts of *The Student Personnel Point of View* over the next 75 years with both excitement and trepidation. No one knows what the world, much less higher education, will look like in 75 years. How will we meet the challenge to shelter, feed, fuel, heal, and sustain the rapidly growing population? What will the world map look like? Will scientists' predictions of global warming's devastation have come true? What wars and disasters, both natural and caused by humans, will have occurred? What upswings and downturns will the global economy have taken? Which nations will be the economic epicenters? What technologies will make our lives unimaginably different?

After wringing our hands and chewing on these questions for a while, we went back to examine *The Student Personnel Point of View* of 1937, its 1949 update, and the 1987 NASPA P*erspective on Student Affairs*. We came to the (happy) conclusion that *The Student Personnel Point of View* of 1937 provides an enduring philosophy and framework for our work. Its basic statement of philosophy and purpose, minus the exclusive use of the masculine pronoun, is as inspiring today as it was 75 years ago, and as we expect it to be 75 years hence. As the other chapters in this volume have shown, many issues that were salient in 1937 remain so in 2012. We also noted that the 1949 authors updated *The Student Personnel Point of View* based on the experiences of World War II and the 1947 report of the Truman Commission (examining the functions of higher education in our democracy and its role in preparing the U.S. for world leadership). The 1949 version began with three additional emphases for higher education:

- Education for a fuller realization of democracy in every phase of living
- Education directly and explicitly for international understanding and cooperation
- Education for the application of creative imagination and trained intelligence to the solution of social problems and to the administration of public affairs. (p. 21)

Inspired, and hesitatingly empowered by, the bold thinking of the authors of the 1949 and 1937 documents, we came up with our own three additional, and similarly interrelated, emphases for the future of higher education: the acceleration of globalization, the increasing diversity of college students, and the inevitability of unknowable new technologies. These emphases have shaped our thinking about the challenges and opportunities for higher education that will arise over the next 75 years and how *The Student Personnel Point of View* can guide us in confronting and embracing them.

Far beyond the 1949 post-World War II call for international understanding and cooperation, educating students for the challenges and opportunities of a "flat world," in the words of Thomas Friedman (2005), are the new concerns that face us. Friedman describes a global marketplace in which historical and geographical divisions are becoming more and more irrelevant. If countries drove the first phase of globalization, multinational corporations drove the second phase, and personal mobile devices and the cloud that enable sharing of everything instantaneously and with ease drove the third phase. What will drive the next phases? Globalization also brings new possibilities and threats. Along with tantalizing possibilities for new industries, new jobs, and

global prosperity, globalization's future effects on the international economy and the widening gap between the rich and the poor are unknown.

Second, the opportunities and challenges of a diverse college student population at the time of the writing of *The Student Personnel Point of View* of 1937 had not yet arisen. Today's students are diverse in terms of race, ethnicity, religion, class, age, gender, sexual orientation, ability, and national origin. The college student population continues to diversify as a result of the roiling of the economy, increasing "flatness" of the world, need to retrain thousands of members of the work force as new industries arise and old ones are dissolved, ongoing influx of veterans into college, availability of new on-line delivery formats for higher education, domestic and global crises, and other developments that are as unimaginable today as 9/11 was in 1937 and 1949. We imagine that continuous and unpredictable diversity will bring with it unprecedented challenges of access and affordability.

Finally, technology, not even a consideration in *The Student Personnel Point of View* of 1937, will continue to be a critical force in shaping the future of higher education. The rate of change in technology has been and will continue to be astounding, bringing with it unknowable challenges and opportunities. As one example, Michael Belfiore (2010) predicts that information will be delivered to us through contact lenses that function as computer screens powered by our own body vibrations. If, just if, it will be possible in the next 75 years (Belfiore predicts that this will occur within the next 40) to access and transmit data whenever and wherever we want, what will teaching and learning look like? What student services will be needed? How will they be delivered?

Challenges and Opportunities

Challenges and opportunities are, and will continue to be, present as a result of these three (and many other!) issues affecting higher education. George Friedman, in *The Next 100 Years*, suggested that we "Be Practical, Expect the Impossible," paraphrasing the old New Left slogan, "Be Practical, Demand the Impossible" (2009, p. 10). We embrace Friedman's admonition as we examine some challenges and opportunities that will be on the horizon for higher education.

Some of these challenges were present at the time of the writing of *The Student Personnel Point of View* of 1937, while others could hardly have been imagined. However, we believe, as did the original framers of *The Student Personnel Point of View*, with every challenge comes an opportunity. We offer several challenges and their companion opportunities, along with the questions they raise and how *The Student Personnel Point of View* can guide us.

Future Role of Higher Education

The purpose and role of higher education in society have involved a delicate balance between public purpose and private gain, between focusing primarily on the individual or on society. This balance has always been evolving and is certain to continue to do so over the next 75 years. As college costs have spiraled and the economy has struggled, students and parents have become more concerned, rightfully so, about the value of a degree in relation to future earning potential. Simultaneously, the U.S. has fallen from first to 12th place in college graduation rates for young adults in industrialized nations.

In 2010, President Barack Obama established the goal of raising the nation's college graduation rate to 60% in just 10 years, adding at least 8 million graduates (De Nies, 2010). As employers are demanding more college graduates from the STEM (science, technology, engineering and mathematics) fields, the federal government is providing substantial financial support for the development of these disciplines and for increasing the number and diversity of students who enter them and complete degrees. In addition, as the Baby Boomer generation continues to age and retire (the youngest, born in 1964, will turn 48 this year), there will be an unprecedented need to fill public service positions. Employers clamor

for higher education to teach such important civic skills as active listening, deliberation, engaging diverse perspectives, collaboration, creative problem solving, and ethical decision making (Hart Research Associates, 2010).

How will higher education achieve *all* of these goals in the next 75 years? Is there conflict or compatibility among them? The initial statement of philosophy in *The Student Personnel Point of View* of 1937 provides a constant reminder that, in addition to the preservation, transmission, and enrichment of the important elements of culture, it is the purpose of higher education "to assist the student in developing to the limits of his [/her] potentialities and in making his [/her] contribution to the betterment of society" (p. 1). *The Student Personnel Point of View* of 1949 offers another guiding beacon in its emphasis on "education for the application of creative imagination and trained intelligence to the solution of social problems and to the administration of public affairs" (p. 21).

Affordability of Higher Education

The authors of *The Student Personnel Point of View* wrote the document during a time of economic crisis, similar to our current world situation. It is hard to predict how the financial downturn will continue into the future, but it seems safe to say that significant concern about the economy will exist for the foreseeable future. Although the struggles of the U.S. economy have obvious impacts, the financial challenges surfacing in other parts of the world affect higher education as well. Implications for students and parents attempting to pay for a college education exist, along with implications for institutions that are asked to do "more with less" or even "the same with less." The authors of *The Student Personnel Point of View* identified "financial aid to students" as a research focus to be undertaken, and it is no less important in 2012. Decreases in federal and state support as well as in donations require difficult financial decisions that will continue for some time.

Higher education costs continue to rise at a pace significantly greater than other costs of living. Veddar and Dennart identified in their article, *Why Does College Cost So Much?*, that in 2011, average costs for in-state tuition and fees plus room and board exceeded $17,000 at 4-year public institutions, a 6% increase from the previous year. In 2009, Americans spent $461 billion for higher education, which is 42% greater than in 2000, after controlling for inflation. College seniors who borrow to finance their education graduate with debt averaging $24,000, exceeding credit card debt among Americans.

Equally disturbing are reports such as Arum and Roska's *Academically Adrift: Limited Learning on College Campuses*, which suggest that a significant proportion of students demonstrate no significant improvement in many skills, including critical thinking, complex reasoning, and writing. In this vein, students and parents, the federal government, and the general public are asking whether higher education will be both worth it and affordable for low-and middle-income students in the future. The inevitable question will be: Is the kind of bricks-and-mortar college experience described by *The Student Personnel Point of View* sustainable? Is it worth the costs? Compared with issues such as unemployment, health care, environmental issues, and terrorism, higher education's value will be questioned more seriously. As these questions arise, student affairs professionals can and should rely on *The Student Personnel Point of View* to ensure that education of the whole student does not become confounded with economic issues.

Student Learning and Development

Komives and Woodard clearly articulate our future challenge in regard to student learning: "Student affairs professionals must assertively help to shape the new forms that higher education will take in the future and advocate changes to enhance student learning and development" (p. 405). How will education and instruction be delivered in the future? The major innovations

of the latter half of the last century and the first years of this one include the proliferation of community colleges, for-profit institutions, and on-line learning. Consider the recent additions of such opportunities as iTunesU and MIT's OpenCourseWare, which allow listeners to experience free lectures by high-profile professors. What are the possibilities of using these instructional-delivery mechanisms to create curriculum and coordinate degree-programs? The diversity of delivery mechanisms may address the needs and desires of a variety of students. At a time when unemployment is high, retraining has become a necessity for some individuals, and having a variety of mechanisms for that learning is critical.

While the diversity of delivery is important, accountability for student learning also is a point of contention. Taxpayers place greater demands on institutions to demonstrate accountability through accrediting agencies. During these difficult economic times, the continued heightened scrutiny of higher education is likely. How will we continue to demonstrate the value of a college/university education? Accountability for student learning is an expectation, but we must keep in mind that student learning encompasses many elements. What does it mean to educate the whole student?

The authors acknowledged parental/family involvement in education in the 1937 document and included a recommendation for "enlisting the active cooperation of the family of the student in the interest of his educational accomplishment" (p. 3). While *in loco parentis* faded for a number of years, there is a high level of involvement of parents now, and this will likely continue in the future. How will the educational experience affect the expectations of today's college graduates when they are parents of college students in the future? Students rely on parents but also on their friends. However, the definition of "friend" has evolved to mean both those I know and those I only virtually know through on-line social networking. Support systems likely will continue to be maintained both through in-person contact and through technological options such as texting and Facebook, and student affairs professionals will continue to grapple with the use of these new technologies as they educate college students.

Internationalization of Higher Education

One does not need a crystal ball to predict that the internationalization of higher education will continue and grow dramatically over the next 75 years. This takes multiple forms, including increasing numbers of U.S. students studying abroad, similarly increasing numbers of international students studying at U.S. institutions, American universities building campuses in other countries, nations around the world building U.S.-style research universities, and substantive research collaborations among universities across the globe. In a letter to the campus community upon his return from a visit to India, Wallace D. Loh, the president of the University of Maryland, stated: "We are in an era of 'collabtition'—collaboration and competition on a global scale" (personal communication, December 6, 2011). Among the benefits of internationalization are strengthening research and knowledge production, increasing international awareness of students, and fostering international collaboration and solidarity. However, other reasons include boosting enrollment numbers on U.S. campuses by recruiting international students and increasing institutional profile and prestige.

The Student Personnel Point of View reminds us that international education is not simply enabling students to have an international experience and bringing international students and faculty to U.S. campuses. It is rather about preparing them to live and work in a "flat" world, to understand other cultures, and to engage in perspective taking. Although it spoke in terms of experiences at U.S. colleges, *The Student Personnel Point of View* admonished us that, with the internationalization of higher education, our initiatives should be explicitly tied to our desired learning outcomes for our students.

Conclusion

Poet Robinson Jeffers said, "Lend me the stone strength of the past and I will lend you the wings of the future, for I have them." In this vein, we believe that *The Student Personnel Point of View* will continue to challenge us to maintain our strong commitment to the education of the whole student, whom we both prepare and motivate to contribute to the betterment of society. The authors' identification of principles also challenges us to reconceptualize our vital functions continually as we seek to adapt to new formats of higher education and serve even more diverse students. We believe *The Student Personnel Point of View* also will continue to inspire our profession to soar on the wings of the future, for we have them.

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ADDITIONAL RESOURCES

Student Affairs Before the Student Personnel Point of View of 1937

By the time of publication of *The Student Personnel Point of View* of 1937, professionals had worked on campus in roles that we now think of as student affairs for almost 50 years. Graduate preparation programs, while still few in number, had existed for several decades. Several of the key figures who wrote *The Student Personnel Point of View* of 1937 wrote on the same issues in the years before its publication. We encourage readers to consider some of these earlier works to place the origins of *The Student Personnel Point of View* of 1937 in a broader context.

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Note: Although the original works may be difficult to locate, these articles are republished in Student Affairs: A Profession's Heritage *(2nd edition), edited by Audrey L. Rentz.*

Additional Foundational Documents

The Student Personnel Point of View of 1937 sought to describe the nature of student personnel work and the underlying beliefs or philosophies that provided the foundation for student personnel work. Over the past 75 years, a variety of efforts have been made to speak again to these enduring questions. We encourage readers to examine these later efforts, as well and how the ideas set forth in *The Student Personnel Point of View* remained both constant and changed.

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Articles Examining The Student Personnel Point of View

We also encourage readers to read how others characterized and made meaning of *The Student Personnel Point of View* of 1937 and the documents which followed it.

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Resources on the History of Student Affairs

We encourage interested readers who would like to learn more about the history of student affairs to visit the websites for the National Student Affairs Archives (http://www.bgsu.edu/colleges/library/cac/bib/page39347.html) and the Student Affairs History Project (http://www.bgsu.edu/colleges/library/cac/sahp/). These websites offer an invaluable starting point for such an inquiry.

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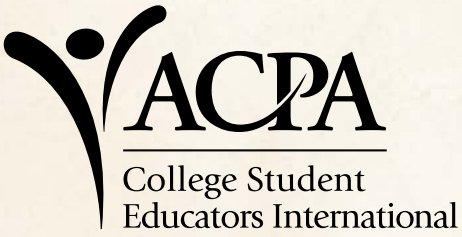
DEDICATION

The editors dedicate this monograph to all those professionals we have lost over the past 75 years who embodied *The Student Personnel Point of View* and shaped our profession through their dedicated practice and scholarship.



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