8-1987

Koinonia

Darrel Shaver

Larry J. McKinney

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Future of Student Affairs:
Plan or Perish
by: Darrel Shaver

Ten years ago the role of student personnel workers at Christian colleges was clearly defined as that of a disciplinarian—the enforcer of the institutions social and moral guidelines. Today with faltering enrollments and the desire to make Christian higher education attractive to more people, many of the earlier "in loco parentis" rules have been eliminated. Thus personnel workers at many Christian institutions are finding themselves in a "new world", without a clearly defined reason for existence. Declining enrollments easily justifies increasing the number of money management personnel as well as the hiring of faculty to offer new programs that will hopefully attract more students. Student affairs, on the other hand, often sees its budget and staff being reduced because fewer students presumably means less to do. An attitude of simply maintaining the status quo will not provide student affairs with the basis to cope with the current issues.

In the past we have justified our existence by producing students who conformed to institutional behavioral guidelines. In the future we must be able to integrate the role of disciplinarian and housing supervisor with that of an environmental designer, marketing analyst, legal advisor and developmental educator and manager (Garland, 1985). To accomplish this integration we must begin developing long and short range plans for our departments and divisions. We must become involved in enrollment management and retention. We need to learn to become a highly visible and viable part of the institution.

It appears that the first step in becoming an environmental designer may be to prepare long and short range plans. We should ask and be able to answer the question, what will be the place of student

How College Students Have Changed
By: Larry J. McKinney

Suppose you graduated from college in 1967, spent the next 20 years in a time capsule and returned to the campus to visit the class of 1987. The familiar physical surroundings would be comfortable, but the differences would be overwhelming. Without an understanding of the significant cultural changes that have taken place during the past 20 years, the students' behavior would be startling, and their problems, unimaginable.

We, as student development staff, have not been in a time capsule over these past two decades as our culture has changed. Rather, we have become products of it, having been influenced by its patterns and values far more than we may actually realize. Culture is reality in our lives; its influence cannot be denied. Instead of attempting to mitigate the impact of culture on students, we must look for creative ways to guide them in their personal and professional development. The following observations concerning today's college students may assist in this process:

Enrollment Trends
1. College enrollment up one percent for 1986-87. This college year has evidenced a slight enrollment increase with approximately 12.4 million students attending 3,300 higher education institutions according to the U.S. Department of Education. The slight decline that the Department predicted last fall did not materialize because of increases in the numbers of both traditional and older students.

   ALL INSTITUTIONS 12,398,00 +1%
   Public 9,600,00 +1%
   Private 2,797,000 +0%
   Undergraduate 10,724,000 +1%
   Graduate 1,674,000 +1%
   Men 5,840,000 +0%
   Women 6,558,000 +2%

ACSD 1987 Convention
Very Challenging

Approximately 300 professionals from over 100 institutions enjoyed taking "the Road less traveled" to Marion College, Marion, Ind. June 1-4. With fewer people taking the road to higher education, we as professionals must be well informed to assure that our institutions remain viable into the next century. The 1987 ACSD conference stimulated those attending with creative ideas and current information in the areas of retention, residence hall development, institutional perception of student development, counseling theories and practices, and legal issues. Eighty-one different seminars and workshops were presented. They were designed to help "us" keep pace with the current issues in higher education. Each presentation usually sought to integrate Christian principles with current research in higher education. The conference offered participants a choice of six professional tracks: career development and placement, counseling, health services, leadership development, and integration of theology and student development. In addition 21 exhibitions were on display. Scott and the staff at Marion College are to be congratulated for making this year's ACSD convention one that will be remembered for many years.

Introducing ACSD

The Association for Christians in Student Development (ACSD) is composed of professionals who seek to bring their commitment to Jesus Christ together with their work in Student Development. Through the exchange of ideas, encouragement of networking, regional and national conferences, and application of scriptural principles to developmental theory the Association seeks to enable its members to be more effective in ministering to students.

ACSD's roots go back to the 1950s
affairs in 10 years on our campuses?
"...if we do not plan our future, someone else will plan it for us. The implication is clear: student affairs leaders must find better ways to identify future needs and prepare to meet those needs (Pillingler and Kraich, 1981).

In addition to immediate and future planning, we must be concerned for enrollment and retention management. This means being involved in marketing the institution to prospective students, taking into consideration both the needs of today's students and the mission of the college. Retention is an area where student affairs can have a significant impact in the student's life and the financial visability of the school. A study conducted by Balbridge (1982) of eight under-enrolled institutions found that when these institutions enhanced their student services, they realized an increase in retention by as much as 35 percent (Green, 1983). When enrollments decline and budgets are cut, it is often the student affairs budget that is reduced first (Deegan, 1981). Student affairs must know why students leave, where they are going and what can be done to retain them (Shay, 1984).

To become a more highly visible and viable part of the institution we must learn to communicate. We have focused on communicating with the student, but we must now also communicate more effectively with the administration and faculty. We need to be more aggressive in our communication. Garland (1985) observed that the importance of the student personnel profession has rarely been convincingly argued outside the profession. Hodgkinson stated that: "For some reason never fathomed by me, many human-service organizations describe their work in terms that suggest no value added to the client (Noel, 1987). This statement may be more true of most student affairs divisions than we are willing to admit.

Brodzinski offers this observation: "The student services sector has been primarily a reactive group. I suggest that it must become proactive if it is to survive the next ten years as an effective and integral part of the higher education community. It must learn to anticipate and control its environment. If it doesn't, I suggest, it will become extinct. Not in the sense that it will disappear totally, but in the sense that the form and substance of student services will be so altered that they will be hardly recognizable as having any relationship to those...we have

known in the past. For just as other elements within higher education and society at large have disappeared...so will student services disappear as a functional element with higher education if we do not fully plan and anticipate our future course (Brodzinski, 1978, p.3).

"The challenge is not merely to work harder or longer but to perform duties and functions creatively and visibly so that there can be no institutional doubt as to the essential nature of student development oriented programs and services" (Schaffer, 1984, p. 114). We must inform our administrative staff and faculty as to what and why we are doing what we are doing and clearly define our significance to the entire institution.

For a list of complete references contact Dr. Darrel Shaver (editor).

How College...Continued from page 1

2. More students attending college part-time and at night. Forty-five percent of today's college students attend college part-time; 40 percent attend at night.

3. Greatest enrollment increase found among women and older students. Eighty percent of the enrollment increases since 1980 is attributed to women entering college; 50 percent of the same increase represents people 25 years of age and older.

4. More international students enrolling in American colleges and universities than ever before. About 342,000 international students were enrolled at more than 2,500 U.S. schools in the 1985-86 academic year. Their numbers increased 52 percent between 1976 and 1984. Altogether international students comprise three percent of the college population in the U.S.

5. Increased numbers of students from different racial and ethnic backgrounds. The racial and ethnic background of undergraduate students in 1985, according to the most recent figures are:

<table>
<thead>
<tr>
<th>Race</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>White</td>
<td>80%</td>
</tr>
<tr>
<td>Asian</td>
<td>3%</td>
</tr>
<tr>
<td>Black</td>
<td>9%</td>
</tr>
<tr>
<td>Foreign</td>
<td>2%</td>
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<tr>
<td>Hispanic</td>
<td>5%</td>
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<tr>
<td>American Indian</td>
<td>1%</td>
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</tbody>
</table>

6. Greater percentage of students attending college in their home states. Eighty-six percent of all students attend institutions in their home states, the U.S. Department of Education reports. Most students who remain in their home states attend public colleges and universities, while those who leave the state are divided between public and private institutions.

7. Fewer students completing their degrees in four years. Traditionally students complete their college degrees in four years; however, this is not always the case. A recent Department of Education survey showed that less than half of today's college students complete their degrees in four years or less. Almost one in four take more than seven years. The study also found that women are more likely to finish their education in four years, 56 percent of women to 43 percent of men.

Interests, Values and Lifestyle

1. Students coming from non-traditional homes. There are now ten million children of divorced couples in this country and the figure is expected to increase by another one million in 1987. Furthermore, one out of every three children will watch his parents separate. Because 90 percent of children stay with their mothers, single and divorced women are now heading 25 percent of all American homes. This may contribute to problems with learning disciplines.

2. Television and other media having a massive impact on the minds of students. According to most estimates, the average adolescent spends between 20 and 25 hours a week watching television or some other type of home entertainment. This translates into approximately 15,000 hours of television by age 18 compared to 12,000 hours of school. This overexposure to television affects not only the values of today's students but also the manner in which they are accustomed to thinking.

3. Students oriented toward financial success. Recent studies show that today's young people are more oriented toward financial success than those in recent years. Based upon data from a 1985 Chronicle of Higher Education study, 71 percent of today's college freshmen cited "being well off financially" as a major reason for going to college. This compares to 44 percent in 1967. Conversely, "developing a meaningful philosophy in life" was cited as a primary objective by 83 percent in 1967, a percentage that dipped to 43 percent in 1985. This explains why career preferences of freshmen are business executive (12%), engineer (10%), and computer specialists (6%). The most popular majors are business and commerce (14%), health and medicine (15%), and computer science (9%).

4. More students abused physically and/or sexually. The American Humane Association reported the physical abuse of 307,000 children and teenagers in 1983. The annual number of reported incidents...
of sexual abuse ranges from fifty to seventy-five thousand. Many of these victims come to institutions of higher education as students, needing help to deal with what they have personally experienced.

5. Increase of Sexual activity among students. By the age of nineteen, at least 70 percent of women and 80 percent of men have had at least one sexual experience. Although these figures may be less in private Christian colleges, we must not be naive about the sexual behavior of students as we attempt to reinforce a Biblical system of morality.

6. Retention of high school cheating patterns. Cheating, whether by borrowing someone’s term paper, buying a term paper, or cheating on an exam, appears to be the rule rather than the exception among high school students according to a recent Gallup Poll. Seventy percent of those surveyed from public, private and parochial schools admitted to cheating. We must recognize that this lack of integrity frequently follows the students to college.

7. Students academically unprepared. Although there has been modest improvement on ACT and SAT scores within recent years, the figures still fall far short of those in 1967 (1967 verbal - 478, math - 502; 1986 verbal - 431, math - 475). Most educators believe that many high school graduates are not prepared to do college-level work. Many 18 year-olds do not possess “higher order” intellectual skills we would expect of them. Nearly 40 percent cannot draw inferences from written material, and only one in five can write a persuasive essay. This is a major reason why stronger remedial programs are being developed to assist deficient students.

8. Freshmen untouched by political upheaval. Freshmen student experience does not include Viet Nam, Watergate, civil rights marches, racial demonstrations, campus activism or political assassinations. They have not known life without space shuttles or computers. Their experiences have been less volatile politically and socially than those of past generations.

Summary
As student development professionals, we must have a thorough understanding of today’s college students and the complexities of their culture. Although we may not always care for the values and lifestyles they bring to college, we cannot ignore them. Instead of assuming a defensive posture or pretending that problems do not exist, we must respond by building bridges of friendship and concern that can create a climate for Christian maturity. We need to be deeply committed to the personal and professional development of students as they are in the process of growing in Christ.

For reprint of the above article with references, contact Dr. Larry McKinney at Philadelphia College of Bible.

Introducing ACSD...continued from page 1 with the formation of the Christian Association of Deans of Women and the Association of Christian Deans and Advisors of Men. The two groups merged in 1980, reflecting a commitment to work together with mutual respect. The Association has grown and currently represents approximately 600 individuals from more than 200 institutions. While membership originally centered in Bible Institutes, Bible colleges, and Christian liberal arts colleges, the Association has committed itself to linking up with co-workers at nonreligious institutions. In support of that thrust the Association has sponsored prayer breakfasts and workshops in conjunction with national conferences of the American College Personnel Association and the National Association of Student Personnel Administrators.

Membership in ACSD is open to all persons who have or who are preparing for responsibilities in student development related areas in higher education and who are in agreement with the Association’s doctrinal statement, constitution, and by-laws. Members receive the Association’s newsletter, free access to placement services, and reduced rates at national conferences.

If you know someone who might be interested in joining ACSD, send their name(s) to Tim Herrmann, Taylor Univ.

1988 ASCD Executive Committee Elections

Interested in serving ACSD as an executive officer? Do you know someone who might be? If so send his/her name to Don Boender, Calvin College, Grand Rapids, MI 49506.

Nominations for the following offices are now open:

Vice President The vice-president shall serve as chairperson in the absence of the president, serve as placement service director, and carry out responsibilities as delegated.

Treasurer and Membership Chairman: The treasurer shall receive and account for all monies and make payments authorized by the Executive Committee.

prepare a financial report for the annual meeting, and serve as membership chairman.

Editor: The editor shall be responsible for editing, publishing and distributing the official publication of the association.

Shared Faith, Shared Vision: Creating Partnerships for the Future

1988 ACSD National Conference, June 6-9, hosted by Azusa Pacific University. Speakers: Dr. Ernest Boyer, former U.S. Commissioner of Education; Tim Hanel, founder of Summit Expedition; Dr. Lewis Smedes, professor of theology and ethics at Fuller Theological Seminary; and Ray Rood, chairman of the department of human resource development at Azusa Pacific University.

Research and Writing???

Are you or is anyone you know conducting research related to some aspect of Christians involved in higher education? (e.g. institutional comparisons, student development, legal issues, AIDS education) If so contact Darrel Shaver, CBC Box 3122, Columbia, SC 29230.

Audio and video tapes from the 1987 ACSD convention are available from Scott Makin, Marion College, Marion, IN.

ACSD Personnel Changes:

Calvin College:
Vice President for Student Affairs —Jeanette Bult De Jong
Career Counselor —Bob Reed (formerly Resident Director at Calvin)

La Tourneau College:
Vice President for Student Affairs —Dave Erickson

California Southern:
Vice President for Development —Marshall Flowers (formerly Dean of Students)

Dean of Students — Rich Schultz

Dordt College:
Janice Schregardus —Director of Residence Life

Trinity College:
Jay Basler —Chaplain
The Law and Private Institutions of Higher Education

Gary Pavela conducted a mid ACSD conference workshop on "Current Legal Issues in Student Development". He pointed out that technically the Fourteenth Amendment does not apply to private institutions. However, the Family Right to Privacy Act does apply to private schools, particularly the aspect of due process. Mr. Pavela emphasized that institutions must be sure to conduct themselves in accordance with their published guidelines and that students must be afforded basic due process. Due process includes presenting the offending student with a written list of specific charges, allowing for cross-examination of witnesses, presumption of innocence and proof of guilt beyond a reasonable doubt. He suggested that each institution develop an "internal subpoena" that will allow the student to testify before the institution's hearing board but will protect their testimony from automatically being used in possible future civil or criminal proceedings. He recommended that each person attending the workshop read Dismissal of Students with Mental Disorders published by College Administration Pub., P.O. Box 8492, Asheville, NC 28814. To obtain an audio or video tape of Mr. Pavela's presentation contact Scott Makin, Marion College.

Cultural Events

Effecting Christian Higher Education

Jay Kesler challenged those attending the ACSD conference to exhort students not to be a mirror reflection of their secular culture. He stated that students today have developed a view of the supernatural based on science rather than on God. Students are unable to integrate spiritual and secular truth, thus compartmentalized their faith. Most students are preoccupied with narcissism and experience "unearned unhappiness". (Unearned unhappiness is psychological unhappiness that has no actual basis.) The type of entertainment chosen by today's students is revealing an increasing need to vent aggression. He concluded that few students understand the true meaning of sexuality. He predicted that AIDS would become an issue on Christian college campuses.

The challenge to student development workers is to stay abreast of these issues and help students come to Biblically based answers to the problems of contemporary society.

Editorial

Mr. Garland in his book, Serving More Than Students, raises several salient issues that we as professionals must be able to address.

1. Assessment of the institutions environment. What trends and events are effecting your institution and profession? i.e. student changes, economic shifts, social changes.

2. Awareness of institutional issues. What are the important issues on your campus? How do they affect student affairs? How can you take a leadership role in addressing these issues?

3. Development of professional credibility. What can you do to develop credibility with the faculty and central administration? What are you doing in the areas of research and evaluation that will facilitate the bettering of the institution? Can you prove that your service impacts students positively?

4. Experts on students, their expectations, needs, interests, and abilities. Are you sharing what you know with others? Is your knowledge of students grounded in systematic studies, assessments, and evaluations?

5. Learning to translate student affairs goals to others in the institution in meaningful terms. What are you doing to share your personal and professional values with other divisions within your institution?

6. Contribution to the quality of the academic experience. What are you doing to contribute to classroom learning?

7. Contribution to effective and efficient management of institutions. How effectively are we managing our human and fiscal resources? How well do we plan, administrate and evaluate issues?

To begin to find the answers to these questions and others read: Serving More Than Students: A Critical Need for College Student Personnel Services (Report No. 7) by P.H. Garland. Published by ASHE-ERIC Higher Education Reports, 1985.

"The only man who is educated is the man who has learned how to learn; the man who has learned how to adapt and change..." Carl Rogers.

Lowell Haines departs for law school. Lowell will be leaving his position as vice president for Student Development at Taylor University to attend Indiana University Law School. Walt Campbell will be assuming Lowell's responsibilities at Taylor and Tim Herrmann, Associate Dean of Students at Taylor, will be completing Lowell's term as ACSD Treasurer and Membership chairman.

Regional directors met for lunch to establish goals for the coming year. Each region hopes to hold a mini convention in their area. Contact your regional director for the date and location of the conference nearest you.

ACSD Regions with Region Directors

Region 1—Northeast Region:
Connecticut, Delaware, Maine,
Maryland, Massachusetts, New
Brunswick, New Hampshire, New Jersey,
New York, Pennsylvania, Quebec, Rhode
Island, Vermont
Jim Heisey
The King's College
Briarcliff Manor, NY 10510
(914) 941-7200

Region 2—Appalachian Region:
Kentucky, Tennessee, Virginia, West
Virginia
CONFERENCE: NOV. 5, 6, 7
KING COLLEGE, TN
Barb Scheur
Covenant College
Scenic Highway
Look Mountain, TN 37350

Region 3—Southeast Region:
Alabama, Florida, Georgia, Mississippi,
North Carolina, South Carolina
Charles W. Spong
Ramone
Southeastern College
1000 Longfellow Blvd.
Lakeland, FL 33801
813-665-4404

Region 4—Lake:
Illinois, Indiana, Michigan, Ohio,
Ontario
Dr. Jay Bassler
Trinity College
2077 Half day Rd.
Deerfield, IL 60015
(312) 948-8980

Region 5—North Central
Manitoba, Minnesota, North Dakota,
South Dakota, Wisconsin
Don Mortensen
Bethel College
3900 Bethel Drive
St. Paul, MN 55112

Region 6—Central:
Iowa, Kansas, Missouri, Nebraska
Jack Braun
Tabor College
400 S. Jefferson
Hillsboro, KS 67063

Region 7—South Central:
Arkansas, Louisiana, Oklahoma, Texas
Larry Mealy
Barlesville Wesleyan
2201 Silver Lake Rd.
Barlesville, OK 74006

Region 8—Mountain:
Arizona, Colorado, New Mexico, Utah,
Wyoming
Open

CONFERENCE: NOV. 13-14
John Brown, AK

Dr. Jay Bassler
Trinity College
2077 Half day Rd.
Deerfield, IL 60015
(312) 948-8980

CONFERENCE: (Tentative)
NOV. or DEC.—
PROFESSIONAL STAFF
JAN.—RA’s

Jack Braun
Tabor College
400 S. Jefferson
Hillsboro, KS 67063

CONFERENCE: NOV. 13-14
John Brown, AK

Dennis Williams
Northwest Community School
16615 N. 43rd Ave.
Phoenix, AZ 85023
(602) 978-5134
Regions with Region Directors, continued

Region 9—Northwest:
Alaska, British Columbia, Idaho, Montana, Oregon, Washington
Greg Hamann
Whitworth College
Spokane, WA 99251

Region 10—California:
California, Nevada
John Wallace
Azusa Pacific University
Highway 66 at Citrus
Azusa, CA 91702
(818) 969-3232

Scott Makin 1987 conference chair-person begins to get reacquainted with his wife Carie after many long hours of preparation. Scott, thanks agains from all of us for a job very well done!

Lee Noel addresses a preconference workshop. These workshops allowed presenters to go into much greater detail than they were able to do in general sessions and seminars. Preconference workshops are a good investment of time and money when one considers the vast amount of ideas and information acquired.

Floyd Shaffer delivered a very challenging talk at the opening banquet on the use of humor and drama in the Bible. He then proceeded to very effectively illustrate his message by miming the meanings of various aspects of the communion service.

KOINONIA

Darrell Shaver
Columbia Bible College & Seminary
Box 3122
Columbia, SC 29230

SAGA Educational Services provided excellent meals for the conference. Dr. and Mrs. Earl McQuay (Columbia) enjoy a conversation with friends prior to the opening banquet. Practically every meal period was scheduled with some type of networking opportunity. Possibilities ranged from Christians in public/State universities to admissions and retention.