

A PORTRAIT OF THE LIFE AND INFLUENCES OF A COLLEGE ADMINISTRATOR: ELIZABETH A. GREENLEAF

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Elizabeth A. Greenleaf was an influential college administrator and educator at Indiana University-Bloomington. She aided in the development of the University's college student personnel administration program, influenced the development of residence hall administration, and wrote about the advancement of women in higher education. This article will discuss the accomplishments of Elizabeth Greenleaf and her contributions to higher education through an examination of her life and writings.

It is important to reflect upon those who have been significant and influential in college and university environments because they helped form what higher education is today. Considering the dedication of a tower in a women's residence center at Indiana University-Bloomington (IU-B) to Elizabeth A. Greenleaf in Fall 1995, a careful inspection of her life and influence as a college administrator is relevant. The accomplishments of Elizabeth Greenleaf and her writings about higher education have been an inspiration to both practitioners and women. An integral participant in the formation of the college student personnel administration (CSPA) program at Indiana University and pioneer for women in higher education, Elizabeth Greenleaf deserves to be studied as a role model for women in education today.

This article will revisit Greenleaf's life and the path that she took in higher education. Her influences on the CSPA program will be examined. The article will then discuss Greenleaf's writings which outline her views on both the influence and necessity of residence halls, the role of women in the field of college administration, and the four-fold responsibilities and characteristics of student affairs practitioners.

BIOGRAPHICAL HISTORY OF ELIZABETH GREENLEAF

Elizabeth Greenleaf was born to Herrick and Blanche Bryant Greenleaf on November 4, 1919 (Hunter & Kuh, 1989). She was introduced to college life at a young age because her father was a mathematics professor at DePauw University in Greencastle, Indiana. After graduating from Greencastle High School in 1937, Greenleaf attended DePauw University. She studied political science and history and received an A.B. in 1941. The university provided many opportunities for Greenleaf to become involved in student activities, student government, Greek life, and Panhellenic affairs (Hunter & Kuh, 1989). It was during this time that Greenleaf most likely began to realize the importance of engaging in college activities and the life lessons that could be learned from such participation.

After graduating from DePauw in 1941, Greenleaf became a high school social studies teacher. From 1946-47, she left teaching to complete a master's degree in political science at the University of Wisconsin. Greenleaf then returned to work in Indiana high schools as a teacher and counselor. She worked from 1941 to 1950 for the city of Greencastle as a recreation supervisor and camp counselor. These experiences helped Greenleaf decide to pursue guidance work. This decision led her to Indiana University-Bloomington where she completed an Ed.D. in counseling and guidance in 1952 (Hunter & Kuh, 1989).

Greenleaf was employed by Southern Illinois University at Carbondale (SIUC) after completing her degrees from Indiana University in 1952. At SIUC, she worked as the Coordinator of the Activities Development Center and as an assistant professor. She then served for two years as the Dean of Women at San Jose State University in California before returning in 1959 to IU-B as the Director of Counseling and Activities in the Halls of Residence. In 1969 Greenleaf resigned from her administrative position in the Halls of Residence and turned to developing and teaching in the CSPA program at Indiana University (Hunter & Kuh, 1989). This position granted Greenleaf a greater awareness of the importance of trained professionals in student affairs and the importance of residence halls in higher education.

INFLUENCES ON THE COLLEGE STUDENT PERSONNEL ADMINISTRATION PROGRAM AT INDIANA UNIVERSITY

The CSPA program was designed to educate and prepare professionals in the field of student affairs and college administration. During the time Greenleaf served as the chair of the CSPA department, it grew and advanced. "Her rich experiences, coupled with the contribution of excellent colleagues, contributed to the master's program being ranked as the top program in the country," (Hunter & Kuh, 1989, p. 324). Sandeen (1982) notes that it is still typical for Indiana University's program to be ranked first.

Greenleaf stressed the importance of leadership and role modeling in the CSPA program. In her presidential address given at the American College Personnel Association national conference in 1968, she stated that it is important to "define our role in the contributions we are to make in the institutions of higher education which we represent" (Greenleaf, 1968a, p. 226). This statement still applies to college administrators as they define how to help students achieve and work with faculty and administrators.

INFLUENCES ON RESIDENCE LIFE

Changes at IU-B in 1959 drew Greenleaf back to her alma mater. It was this year that marked the opening of the first facility in the United States specifically designed and constructed for coeducational living, a revolutionary concept for the 1950s.

The residence hall environment was a new and important facet of higher education when Elizabeth Greenleaf entered student affairs. Previously residence halls had employed a house mother, typically a matronly woman, to inspect girls for curfew, do paperwork, collect money, and help homesick students (Greenleaf, 1970). In the new residence hall setting, positions that advised students were filled by individuals who had studied counseling, student behavior, and theory.

Greenleaf (1970) wrote that residence halls were no longer places for students to simply eat and sleep; they had become places for students to grow and develop as whole persons. She encouraged the new residence life staff to set challenging environments that supported students in attaining their academic goals. Greenleaf stressed the importance of the counseling and

programming functions in the residence halls. These perspectives continue to be essential elements of residence life. The building of community is a primary focus for today's residence life staff, another concept found in Greenleaf's writings (Greenleaf, 1970).

Residence Assistant training has been influenced by Greenleaf's writings of the residence life staff member. She stated that Resident Assistants must relate to students, be knowledgeable about world events, accept social change, use creativity, and commit time to work with students (Greenleaf, 1970). All of these premises are important for the residence life staff member.

INFLUENCES ON WOMEN IN HIGHER EDUCATION

Elizabeth Greenleaf was a leader in encouraging women to rise to the challenges and frustrations of studying and working in higher education (Hunter & Kuh, 1989). Her dedication to women's issues in higher education can be illustrated by her dissertation, which studied the attitudes and achievements of women in different schools at IU-B. After completing her dissertation, Greenleaf continued to write papers and make presentations on women's education and women's roles in education.

Greenleaf was aware of the disappointments of the women who had attempted to gain membership in the all-male club of higher education administration (Hunter & Kuh, 1989). During the 1960s and 1970s, women were gaining influence in employment, and Greenleaf saw this as an opportunity for women to gain positions in college administration. In her writings, she encouraged educated women to become involved in administration and to bring change for women and the field of student affairs. In higher education, she stated "... women [professors] have been assigned large undergraduate classes; and if they are conscientious in challenging students, they have little time left to carry out the activities that pay off: service, research, and publication" (Greenleaf, 1973-74, p. 77-78). This statement is significant because it describes the obstacles that women faced in the early 1970s and lists the three pursuits that Greenleaf believed were crucial in achieving success in higher education.

Greenleaf stated that a woman in higher education must be: "(1) concerned enough about the current status of women in education that she is willing to do something about it; (2) willing to prepare herself and assume the

FULL responsibilities of an educator; and (3) willing to be challenged and to challenge others" (Greenleaf, 1973-74, p. 80). When these goals are met, women will be able to achieve administrative positions in higher education (Greenleaf, 1973 - 74).

According to Hunter and Kuh (1989), Greenleaf had a salary in the lowest third of all academic department chairs at Indiana University while serving as head of the CSPA program. "Such experiences only served to strengthen [her] conviction that women in higher education needed to support each other in their quest for equal treatment" (p. 325). Greenleaf became a role model for her female students in the CSPA program. She encouraged them to lead and take positions that would be challenging to them and to all women (Hunter & Kuh, 1989). In 1973, she wrote that women educators must reflect on their positions, attitudes and involvement in the women's movement. She stated in this article that a female educator should "become concerned about the role of women in today's educational world, must herself serve fully as an educator, must serve as an example by her participation in all phases of education, and must challenge and encourage other women to work for self-learning and self-growth" (Greenleaf, 1973-74, p. 77).

GENERAL INFLUENCES ON STUDENT AFFAIRS

Greenleaf wrote in a 1968 journal of the National Association of Student Personnel Administrators that the responsibilities of student affairs practitioners should be four-fold:

They [student personnel administrators] must set an environment in which the students can meet their academic goals. This responsibility means not just control but stimulation of out-of-class activities that enrich and expand learning. Guidance and counseling for students, to the end that each develops to his fullest capacity, will continue to fall under student personnel services and become increasingly important. Since students spend 80% of their time outside the classroom, and good mental health is a real concern, there must exist in the campus community out-of-class educational and recreational experiences -- a continued responsibility of the student personnel services. Perhaps of most importance is the need to provide for students: scholarships, loans, legal advice, and other assistance. (Greenleaf, 1968b, p. 31)

These responsibilities continue to be important to student affairs work.

Greenleaf also identified eight professional characteristics in which student affairs professionals must excel. They must:

be a manager... be skilled in the art of communication [This includes challenging students on the meaning of their communications]... be sharp intellectually in order to challenge the young men and women to think... be traveled... be a skilled administrator able to involve students, faculty, and staff in carrying out the four functions of the student personnel worker... be a generalist with ability to coordinate specialist functions: counseling, housing, financial aid, activities (student voting), student involvement in world affairs, health services, placement, research... be a catalyst to bring about interactions between the faculty, students, and staff ... [and] be able in dealing with students as individuals. (Greenleaf, 1968b, p. 31-32)

These characteristics cut across all student affairs functional areas and have as much meaning for the financial aid counselor as the residence hall director.

CONCLUSION

Elizabeth Greenleaf portrayed a strong commitment to the field of student affairs. As an integral part of the development of the College Student Personnel Administration program at Indiana University and as a role model for practitioners in the field, Greenleaf is remembered and respected. She paved the way for the current residence hall system and operations by outlining professional goals for residence hall staff. Greenleaf was a strong woman who encouraged the equal acceptance of women in student affairs. She can best be characterized by this quote which she used often in speeches and writings: "Student affairs workers have a big job. It is an important one. We must get it done and get it done right. I hope you will have some fun getting it done!" (Greenleaf, cited in Hunter & Kuh, 1989, p. 330).

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TOWARD SUCCESS OF ONE AND ALL: CAREER COUNSELING FOR MINORITY STUDENTS

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This paper considers the unique cultural issues that minority students bring to the academic environment and the impact these issues have on career counseling for minority students. It examines the need for a constant dialogue on the issues faced by minority students in higher education and the concerns inherent in such an approach. Additionally, it offers support for providing minority career counseling services and includes suggestions for developing effective career counseling relationships with minority students.

Student members of ethnic minorities face great barriers to completing their undergraduate degree and successfully entering the work force (Bowman, 1993; Lee, 1991). This group of students often has difficulty finding positive role models and systems of support (Bowman, 1993). One area that may be deficient in serving these students is career counseling services. Crosson and Richardson state, "Comprehensive, culturally relevant counseling services are seen as crucial to promoting a college environment that is conducive to academic persistence" (cited in Lee, 1991, p. 23). Valuable counseling services for minority students must, therefore, be a part of an institution's offerings (Lee, 1991). This paper will first consider the unique cultural issues of minority students in career counseling and the need to establish a dialogue of issues framing one's work with ethnic minorities. An explanation of concerns in establishing minority career counseling services will follow. Finally, support for career counseling services targeting minority students and suggestions for developing effective career counseling relationships with these students will be considered.

Isolation, nonacceptance, alienation, racism, and unpreparedness are only a few of the barriers that many minority students face during their college experience (Saufley, Cowan, & Blake, 1983). Support and encouragement are needed to assist these students throughout the educational process (Fouad, 1993). And while counseling offices offer services for personal, academic, and career needs, these centers may not be designed or prepared to face the