



# Why We Do What We Do: Historical & Philosophical Perspectives on the Student Services Professions

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# OVERVIEW

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- Synopsis of American Higher Education
- Development of Student Affairs
- Philosophical Frameworks
- Models of Practice

# THE EARLY YEARS...

- Athens
  - ✓ Platonic Academy (387 BC)– Plato
  - ✓ Lyceum – Aristotle (335BC)





# Early years...

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- Middle East – 6<sup>th</sup> & 7<sup>th</sup> century academies
- Oldest degree granting university was University of Al Karouine in Fez, Morocco
  - ✓ Medicine
  - ✓ Philosophy
  - ✓ Theology
  - ✓ Science
- By 9<sup>th</sup> century, Japan had five institutions of higher learning



# Early years...Europe

- Earliest universities in Italy
- Oxford established in 1115 AD by Augustine canons
- Cambridge – 1209 AD
- Universitas – originally referred to student body
- By 1300 AD, 23 universities founded in Europe
- By 19<sup>th</sup> century, universities were springing as a product of Civic Pride





# Higher Education in the U.S.

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- First institution of higher learning ?
- Early schools (Ivy League) established to train ministers
- 1865-1914 – more immigrants to U.S. and spirit of reform
- The college system we have today is the result of three major developments in th 20<sup>th</sup> century:
  - ✓ Diversification in Curriculum
  - ✓ Diversification in Student Body
  - ✓ Diversification in Instruction

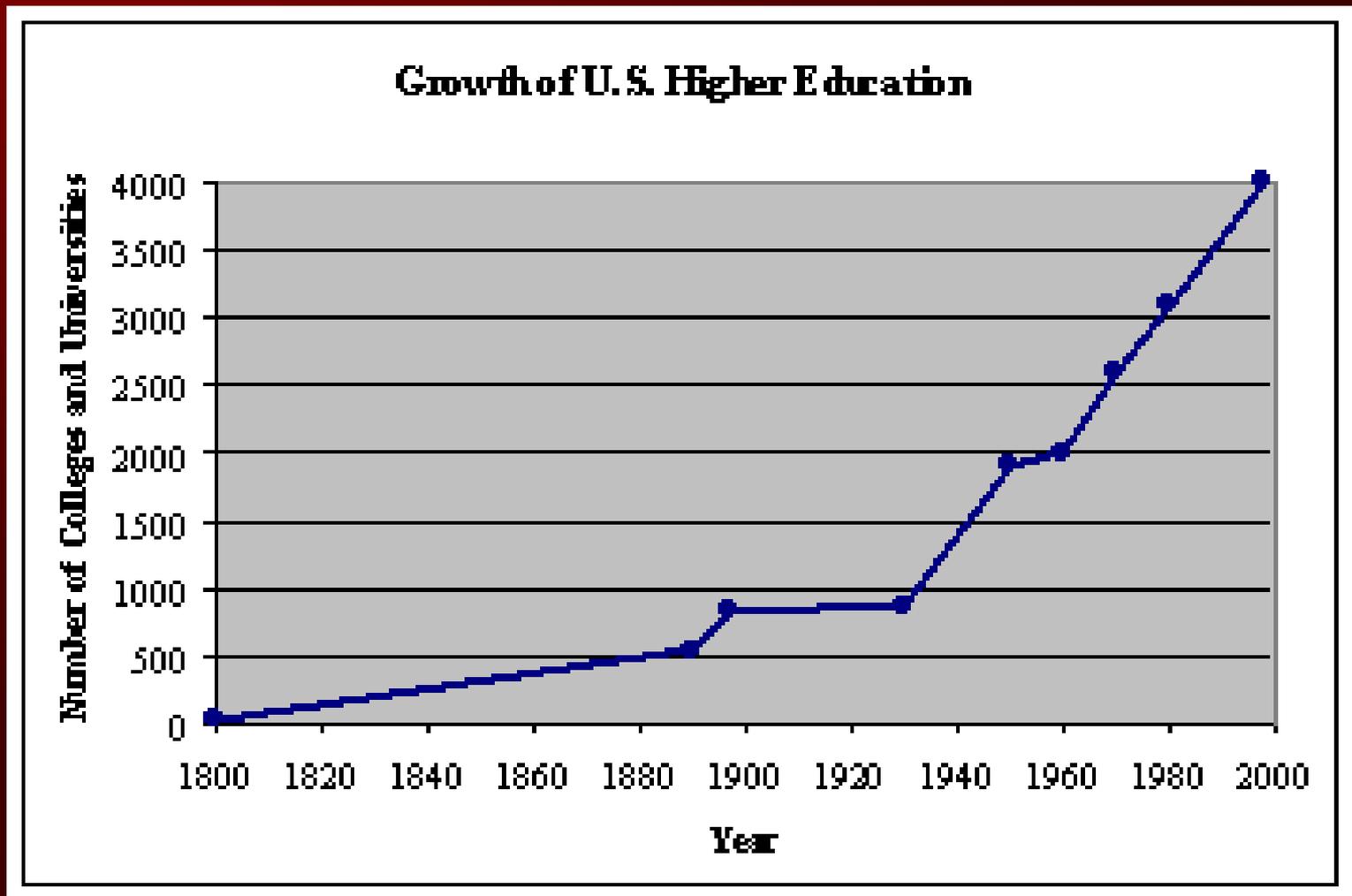


# Diversification of Curriculum

- Movement away from training clergy
  - ✓ Harvard
    - 70% clergymen in 17<sup>th</sup> century
    - 45% clergymen in 18<sup>th</sup> century
    - 10% clergymen in late 19<sup>th</sup> century
- Morrill Land-Grant Act (1862) – “donate Public Lands to the several States and Territories which may provide Colleges for the Benefit of Agriculture and Mechanic Arts”.
  - ✓ As a result, between 1862-1890, colleges reached 821, up from 23 in 1800.
  - ✓ By close of 19<sup>th</sup> century, theology schools represented only 13% of higher education institutions

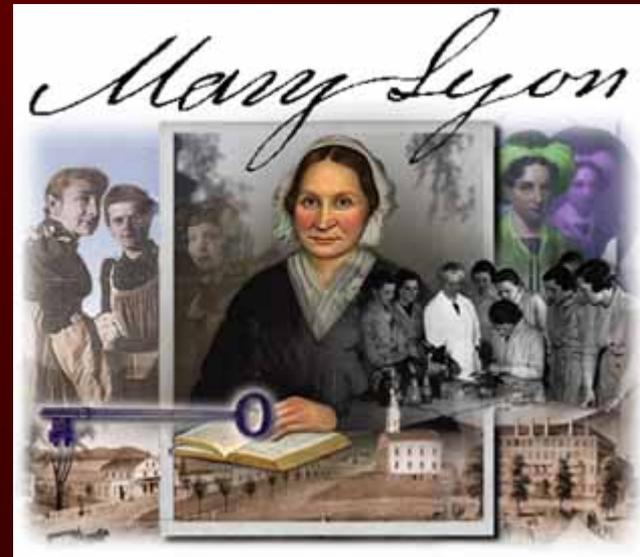


# Growth of U.S. Higher Education



# Diversification in the Student Body

- Pre-World War II – who went to college?
- Few colleges for women and minorities but...





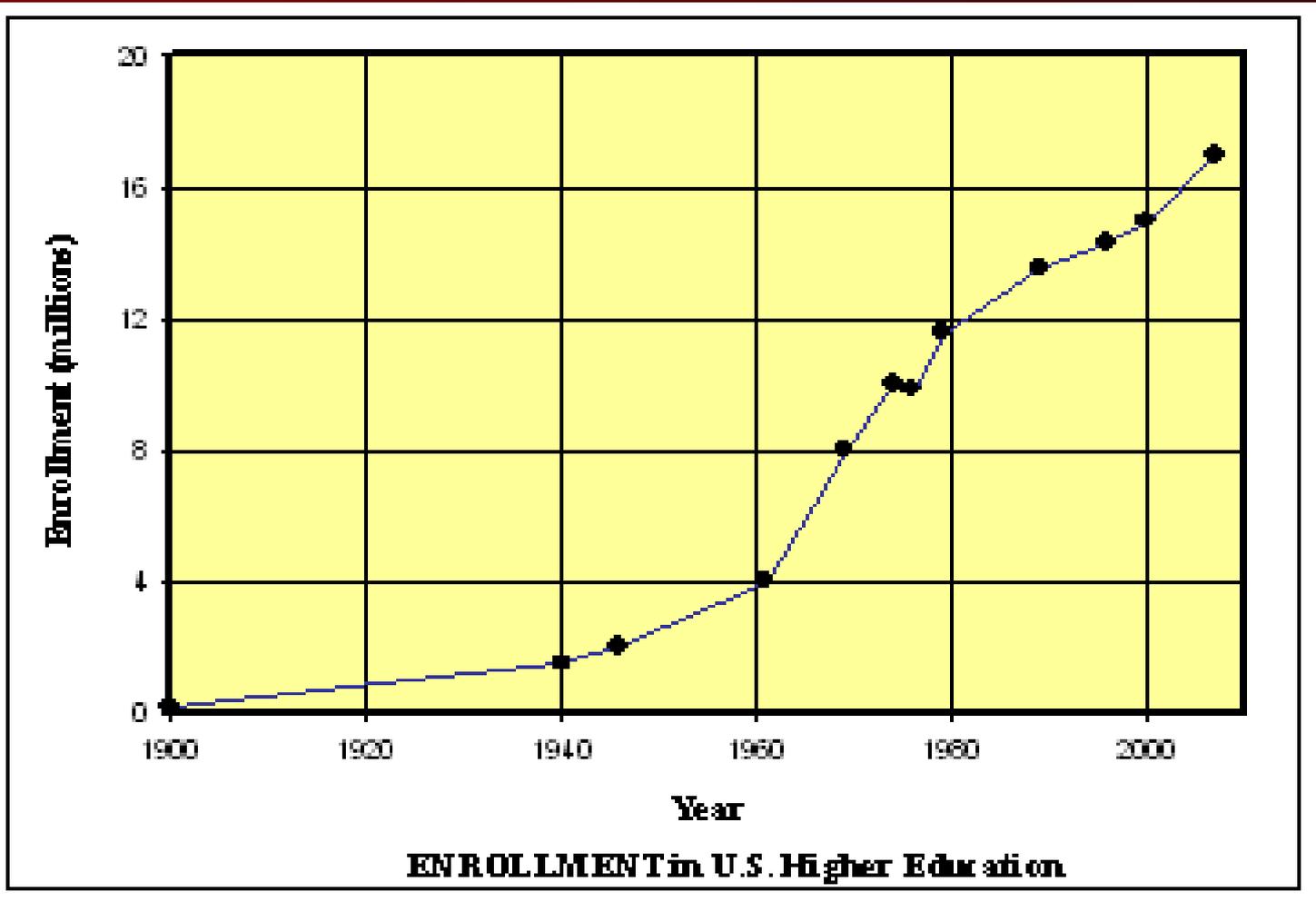
# Student Body

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- Impact of the GI Bill post WWII
- Paid for college for 9 million returning GIs.
  - ✓ “The government paid for all expenses; they paid for tuition; they paid for books; and they gave us the magnificent sum of \$90 a month for food and housing.”
- Transformed college student body
- Numbers nearly doubled from 1.5 million in college in 1940 to 2.7 million in 1950



# ENROLLMENT GROWTH





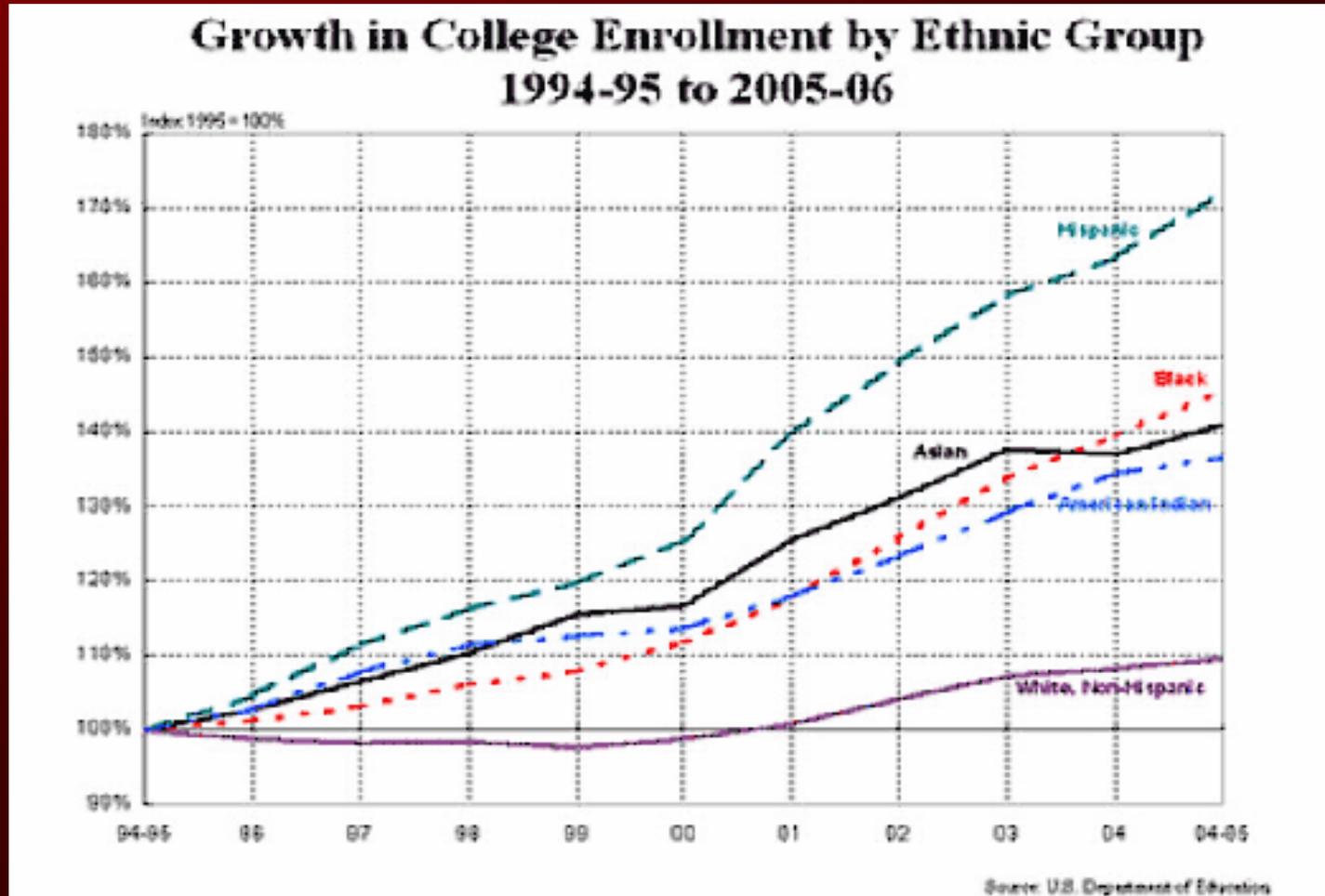
# Student Body

- Civil Rights Movement
  - ✓ “Universal access to higher education” stipulated in Truman Report (1947)
  - ✓ Discrimination still an issue
  - ✓ Civil Rights Movement of 1960s forced ideal to become reality
  - ✓ Not until more recently has recognition that a culturally diverse student body enriches the educational experience for all
  - ✓ Picture-U.S. Marshalls escorting James Meredith to register at U of Miss (1962)





# Growth of Underrepresented Students





# Diversification of Instructional Media

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- Technology permeates everything
- First on-line university accredited in 1991
- Some estimates 1 in 10 college students are enrolled in on-line degree program
- Higher education more accessible than ever
- “Sage on the stage to guide on the side”

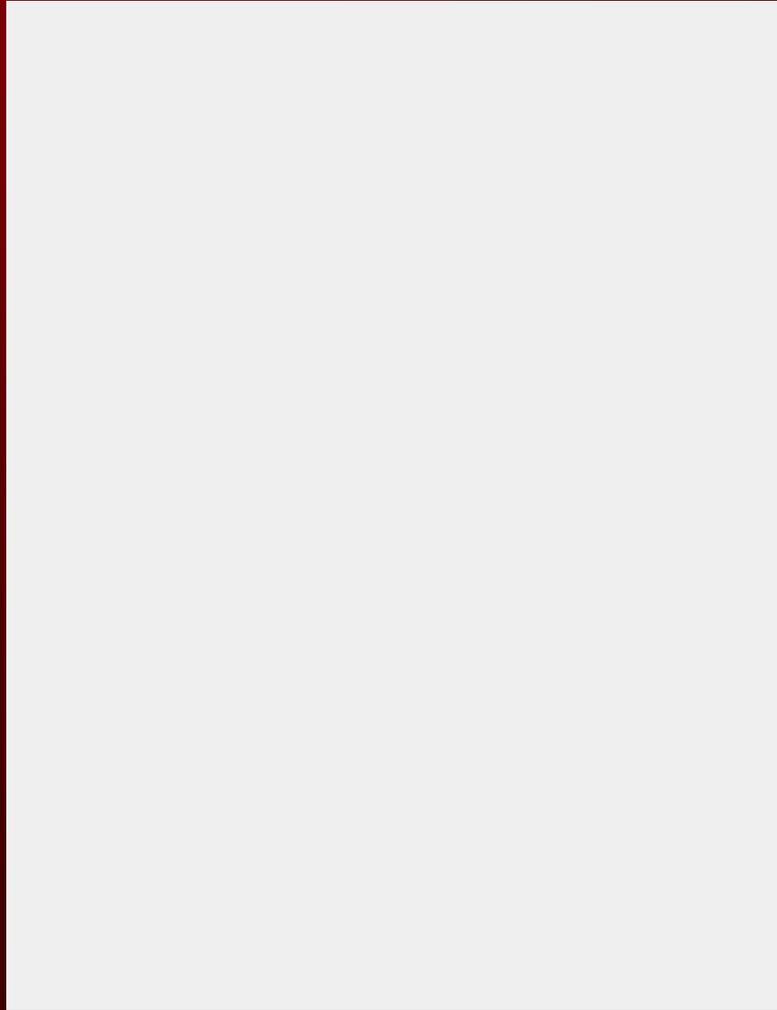
# LEADERSHIP IN HIGHER EDUCATION



- President as “moral compass” of college – Henry Dunster-1<sup>st</sup> President of Harvard
- Faculty served all purposes
- “Tutors” lived in halls with students
- LeBaron Russell Briggs, Harvard, 1890, appointed to take advising and disciplinary duties away from President
- In 1892, Alice Freeman Palmer at U of Chicago appointed first Dean of Women



# Dean of Men and Women



- Stanley Coulter, Dean of Science at Purdue:  
“When the Board of Trustees appointed me Dean of Men (1919), I wrote them back respectfully and asked them to give me the duties of the Dean of Men. They wrote back that they did not know but when I found out to let them know.”



# STUDENT AFFAIRS



- Late 19<sup>th</sup> century – faculty focus switched to subject area
- Early 20<sup>th</sup> Early Growth of psychology
  - ✓ Individual Differences
  - ✓ Vocational Testing
  - ✓ Advising
- Civil Rights movement, Women's Movement, change "in loco parenti"
- Picture-Lucy Van Cott-1<sup>st</sup> U of U Dean of Women



# STUDENT AFFAIRS LEADERSHIP





# Student Affairs Overview

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- Values, philosophy, and roles of student affairs
- Developing a foundation for understanding student affairs work



# Values

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- Set our course
- Practical wisdom
- Form the essence of broader philosophies
- Hold our inner core



# Philosophies

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- Provide meaning in our work and life.
- Standards of truth to judge actions and ideas
- Change over time as new ideas emerge to fit changing campuses →→ personal choices



# Roles & Models

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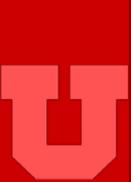
- Important to us for our identification as a profession
- Recognizing our roles or models may help us understand what and who we are
- Models of practice (our behavior) hold the context, theory, and skills together



# CORE BELIEFS

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- We are ALL Educators
- We support the academic enterprise
- We are just as critical as Academic Affairs
- Take yourselves seriously and others will
- Collaboration is critical



# Essential Knowledge & Skills To Be Effective Teachers

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- Active, cooperative, and collaborative learning
- Facilitating groups
- Leading discussion and dialogue
- Team building
- Teaching multicultural populations
- Training other trainers



# Important Counselor Characteristics

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- Genuineness
- Unconditional positive regard
- Empathic understanding



# Minimum Skills & Knowledge Required of Administrators

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- Knowledge of college student development and learning theories
- Understand the student population
- Knowledge about the institution's rules, regulations, and policies
- Command of informal assessment techniques



# Skills & Knowledge cont.

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- Understand the basics of creating a helping relationship
- Help students identify their needs, offer support in addressing them, and making appropriate referrals
- Need a repertoire of interventions appropriate to their function



# Needs of Today's Students

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- Under-preparedness
- Identity development issues
- Shifts in attitudes
- Shifts in family dynamics
- Increase in psychological and emotional damage



# Forces for Change in Student Affairs

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- Student populations
- Electronic technology
- Accountability
- Affordability
- Faculty, staff, and student roles



# Principles of Good Practice

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- Engage students in active listening
- Help students develop coherent values and ethical standards
- Set and communicate high expectations for learning
- Use systematic inquiry to improve student and institutional performance



# Principles of Good Practice, con't.

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- Use resources effectively to achieve institutional mission and goals
- Forge educational partnerships that advance student learning
- Build supportive and inclusive communities

Bliming & Whitt (1999)



# Think About

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- What are my values?
- How do these values relate to my institution's mission?
- How do I create an environment to support institutional mission?
- What philosophical framework issues are important to me?



# Recommendations for Practice

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- Understand your institution
- Pay attention to issues of management
- Take assessment and evaluation seriously
- Make a personal commitment to continuing education – should read the literature and attend professional conferences
- Use technology as a tool, not as a distraction or a panacea



# Recommendations cont.

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- Develop specific expertise
- Adopt a philosophy of continuous improvement
- Stay close to students
- Embrace diversity
- Keep a sense of perspective



# Closing Remarks

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- Integrity matters
- Keep your eye on the students
- Practice Self care
- Never underestimate your ability to make a difference
- Relationships always matter



# Suggested Readings

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# Suggested Readings, con't

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