

The New York Journal of Student Affairs

Volume 4
Issue 1 *Complete Journal Summer 1987*

Article 1

7-15-1987

Complete Journal Summer 1987

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Summer 1987

CSPA

College Student Personnel Association of New York State, Inc.
Post Office Box 22502, Albany, New York 12222

JOURNAL

A state division of the American College Personnel Association

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JOURNAL OF
COLLEGE STUDENT PERSONNEL ASSOCIATION
OF NEW YORK STATE

VOLUME 4, NUMBER 1

SPRING 1987

A BRIEF OVERVIEW OF ENROLLMENT MANAGEMENT FOR THE STUDENT AFFAIRS PRACTITIONER	
Deborah M. Dinoto	1
IS THERE A NEED ON CAMPUS FOR A STUDENT OMBUDSMAN?	
Dr. Phillip Santa Maria, Robert Boehm	11
A SPECIAL STUDENT SERVICE DAY CARE	
Nancy L. Andrews, Annette A. Clarke	16
STRESS, CAUSES/EFFECTS AND COPING STRATEGIES	
Alice Elaine Rothfus	25
WHAT WORKS FOR ME: 16 CEOs TALK ABOUT THEIR CAREERS AND COMMITMENTS, A Book Review	
Dr. Phillip Santa Maria	33
COLLEGE: THE UNDERGRADUATE EXPERIENCE IN AMERICA, A Book Review	
Dr. Charles P. La Morte	36
IN A DIFFERENT VOICE, A Book Review	
Eileen Frances Omland	43

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A BRIEF OVERVIEW OF ENROLLMENT MANAGEMENT
FOR THE STUDENT AFFAIRS PRACTITIONER

Deborah M. DiNoto State University College at Fredonia
Residence Hall Director

Often we become so busy in our daily routines and programs that we fail to recognize important events which are occurring within the university community. Enrollment management is one of the newly emerging areas of student affairs. Due to the recent interest in issues of enrollment and retention, it is imperative that student affairs professionals understand the realm of enrollment management.

The nature of the student clientele affects everyone in the university. Faculty and administrators should be made aware of the characteristics of their students. Inherent in student characteristics are demographics, but also important are the attitudes and beliefs which students bring to college. No effective enrollment management program is designed to define student characteristics and attract students to the college in a manner which is equitable and consistent with the mission of the university.

Enrollment management encompasses a number of areas of student affairs. This discussion is designed to inform the student affairs professional of the nature of enrollment

management and describe how an understanding of enrollment management can enhance all areas of student affairs by contributing to student satisfaction and the overall mission of the college.

ATTRITION AND RETENTION

Attrition and retention are two prominent issues of concern facing American colleges. All areas of the college must be aware of these issues since everyone, from support services such as maintenance to faculty members, are affected by enrollment levels. The task of controlling enrollments has traditionally been the responsibility of the admissions office which usually operates under the domain of the office of student affairs. Historically, other student affairs branches such as financial aids and career development were not overly concerned with enrollment trends. These offices did not have to be cognizant of enrollment trends when enrollments were on the rise. The fact that enrollments increased during the 70's is one reason for the integration of student affairs functions which are essential to the intellectual and spiritual growth of the student.

The American system of colleges and universities is experiencing rapid changes. Enrollments are down, a trend expected to continue into the 1990's. Colleges must make plans to accommodate revisions in their operations. If they do not, financial setbacks will occur. The result may be reflected in the quality of education available to students. Unprepared

colleges will be forced to close their doors. Colleges which can deploy their resources to meet the needs of students will have a better chance of survival. Enrollment management is a process which can be implemented by student affairs divisions in order to better manage their enrollments.

Attrition has an inverse relationship to retention. The main goal of retention is to reduce negative attrition. Negative attrition is attrition which is not for the benefit of the college. Following this line of thought, two views can be presented with respect to attrition. One is, a high attrition rate is a failure on the part of the college (Hossler, 1986). This view sees all attrition as unnecessary, and that ideally, a college should strive for a zero attrition rate. The fault with this theory lies in the fact that all attrition is not bad.

The other view sees some attrition as positive, even though it makes less revenue available to the college. Sometimes students need to transfer, stop-out, or drop-out for their own good (Kemerer, 1982). It is to the benefit of the college if a student who does not belong at the institution decides to leave. Some of the more progressive universities have a very healthy attitude toward attrition. Their philosophy is that if a student does not belong at the college, student affairs professionals will help the student define his or her needs. As a result, the student is better equipped to make intelligent decisions regarding individual educational goals. The student is

able to make a move to where he or she does belong. The recruitment advertising of Hofstra University emphasizes this helping philosophy.

A number of variables have been studied in relation to retention: background of students, organizational factors, academic integration, social integration, environmental pull, and attitudes (Bean, 1986). Research has shown that GPA directly affects decisions to continue enrollment (Bean, 1986). Other factors which influence enrollment decisions are finances, family responsibilities, or work-related responsibilities. Enrollment management is a process whose purpose is to understand these variables and to manipulate them in a positive manner to enhance synergy among the size and characteristics of the student population.

PERSPECTIVE OF ENROLLMENT MANAGEMENT

An enrollment management plan can be a viable alternative to shrinking enrollments. The historical theory of enrollment management is brief. Administrators first coined the phrase during the late 70's. The declining enrollments of the late 70's and early 80's brought about the need for a fresh approach to management in higher education. Innovative administrators began to borrow management applications from business and apply them to higher education.

Enrollment management is still very much in a growth stage. Although no specific sources take credit for the development of

enrollment management, it appears to take its roots from theories of Management by Objectives (Peter & Waterman, 1982). The goals of MBO are defined by the organization in which the framework is to be used with flexibility being very important. An institution's marketing plan should be tailored to the people who use it and the market to be served. Enrollment management takes the same approach.

The models of person-environment interaction have contributed to the growth of enrollment management theory (Hossler, 1986). Person-environment theory espouses the belief that the individual and the environment contribute to, and shape the development of, each other. The process is one of dynamic interaction. Effective enrollment managers strive to foster development in the most positive way. This is done with a comprehensive understanding of the university community.

It is imperative that all student affairs professionals understand the community surrounding the university. This includes both the campus setting and the local community. Community involvement and public service are goals of a student affairs philosophy. They are also included in the goals of an enrollment management plan. An example of positive community involvement is seen in the Creative Studies Division of SUNY at Buffalo. Although this program was initiated long ago, it survives as an outstanding monument to the combined efforts of the college and the community.

PRACTICAL APPLICATIONS OF ENROLLMENT MANAGEMENT

Four methods have been devised as being effective in the implementation of an enrollment strategy (Hossler, 1986). The choice of which one to use is dependent upon the particular needs of the university. Each has advantages and disadvantages depending on the organizational structure of the institution.

Primary to the inception of an enrollment management plan is the clarification of the goals and the mission of the college. Goals can then be detailed and quantified to form a management strategy. Flexibility is important as it will allow for feedback and reflection upon how well the plan is working. Intelligent revisions can be made after the success of the plan has been evaluated.

The first way to form an enrollment management plan is through the use of the Committee. Second is the program which uses an enrollment coordinator as the primary facilitator. The matrix approach draws enrollment managers from a number of support services and uses their expertise in the enrollment management office. This plan requires the professional to divide his or her time between two different offices. The enrollment management division is the most developed enrollment management program. It includes an entire division of the college under the enrollment management umbrella.

Under the enrollment management division, one individual with line authority and direct span of control is a necessity.

Matters can be clarified when one administrative officer holds the responsibility for the enrollment management function. The offices of admissions, financial aid, and institutional research should report directly to the enrollment management officer. If there is a separate retention function within the institution, the person responsible for this function should also report to the enrollment officer.

INSTITUTIONAL RESEARCH

The present-day institutional research office should work very closely with the office of enrollment management. Facts and figures are essential to an accurate forecast of enrollments. Innovative research techniques allow enrollment officers to answer many questions about their students. ACT (American College Testing) and NCEMMS (National Center for Higher Education Management Systems) tests are available to assist in the collection of data about students.

It is important for the college to know what attitudes and expectations students bring with them. Defining the characteristics of the college's clientele can help the college plan to meet the needs of its students. The result of pertinent research can enable institutions to devise interventions which will maximize student-college choice and student-institution fit. Institutional research has borrowed ideas from corporate sector services marketing. Computer programs have been revised to provide data which apply specifically to colleges. This data

can be most helpful in planning recruitment and selection of students and focusing on services which meet their needs.

RESOURCES

Enrollment management is directly related to a college's most valuable resources - its students. Aside from students, a number of additional resources are essential to the enrollment management function.

Support should be given to the program by the president of the institution. Presidential enthusiasm will encourage student affairs professionals to lend needed resources to the office of enrollment management.

When possible, the vice president for academic affairs should be a member of the enrollment management committee. He can be a valuable resource for providing insight into the academic environment of the institution. The approval of the vice president for academic affairs can also help the enrollment manager bridge the gap between faculty and student affairs. The sharing of information between these two groups can lead to higher academic excellence by faculty and the realization that student affairs and academics have a common goal.

The enrollment manager must understand the ambience of the college community and needs to be aware of how other student services function on campus. The learning assistance center should be included in this effort as well as career planning, residence life, and academic advising. The enrollment management office should function as a liaison between these offices to

create a synergy which will enable the college to effectively manage its enrollments.

Permeating all of these levels is the need for open lines of communication. Positive communication can help the office of enrollment management relate the needs of the institution's clientele to other aspects of student services. These answers, when used to structure innovative programs for students, will contribute to increased satisfaction for everyone who is part of the campus community.

Financial and material resources are also important to the enrollment management system. Direct mail and other admissions publications add to the marketing effort. Alumni can be recruited as marketers and sources of information. Personal interviews can be used to gain insight into attitudes of prospective students and alumni.

THE FUTURE OF ENROLLMENT MANAGEMENT

At a time when streamlining (retrenchment) is often necessary, long-term benefits are to be anticipated. The colleges which can meet the needs of their students by defining their mission and achieving that mission will be in a favorable position when the enrollment trend is again on the rise. At that time more resources will be available to enhance the necessary student affairs programs which have survived. Opportunity for the growth of student affairs will be realized. The quality of American education should improve due to the additional resources provided for both intellectual and psychological development.

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IS THERE A NEED ON CAMPUS FOR A STUDENT OMBUDSMAN?

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American university campuses during the 60's experienced a period of considerable conflict between students and those responsible for academic governance. Administrative efforts were put forth to improve the relationship. In 1967, the first ombudsman position was established on a college campus, and by 1973 over 100 institutions had implemented the ombudsman concept. Originally instituted in the Swedish Constitution in 1809, the term referred to an appointed official who served as the people's representative in handling complaints and redressing grievances committed by the national government against an individual.

The word "ombudsman" first appeared in a 1978 Buffalo State College presidential task force report on student retention which cited the need for such a person to assist those students caught in the bureaucratic network. The recommendation clearly identified the need for a campus ombudsman as attrition became primary campus concern. It, however, gave no description of the qualifications or responsibilities of the person holding the position. Following discussion and approval by the campus president and vice president for student affairs, the position came into being at Buffalo State College in March, 1980. In the

formative stages during the summer of 1980, discussion with the president and vice presidents ensued in an effort both to further delineate and clarify the role and function of the ombudsman position. There was unanimous agreement and support at this point for both the concept and the person in the position.

The position came into being serving two purposes. First, the ombudsman identifies, acknowledges, and helps to resolve grievances between and among people, as well as those brought against the institution by individuals. Second, the ombudsman assists the college in identifying patterns of institutional dysfunction and recommending ways to modify administrative procedures so as to aid in reducing the number and degree of problems. In brief, the process is one of receiving and responding to complaints, investigation, fact-finding, and closure.

When a student comes in with a grievance - even if he or she has come only to register it - the complaint must be investigated for a number of reasons: 1) Without conducting an investigation, it is impossible to know the other side of the story; 2) If one student is upset regarding a particular issue, how many others feel the same way but have not taken it upon themselves to complain; 3) Finally, problems of unfair procedures do not change unless they are challenged. The role of the ombudsman often times is to adjudicate and ameliorate conflict which may be of an academic or non-academic nature. It should be understood

that the ombudsman supplements but does not supersede campus administrators. In the processing of grievances, solving of problems, and settling of disputes, the ombudsman must be thoroughly familiar with rules and regulations so that he or she can effectively serve as a "peaceful counter insurgent."

No particular academic training prepares one to do the job as ombudsman. In fact, a diverse educational background is an asset. To serve effectively, the ombudsman ideally should have both academic and administrative experience. These qualifications, while enhancing one's effectiveness, also serve to improve the level of acceptance by the college community. Objectivity, in the sense of having the ability to review each case without preconceived notions, is vital to one serving in the position. Walking a narrow line between working with administrators and working for students, the effectiveness of the ombudsman sometimes lies not in persuasiveness or tenacity (causing fellow administrators to yield just to get them off his or her back), but in objectivity and sense of fairness. Resolution of problems is by mediation, conciliation, and moral persuasion. Commitment, working relationships with faculty and staff, and knowledge of how the system works are prerequisites for the job.

The ombudsman should be an individual who is interested and knowledgeable about all aspects of the college, understands its policies and procedures, and has the resolve, ability, and know

how to settle disputes. In identifying student needs and problems, the ombudsman calls attention to institutional concerns which merit review and possible change by the college administration.

The ombudsman concept has survived for well over 173 years and on the Buffalo State College campus has emerged as a unique, efficient response mechanism for the resolution of a multitude of student problems. It is important to note the fact that the student ombudsman is not, nor was it intended to be, a cure-all for all student problems. The ombudsman should not be viewed as a substitute for other administrative personnel. The ombudsman does, however, act as a last resort for many in settling disputes and in reducing tension while identifying inconsistencies, irregularities, and insensitivity on the part of faculty and staff.

Does the ombudsman concept function on the Buffalo State College campus and is it viable? Does it serve to reduce student dissatisfaction? Is it understood and accepted by the campus community? Does the existence of a student ombudsman help in reducing attrition and assist in retention? Are most students aware of the fact that the campus has an ombudsman? Is there a place today for the campus ombudsman, or is it merely an outdated concept which has outlived itself and awaits mothballing? These are just some of the questions that arise when campus constituencies consider the creation of the ombudsman position.

While difficult to determine whether the ombudsman concept might be operable on another campus, we can attest to the fact that it is alive and well at Buffalo State College. Students, as well as faculty and staff, have expressed support and positive feedback over the years since the concept has come into being. Statistical information supports the fact that 85 percent of the cases for the past academic year were successfully resolved to the satisfaction of all concerned parties. Perhaps this figure is indicative of how the ombudsman concept is functioning and why it may be worth consideration by other college and university communities. From a perspective of customer satisfaction, the student may not always hear that which he or she would like but understands that every consideration was given in the redress of an alleged problem. In most instances, the student comes to better understand the institution, its policies and procedures, and the people who are its employees.

A SPECIAL STUDENT SERVICE DAY CARE

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Corning Community College
Director of the Day Care Center

History

The idea for a Day Care Center service was initiated by students. The timing of the request for this special service was consistent with the rising population of adult students on campus. The College began offering a babysitting drop-in service in the fall of 1971. The program was funded by college-operating money with local SCEOP grant money used for some staff funding.

At the very beginning, full-time student parents paid their fees through the concept of in-kind volunteer services -- no cash exchange. Part-time students paid 50 cents an hour or volunteer time equivalent in exchange for child care services. Community persons paid a higher rate and quickly became the financial backbone of the program for the next five years.

In 1976, there was a significant rise in the number of requests for child care by students at the college. The drop-in service was continued until 1977. By 1977, community children were phased out in a gracious way in order to make room for the upsurge in the needs expressed by the increasing population of adult students at the college.

A very casual accounting system was maintained until the 1977 academic year which nearly denied the ultimate survival of the Day Care Center program. During the academic years of 1975-1977, the Center was in a serious ongoing state of debt. It was not until 1978 that it began to show a balanced budget. The accounting of bill payments and all transactions for services and goods was centralized in the business office on campus.

During all of this time, the Center was operating in an off-campus center (now a warehouse), formerly School #3 of the Corning-Painted Post School District. The college administration recognized the growing safety needs of the children and made arrangements to move the program to an available space in a nearby elementary school. The Center enjoyed the full use of that facility until 1982 when the school district consolidated, and their own imminent space needs forced the Center to look for an adequate, centrally-located facility.

Eighteen potential sites were reviewed, and a space located at a local YMCA facility which had two rooms with two ante-room spaces and an office, was decided upon. The YMCA facility is centrally located in the city of Corning and is accessible to students via the city bus system. In most cases, the facility is not accessible to handicapped children. There are many programmatic facility strengths of the location and a few weaknesses. The main weakness is the lack of an on-site

playground; the children have to be walked to a nearby park which has a playground.

The Center has enjoyed a history of a fairly stable staffing configuration coupled with ongoing support from the work/study program and the Human Services Practicum component of the academic program. The Center has expanded its relationship to the college curriculum by offering the Center as an observation site to Nursing Division students, as well as Social Science Division students in psychology and related courses.

The Day Care Center has also enjoyed the creative funding processes of the Student Government and the Faculty-Student Association. The Faculty-Student Association is a corporation organized exclusively for educational purposes. It is expected that it will carry out activities that promote and cultivate student activities and the quality of education for students. Therefore, it funds programs of the student body which are educational, recreational, social, and/or cultural in nature. It also provides for expenses incident to the administration of these programs. In addition, it operates and funds auxiliary enterprises which serve the needs of students and other members of the college community. These can include, but are not limited to, the Book Store, Food Service, etc. The FSA component is relatively new. In realizing that many community colleges receive funding for Day Care through the FSA, grant requests for funding were prepared in 1980. The Center received an annual

grant followed by a two-year grant and now has realized the ongoing support of that corporation as a permanent funding base. This good news is the result of requests made by the Center in 1983 and favorably acted upon by the FSA Corporation.

There have also been some significant organizational changes in recent years relative to the Day Care service. In the early years (1971-1974) of offering day care, the program was housed in the Continuing Education Division. Since 1975, it has been a reporting function of the Student Services Division. It has been since 1975 that all of the financial funding changes, the work/study support, the Human Services Division support, the facility needs, the Publications/Marketing Development, etc., have been recognized and acted upon. These efforts have been a combination of appropriate organizational placement and the fact that it is the essence of Student Services to be handling and giving direction to variables which support student service programming.

Student-Parent Need

Considering all of the needs of students and then meeting those needs can be a very difficult task. Several years ago Corning Community College was fortunate to have students make the college aware of the need for child care. Those student-parents who initially requested child care probably did not realize how much this service would benefit future students.

Since that time there has been a continued need for Day Care services. When considering the reasons for this need, there are several contributing factors:

Inflation: With increasing prices, it is very difficult for parents to raise a family on one income; therefore, both parents need to work.

Increase in technology: People need additional training to either obtain new jobs or remain in present positions.

Increase in divorce rates: There are single parents who need to improve their work situations and increase their wage potential due to the fact that they are the only source of income for the family.

Increase in teenagers becoming parents: There is a need for these young parents to gain an education in order to enter the work force.

Personal Growth: Continued need exists for individuals to attain personal growth through college courses.

Who is included in this population?

- Student-parents who need more training to obtain a job, retain a present job, or to be promoted.
- Student-parents who dropped out of high school, have obtained a GED, and desire more training.

- Student-parents who are single, who need to improve their skills in order to obtain either a job or a higher paying position.
- Student-parents who want to have an educational experience for personal growth.

There is a real need and desire for student-parents to go to college. Along with this need and desire, there may also be feelings of guilt when the student-parent considers whether or not attending college is the right decision. The student needs to feel that he/she is not disregarding what is considered by some individuals to be a number one priority -- the raising of family. The student wants to feel good about what he/she is doing, and that is when the service of Day Care becomes an important factor in the student-parent's decision process.

Many student-parents question themselves as to whether or not they have made the right decision. The Day Care Center provides the assurance that the student-parent needs to know the right decision has been made. Because of the Day Care service, the student-parent can be somewhat relieved of guilt feelings and can better concentrate on college responsibilities.

A Question To Be Asked

Suppose you were a parent with a young child (27 months - 5 years) not enrolled in school and you needed to attend college. There were two colleges that offered similar programs, but one had a Day Care Center and one did not. Which college would you choose? We can look at the Day Care service as a student service and as a marketing tool for the college.

Meeting The Needs Of The Institution

The Day Care Center meets various needs of the college by providing benefits described below:

- Serves as an observation site for classes at the college. For example, one assignment in nursing labs is that each student observe at the Day Care Center for three hours. Other classes in the Human Services Department of Social Sciences utilize the Day Care Center as an observation site.
- Serves as a work/study site. The Day Care Center workers learn all of the responsibilities involved in having a job, various parenting skills, the advantages of working together as a team, and they receive training regarding the education of the young child.
- Serves as a site for a practicum student's training. In order to meet the practicum experience requirements, each student must select a site in which

to work. The Day Care Center serves as one of the educational sites available to students. A schedule of daily assignments allows practicum students to actively participate in and learn about the daily functioning of the Day Care Center. By providing these benefits to the institution, the Day Care Center can be used as a marketing tool for the college while providing excellent child care to children of students.

The Day Care Program

The Day Care Center is really quite a unique place. It connects many people of different age groups and backgrounds. The staff consists of two full-time individuals, a director and assistant director, and several part-time workers, who may be either hired by the Day Care Center, be involved in the College Work/Study Program, or be practicum students from the College. Volunteers are also included as members of the Day Care staff. Added to this group are the children, ranging in age from 27 months through five years.

The Day Care Center is also a place where learning creativity, and fun are daily events. The curriculum has weekly theme format at the interest level of the children. Within this framework, the children learn a variety of skills and concepts. They have the freedom to choose the activities that interest them, and they creatively express themselves in these activities.

Special events include everyone at the Center: the children, staff members, parents, friends, and relatives of the children. These special events include: fund raising projects, programs in which the children are the entertainers, programs of interest to parents, and special dinners held twice a year in which everyone becomes involved.

Day Care is a very unique student service because it serves more than the student-parent. Benefits for the children, staff, college and student-parents are long lasting. The Center itself and the service provided may be the key to success for the student-parent who chooses to utilize this service.

STRESS: CAUSES/EFFECTS AND COPING STRATEGIES

Alice Elaine Rothfus
State University College at Buffalo
Student Personnel Administration
Graduate Student

How often my life from early childhood to my late teens was interrupted because of a fear of electricity! The thought of plugging in a lamp or an iron or pulling a light chain would bring about a sense of nervousness, sweaty palms, tears, and quite often a request to someone else to do these simple tasks for me. I was experiencing a stressful situation and my body was trying to cope with it. These memories were conjured up when one of my professors asked me if I would write something about stress.

Stress is a part of life! To live is to have stress! Some stress gives us a push and is called "good stress" (eustress). Other stresses drag us down and are called "distresses." In general, when we talk or read about stress, distress is the real topic. This is the culprit that, if not handled properly by us, can lead to illnesses such as ulcers, high blood pressure, simple migraine headaches, backaches, etc. (Selye, 1976).

The body responds to stress in a predictable way. No matter what causes it, the body reacts in three stages. First is the alarm stage: your mind recognizes a problem and your body gets ready to fight or flee. Your body prepares you for action: muscles tense, and heart and respiratory rates increase. The

adrenal glands stimulate production of adrenalin which increases blood pressure, blood sugar, and the heart rate. The urinary bladder relaxes, and the anal and urinary sphincters close (Insel and Roth, 1982). Second is the resistance stage: your body resists or adapts to the stress and repairs itself. Finally, in the exhaustion stage, your body rests. If you don't recover from the exhaustion stage quickly enough, or if you remain in a constant state of stress, you can become ill (Selye, 1976).

Uncontrolled stress is manifested in many forms: behavioral, physical, and emotional (Bienvenu, 1984). Some of the behavioral signs are heavier smoking, use of alcohol and drugs, absenteeism, and lowered job performance. Increased errors, diminished concentration, and forgetfulness are also common reactions to stress. Other behavioral indicators include a drop in energy level, chronic fatigue, lack of enthusiasm, and pulling away from people.

Physical manifestations of stress include elevated blood pressure, headaches, pain in the neck and shoulder, nervousness, and restlessness. Stress may also show itself in increased urination, sweaty palms, shallow breathing, sleeplessness or too much sleep, upset stomach, weight loss, or weight gain.

Most common among the emotional indicators of stress are worry, irritability, depression, and low morale. There may be a dislike of self, a sense of futility, feelings of unimportance,

and guilt. The stressed person may also blame others for his circumstances and become increasingly suspicious and distrustful (Bienvenu, 1984).

Before we can do anything about the symptoms of our stress, we must first come to grips with what really causes the discomfort. What are the stressors in our lives? Most of us do not like to admit that the professor, the boss, the salesclerk, our spouses, boyfriends/girlfriends, and even our children can be a source of contention for us. Sometimes it is ourselves who are the cause of our own problems. A situation is as simple or as difficult as we may perceive it. Taking a good look at ourselves is a difficult, but necessary step in managing stress.

There are other stressors in our lives besides people. There are coursework, economics, the weather, illness, death, career choices, lines to stand in everywhere, and countless other outside forces that can stir up internal rumblings and cause our circuits to short out. All of these do not bother everybody; therefore, it may be that how each of us handles his or her daily life makes the difference.

In trying to cope with stressful times, here are some suggestions that may help. First, set your priorities. Determine your goals and values and have them at a conscious level. All the changes in behavior won't mean much if you don't know what you reverse most, what you want, where you are going, and how you are going to get there. Sometimes just writing a

list can eliminate some problem areas. Take one thing at a time since it can be defeating to tackle all your tasks at once. Instead, set some work aside and work on the most urgent.

Once the stressors have been identified, change what you can and if you can't change them, change the way you perceive them. Balance work and recreation. Schedule time for work and play to relax your mind. Just having fun is allowable. Find out what you really like to do and make time for it.

Learning how to relax is hard for many of us. There is always so much to do and so little time to do it; how can one take the time to relax? There are many techniques such as meditation, self-hypnosis, imagery, becoming more assertive, and better management of time that, if learned properly, can aid us in coping with stressful situations (Davis, 1982). Exercise can also help us to work off a lot of stress, and it does not have to be strenuous.

We shouldn't be afraid to talk things over. Many of our stressors are caused by misunderstandings or lack of communication. Make yourself understood assertively, but not forcefully, and try to understand the other's viewpoint.

Learning to say "no" to many of life's demands is sometimes very difficult. But if some of these demands are causing a breakdown in the quality of our lives, it may be time to eliminate some of them. We can learn to do what we have to if our lives depend upon it, and they often do.

Sometimes when we are distressed, we concentrate too much on ourselves and our situation. When this happens, it is often wise to do something for someone else, and get our minds off ourselves. There is even an extra bonus in this technique - it helps one make friends (Plain Talk, 1981).

There are also some habits to avoid like caffeine, cigarettes, excessive alcohol consumption, and self medication. When we are under stress, adrenalin is released into the blood stream to help the body fight the stressor. Caffeine, a stimulant found in coffee, tea, cocoa, soft drinks, chocolate and medications, also causes adrenalin to be released. Excessive consumption of caffeine (more than two cups of coffee per day) causes the body to maintain a stressful condition. It is not allowed to rest. Irritability, sleeplessness, and shaking can occur. Caffeine also makes irregular heartbeats more likely (Ornish, 1982).

Cigarette smoking has been shown to be a cause or contributing factor to various diseases in our bodies. For example, smoking can injure the lining of arteries (Ornish, 1982). The stress incurred by giving up cigarettes is not nearly as much as our body experiences from smoking itself. Smoking a pack a day is equal to carrying around an extra sixty to seventy pounds or being exposed to three hundred x-rays (Geminar, 1984).

Alcohol in moderation (one to two drinks a day) may relieve stress, while four or five drinks a day increase it. It is known that heavy drinkers can reduce life expectancy by 10-12 years (Eisenberg, 1979). Alcohol also causes the poor absorption of thiamine, a B vitamin, and slower absorption of minerals (Kreutler, 1980). Using alcohol to reduce stress is simply substituting one stress for another.

Diet plays a vital role in our ability to handle stress. We should eat a balanced diet everyday. This is often difficult to do in the hurried-up world we live in, but it is necessary. Calories taken in should be equal to the calories expended. We should be especially aware of cutting down fat and sugar consumption and increasing our use of complex carbohydrates -- whole grain products, beans, fruits, and vegetables. A stressed organism draws heavily on the body's supply of protein, calcium, the B-complex vitamins, and Vitamin C.

Self-medication, like alcohol, can cover up the signs and symptoms of stress. Some over-the-counter drugs contain caffeine and amphetamines, both stimulants, and by themselves can cause stress to your body. Medications should be taken under the supervision of a physician.

Getting the proper rest, especially before major events, like taking an exam, is a must for releasing stress. Sometimes the only apparent symptom of stress is insomnia. That can be a real problem and perhaps using relaxation techniques, drinking a glass of milk, and/or taking a hot bath may help.

30

Hopefully, these suggestions will be of help to you if stress has become distress in your life. If more help is needed, look to your college campuses, areas of employment, the community, high schools, and churches. Workshops may be available to help you take a little better control of your life.

Remember that: "You are responsible for your own stress. If you are stressed by something external, the stress is not due to the external thing; person, or situation; it is a result of how you process it. In that you have the power to create your stress, you probably have the power to stop creating it." (Buffalo State College Counseling Center)

31

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WHAT WORKS FOR ME: 16 CEO'S TALK ABOUT THEIR

CAREERS AND COMMITMENTS

by Thomas R. Horton

A Book Review

Dr. Phillip Santa Maria State University College at Buffalo
Associate Vice President
Student Affairs/Dean of Students

Educators striving for middle and upper managerial positions seldom, if ever, undergo formal preparatory administrative training for the directorships, deanships, vice presidencies, or for that matter, even the presidency to which they may aspire. All too often one confides that "I'm not trained to handle this responsibility so what do I do?" For some, it's on-the-job training; for others, it's instinct and intuition, while some pattern themselves after a mentor and emulate that individual's style of management. It is most unusual to encounter educators in administrative capacities who have taken undergraduate or graduate courses in management, personnel, or related areas.

It is for this reason that this book is for you if you are looking for a view from the top and seeking a private coaching session from some of the world's best CEO's. The work is orchestrated by Thomas Horton, an IBM alumnus, who now serves as the chief executive officer for the American Management Association. Horton's approach is one which permits each CEO to individually discuss his or her career, respective field, and

modus operandi. These are real-world types representing business, industry, and education who provide personal thoughts and insights about their careers, what they have learned, what they practice, and how they succeed. While diverse in style, they are collectively extraordinary people who have propelled their organizations to new heights and new frontiers.

By now you may be thinking that Horton exclusively interviewed the world's corporate people. Not quite. Take Theodore M. Hesburgh, C.S.C., President of the University of Notre Dame. Father Ted is probably the only university president in the GUINNESS BOOK OF WORLD RECORDS for receiving the most honorary degrees: 106. He has served since 1952 as Notre Dame President, the longest tenure of any collegiate level C.E.O. Distinguished for his public service, fourteen U.S. Presidential appointments have permitted Father Ted to be involved in such issues as Vietnam amnesty, civil rights, atomic energy, campus unrest, immigration reform, and Third World development, to mention only a handful. His leadership encompasses an ability and talent for concentrating on one problem at a time as well as delegating so as to "never do anyone else's job." Hesburgh is totally accessible, deals well with multiple responsibilities, and has much to relate from his own personal and professional experiences in academe. After reading this chapter, the long-awaited biography of Hesburgh should be eagerly looked forward to by most educators as one might better understand both the

34

similarities and differences between the CEO on-campus and that of a for-profit corporation.

Horton goes on to show that each CEO possesses a broad range of management competencies which are clustered into four major groups: Goal and Action Management, Directing Others, Human Resource Management, and Leadership. The points enumerated under each are descriptive of the strengths and talents found previously in each chapter. Horton gives considerable attention to "integrity," that indispensable ingredient and common thread which seems to be present in every chapter. Qualities such as team-building skills, perception of reality, decisiveness, risk-taking, commitment to high standards, strategic focus, and tenacity are all part of the moral tone set by the chief executive officer.

Horton ties together his work in the final chapter which he labels "The 18 Management Competencies." It is here that the author recaps and synthesizes his research.

The work is one which will be prized by those who enjoy reading about leadership style, management, and organizations. The heads of corporations - IBM, Marriott, Seiko Instruments, Electronics Ltd., H.J. Heinz, Hershey Foods Corporation, Johnson & Johnson, to name a few, tell of their experiences at the apex and relate why they do what they do. If you enjoy Horatio Alger stories and like reading about success through effective management and leadership, you will enjoy WHAT WORKS FOR ME.

35

COLLEGE:

THE UNDERGRADUATE EXPERIENCE IN AMERICA

by Ernest L. Boyer

A Book Review

Dr. Charles P. La Morte
State University College at Buffalo
Coordinator, Student Personnel
Graduate Program

There is another crisis in education according to Ernest L. Boyer who is presently the head of the Carnegie Foundation for the Advancement of Teaching and one of the nation's leading educators. This time the spotlight is on the American undergraduate college; the author says, "the very heart of higher learning is a troubled institution" (P. 2).

It was to be expected that the attention would move to the college level when one considers the recent, nationwide attention on the problems of the elementary and secondary schools in the United States. In fact, Boyer was deeply involved with the debate on secondary schools with his book High School: A Report on Secondary Education in America published in 1983. He now carries the debate to the college level with his new book College: The Undergraduate Experience in America published in 1987.

College is the result of two years of study which focused on approximately 2,100 four-year baccalaureate granting colleges and universities. Sixteen observer-reporters devoted their time to a

first-hand view of 29 institutions selected to represent the full spectrum in institutional types--public and private institutions from different areas of the country.

In addition to the on-site visits, there were two outside contracts for surveys and seven special studies within the Foundation for the Advancement of Teaching. Information was obtained from thousands of faculty members, undergraduate students, high school counselors, college admissions officers, and presidents. Boyer acknowledged that "This book involved the work of many people. The research, crafting the text, and shaping conclusions all were accomplished with the help of friends and colleagues" (P. VII).

At the outset, Boyer recognizes the difficulties inherent in writing the book when he says, "A ringing call for the renewal of the American college way, at first bluish, seem quixotic. Not only has cultural coherence faded, but the very notion of commonalities seems strikingly inapplicable in the vigorous diversity of contemporary life. Within the academy itself, the fragmentation of knowledge, narrow departmentalism, and an intense vocationalism are, as we have acknowledged, the strongest characteristics of collegiate education" (P. 7).

The central theme of the book is the tension between individuality and community. There are eight problem areas which are discussed: the discontinuity between schools and colleges;

confusion over goals, the divided faculty, the classroom, the separation between academic and social life, governance, the measurement of outcomes, and the gap between the campus and the world. For this review, the topics considered will be students, faculty, the academic program, the classroom, and campus life.

With regard to students, Boyer is deeply concerned that today's undergraduates are more concerned with individual gratification than the needs of the community; many seem to be unconnected to the world around them and few have deep commitments. Career needs seem to be the primary purpose in attending college. Many students come to college without adequate preparation in reading, writing, and mathematics. Too many freshmen arrive on campus with high expectations but soon lower them; many of these freshmen end up with feelings of anomie for a number of reasons. The report was seriously concerned about the declining number of minority students coming to the campuses.

There is a faculty morale problem on many campuses and the report concludes, "there is an urgent and growing need for faculty to be renewed" (P. 131). The faculty, in large numbers, talk about the satisfaction of teaching, yet they know that research and publishing matter most and this causes tension. The report concludes that "at every research university, teaching should be an equally important criterion for tenure and promotion" (P. 126). Forty-one percent of faculty members

surveyed are less enthusiastic about their work than when they began. Half of them would consider another academic position, and almost half would consider a non-academic position. Approximately a quarter of all faculty in four-year colleges are employed part-time. Professors feel good about their colleges and departments, but about two-thirds of them rate their administrators as fair or poor. Many faculty see presidents as managers, and on many campuses an adversarial relationship has developed.

Another problem area is the academic program. Chapter six opens with two provocative questions: "Can the American college with its fragmentation and competing special interests define shared academic goals? Is it possible to offer students, with their separate roots, a program of general education that helps them see connections and broadens their perspective?" (P. 83). The report notes that general education, while widely offered, is being neglected and that students pick from a variety of courses which are not integrated. The great obstacle is the fragmentation and specialization of the academy. Faculty are split evenly about general education and specialization: "This ambivalence reflects, we suspect, a deeper conflict among faculty over goals" (P. 107). An alternative to a random choice of courses is the integrated core with seven themes which extend

through the four years. In order to relate liberal learning to work, "what we propose as a centerpiece of the undergraduate experience is the enriched major" (P. 110). This will allow students to study a field in depth. Boyer also recommends that the general education core and the enriched major be intertwined.

When discussing the classroom, Boyer states, "what we found in many classrooms was a mismatch between the faculty and student expectations, a gap that left both parties unfulfilled. Faculty concerned with scholarship wanted to share ideas with students who were expected to appreciate what professors do" (P. 140). About two-thirds of the students say they are under pressure to get good grades and many of them feel that good grades and learning are incompatible. Undergraduates admit that many students "beat the system" instead of studying. On the positive side, more than half the students felt that professors took an interest in their progress. The report expressed added concern for freshmen regarding their teachers; "We strongly urge that the finest teachers should teach freshmen" (P. 149). The report also demonstrated the necessity for classes to be small enough to allow a lively exchange between students and faculty. Careful evaluation of both students and faculty was regarded as valuable for the best teaching to prevail.

Life outside the classroom is considered an important part of the collegiate experience and linked to the building of community. Spectator sports seem to be the best way to bring the

different parts of the campus together; however, even with these events, about forty percent of undergraduates claim they do not feel a sense of community. Boyer refers to Astin's work concerning the value of participation in extracurricular activities and in residential living. Chickering is also cited for his work on the importance of living on campus. There is a criticism leveled at higher administrators due to the lack of guidance in residence halls and because administrators are unaware of what is happening unless there is a crisis. A wide gap exists between residential and commuting students. Drugs are common on campus with alcohol, by far, the drug of choice, although thirty percent of the undergraduates try cocaine by the time of graduation.

Boyer ends the book with a call for action. "As we look to a world whose contours remain obscure, we conclude the time has come to reaffirm the undergraduate experience and, in so doing, help students move from competence to commitment and be of service to their neighborhoods, the nation and the world" (P. 297).

One has to be impressed by the effort and resources devoted to this book. The recommendations are generally good although I would have suggested a few changes such as 1) more emphasis on the development of the "whole" student, 2) that remedial work be completed separately, 3) a stronger statement on the involvement of faculty in joint decision-making, 4) a stronger statement on the priority of teaching, 5) the need for increased financial

rewards to compensate for the real decline in faculty earnings since the 1970's. Boyer's recommendations will be difficult to achieve as they are; however, it is imperative to higher education and society that he try.

The central theme of the book is the tension between individuality and community; this theme speaks to one of the dominant values of our society--excessive individualism. Our society also values immediate gratification and the combination of these two values has caused the pendulum to swing away from the more balanced approach of the past. This change has created a "crisis of values" in many areas of our lives which is reported to us daily by the media. Many young people seem to have no strong role models and sense a kind of helplessness. Many older Americans seem not to recognize the change or feel powerless to do anything. When enough people sense that the pendulum has swung too far, there will be a correction toward a balance between individualism and community, between immediate gratification and long-term gratification.

This book should be read by administrators, faculty, trustees, parents, and legislators. In addition, some of the excellent supporting material ought to be read along with it. The debate should be carried to campuses, to educational organizations, and to legislative bodies. Our four-year undergraduate colleges need to be changed. The need is great. The time is now. The future demands it.

IN A DIFFERENT VOICE

by Carol Gilligan

A Book Review

Eileen Frances Omland
Houghton College
Residence Hall Director

Have you ever been in a situation with someone of the opposite sex and after hearing the same words and seeing the same pictures, you both come up with very different interpretations? Instead of thinking you are crazy or that you must be totally incompatible with this person, have you ever thought there might be some valid reason for your differences? After years of observation, Carol Gilligan began to hear a distinction between voices when topics of self and morality were discussed. She began to hear two ways of speaking about moral problems and two modes of describing the relationship between other and self. In her book, In A Different Voice, Gilligan records different modes of thinking about relationships and the association of these modes with male and female voices.

Through her studies, Gilligan offers a representation of women's development that will enable women to see their thoughts as valid, to recognize the experience their thinking induces, and to understand the line of its development. Throughout In A Different Voice, Gilligan refers to three studies which reflect the central assumption of her research: that the way people talk about their lives is of significance, and that the language they use and the connections they make reveal the world that they see

and in which they act. These studies include the "college student study," "abortion decision study," and the "rights and responsibilities study."

Using this research, Gilligan attempts to expand the understanding of human development by using the group left out in the construction of theory - women. Gilligan believes that psychology has persistently misunderstood women, and developmental theories have been built on men's lives resulting in further misunderstanding. As a result, Gilligan calls attention to women and focuses on what is missing in theory because of their absence during its construction.

Gilligan begins her book by pointing out how accustomed we are to seeing life through men's eyes. Gilligan never "points her finger," but states that authors, psychological theorists, men and women alike have innocently fallen into sex discrimination and have adopted the male life as the norm. Gilligan points out that women have been forced into developmental models that were built around the experiences of males which exclude the differences in female development. Gilligan refers back to Freud who recognized the difference in women's development in his psychosexual theory, but considered this difference to be responsible for what he saw as women's developmental failure. Thus, a problem in theory became cast as a problem in women's development.

Writing against the masculine bias of psychoanalytic theory, Nancy Chodorow argues that "the existence of sex differences in the early experiences of individualization and relationship does not mean that women have 'weaker' ego boundaries than men or are more prone to psychosis. It means instead that girls emerge from this period with a basis for empathy built into their primary definition of self in a way boys do not" (Gilligan, 1982). Consequently, relationship and issues of dependency are experienced differently by women and men. Chodorow explains that personality formation in early childhood in relation to the mother-child relationship accounts for the differences in the interpersonal orientation and social experiences between girls and boys when arriving at puberty. As a result, Chodorow concludes that masculinity is defined through separation while femininity is defined through attachment.

How do women see themselves? Gilligan finds through her research that women define themselves in a context of human relationship and judge themselves in terms of their ability to care. Gilligan found through interviewing women who were highly successful that they did not mention their academic and professional distinction in the context of describing themselves. In all her interviews with this population of women, Gilligan found that they defined their identity in the context of relationships, and judged their identity by a standard of responsibility and care within those relationships.

To contrast the above description of identity, men were interviewed. Instead of attachment defining identity, it was individual achievement. Instead of responsibility and care qualifying their identity, it was their distinctive activities. To address the element of relationship in the context of defining their identity, men voiced that relationships added to the quality of their identity, but did not make up their identity. Gilligan refers to Miller when expounding on women's sense of self. Miller explains that "women's sense of self becomes very much organized around being able to make, and then to maintain affiliations and relationships. Eventually, for many women, the threat of disruption of an affiliation is perceived not just as a loss of a relationship but as something closer to a total loss of self" (Gilligan, 1982). The above definitions of self reflect the different lenses with which women and men view themselves and the people around them.

In our culture, women's place in man's life cycle has been that of nurturer, caretaker, helpmate, and weaver of those networks of relationships on which she depends. In dealing with this issue of care and responsibility to others, Gilligan found women through history have let responsibility to others override their responsibility to self. Seeing responsibility to self as selfish, women have often been led to a life of self-sacrifice instead of self-development. Through her studies, Gilligan tries to illuminate the idea that realization of self and other are

interdependent and that life can only be sustained through relationship while not ignoring the self within these relationships. The author emphasizes that we can know ourselves as separate only insofar as we live in connection with others, and we experience relationship only insofar as we see ourselves as separate.

As women seem to define self within the context of relationship, so it is with defining morality. Women, represented by those interviewed by Gilligan, saw morality as arising from the experience of connection. Moral judgement was not defined along clear lines of law and logic; rather, morality was a way of solving conflicts so that no one would be hurt. Through a series of interviews dealing with Kohlberg's devised dilemmas of moral decision, Gilligan finds that women articulate an ethic of responsibility that stems from an awareness of interconnection. As a result, care and responsibility became the deciding factors in moral dilemma. These women voice that integrity and care must be included in moral decisions that can affect the dilemmas of love and work in adult life.

Gilligan continues to reveal the differences between men and women by taking a closer look at how women develop. She alludes to a variety of literary accounts that reflect the differences between male and female and points out that there seems to be a line of development missing from current depictions of adult

development; women seem to be missing in these accounts. As a result, there seems to be a failure to describe the progression of relationship toward a maturity of interdependence.

Human development theory emphasizes separation in adolescence returning to an ethic of attachment and care in adulthood. Depictions of adult development do not provide explanations or provide credit for a life that doesn't return to attachment and care, but rather one that never leaves it. Transition from adolescence to adulthood is approached from different perspectives. This dilemma generates the recognition of opposite truths present in male and female.

These noted differences call for action. Gilligan refers to Miller who calls for "a new psychology of women that recognizes the different starting point for women's development, the fact that women stay with, build on, and develop in a context of affiliation and attachment with others" (Gilligan, 1982). A new approach to human development that would include this line of development would be to regard affiliation as higher than self-enhancement. This approach points to a psychology that recognizes that development does not displace the value of ongoing attachment and the continuing importance of care in relationships. In dealing with development, there needs to be a theory that not only looks at individual achievement as synonymous to maturity, but also ongoing, caring relationships. In this light, women can regard their development of ongoing attachment as a path that also leads to maturity.

48

In A Different Voice records male and female voices that speak of the importance of different truths. The male voice speaks of the role of separation as it defines and empowers the self; the female voice of the ongoing process of attachment that creates and sustains human community. Gilligan states that the failure to see the different reality of women's lives and to hear the differences in their voices stems in part from the assumption that there is a single mode of social experience and interpretation. In recognizing the two modes of development, we can arrive at an all-emcompassing theory of development that gives validity and understanding to the different perspectives people experience. I would recommend this book to anyone interested in coming to a fuller understanding of themselves, the people around them, and human development.

49

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- c ADMINISTRATION
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- f CAMPUS MINISTRY
- g CAREER DEVELOPMENT/PLACEMENT
- h CONTINUING EDUCATION
- i ED/PH/EP

- j FINANCIAL AID
- k FOREIGN STUDENT ADVISEMENT
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- m HOUSE/RESIDENCE
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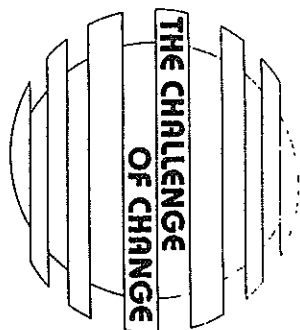
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