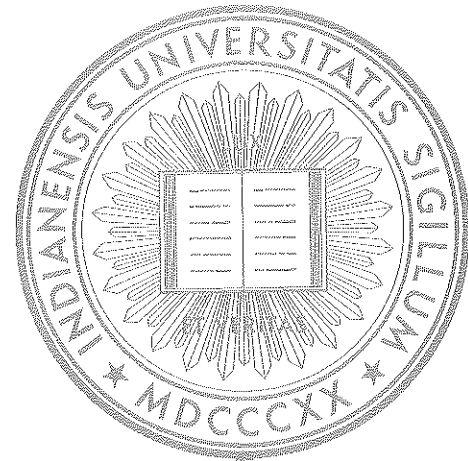


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NEWSLETTER



Robert H. Shaffer  
Dean of Students, Indiana University

It is with affection and pride that this issue of the Student Personnel Newsletter is dedicated to Dr. Robert H. Shaffer, Dean of Students. This year marks his last in the Division of Student Personnel. Following a sabbatical leave for the second semester of 1968-69, he will assume a full-time teaching post in the School of Education as director of the graduate program in student personnel administration.

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The Student Personnel Newsletter is issued twice each year. The material is written, compiled, and edited by members of the second-year Residence Hall Practicum course. The committee for the December, 1968, issue consisted of:

- Mary Alice Arnold
- Dallas Bauman, Chairman
- Jerry Butzer
- Sharon Sommer
- Susan Steckbeck

The University campus has long been the scene of some of the most progressive attitudes in our society. In recent years, change has literally become the byword of the campus. Students have indeed changed. Apathy is no longer the chief motivation in student life. This is not to say that all students on today's campus are true activists, but as E.G. Williamson states, "...current unrest may well be evidence that our students are at long last bringing onto the campus many unsolved cultural and societal and urban problems of the 20th century, urbanized United States. That is, the Ivory Tower has in many respects become, for some students, the modern Marketplace of controversy." This concern on the part of students, whether they be a vocal minority or not, has presented substantial problems for the student personnel administrator.

Increasingly, students feel they are capable of governing their own lives, and as a result, resent regulations and restrictions that limit their individual freedom. This particular development has yielded serious questioning of the role of the personnel worker and the relationship of his position to the development of the individual student.

Faculty, through moves toward greater professionalism in academic pursuit, have also come to question the place of student personnel services in an educational environment. As faculty become more dedicated to the intellectual development of the student, they see the extra-curriculum to be of decreasing significance.

Not to be minimized is the rapid growth of the university as an enterprise of our society. As the student body grows, physical facilities are expanded, and the need for staff increases, the educational picture takes on enormous complexity.

In this environment, the personnel worker finds himself in the process of re-evaluation. Change is "the name of the game." Whether he be the initiator, or at least ahead of it, or if he be propelled by it, the ability of the personnel worker to adjust to change will determine the future possibility of his achieving the goals of student personnel. The following series of interviews is an attempt to present some of the perspectives of that adjustment.

## STUDENT PERSONNEL: CUSTODIAN OF BEHAVIOR?

An interview with Dr. Robert H. Shaffer, Dean of Students  
by Susan Steckbeck  
Dallas Bauman

The student personnel worker finds himself today in a most difficult position. As an administrator, he is seen by students as a barrier to student freedom and power that must somehow be overcome. Faculty often view him as superfluous and alien to an academic environment. Why should the personnel worker, professionally dedicated to the growth and development of the college student, be the subject of such criticism?

Dean Robert Shaffer, in an interview for the Newsletter, indicated that he felt that the student personnel worker has too long been the custodian of student behavior. Our concern for the student, and the regulations and restrictions we have placed on him, have been of an emotional, protective nature, and as a result, we have resisted developments that have tended to emancipate the student from our control. Thus, the role of the Division of Student Personnel has often been seen as, "...the censor of ideas and expression, the last rear guard to change...." This has put us in a precarious situation in an atmosphere of individual freedom. "The Dean of Students' function should never have been put in the position of being the moral judge or the keeper of the morals against other influences within the community.... There is no reason at all why we should have ever been the agency that fought against changes that faculties, for example, were persuaded to bring about."

Because student activism has often been the incentive for our own self-evaluation, we face additional problems. As Dean Shaffer states, "By failing to get the message soon enough, we have forced students to revolt and to adopt demands and tactics which are negative, whereas if we had been ahead of the game, maybe we could have effected the changes, given students responsibility at a level they would have accepted, and at which they would have performed...." without being backed up against the wall.

We now find ourselves in the very difficult position of adjusting to our changing role. Dean Shaffer stated that, while he thought it would be very disconcerting during this period of change, the future of student personnel will be brighter, and the role of the personnel worker more enjoyable and tenable once we eliminate the archaic and obsolete concepts under which we now operate.

What does the future of student personnel hold? "I think the relaxation or the elimination of the custodial functions will eliminate many of the traditionally disagreeable aspects of handling discipline in the old sense, and will give student personnel an opportunity to devote more effort to facilitating student involvement and expression at a better level than the old control concept permitted."

With the new concept, we will essentially be dealing with the new individual as he is in society--in other words, "...dealing with the college student as a young adult, rather than continuing the concept of student personnel work for an older adolescent. The one implies direction, supervision, guidance in the traditional sense, whereas seeing him as a young adult implies a facilitating role, a more permissive role, the young adult being the determiner of his own affairs. Therefore, our function is to give him the resources and facilitate his use of them to make himself the self-directing individual that we would hope an adult would be."

Where do we stand now? "It's more words at some levels than it is a realization of the concept involved, but I believe it's inevitable that the university will go out of the role of being a custodian for behavior." Dean Shaffer admitted, however, that many institutions are not ready for this transition, but added, "Any institution that thinks 'it's not going to happen here' is just wrong, because it is a fact of society. It would be much more effective to be training individuals now to be ahead of the game, rather than to wait, saying 'we don't have those problems yet,' and then when they come, be unprepared, either mentally or procedurally."

## THE FUTURE OF THE STUDENT PERSONNEL STAFF

An interview with Dr. Elizabeth A. Greenleaf, Assistant Dean of Students  
by Mary Alice Arnold  
Jerry Butzer

On campuses across the country, the role of student personnel services is in question today. There seems to be some doubt as to what the personnel worker's position is and how the personnel worker contributes to the educational environment of the institution. One indication of this re-assessment is the widespread change in the titles that describe student personnel positions. Over the past ten years, we have seen the disappearance of titles such as "Dean of Men" and "Dean of Women." More recently, we are witnessing the appearance of such new titles as "Dean of Student Life," and more frequently, "Vice-President of Student Affairs."

At the same time that new positions have been developed, there has been a substantial change in the responsibilities of personnel staff as rules and regulations are changed rapidly. The responsibilities expected of staff for the "care" of students, and the changing needs of students, have brought about noticeable changes in the field of student personnel services.

Who is the personnel worker, and how does he function? Regardless of the title, the personnel worker still performs basic functions in four different roles: that of an educator, an adviser, a counselor, and the special services administrator.

As an educator, the personnel worker has a very definite place in higher education. He has the responsibility of helping to meet the objectives of the institution in the extracurricular life of the student, and it is his obligation as an educator to assist the student in using this time to fulfill the objectives of his college career. He must be intellectually motivated and demonstrate interest in a liberal arts education.

As an adviser, the personnel worker is responsible for insuring that the student is challenged by his environment. Group activities and campus functions initiated and planned by students can be improved with the assistance of the adviser to ensure that these functions achieve their stated goals.

The third role of the personnel worker is that of counselor. In this aspect, it is the responsibility of the personnel worker to assist the student toward his personal growth and development such that he may become a self-actualizing adult.

The area of special services provides the student with financial assistance, legal advice, and housing, as part of our objective to create an atmosphere conducive to educational development. Individuals in these areas of personnel work find it increasingly necessary to prepare for positions with very thorough training.

In considering the role of the student personnel worker and the staff positions which fit this role, we must keep in mind that the basic functions of the personnel worker will probably become more clearly defined as each position changes. The trend appears to be toward a lesser degree of environmental control from the administrative standpoint. As a result, the personnel worker is left free of these responsibilities to perform functions which can better contribute to the objectives of the personnel program. There is a need for further study of the functions which the student personnel division serves, and how they relate to the needs of the students.

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SPECIAL REPORT: I. U. 's 13th PRESIDENT

Dr. Joseph L. Sutton, who has served as Vice-President and Dean of the Faculties for the past two years, was named the thirteenth president of Indiana University at a meeting of the Board of Trustees on Friday, November 15, 1968. He is scheduled to assume the presidency December 1.

## THE ALUMNI AND THE CHANGING UNIVERSITY

An interview with Mr. Frank B. Jones, Alumni Secretary  
by Sharon Sommer  
Mary Alice Arnold

The alumni of Indiana University, as is true of many universities, are a significant influence in the educational environment. Such issues as open guest hours, and the elimination of women's hours and the "live-in" requirement have brought substantial reaction from alumni, and that reaction has been made known to virtually everyone in the student personnel division. The Newsletter interviewed Mr. Frank B. Jones, Alumni Secretary, to determine the position of the alumni toward change in the university society.

Mr. Jones stated that he felt we are indeed fortunate at Indiana University, in that the alumni are concerned about what is happening at the University. He felt, however, that the negative responses to the present changes in regulations affecting student life are due mainly to the fact that alumni often base their opinions and attitudes about the students and policy changes on inadequate information and a desire to maintain past practices.

Of significant influence, Mr. Jones pointed out, is the fact that the news media do not always present the complete reasoning behind decisions being made on the campus, nor do they explain the regulations that govern their implementation. An excellent example is the fact that few alumni knew that open guest hours policy regulations required that two thirds of the unit's residents must approve the entire unit plan before it can go into effect. It is also not generally understood that students may choose to live in a unit which does not participate in the "open guest hours" plan.

It is the responsibility of the Alumni Office, Mr. Jones feels, to fully inform the alumni of the changes that are taking place at the University. He indicated that he felt the social revolution that is taking place on campuses across the country today has contributed to a

widening of the generation gap, and that this gap serves as a major obstacle to understanding and communication between the student of today and the former graduate. Students today get a fairly accurate picture of the role of the militant and the activist on today's campus. Alumni, however, hear only of the actions of the vocal minority and base their opinions, quite naturally, on what often appears to be a thorough, though dramatized, picture of campus life.

Mr. Jones added that he felt the present widening of the generation gap had run its course, and that we are moving toward a period when individuals, including the student personnel worker, would be able to most effectively fulfill and justify their positions in a free and open society.

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SPECIAL REPORT: OPEN GUEST HOURS

On September 20, 1968, the Board of Trustees at Indiana University approved the policy which permits a student, living in a residence unit in University housing, to entertain members of the opposite sex in his or her room. It was decided that Open Guest Hours could be in effect three times during the week, between the hours from 1:00 p. m. to 2:00 a. m., with each guest being signed in and out by the host.

The policy required that plans could be executed only after being voted on and approved in the particular unit by two thirds of the residents, who in turn would decide the specific hours for their floor. Provision was made for keeping the floor lounge open to students not entertaining a guest.

Students not wanting to live on a floor participating in Open Guest Hours would be permitted to move to a unit or floor that did not approve them. At the same time that Open Guest Hours went into effect, it was agreed that no student henceforth would be required to reside in University housing. Any student wishing to withdraw from University housing could do so without penalty for a four-week period ending November 1, 1968.

## STUDENT PERSONNEL AND THE OPEN CAMPUS

An interview with Dr. Herbert Smith, Director, Student Activities  
by Susan Steckbeck  
Dallas Bauman

The area of student activities is changing as rapidly as any in the field of student personnel services. Dr. Herbert Smith, Director of Student Activities, stated that the responsibilities of the Activities Office have changed markedly in the time he has been associated with the Activities Office. The Student Activities Office used to be concerned with the success or failure of campus functions, in a time when all-campus dances and events were the center of the activities program. Now, however, the Office's function has become one of, "...setting, interpreting, and coordinating policy with other administrative facets of the university community." One of the Activities Office's chief concerns has now become the various forms of student protest and expression.

This change has come about, mainly, from the change in the regulations concerning registration of student groups and the use of University facilities by these groups. Now that the University has a non-registration policy, any group, within the limits of responsibility for the condition of the facilities used, may make use of the physical resources of the campus. This move to a more open campus has caused some difficulties for Dr. Smith and his staff. "It takes a great deal of time, and puts my office on almost an offensive maneuver, to find out what's going on on the campus. If we sit here and wait, we are the last to know. Groups used to come in, plan their activities, tell us what's going on. We knew the names of the organizations' officers. Now we know practically nothing, except what we are able to find out through our own initiative."

Though it has its problems, Dr. Smith feels that the non-registration policy, and the attitude toward student opinion that it exemplifies, is very beneficial. "As long as we can have this kind of operation here where groups that do not like our university society the way it is may have the chance to make suggestions and discuss their point of view, I think

we're much better off than having everyone standing ground and not moving at all."

Thus, the changes in the Student Activities Office reflect the changes in the field of student personnel in general. The Activities Office is becoming less and less concerned with regulations concerning student behavior, and is placing more emphasis on facilitating communication between students and the university administration, and encouraging student self-expression.

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#### SPECIAL REPORT: G. R. C. EXPERIMENT

With the exception of three buildings, the Graduate Residence Center has become this year an experimental living situation for some 875 undergraduates. The experiment, being conducted by Residence Halls Counseling and Activities, is designed to study various types of staffing and living situations, and the effect they have on the undergraduate.

Staffing arrangements include units with the typical Resident Assistant, units in which either elected officers or Student Assistants work in cooperation with a Resident Counselor who does not live in the unit, and Resident Assistants working with Student Assistants in the unit. There are all-upperclass units, as well as those housing predominantly freshmen.

Mr. Don Mikesell, of the Counseling and Activities Office is coordinating a comparative study in which several typical units on campus are serving as control groups. The results of this study, it is hoped, will play a significant part in determining future staffing of housing units on campus. The Newsletter hopes to publish some of the results of this study in subsequent issues.

#### JOB PLACEMENTS - 1968

Paul Adams, Department of Higher Education, University of Alberta, Calgary, Alberta, Canada.

Priscilla Angelo, Assistant Dean, Freshman Counseling and Activities, Instructor in Geography, St. Lawrence University, Canton, New York.

Juana Burton, Associate Dean of Students, University of Arkansas, Fayetteville, Arkansas.

Robert Carter, Research Associate, Board of Education, State of Illinois, Springfield, Illinois.

Linda Clark, Graduate Student, Indiana University, Bloomington, Indiana.

Carolyn Furst, Assistant Dean of Women, Hanover College, Hanover, Indiana.

Larry Gerard, Graduate Student, Indiana University, Bloomington, Indiana.

Robert Givens, Counselor to Fraternities in Residence Halls, University of Connecticut, Storrs, Connecticut.

Jonathan Goldstein, Head Counselor in Co-ed Residence Hall, University of Florida, Gainesville, Florida.

Leslie Hamren, Recreation Aid, American National Red Cross, Korea.

Donald Harris, Medical Service Corps, U.S. Army.

Douglas Harris (and Mims), Consultant, United Airlines, Chicago, Illinois.

Stanley Hayward, Dean of Men, Glenville State College, Glenville, Pa.

Maralyn Heimlich, Director of a Residence Hall, Ball State University, Muncie, Indiana.

Mary Sue Hood, Woman Adviser - Assistant Director of Housing, Western Michigan University, Kalamazoo, Michigan.

Florence Hoylman, Assistant Dean of Students, Monmouth College, West Long Branch, New Jersey.

Sharon Jacobs, Adviser to Women, University of Akron, Akron, Ohio.

Sally Kiefer, Assistant Dean of Students, DePauw University, Greencastle, Indiana.

Nell Koester, Dean of Women, Western Illinois University, Macomb, Illinois.

Timothy Langston, Director of Residence Hall Programs, Pennsylvania State University, University Park, Pennsylvania.

William Lasher, Doctoral Student, University of Michigan, Ann Arbor, Michigan.

Marilyn Liechty, Assistant Director of Women's Programs, University of Iowa, Iowa City, Iowa.

Tanya Ludutsky, Assistant Director of Student Activities, University of Tennessee, Knoxville, Tennessee.

Joseph Luppert, Director of Residence Halls, Eastern Illinois University, Charleston, Illinois.

Sarah Marks, Dean of Women, Albion College, Albion, Michigan.

James Murphy, Office of Institutional Planning, Western Illinois University, Macomb, Illinois.

Michael Murphy, Graduate Student, Indiana University, Bloomington, Indiana.

Kenneth Peterson, Assistant Dean of Students, Moravian College, Bethlehem, Pennsylvania.

Geraldine Pettit, Assistant Dean of Students, University of Maryland - School of Nursing, Baltimore, Maryland.

Linda Renschler, Coordinator of Scholarships, University of Kentucky, Lexington, Kentucky.

Douglas Rhodes, Assistant Program Director in College and University Research, Educational Testing Service, Princeton, New Jersey.

Theresa Ripley, Program Coordinator of Residence Halls, University of Portland, Portland, Oregon.

Gary Schwarzmueeller, Assistant Dean of Students, Kentucky Southern College, Louisville, Kentucky.

Judith Soloway, Residence Director, State University of New York at Albany.

Thomas Stevens, President, Dominican College, Racine, Wisconsin.

Richard Strait, Educational Program Advisor, University of Wisconsin, Madison, Wisconsin.

Marian Svinth, Assistant Dean of Women in Residence, State University of New York at Cortland.

Sandra Thomas, Assistant Dean of Women, Southern Methodist University, Dallas, Texas.

John Turner, Director of the Indiana University Upward Bound Project, Indiana University, Bloomington, Indiana.

Karen Wedge, Head Resident Advisor, Western Illinois University, Macomb, Illinois.

Billy Wells, Ass't. Prof. of Recreation, Murray State University, Murray, Ky.

Mary Winkler, Dean of Students, Kentucky Southern College, Louisville, Kentucky.