

EDITORS' COMMENTS

The editors and authors respectfully submit the 1985 edition of the *Journal* to the alumni of the Indiana University master's program in Higher Education and Student Affairs. This is a special year for the *Journal* in many ways. First and foremost, this represents our 25th year of publication. As tribute to the Silver Anniversary, the article, "The Journal: Twenty-five Years," examines the history of the *Journal's* publication. We hope that you find the article interesting and informative. Second, this edition represents the efforts of a large number of students beyond the editors and authors. We, the editors, would like to thank the members of the Editorial Review Board involved in the process of article review, article selection and proofreading. Their efforts were very much appreciated. Finally, this represents the first edition of the *Journal* entirely supported through your contributions to the Indiana University Fund for Excellence in Education. As a result of the change in funding, we will no longer solicit contributions from alumni through the traditional newsletter format. Instead, look for News from 236 in the new departmental newsletter which will be mailed each Spring.

On behalf of all students, first and second year, we would like to extend thanks and praise to our faculty. Drs. Philip Chamberlain, Nancy Evans, George Kuh, Elizabeth Nuss and John Schuh have continued to uphold and support the tradition of quality student affairs preparation at Indiana University. Special thanks go to Dr. John Schuh, who has provided guidance and advice to the editors.

In addition to the Indiana University Fund for Excellence in Education, we would like to thank the various offices across campus which have provided support to the *Journal*. Specifically, the Office of Student Activities, the Department of Residence Life, the Alumni Office and the IU Foundation have been extremely helpful in accomplishing the assorted tasks that accompany the publishing of a journal.

Finally, comments about this edition and suggestions for future editions of the *Journal* are welcome. We hope you will enjoy this issue of the *Journal of the Indiana University Student Personnel Association*.

Margaret O'Brien
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THE JOURNAL: TWENTY-FIVE YEARS

Nancy Krekeler

The Indiana University Student Personnel Association (IUSPA) Journal is celebrating its 25th year of publication in 1985. In honor of the Journal's silver anniversary, this article highlights the history of the Journal from its inception in 1961 to today.

The *Indiana University Student Personnel Journal* has grown from a faculty newsletter to a journal of research written and edited by students, and has reflected the issues facing higher education and the individuals who developed the student affairs program at Indiana University. The success of the *Journal* has been due primarily to the commitment and energy of the faculty who initially created the publication, and later advised students in its production. Information about these individuals and their times was gathered through interviews with several faculty, practitioners, and students who shared their reflections of the last 25 years.

In 1961, Dr. Elizabeth Greenleaf, the Director of Residence Life, published the first edition of the *Student Personnel Newsletter*, the forerunner to the *Journal*. At that time, the responsibilities of the Dean of Students Office were increasing in response to a growing campus life. Dr. Greenleaf, wishing to recognize the accomplishments of student personnel professionals at I.U., used the *Newsletter* to share those achievements with colleagues on and off campus. Dr. Greenleaf also viewed the *Newsletter* as a method of coordinating communication between the various Student Affairs offices serving I.U. students.

Dr. Greenleaf was interested in the professional growth of alumni and utilized the *Newsletter* as a means of keeping in touch. Many students in the Department of Higher Education were graduate assistants in the residence halls. Dr. Greenleaf was concerned with the placement of I.U. graduates, her former staff, and with recruiting prospective students, her future staff. The *Newsletter* was an ideal vehicle for carrying out these activities. The final segment of each *Newsletter* included a listing of future graduates, information about I.U., and an update on the Master's program. Throughout the early 1960s, the *Student Personnel Newsletter* was published and distributed by the Department of Residence Life, with faculty from the Department of Higher Education contributing regularly.

Issues addressed in the *Newsletter* reflected many important topics of the 1960s and the changing role of the student personnel professional. In the December 1963 *Newsletter*, Dr. Robert Shaffer, then the Dean of Students, addressed the effects of societal changes on higher education. In his view, the student personnel professional was caught "putting out fires and picking up pieces rather than functioning as a truly educational force within the college community" (p. 1). Students on college campuses were on the verge of rebellion and student personnel professionals were asked to give up their student advocacy positions. Universities

resisted change, and those in student affairs were challenged to re-evaluate their roles as educators. Role confusion in an unstable environment was expressed in the *Newsletter* articles of 1963-1969. "Student Government on Campus" (Schilling, 1964), "Attitudes and Student Discontent" (Johnson, 1965), "Student Personnel: Custodian of Behavior" (Shaffer, 1968), and "Could Our Education System Be Working" (Fiutak, 1969) were topics addressed in the *Newsletter*. An appreciation of the diversity of the growing student population, concern for the individual student, and a re-commitment to a student advocacy role were positions advocated by the authors.

To supplement the graduate educational experience, the responsibility for editing the 1964 *Newsletter* was given to second year residence hall practicum students. With this transfer in editing responsibility, student-authored pieces became regular additions to the *Newsletter*. As the student role in the *Newsletter* production increased, students developed a strong association with the *Newsletter* long after graduation. Indiana graduates working all over the country renewed their affiliation to I.U. with each *Newsletter*, resulting in a strong communication network of alumni.

In February of 1970, the Indiana University Student Personnel Association (IUSPA) was formed. Founded to supplement course work in the Department of Student Personnel Administration, IUSPA provided lectures, seminars, and open discussions as vehicles for students to express and share views about the field of student affairs. At this time, the responsibility of editing the *Newsletter* was assumed by IUSPA and the *Student Personnel Newsletter* became the *Journal of the Indiana University Student Personnel Association*. Whereas the *Newsletter* was typed in an office, the new *Journal* had a typeset layout and color graphic design cover. With this new look came added costs. The *Journal* turned to contributions solicited from alumni to meet publication costs. Unlike the *Newsletter*, each edition of the *Journal* did not reflect a specific theme. Students were encouraged to address a variety of contemporary issues in higher education. Articles in the 1970-1973 editions of the *Journal* focused on such topics as "A Perspective on Black Students and Academics at Indiana University" (Riedel, 1970), "Experimentation in Administration: The Cluster College Concept" (Brodzinski, 1971), "Alternative Model for the Role of the Residence Hall Staff Relevant to Discipline" (Green, 1972), and "Student Personnel Work and Academic Advising: Some Philosophical Concerns" (Ardaiolo, 1973).

The *Journal* was not published in 1974 because of financial troubles, and alumni contributions played a vital role in the return of the *Journal*. In 1975 and 1976 an abbreviated version of the *Journal* was produced, but distribution was limited. The *Journal* returned to its original length and format in 1977. "Department News from Dr. G." and "Viewpoint", a forum for students to interview professionals in the field, were introduced to the *Journal* in 1976. The first "Viewpoint" featured Dr. Shaffer who reflected on the changing image of the student. Students gained more responsibility for their own learning, and Dr. Schaffer perceived the student affairs professional as a coordinator of the resources students needed to educate themselves. Student authors proposed advising or consultative orientations to assess the needs of students and to develop strategies to meet those needs. Articles in the 1976-1978 editions of the *Journal* exploring these issues included: "Viewpoint:

Dr. Shaffer" (Burnside and Scott, 1976). "Commuter Students: A Challenge for the Future" (Jolly, 1977), and "Students as Consumers: The Need for Better Information" (Green, 1978).

Dr. Geenleaf died unexpectedly in May of 1979. Historically, her death coincided with a number of changes at I.U. Dr. George Kuh became the new faculty advisor for the *Journal*, Dr. John Schuh who had become the Director of Residence Life in 1978 assumed a more active role in the Department of Higher Education and Student Affairs, and Dr. Nancy Evans, after serving as a visiting professor, became an Assistant Professor on the faculty. *Journals* produced from 1979-1984 reflected some of the research interests of these new faculty members. Articles published in these editions included "Values and Student Development" (Zahniser, 1979), "Orientation for First-year Students: Historical Development and Future Directions" (Wegryn, 1980), "Aggregate Perceptions of Supportiveness in a Student Personnel Preparation Program" (Breedon-Lee, Kirsch, Malutich, Norris, & Wright, 1982), "Developmental Assessment of the College Union Environment: A Method" (Osetek, Morse, & Griffin, 1983), and "Counseling Re-entry Women: A Study of the Perception of Helping Professionals" (Roth and Anglin, 1984). Many of these studies were completed under the guidance of faculty members.

Today, the *Journal* is funded through the Fund for Excellence in Education with additional support from several offices and departments across campus. The 1985 edition of the *Journal*, advised by Dr. John Schuh, reflects another trend in topic selection. The theme of applied developmental theory in student affairs underlies this edition.

The Silver Anniversary Edition is another example of the quality work by students in the department. The *Journal* has seen many editors, article contributors and faculty advisors. This 25th edition is a tribute to the efforts and skills of those individuals who conceived its beginnings, and provided support for a quarter of a century.

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A COGNITIVE-DEVELOPMENTAL APPROACH TO ACADEMIC ADVISING

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Cognitive-developmental models are used to analyze a case study involving the Graduate Scholarship Advisor program at Indiana University. An alternative approach to academic advising is presented.

This article examines a case study involving a sorority during its first year of participation in a Graduate Scholarship Advisor (GSA) program. The GSA program sponsors and supports a graduate student to serve as a live-in academic advisor to participating sorority or fraternity chapters. However, the GSA's areas of advising encompass a wide range of issues beyond academics. A GSA's activities may include counseling students on careers and academic major, planning programs, advising officers, and conducting workshops. The program is relatively new at Indiana University-Bloomington and consequently, there are few established guidelines for its implementation. Cognitive-developmental theory offers a framework for assessing the success of the program to date and determining an appropriate format for the future.

Research Background

In *Forms of Intellectual and Ethical Development in the College Years*, Perry (1968) asserted that cognitive development consists of a continuum of four stages; dualism, multiplism, relativism and commitment. To further differentiate within the stages, the continuum is divided into nine positions. The theory provides both a helpful general model for student affairs professionals, and a foundation for the construction of detailed models designed to address specific areas of development.

Knefelkamp and Slepitz (1978) devised a model which outlined behavioral guidelines for assessing students' levels of development. They specifically addressed behaviors relating to career development of college students. The model defined nine areas of qualitative change: semantic structure, self-processing, analysis, openness to alternative perspectives, ability to assume responsibility, ability to take on new roles, locus of control, synthesis, and ability to take risks with self. The application of Knefelkamp and Slepitz's (1978) model indicated that college freshmen generally exhibit dualistic or early multiplistic behavior, while seniors exhibit early to advanced levels of multiplistic behavior.

Touchton, Wertheimer, Cornfeld, and Harrison (1979) further refined this application, incorporating the concept that a developmental environment must provide a balance of challenge and support (Sanford, 1966). The result was a curriculum of developmental instruction intended to encourage cognitive development in students. The curriculum was specifically designed for dualistic and multiplistic