

The New York Journal of Student Affairs

Volume 6
Issue 1 *Complete Journal Summer 1989*

Article 1

7-15-1989

Complete Journal Summer 1989

Thomas J. Quatroche

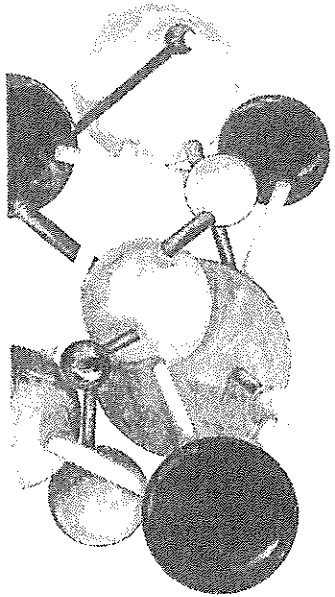
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JOURNAL OF
COLLEGE STUDENT PERSONNEL ASSOCIATION
OF NEW YORK STATE

VOLUME 6, NUMBER 1
SUMMER 1989

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THE COMMUTING STUDENT:
PROFILE, PROBLEMS, SOLUTIONS

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St. John's University

If a prediction had been made a hundred years ago that colleges and universities located in large urban centers would be enrolling one-half of the students in degree granting institutions by the middle of the twentieth century, this prediction would have been called ridiculous.

If it had been foretold that the widespread use by students of private automobiles would force nearly every urban institution to build large parking areas, this would have been dismissed as being even more absurd than the first prediction.

In 1968, more than half of all university students in the nation live at home and commute to college. It appears that with the continued growth of urban areas and the extension of educational opportunities to include greater numbers of capable young people of all economic groups, the resident undergraduate student will soon be in a small minority. The urban university, however, is organized and equipped like its pastoral counterpart except for the absence of institutional housing. This apparently minor difference is, in fact, a major design shortcoming which has both a long-range result of promoting student dissatisfaction and unrest (Ward & Kurtz, 1969).

While this observation is certainly a grim one, it should be noted that it doesn't even consider the retardation in the development of the whole student that we will look at shortly.

The term commuter student is used to refer to any student attending a college or university who does not live in university-owned housing (Jacoby & Girrell, 1981). This definition then can be applied to both traditional aged students and adult learners. The student may live alone, in an apartment with a friend, or with his or her parents. It is, therefore, obviously difficult to make any general assumption about a typical commuter student. Nevertheless, several generalizations can be made with a reasonable degree of accuracy (Andreas, 1983):

- more commuters tend to be employed than residents
- the age range for commuter students is much broader than that of traditional residential students
- individuals within the commuter population are at many different levels of adolescent and adult development while in school
- commuter students' personal schedules and environmental demands compete with school and prevent them from easily forming friendships with other students
- the time that commuter students spend on campus is limited

In short, it is prudent to conclude that most commuters lead divided lives and experience all of the stress factors that accompany such a life.

In 1975, Arthur W. Chickering wrote what is considered by most members of the profession to be the definitive work on the difference between the commuting student and the resident student.

Commuting Versus Resident Students.

According to Chickering's findings, residents show greater satisfaction with their college or university; involve themselves more deeply in their academic endeavors; experience more interaction with other students and with faculty; and logically, have a lower attrition rate. Chickering contends that beginning with the first decisions about college selection, those students who intend to be residents have a considerable advantage over commuters in coping with higher education and all that it entails.

Upon entrance, the resident student is in a favorable position over the commuter in numerous areas including: well-educated parents, financial solvency, academic competence, high self-esteem, extra and co-curricular involvement, and possession of learning fundamentals. Chickering goes on to find:

Students who live at home with their parents fall short of the kind of learning and personal development typically desired by the institution they attend, and which might reasonably be expected when their special backgrounds are taken into account. Students who live in college dormitories exceed the learning and personal development that are predicted when their advantage in ability, in prior educational and educational activities, and in community and family backgrounds are taken into account.

Chickering then leads us to the conclusion that the changing demands and student lifestyles, along with economic pressures, have contributed to the movement toward commuter oriented campuses. In response to this movement, he suggests that short-term residential experiences be integrated into the program of study for the commuter students.

Chickering's most salient and potent observation is the following:

Residents, in response to immersion in a college environment change most during the first two years. . . . They change most quickly in the non-intellectual areas where the differences between high school and college are greatest, and the change in intellectual areas accelerate as college courses and patterns of study become more challenging. In contrast, commuters' changes are slower. . . . constraints operate with least force for intellectual development, where the college experience of commuters and resident are most similar.

The most striking piece of data provided by Chickering is that the residential student is more than twice as likely to complete college in four years as the student without the residential experience.

The positive effect of the residential experience is every bit as clear as are the existence of barriers for commuting students. It seem logical, therefore, that the task waiting for colleges and universities is to assist commuter students in breaking up and finding ways around the

barriers that they face. Institutional action and support in this area can be separated and grouped into three general categories: services, programs, and advocacy (Rue and Luddt, 1983).

Research has indicated that commuters have four primary concerns in the service area: (1) housing (of campus), (2) transportation to and from campus, (3) consumer services, and (4) access to information. It is obvious that colleges and universities could make significant inroads in each of these desired services at relatively moderate expense.

Programs, very simply, need to be designed to appeal to a diverse population with complex schedules. Daytime programs should supplement evening activity, and commuters should be given significant opportunity to have input into program selection, development, and delivery.

Comprehensive support of commuter students is absolutely essential, as they often don't know how to use campus systems when they have problems. An institutional commitment is needed so that all departments are forced to assess what they are doing for commuters at present, and to stimulate new and innovative ideas for the near and distant future.

The mere addition of services, programs, and commitment for commuter students, however, may not be enough. In order

to stimulate such change, computer students must be invited to participate in the planning of the college or university (Jacoby and Girrell, 1981). Also, in order to accurately determine the specific types of services, programs, and advocacy most needed on a particular campus, research is essential. The student affairs staff should conduct research on the computer students, on their satisfactions and dissatisfactions with different aspects of the campus, and on the way in which they develop over their years in attendance (Jacoby and Girrell, 1981).

In 1981, Barbara Jacoby of the University of Maryland and Kriste Girrell of Lyndon State College developed a model for improving services and programs for computer students. This model was published later that year by the National Association of Student Personnel Administrators, Inc.

A MODEL FOR IMPROVING SERVICES AND PROGRAMS
FOR COMPUTER STUDENTS

SERVICES	PROGRAMS	ADVOCACY	RESEARCH
ORIENTATION	Includes a "Housing Hunters" Session in Registration Program		Data is collected from Incoming Students
ACADEMIC ADVISEMENT	Advisement is available during Registration		
CAREER SERVICES		Develops part-time work options for Computers Complimentary to Curriculum	
COUNSELING		Trains a Computer Peer Counseling Program	
STUDENT ACTIVITIES			
PHYSICAL PLANT		Works to Improve and Adapt Facilities for Computers	
ETC.			

Arthur Chickering makes eight salient recommendations for colleges and universities to follow which he believes will be of significant value to those students who will live at home with their parents and will, therefore, help to close the gap between those who can afford to live in residence hall and those who cannot:

1. Develop an admission and orientation center.
2. Ask each student to submit a program of study.
3. Let the curriculum of the institution recognize that both educational content and process must be relevant to individual differences.
4. Develop student and faculty directories.
5. Develop a community resources directory.
6. Develop complex, comprehensive, and open-ended learning programs built of small modules which students and faculty members can combine in diverse ways to respond to different patterns of student ability and interest.
7. Identify master teachers who can help students plan and carry out individual learning contracts.
8. Make short-term residential experiences an integral part of courses and seminars.

These recommendations are neither expensive nor complex.

In summary, students who commute to college require special attention and resources if their experience in higher education is to be qualitatively comparable with the experience of their collective counterpart, the resident. While there is not a rich body of literature specifically about the commuting student, many of the problems they face are obvious and simple. Colleges and universities, therefore, need to make a sincere commitment to their commuters. They need to recognize that commuter students who live in a culturally pluralistic society, and may well move from environment to environment, culture to culture, and world to world on a daily basis, need to be accurately understood and supported. This is, indeed, a challenge for the 1990's.

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BEYOND RECRUITMENT TO PROFESSIONAL DEVELOPMENT

IN RESIDENTIAL LIFE

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Each year, Residential Life staff gear up for the recruitment component of regional and national conferences. To that end, job descriptions, performance programs, and other materials intended to promote the attractiveness of individual campus Residential Life programs are pulled from the shelves and updated. We scurry to assert our best image of what student development education in Residential Life is all about, and we actively and competitively recruit young, fresh professionals to our student services field. As a part of our recruitment plan, we must pledge our support for the professional development of those who will one day replace us in the advocacy of student development beyond the classroom. We need to carefully assess what has drawn these staff to our field and help them shape a meaningful career path (Sandeen, 1982). We also need to assist our staff in the evaluation of their formal academic training and professional experiences in the student services field.

This then will provide the basic foundation for staff to construct a professional future based on targeted skill enhancement opportunities and a defined sense of career path. The purpose of this article is to provide an approach for assessing the professional development of residence hall staff and to challenge residence hall supervisors and subordinates to rethink their educational role within the student services profession.

The Council for the Advancement of Standards for Student Services/Development Programs has placed before us generally accepted guidelines by which we may evaluate our programs and services (CAS, 1986). This information can prove useful in fashioning a professional development assessment process for staff in our field. By carefully analyzing the educational requirements of formal course training at the graduate level in student services, we can help staff identify deficiencies in educational background which may become a part of the professional development goals of the individual. Also, we should evaluate seminars, workshops, presentations, research, and readings which comprise alternate forms of education which might contribute positively to the training of our staff. However, the review of educational background needs to be placed in the context of accepted topical areas germane to the student service functions. Some topics require intensified training, while others may be satisfied by a survey course.

In any case, the following topics deserve consideration: Human Development Theory and Practice, Organizational Behavior and Development, American College Student and College Environment, Higher Education and Student Affairs Functions, Research and Evaluation, Educational Administration, Performance Appraisal and Supervision, Administrative Uses of Computers, The Helping Relationship, Group Counseling, Lifestyles and Career Counseling, and Appraisal of the Individual (CAS, 1986).

The assessment of formal educational training needs to be complemented by an assessment of relevant professional experience. Prior professional experience in student development, administration, and counseling should be evaluated in terms of the duration of the experience and quality of supervision provided. Depending on formal educational background, new entry-level professional staff in Residential Life may have had minimal exposure to quality supervision through a structured field experience. Indeed, such staff may be resistant to formal supervision characterized by direct, constructive performance feedback and the imposition of supervisory and instructional expectations. Quality supervision as defined here may be viewed by some staff as an intrusion into the professional freedom of the educational role of the student services professional. Suffice it to say, the type of supervision

should be tailored to the individual professional without sacrifices to quality in performance or services defined in the mission of the institution.

Part of the assessment of professional experience should include an acknowledgement of relevant professional organizations to which each staff member belongs. "It is not uncommon for the members of a profession to affiliate with organizations with which they share a commonality of goals and purposes" (Shrank, Young, 1987). Regional, State, and National Associations provide professional staff excellent opportunities to remain well-informed in the student services field. Awareness of contemporary issues in student services is increasingly important as Associations assert political influence to improve the quality of life in the greater society beyond our campuses. "We need today, groups of well-informed, caring individuals who band together in the spirit of community to learn from one another, to participate, as citizens, in the democratic process" (Boyer, 1987). Our professional staff must affiliate through professional organizations and challenge themselves to participate in and present informed views of student services in order to shape the future of our field. Especially important to the creation of a professional development plan is the evaluation of staff proficiency in a

variety of skills requisite to the student development, administrative, and counseling functions of residence staff positions. These include but are not limited to administration, judicial/discipline, programming, counseling, teaching, public speaking, assertiveness, supervision, writing, research, and performance appraisal skills. Independent evaluation by the supervisor, and separately by the subordinate of each skill area, can be achieved by using a scale from 1-10, rating each area as needs improvement, fair, average, good, or superior. Appropriate rationales for ratings provide the basis for in-depth discussion and compromise of perception as mutually agreed upon (see Appendix A).

The combination of an assessment of professional background, education, and current skill level can be used to shape a professional development plan which embraces the short and long term goals of the professional. Indeed, such an assessment contributes to a more objective performance appraisal because of its developmental nature. A professional development plan which is integrated with the performance program and recognizes such evaluation criteria as how well the staff member understands assignments, plans and organizes work, carries out assignments, contributes constructive ideas, works with others, and improves qualifications is likely to be well received by the

professional due to the personal benefits this affords him or her. At the same time, it will enhance the institution's ability to attract top-quality candidates through recruitment. Ultimately, the institution and its student services program in Residential Life is strengthened as the professional staff increasingly become "career oriented and emerge in their finest form" (Sandeen, 1982).

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CAREER COUNSELING FOR ADULT STUDENTS

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Adults in college or university settings are nearing half the student population. Institutions need to make adjustments as to how they serve their adult student population compared to their traditional age student population in all areas of college education and life.

The number of adults needing counseling has never been greater, but the person who counsels adults needs to be aware of the special characteristics of this growing population. These counselors should be mature, caring, effective and know the concepts of adult counseling and the delivery of these concepts (Goodmer, 1981). According to Goldberg (1980), adult counselors must incorporate into their philosophy and practice the acknowledgement of adult independence, autonomy, and responsibility.

Career counselors must realize that adult needs and motivations differ from those of traditional age students. The main motivation for adults to enter higher education is economic advancement followed by self-fulfillment. Adults tend to be more goal-oriented and because of this, they want to make sure that the courses they choose will fulfill their goal, be it career or other. Adults see career counseling

as relevant and something that they need and will soon use, whereas traditional age students see career counseling as being something for the future or "far away," "down the line." Adult learners may also enroll in college for either a career change because of unemployment, for affiliation because they never received a degree or finished a degree due to family or marriage commitments, or for personal satisfaction.

Career counseling for the adult student needs to be flexible in its availability and access. According to the literature, career counseling for adults can be effective in many different forms such as individual or group sessions. When working with adults, the counselor needs to be prepared to alter the session towards the learner's needs.

This article will discuss two groups of adult students: economically disadvantaged student and women.

ADULT ECONOMICALLY DISADVANTAGED LEARNERS

Alexander Astin (1985) speaks of educational equity in terms of equity of opportunity. Cross (1981) concurs by stating that American adults currently constitute the most unequally education segment of our society. This is usually seen among adults who are not only educationally disadvantaged but also economically disadvantaged.

When counseling this group of learners, the counselor must be sensitive to the barriers and fears of this

population. It is not uncommon to find that some of these adults and their families have never experienced post-secondary learning, so a counselor must first deal with the fear of the unknown. According to Champagne (1987), disadvantaged adults lack occupational skills, but they also lack information and job-hunting skills necessary to set career goals and achieve economic independence. Career counselors for this population should also be aware of the Public Assistance regulations concerning school and work, since many of these students will probably be receiving some type of welfare grants. New legislation regarding Welfare Reform dictates that people who are on Public Assistance will be required to either seek employment or gain education so they can gain a skill which would lead to employment.

WOMEN AND THE INFLUENCE OF EDUCATION

Two of the most important influences on women's career development are the educational system and the counseling profession (Betz and Fitzgerald, 1987). Adult women are different from men in regard to their learning needs. Men see their learning in regard to career while women see their learning for a career but also for self-importance and achievement. According to Betz and Fitzgerald (1987), in women's career development, education and marital status are the most important variables. The more education a woman has the more likely she is to be working outside the house.

This issue needs to be dealt with when talking about career counseling.

Counselors need to realize that barriers to education are different for women and men. Many times the man's education is seen as primary because he is the head of the household and/or the principal wage earner in the family. This phenomenon is changing because of the increase in single parent households and the need for women to be the principal wage earner. Counselors need to be aware of this and direction need to be given in course selection so that the learner is marketable when she graduates.

RECOMMENDATION

Higher education must be cognizant of the large population of adult learners and their needs. This responsibility mainly falls on the Student Affairs division of the educational institution. Flexibility of hours during which offices are open, including career development, is a must. Student personnel staff should be trained in adult education and have people who are specialists in adult education in each office. Colleges should draw adult learners together so the students can support each other. Also, counselors should be educated in the area of welfare benefits for students. Adult students are increasing on our campuses and the subject of career counseling for this population is a timely issue. We must treat adult learners as adults.

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STUDENT AFFAIRS - THE CHALLENGE AHEAD
 MODIFIED FROM A SPEECH AT

STATE UNIVERSITY COLLEGE AT BROCKPORT, SUMMER 1988

Dr. James Gold Vice President for Student Affairs
 State University College at Buffalo

Our Agenda

We need to take an honest look at the Student Affairs profession and make some decisions about just how important our role is to both ourselves and the important constituencies we serve and most importantly our faculty/colleagues' perception of the importance of our role.

How we see our own specialized and sometimes stand-alone services to student growth and development when taken as a whole. Do we truly represent an integrated approach to student development? Or, are we instead an ad hoc collection of service which can function just as efficiently and perhaps more efficiently without pulling together colleagues representing diverse specializations? Have we agreed on the importance of staff development, training sessions, goal setting retreats, integrated research approaches to student satisfaction and growth, joint programming efforts in such areas as student wellness, student leadership training, or multifaceted retention strategies?

Will each of us actualize personal strategies in search of professional excellence. What things can we do today, tomorrow, or next year which can make a difference in our morale; our energy level; our knowledge base; and our interpersonal competency?

How do we perceive "loyalty", that is, a true and persevering commitment to students; to our individual department; to the student affairs division; to the university as a whole and, of course, to our specialized profession whether that be a psychologist, as a health service professional, as a financial aids officer, etc. An important issue here is our own sometimes private and, unfortunately, sometimes more public judgement of the relative worth of each professional in student affairs. What is especially the informal criteria we use to judge the merit of our own work versus that of other staff in student affairs?

SUNY Has A New Chancellor

Our SUNY Chancellor, D. Bruce Johnstone, met with SUNY Chief Student Affairs Officers in June of 1988 at Geneseo. The following summary comments will illustrate, from the perspective of the new chancellor, the burning questions and challenges facing us.

1. What is uniquely SUNY?
2. What is our unique publicness?
3. What is the uniqueness of the SUNY system?

Our chancellor wants to know what is means to be truly responsive to students. He observed that we have been living in a quiet decade and some of the important social concerns of the sixties have been put aside.

He stated that he sees our primary job as follows:

1. To advocate for students, to be their champion, to put students first, to "care for students very well."
2. To listen to students. "This was the missing element in my education at Harvard. Many of my needs were met; in fact, most of my needs were met quite well, but I was not listened to."
3. To help Student Affairs staff see personal growth and development as part of the teaching process, an activity which should take place inside and outside of the classroom as a total educational experience.
4. To focus on the special growth and development applications which must be tailored to a variety of special student populations.
5. To help student governments work in the best ways possible. This can be a volatile process. There are constant elections and re-elections. Students have short memories. When do you save students

- from mistakes, and when do you let their mistakes become a learning experience?
6. To advocate and program for racial equality. To not be defensive but to be proud of our diversity and to seek compatibility among all members of the campus community.
7. To get along side (if not ahead of . . .) students on some of the older issues: issues of social justice and environmental concern; for example. This has been a decade of benign neglect, one of less concern for the disadvantaged, the homeless, the less empowered.
8. To lead efforts designed to retain more of our students. This is an era of accountability. We must preserve students who can go on to receive degrees. High drop-out rates are no longer tolerable.
9. To work on the physical wellness of students. There is a new awareness, a deep multifaceted sense of what a full and rich life can mean in the physical, psychological, and social sense.
10. To help students learn what is ethical and moral, and grapple with value questions.
- Our Chancellor went on to challenge chief student affairs officers in a dialogue on these and other issues

leaving us with a message that we have a role to advise, to instruct, and to prepare not only students, but to also have a measured impact on the thinking of SUNY Central staff, by a process of dialogue on these critical issues.

New Directions for Student Affairs

- Another timely view on the profession of student affairs is the recently released statement: A Perspective on Student Affairs, issued on the 50th anniversary of the 1937 document The Student Personnel Point of View. NASPA's release of this updated statement was not intended to be a revision of either the 1937 or the 1949 statements, but designed to "stimulate greater understanding of student affairs among leaders in higher education." Dr. George Kuh, a student personnel educator from Indiana University and a prominent author of this statement, spent a morning with the SUNY Chief Student Affairs Officers in New York City in December 1987 to invite our response to a draft statement. The following brief summary from the newly published statement describes the substantial changes which have occurred in student characteristics as well as the nature of colleges and universities today. The widely held assumptions and beliefs inherent in our work are as follows:
1. The academic mission of the institution is pre-eminent.
 2. Each student is unique.

3. Each person has worth and dignity.
 4. Bigotry cannot be tolerated.
 5. Feelings affect thinking and learning.
 6. Personal circumstances affect learning.
 7. Out-of-class environments affect learning.
 8. A supportive and friendly community life helps students learn.
 9. The freedom to doubt and question must be guaranteed.
 10. Effective citizenship should be taught.
 11. Students are responsible for their own lives.
- It is from these assumptions and beliefs that programs and services by student affairs staff have been developed. Our staff can be expected to provide programs and services directly to institutions, as follows:
1. Support and explain the values, mission, and policies of the institution.
 2. Participate in the governance of the institution and share responsibility for decisions.
 3. Assess the educational and social experiences of students to improve institutional programs.
 4. Provide and interpret information about students during the development and modification of institutional policies, services, and practices.
 5. Establish policies and programs that contribute to a safe and secure campus.
 6. Effectively manage the human and fiscal resources for which student affairs is responsible.
 7. Support and advance institutional values by developing and enforcing behavioral standards for students.
 8. Advocate student participation in institutional governance.
 9. Provide essential services such as admissions, registration, counseling, financial aid, health care, housing, and placement which contribute to the institutional mission and goals.
 10. Serve as a resource to faculty in their work with individual students and student groups.
 11. Encourage faculty-student interaction in programs and activities.
 12. Advocate and help create ethnically diverse and culturally rich environments for students.
 13. Assume leadership for the institution's response to student crises.
 14. Be intellectually and professionally active.
 15. Establish and maintain effective working relationships with the local community.
 16. Coordinate student affairs programs and services with academic affairs, business affairs, development, and other major components of the institution.

A Perspective on Student Affairs concludes with some general observations about challenges facing colleges and universities today. Perplexing dilemmas are posed such as those facing society as a whole, " . . . Excellence and access, stability and change, freedom and responsibility, individual interest and the common good." We have a tough challenge indeed. "The extent to which colleges are successful in creating climates in which these paradoxical goals can coexist will be reflected in how well students are able to recognize and deal with such dilemmas during and after college. The student affairs profession is committed to helping students and institutions successfully meet these challenges."

CAS Standards

A more detailed listing of specific duties and program goals for student affairs staff is found in the 1986 publication titled "CAS Standards and Guidelines for Student Services/Developmental Programs." These general standards and guidelines cover a wide spectrum of student services such as academic advising, career planning and placement, college unions, commuter student programs and services, counseling services, disabled student services, fraternity and sorority advising, housing and residential life programs, judicial programs and services, learning assistance programs, minority students programs and

services, recreational sports, religious programs, research and evaluation, student activities, and student orientation programs. Preparation standards and guidelines for a master's degree level work in the field of student personnel are also provided in this document.

There are additional standards or statements prepared by professional associations not included in the student services/development programs listing and these include material available from the American College Health Association, National Association for Foreign Student Affairs, National Association of College and University Food Services, American Council on Education, Self-Regulation Initiatives, Guidelines for College and Universities as published by the American Council on Education, National Collegiate Athletic Association, and the project on the status and education of women by the Association of American Colleges. Also available are standards and guidelines for admissions programs.

Pluralism

Perhaps the greatest challenge of all involves an increasing commitment to pluralism in our colleges and universities. There have been increasingly reported incidents of racism on our college campuses. The November 1987 and January 1988 issues of The Journal of American College Student Development have been devoted to research and proposals focusing on more effective recruitment and

retention strategies for minority students. The special double issue of The Educational Record, Fall 1987 and Winter 1987, is outstanding for its analysis of what higher education is doing, and perhaps equally important, is not doing, on behalf of even the maintenance of minority' participation in higher education. The long road to educationally equality is illustrated through a comprehensive set of articles dealing with the impossibilities facing minority children as they move through an ever constricting pipeline toward higher education.

Also recommended for you perusal is an article by Shelby Steele, Associate Professor of English at San Jose State University in California, titled "I'm Black, You're White, Who's Innocent?" which was published in the June 1988 issue of Harper's magazine. Shelby Steele describes an integrated social evening involving much dinner discussion.

"Over the course of the evening, we have talked about money, infidelity, past and present addictions, child abuse, even politics. Intimacies have been revealed, fears named. But this subject, race, sinks us into one of those shaming silences where eye contact terrorizes."

This provocative article challenges us to study and openly discuss racism. He states, "The distinction of race

has always been used in American life to sanction each race's pursuit of power in relation to the other. The allure of race as a human delineation is the very shallowness of the delineation it makes. Onto this shallowness - mere skin and hair - men can project a false depth, a system of dismal attributions, a series of malevolent or ignoble stereotypes that skin and hair lack the substance of contradict. These dark projections then rationalize the pursuit of power. Your differences from me makes you bad, and your badness justifies, even demands, my pursuit of power over you - the oldest formula for aggression known to man. Whenever much importance is given to race, power is the primary motive."

Student Development Theory: Our Grounding

At the risk of appearing professionally dogmatic, I nevertheless insist that every student affairs person should be well versed in student development theories. Notice I say theories, because I see the evolution of even more finely tuned theories of student development as ongoing. This would be true even if we were not clearly attracting a more diverse student population. If you see your professional role as functionally limited to providing discreet, isolated, and separate developmental interventions we cannot be educators, counselors, and mentors. We must

see and relate to students as persons. Our student affairs division must be founded on a theoretical framework that is whole, that recognizes the student as a total human being in a process of social, physical, intellectual and spiritual evolution.

One does not have to become a psychologist versed in the jargon of psychological language to appropriately serve students. However, to my way of thinking, one important criterion for measuring the professional competence of students affairs workers is the ability to apply new knowledge one obtains about student development and human development to one's own personal development. By this I mean, become more self-understanding or self-aware. This also extends, I believe, to becoming a more full human being in non-work roles such as the role of parent, spouse and friend.

An example of self-knowledge applied to students can be found in a recent publication by Charles Claxton and Patricia Murrell titled "Learning Styles: Implications for Improving Educational Practices", an ASHE-ERIC Higher Education Report, 1987. This very nice piece is designed to provide an up-to-date view of college teaching in consideration of personality models, information-processing models, social-interaction models and instructional-preference models. While this report is vitally useful to

instructional faculty, there is a special focus on the use of learning styles information by student affairs staff as well as direct applications to general administration in higher education.

Perhaps the best overview of the student development literature would be the recent book by David Drum and Alice Lawler titled Developmental Interventions: Theories, Principles and Practice published by Merrill, 1988. This book uniquely describes normal developmental processes in adults and illustrates in considerable detail the techniques necessary to provide personal development interventions on behalf of the students we see everyday. I view this book as "required reading" for all student affairs staff.

A most useful book on the important topic of staff renewal is The Plateauing Trap: How To Avoid It In Your Career and Your Life by Judith Bardwick, AMACOM, a Division of American Management Association, 1986. Judith describes what people say they need from their work in order for it to be truly satisfying:

- Impact: Visibility. The work must be important to the organization.
- Completion: I need to complete a whole project.
- Technical challenge.
- Personal recognition.

Flexibility and the opportunity to be creative. Accountability. My output must be measurable.

She explains that the absence of challenge makes work dull and dreary. That it results in a low level of chronic depression, a dull experience of the blahs. In characterizing what the executive, or in our case the chief student affairs officer or department head, should do to address the plateauing issue, she recommends:

1. Change the organization's climate through education.

2. Create an equitable personnel policy that ensures due process.

3. Change the structure of the organization.

4. Reduce the importance of promotion and increase the value of challenge.

5. Increase respect for plateaued people who are productive solid citizens.

6. Convey the organization's regard for employees who are individuals.

7. Increase the pressure modestly.

She further states that managers have extraordinary power over people's lives and how they feel about themselves. She feels that as managers, we can help ourselves because plateauing is an issue for us too. She states that the ten most important things a manager should do are:

1. Make the facts visible.

2. Come to terms with it yourself.

3. Counsel people.

4. Eliminate content plateauing.

5. Let people know you know they're there.

6. Create new rewards.

7. Encourage initiative.

8. Discourage a workaholic life.

9. Give honest appraisals.

10. Manage by "walking around."

Approximately a year ago I met with my directors for an off-campus retreat to essentially focus on the "plateauing trap" along with a series of exercises designed to permit the directors to share feedback concerning my leadership as well as the effectiveness of their colleagues. The morning was essentially focused on the issue of plateauing, partly in order to set the stage for a more honest and purposeful afternoon session on the topic of work effectiveness.

The initial reaction of several of the directors was to be extremely defensive, even resentful that I would be implying anybody might be "plateauing." By the end of the morning, it appeared that everyone was extremely enthusiastic about their new found insight on the causes of plateauing and the emotional responses that can result. Our goal became one of understanding the forms of plateauing can

take and to make sure that we were all prepared to help one another to renew our commitment and values toward continued learning and meeting of new work challenges.

Job Ownership

I requested a paper presented by Dr. Jeffrey Porter at the 1988 NASPA meeting in St. Louis titled "Leadership and Ownership Within Student Affairs." Dr. Porter is Assistant Dean and Director of the Division of General Education Programs at RIT. He states, "The field of student affairs holds a deep commitment to developing in college students a sense of empowerment. But in acting on this commitment, students affairs leaders at the same time must be committed to facilitating a sense of empowerment among their staff.

He essentially calls upon student affairs administrators to encourage a sense of staff ownership through task delegation, professional development experiences, and opportunities for participative decision-making. He goes on to identify those leadership behaviors which he feels will facilitate the development of staff ownership and program excellence.

1. Place primary emphasis on the central task of providing quality programs and services, not on managing and controlling.
2. Cultivate organizational visions which are clear, unifying, and guiding.

3. Create a "working ethos" that assumes and expects individual practitioners will be involved in organizational problem-solving and planning activities.

4. Recognize the importance of collegial interaction and a sense of shared community among practitioners in fostering staff empowerment.

5. Find ways of breaking down the barriers separating various organizational units.

6. Emphasize professional development for practitioners in areas likely to increase their organizational effectiveness.

7. Distribute organizational rewards proportionate to staff effectiveness.

8. Listen to staff, make sure they know they are recognized, celebrate even the small victories.

Revisiting Our Professional Commitment

Susan Komives at the 1988 ACPA meeting in Miami presented a paper titled, "The Middle: Professional Competence in Clarifying Autonomy." I enjoyed her paper because she rather succinctly differentiated Professional student affairs attitudes and behaviors from the unprofessional (unprofessional behaviors are in bold type).

A professional:

1. Knows: Uses theoretical background; has knowledge of student development; knows diverse theory bases including individual, group, organization. Unprofessional to use too much jargon without understanding concepts.
2. learns: participates in associations; attends conferences; adds to broader field; writes, extends professional knowledge to others. Unprofessional not to be up-to-date (would you want to be treated by a physician who bragged about not reading a journal in years?)
3. leads: is transformational (has vision, enhances motivation); sees the broader picture; practices conceptual integration; views the university generically; participates in the larger campus community; sponsors and mentors students and staff. Unprofessional to see only one perspective.
4. cares: genuine concern for students and staff; makes good judgements; is proactive; maintains integrity; is ethical; confronts other professionals when needed.

Unprofessional to violate accepted confidentiality standards; to manipulate students or colleagues for one's own needs; to violate ethics such as plagiarism, harassment, or embezzlement; to support incompetence through writing positive reference letters for bad employees; to dodge conflict by failing to return phone calls; or to be a clock watcher.

5. communicates: effective in spoken and written formats. Ungrammatical writing, awkward speech, and gossip are unprofessional.

6. matures: has a sense of self; acts on personal/professional values; deal with issues separate from own needs; aware of personal and professional growth; balances personal and professional lives. Unprofessional for one's appearance and manner to be inappropriate for the setting or to act incongruently.

In closing, Susan Komives suggested a question which might help put into perspective the myriad of issues confronting student affairs staff everywhere:

"Why is it the eldest, wisest, most experienced sages in our profession seem to be the most humble and growing? Those that are truly generative seem able to acknowledge how much they need to know, not how much they know; how much there is to learn, not what they have learned; how they value being a generalist, not a specialist; and how connected their experience, not how fragmented."

EMPOWERING WOMEN:

LEADERSHIP DEVELOPMENT STRATEGIES ON CAMPUS

by Mary Ann Danowitz Sagaria, Editor

A Book Review

Carmel Scalese-Love State University of New York
Health Science Center Syracuse
Assistant Conference Coordinator
CSPA

The 1989 Annual Conference of the College Student Personnel Association of New York will focus on the role of student affairs administrators as empowering agents. Within this context, conference participants will have the opportunity to explore the extent to which their personal and professional activities enable the growth and development of students and colleagues.

Empowering Women is useful reading for student affairs administrators who are trying to maximize the leadership potential among their women staff members and students. Central to the strategies for leadership development presented by the authors for all women students (inclusive of age and ethnic diversity) is the notion that the leadership styles of those of us who serve students set the stage for the ways in which our students grow. In this regard, the book's authors and the CSPA conference planners share the belief that our experiences in a higher education

setting are mutually empowering; that is, that the interactions with students provide a forum in which we are "both teacher and learner" (p.33).

The text opens with a rationale for the need for colleges and universities to systematically address the leadership development of women. Beyond the practical and moral imperatives cited, Sagaria highlights the different values, expectations, and perceptions which are brought to leadership roles by women. Generative leadership, the model presented in the second chapter, allows for these concerns and presents a context for leadership which is beneficial to both women and men.

As defined by the authors, generative leadership approaches leadership from a collaborative perspective, allowing for the mutual empowerment of all participants and the fulfillment of shared goals. The model is both relational and based on the value of caring. It attempts to enhance the learning experience for all community members by fostering "productivity, creativity, and a sense of self-esteem in others" (p. 16). Generative leadership is developed through the creative use of case studies which highlight the model's usefulness for practitioners in individual, group, and organizational contexts.

Chapter Three, Four, and Five each present informative views on the role of presidents and senior administrators,

faculty, and student activities in promoting leadership development among women. These chapters are important reading for all student affairs administrators who are committed to understanding their role in an institutional context, relative to the roles of faculty and senior administrators.

Senior administrators are encouraged to first examine the institutional environment in which leadership potential is to be developed. Strategies for creating a non-sexist, supportive climate for women administrators and faculty are described as well as specific ways in which presidents and other senior administrators can demonstrate their commitment to students and student affairs.

The value of faculty-student interaction in retention and student development is strongly emphasized. Those who work with academic advisors, faculty advisors to student groups, and other faculty will appreciate the importance and recognition bestowed upon these roles which are too often underappreciated and, in many cases, unrewarded on our campuses.

The authors set forth a strong case for increasing the numbers of women in senior administrative and faculty positions. The importance of same sex role models and mentors in encouraging the leadership aspirations of women students is noted while not undervaluing the need for support and awareness on the part of male colleagues.

Chapter Five deals with student organizations and student activities, areas in which leadership development has traditionally been embedded in ways with which student affairs administrators are most familiar. This chapter examines strategies for encouraging leadership development by recognizing the needs of individual students (such as self-esteem and career identity), student groups (such as training and the group's ability to deal with change), and the institution as a whole (such as multiculturalism and clarity of mission).

The diverse viewpoints of Hispanic, Black, Native American, and Asian women presented in Chapter Six underscore the critical need for developing leadership programs within a multicultural context. Cross-cultural understanding, as well as an awareness of the greater barriers which impede the leadership development of women of color, are necessary if we wish to provide meaningful training and support. Minority and majority women are urged to work together to model collaborative leadership for our students and male colleagues.

Chapter Seven further explicates the benefits of collaboration as it contributes to the "supportive communities" in which adult women students may more fully realize their leadership abilities (p. 83). In these environments "opportunities for friendship, for

participation in the life of the campus, and for feeling a sense of progress and success in academic pursuits" are consistently provided for students by administrators and faculty (p. 83).

The authors offer us an institutional model of leadership development for women which further embodies their notions of generative leadership. The campus alliance model described brings together administrators, faculty, and students to communicate with one another about leadership, determine their goals and purposes, and work together to enhance the institutional environment so that leadership development will flourish on their campus for both women and men. Through collaboration, "the impact of the whole campus effort will be far greater than the sum of its parts" (p. 90).

The campus alliance model is a critically important method for approaching any campus situation in which meaningful and lasting changes in the attitudes and behaviors of community members are desired. A committee or task force charged with combatting campus racism or increasing freshman retention, for example, would be deeply empowered through this organizational arrangement.

An excellent collection of resources regarding women's leadership and development, student leadership, leadership in general, and women in society and higher education provides a fitting conclusion to this volume.

Our impact as empowering agents in the lives of our students and colleagues is not to be underestimated. Empowering Women gives a clear perspective on leadership development which student affairs professionals will find beneficial. The concept of generative leadership for the enhancement of an individual's self-esteem as well as an institution's effectiveness crosses gender and ethnic boundaries and provides us with a humanistic and caring developmental tool.

INTERNSHIPS:

PRACTICAL AND PROFESSIONAL DEVELOPMENT IN
STUDENT PERSONNEL ADMINISTRATION PROGRAMS

A GRADUATE'S VIEWPOINT

Laurie A. Clayton
Daemen College
Cooperative Education
Coordinator

One of the most frequently asked questions at the ACPA Placement Center in Washington, D.C. last April was "What experience do you have in Student Personnel Administration?"

Most graduate students could answer this question due to their participation in an internship program within their Student Personnel Administration graduate program. As graduate students prepare for or continue their job search, they begin to recognize the importance of internships in their graduate preparation program.

As a graduate student, I participated in an eight month, twenty hour per week internship at the Career Development Center at Buffalo State College. This experience led to my first professional administrative position in higher education. As a graduate intern, I had the opportunity to work and interact with professionals, learn about a specific area within Student Affairs, and develop valuable administrative skills.

Internships are an integral part of most graduate programs. They provide graduate students with experience in an area of interest or enhance their knowledge of a particular division within Student Affairs. Internship programs benefit professionals and institutions of higher education as well as students. Graduate students bring knowledge, past experience, and new perspectives to the internship. Not only do graduate students learn from the internship situation, but also from the professionals they work with in the field. Through the experience of working with graduate interns, professionals can take an active part in training fellow colleagues.

In order for graduate internship programs to be an effective, beneficial learning experience, the internship must contain several critical ingredients. Internship programs should have a certain degree of structure, specific attainable goals and objectives, and competent supervisors and mentors. Internships should be available in various programs and divisions within higher education, as well as being offered at many different institutions.

One common criticism of graduate internship programs is that these professional experiences are often unpaid. While an hourly wage is unlikely, a stipend or tuition assistance could be a consideration.

An internship program in a Student Personnel Administration curriculum is essential to the development of graduate students' knowledge, professionalism, and interest in higher education. These experiences are invaluable to beginning professionals. We learn, experience, and understand Student Personnel Administration through graduate internship programs.



College Student Personnel Association of New York State, Inc.
The New York State Division of the American College Personnel Association

APPLICATION FOR MEMBERSHIP Membership Year October 1, 1989 - September 30, 1990

INSTRUCTIONS: Make type or print

1. PREFERRED MAILING ADDRESS:

NAME (Last, First, M.I.)

TITLE (If business address is used)

ADDRESS

CITY STATE

ZIP COUNTY

PHONE NUMBER ()

PLEASE NOTE THE SPACE LIMITATIONS ABOVE. IF YOU CAN NOT ABBREVIATE YOUR BUSINESS ADDRESS FOR SUFFICIENT RECOGNITION BY THE POST OFFICE IT MAY BE BEST TO HAVE YOUR MAIL SENT TO YOUR HOME.

2. APPLICATION TYPE: NEW RENEWAL

3. MEMBERSHIP STATUS: REGULAR - \$30 STUDENT - \$5

4. DESCRIBE YOUR PRIMARY WORK SETTING:

- a PROPRIETARY
- b PRIVATE TWO YEAR
- c PUBLIC TWO YEAR
- d BUSINESS
- e PRIVATE FOUR YEAR
- f PUBLIC FOUR YEAR
- g FEDERAL / STATE / LOCAL GOVERNMENT
- h CONTINUING EDUCATION
- i EOP/HROP

5. DESCRIBE YOUR PRIMARY WORK RESPONSIBILITY:

- a ACADEMIC ADVISOR
- b ACTIVITIES/UNIONS
- c ADMINISTRATION
- d ADMISSIONS
- e ALUMNI RELATIONS
- f CAMPUS MINISTRY
- g CAREER DEVELOPMENT/PLACEMENT
- h CONTINUING EDUCATION
- i EOP/HROP

j FINANCIAL AID

k FOREIGN STUDENT ADVISEMENT

l HEALTH SERVICES

m HOUSE RESIDENCE

n PERSONAL COUNSELING

o REGISTRATION/RECORDS

p TEACHING FACULTY

q OTHER, PLEASE SPECIFY

6. AREAS IN WHICH YOU WOULD BE WILLING TO SERVE:

a ANNUAL CONFERENCE

b HUMAN RIGHTS AWARENESS

c LEGISLATIVE INFORMATION

d MEMBERSHIP

e PUBLICATIONS

f REGIONAL PROGRAMS

g PROFESSIONAL DEVELOPMENT

7. AUTHORS ARE INVITED TO SUBMIT MATERIAL FOR PUBLICATION, IF YOU ARE PREPARED TO SUBMIT ONE OF THE FOLLOWING PLEASE CHECK:

a ABSTRACT (MAX 300 WORDS)

b ARTICLE (MAX 3000 WORDS)

c MANUSCRIPT (MAX 2500 WORDS)

8. STUDENT MEMBERS: PLEASE HAVE YOUR MAJOR PROFESSOR SIGN THE FOLLOWING STATEMENT:

I certify that the person named on this form is currently enrolled in a graduate program in student personnel or a related field.

9. IF YOU DO NOT WISH YOUR NAME INCLUDED ON A MEMBERSHIP LIST WHICH WOULD BE RELEASED ONLY TO OTHER PROFESSIONAL AGENCIES PLEASE CHECK.

APPLICANT SIGNATURE DATE

MAKE CHECKS PAYABLE TO: CSPA/NYS
MAIL CHECK AND FORM TO: Charles W. Weeks
Treasurer, CSPA/NYS
303 Colkin Hall
SUNY College at Oswego
Oswego, NY 13126