

Department News - Dr. "G"

As usual, room 226 is a busy place. Approximately 15 new students entered the program this fall, and we seem to be able to maintain 110-115 majors. Dr. George Kuh is adding much to the program by helping to advise THE JOURNAL board, being available to students, and teaching U518 and U550 as an evaluation course for student personnel services.

We're fortunate to have Mary Jane Smith still with us as a graduate assistant. She has added to the curriculum by teaching, with assistance from career counselor Lila Argue, a U550 course in Administering Career Development Programs. Steve Schreiber, returning to do a doctorate, is also assisting in the department. The along with Mrs. Rogers, keep us going!

Using the U530 Topical Seminar, we anticipate expanding the curriculum to meet the needs of our students. Next semester Dr. Shaffer will offer a seminar in Decision-Making, and Dr. Greenleaf will be conducting a seminar for new interns in Student Development through Residence Halls. Dr. DeCoster will retain the U560 first year seminar for residence hall interns which he took over during Dr. Greenleaf's sabbatical. These seminars are still held to 15-18 students.

Two items of interest for alumni this summer should be (1) opportunities to assist with internships and (2) professional trips to England and France. Last summer, many times with assistance from alumni, nine students had the opportunity to work on another campus to gain practical experience and to participate in all those many details which must be accomplished to begin school in the Fall. If you have a residence hall apartment (or room) free this summer and some hourly help money available, let us know what tasks need to be performed and you'll have the opportunity to challenge a new professional.

We are going to go to Harlaxton Manor, Harlaxton, England, for the beginning of an overseas experience to study the way student services are handled off-campus and to take a look at Student Unionism. Susan Pelletier, an I.U. intern with the University of Evansville Center at Harlaxton Manor will help us coordinate the conference. Tentative plans call for a flight to England on June 30th and a return from the Continent on July 19th. Anyone has the option of returning within a 45 day period, but a definite date of return must be indicated in the beginning and adhered to in order to secure the reduced rates. If you are interested, send us a request for the detailed plans which should be ready by December 1.

The I.U. Student Personnel Summer Institute will include the Fraternity Workshop, June 12-18, The Residence Hall Workshop, June 26-29, and workshops on administrative career development programs and legal concerns for student personnel administrators.

Those of you who have interviewed and/or hired I.U. graduates, we'd appreciate suggestions of how we can improve our program. There is always room for change. Let us know if you can use any help this summer, and inquire more about our trip if you or any of your staff are interested in the overseas workshop.

See you in Denver or Atlanta!

College Student Personnel Administration: Academic Discipline and Profession

BY FRANK ARDIACIO

INTRODUCTION

This paper seeks to explore the area of study known as College Student Personnel Administration (CSPA). CSPA is not a firm discipline in the traditional sense. As a discipline and area of study with a professional application it is still in the growing stages for it has only begun to define its boundaries within the past forty years. After offering a definition of CSPA including the methods employed in its operation and the roles that CSPA workers fill, the philosophical presuppositions of CSPA are examined. In addition, an examination of CSPA as an academic discipline in the Graduate School context is considered.

CSPA - WHAT IT IS

Historically it has been quite difficult to define CSPA. Some define it with regard to its purposes, some in terms of its relationship with other activities, and others in terms of individuals engaged in the activity. I believe that Berdie's (Fitzgerald, 1970, p. 12) definition is the most inclusive for he feels it is the application in higher education of knowledge and principles derived from the social and behavioral sciences, particularly from psychology, educational psychology and sociology. In effect it deals with any person in the college applying knowledge and skills derived from the behavioral and social sciences to further the education of students.

The key to a true understanding of the philosophical presuppositions of CSPA lies in the words: "to further

the education of students." As will be shown below, the way CSPA seeks to do this involves an examination of its metaphysics, epistemology and axiology.

For definitional clarity it would be appropriate to offer a definition of higher education, for CSPA is a part of this broader field. Higher education as a field of study is concerned with a complex organization of social structures and processes called a college or university in which diverse students enter to be developed in such a way that they will come to possess qualities that are desired by those who support and those who operate the organization. There is some theory, implicit or explicit, which guides the activities of the college in the way students are to be changed. Educational research is carried on to test and evaluate results of such theories and to discover and to demonstrate the processes by which students change in desired ways. (Sanford, 1962, p. 31)

CSPA through the years has developed a number of purposes to constitute its raison d'être. Berdie (Fitzgerald, 1970, pp. 12-13) has outlined the following: (1) to humanize higher education, to help students respond to others and themselves as to how people should relate to one another and to aid them to behave accordingly; (2) to individualize higher education; (3) to bring into balance the world of the student, that of the university, and the enveloping "real" world that encompasses all; (4) to implant, nurture and extend students' drives, interests, and motives, so that college

and community resources will be used maximally by students to achieve their educational purposes, both in and after college; and (5) to increase the immediate satisfaction and enjoyment experienced by students so that higher education is perceived as a pleasantly productive experience.

Accordingly, CSPA has gone through a number of stages in the development of programs to implement the above purposes. Johnson (Fitzgerald, 1970, pp. 9-11) identifies the following three phases as roles which CSPA workers fill: (1) the provider of services to students or for students in an administrative fashion with little regard to integrated educational or growth experience for the student; (2) an educator to provide programs which contribute significantly to students' educational experiences; and (3) as a specialist in student development concerned with creating a campus environment which facilitates the students' individual behavioral development by providing meaningful involvement of students in those activities and concerns which affect both their living and learning experiences. Shaffer (1973) has recently identified a new emerging role of CSPA. This role is that of contributing to the organizational development and institutional effectiveness of colleges and universities by thorough knowledge of complex organizations and operational behavior.

The CSPA worker uses various methods in the roles that are filled to accomplish the field's purposes. Berdile (Fitzgerald, 1970, pp. 14-16) succinctly outlines these to include the following: (1) counseling, as a means of establishing and maintaining an individualized and personalized relationship with students in an educational sense; (2) advising, as a means to help students and groups to make a decision; (3) persuasion, as a means to get the student to incorporate into his behavior and personality those conformities that constitute civilization; (4) teaching; (5) research; and (6) administration, which is primarily

concerned with management in terms of organization, staffing, programming, policy determination, and relationships within and outside the institution. PHILOSOPHICAL PRESUPPOSITIONS

CSPA as a field is very much an action orientated one concerned with its professional application. As such, it has given little emphasis to theory building as characterized by established "traditional" academic disciplines. It is also an interdisciplinary field for it has borrowed concepts from many areas including management, administration, counseling, psychology and social psychology. This borrowing has resulted in the development of little theoretical structure with amorphous assumptions, diverse data, and ill-defined boundaries. What can only really be said is that the field exists primarily as a philosophical position concerned with the relationship between academic institutions and their student members.

This philosophical position, as perceived by Penney (1972, pp. 47-59), draws heavily upon humanism and pragmatism. It is from within these broad philosophies that statements concerning CSPA's metaphysical, epistemological and axiological base can be made.

The first philosophical statement for CSPA, entitled The Personnel Point of View, was written in 1937 and renewed in 1949 by the American Council on Education. This document contained a tripartite emphasis on individual differences, holism, and recognition of student needs and interests. The first two emphases fit into a phenomenological meaning of humanism while the third fits into the category of pragmatism. These philosophical characteristics have been part of the literature to this very day.

The personnel point of view that each individual must be viewed in his totality as he exists within his unique world fits well with phenomenology's emphasis on the subjective world of experience as the ultimate ground of reality. This is an

existential world view which seeks to describe the appearance of things and events as they present themselves directly to an individual's private consciousness. Phenomenology's methodological use of a descriptive-empirical approach to inquiry is compatible with CSPA's need for data relevant to individual differences. This is in contradistinction to a hypothetical-deductive approach, similar to the scientific method. Within this methodology of phenomenology is CSPA's epistemology.

Another possible philosophical base is pragmatism for CSPA emphasizes the inductive method for ascertaining value and the empirical verification of hypotheses. Pragmatism holds that truth is modified as discoveries are made relative to the time, place, and purpose of inquiry. This pragmatic base in CSPA was its origin in the identification and remediation of students' daily living problems. It is thus possible to say that the interests and experiences of college students should be the major consideration in determining what a college should offer both in its curriculum and extra-curriculum.

Many CSPA workers also feel that there are developmental tasks which most students face upon entering college and these tasks must receive the utmost attention of the institution. It is from within this point of view that the axiological base of CSPA is found. As will be shown, it involves questions of value confrontation, particularly essentialism versus existentialism.

The Committee on the Student in Higher Education (1968) outlined the following three developmental tasks:

- (1) each student needs to acquire a positive and realistic conception of his own abilities in the world at large,
- (2) each student needs to reach the point of being able to see the interrelations and structures of knowledge so that he may begin the process of forming judgments on his own, and (3) each student needs to see the relevance of higher learning to the quality of his own life and to see that life in relation

to the new kinds of judgments he now makes. These developmental tasks are quite compatible with an existential view, more so, in my opinion, than with an essentialist view.

Essentialists are concerned with what is permanent, rational, certain, which go on beyond time and place. A standard exists by which all is judged. This may be a divine being, nature, or humanity, but it is never the solitary being of individual man. The existentialists, however, center their attention on man qua man. They view the vitality in philosophy or education as efforts to give rational form to a vision which must be intensely personal. Unlike the essentialists who view the ends as crucial, the existentialists emphasize means.

The essentialists contend that there is a specific body of knowledge to be taught and learned. Since human nature is viewed as essentially the same in every epoch; tradition, history and experience become worthy teachers. As a consequence, they emphasize the disciplines and protect the departmentalization in college organizations. Subject matter and standards are prerequisites which are maintained and pursued in set sequences. Essentialists thus tend to emphasize the cognitive accumulation of knowledge.

On the other hand, the existentialists emphasize the affective side. That which is to be learned is coupled with how the learner responds to the teacher. What is heard, rather than what is told, takes on the most significance. The end for students to which knowledge is a means is the discovery of identity and the capacity for good judgment.

CSPA AS AN ACADEMIC DISCIPLINE

CSPA has many critics. Penney, for example, has labeled it as a "Profession Stillborn" with no justification as an academic discipline. "What is an academic discipline?" This question is of central importance if we are to examine whether CSPA meets the criteria.

At first thought one can easily be led to examine this question within the framework of the rather traditional role dichotomy or pure and applied research. This label of traditional has as a given the overwhelming acceptance of the German model in American universities today with regard to advanced studies and the flowering of the scientific revolution. The starting point for this framework is the definition of an academic discipline as an inquiry which speaks the same language, that the uttered words and symbols are terminally consistent. This dichotomy is most easily seen in the sciences if we accept that "the sciences seek to discover and to formulate in general terms the conditions under which events of various sorts occur, the statements of such determining conditions being the explanation of the corresponding happenings."

(Nagel, 1961, p. 4) The roles are thus easily delineated because on one hand the pure scientist is concerned with discovering truth (knowledge) and not with its application, social utility or moral effects. On the other hand is the applied role which is concerned with taking the abstractions of science and applying them to the concrete and practical affairs of men. Whether a scientist fills one role or the other is not important for his expertise is still considered to be based in an academic discipline for in each role the same language base peculiar to the discipline is used.

With the specification of CSPA's field of inquiry earlier we can see that it fits into the definition of an academic discipline for CSPA has a particular emphasis and a particular language. In every academic discipline there is of course to a varying degree a continuing controversy as to what the field is concerned with and CSPA has had its share. To deny that it is not a proper field of study without a professional application is an exercise in intellectual snobbery. This of course is not to deny that questions concerning epistemology, paradigm and methodology should be con-

stantly asked. CSPA has a definite concern, a language, and there is research conducted to broaden and then to apply this knowledge.

The key to a better understanding of CSPA as an academic discipline is professionalization. Not only has the primary difference between an academic and an intellectual endeavor been shown to be an emphasis on professionalization in the former, but in our earlier discussion of academic discipline, in the framework of the role dichotomy, it was shown that it is was not important as to which role one filled for ultimately the endeavor is based in an academic discipline. Indeed, it will be shown that an analytical role dichotomy of pure and applied research in an academic discipline is really not useful in understanding what goes on in the college and university today.

A profession is like an occupation in that it requires advanced training and expert knowledge. The distinguishing characteristic however is that a profession is more colleague-orientated. Professionalization is inextricably linked with its social setting for a member is mostly concerned with the opinion of his fellow practitioners. (Reisman and Jencks, 1968) Characteristically a profession has an organization to serve its members, the members in turn serving society. The services to members which an organization provides consists of clarifying the objectives and stimulating members to achieve them; meeting the members' needs for knowledge, status, and security; and recruiting new members. (Mueller, 1961) Professional schools exist not only to train members but also "to define a set of general criteria that recruits to the profession ought to meet and to screen out those who do not measure up." (Reisman and Jencks, 1968, p. 206) With regard to academic professionalization thus suggests a relatively rigorous process which students are to go through to learn discipline, if you will, in and for a scholarly way and setting.

The underlying thesis of all this is that graduate school is nothing more than a professional school. Students enter school in order to become qualified to hold a job that requires training in their specific discipline. Whether one is concerned with the research and the search for truth or with the application of knowledge, it is simply a classification scheme. There is no significant difference between the pure and the applied roles of scholarly work - one must first undertake professional training for each. Some academics may be put off by the predominate use of the word training, a more apt term I believe would be professional learning. This is the function of graduate schools.

The only remaining question is whether professionalization is consistent with the overriding emphasis in graduate schools of learning in an academic discipline. Reisman and Jencks (1968) have answered the question in the affirmative. They have shown that academic disciplines, as they exist today in the graduate schools, are "administrative categories that group particular kinds of specialties together for more or less historical reasons." (p. 525) They point out that today, with the great explosion of knowledge, the various sub-disciplines in a field of study have only the most limited academic and intellectual relationship to one another. The justification for each academic discipline is thus intimately intertwined with the historical position that the various fields have evolved into. These administrative categories are justified and accepted only because they are self-perpetuating by the historical position attached to them in the university. Reisman and Jencks introduce a power concept which suggests the older a discipline, the more justified its role is. Thus a newer field like CSPA has a weaker position, that is to say justification, vis-a-vis other disciplines.

CSPA should thus be viewed as an inter-disciplinary study (as indeed

most, if not all, fields of inquiry are today) with a definite professional application. In it field research is conducted and this is then applied in a concrete fashion. The role dichotomy is thus present. As stated above, CSPA has its specific emphasis, the pursuit of knowledge concerning the furthering of the education of students. As for justification, it has been shown that it is misleading to explore this question with regard to academic disciplines. What is most important is that CSPA is equal and parallel to every other subject pursued in graduate school: the learning of a profession.

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