

Where Have We Come From and Where Are We Going? A Review of Past Student Affairs Philosophies and an Analysis of the Current Student Learning Philosophy

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This article reviews three of the most widely-known guiding philosophies of student affairs for the past 65 years. The article analyzes the rise, dominance, and fall of the student services and student development philosophies and then explores the emergence of student learning as a guiding philosophy. The results of two research studies on the successful integration of student learning within student affairs are used to examine challenges and priorities for student affairs in coming years.

For most student affairs practitioners, the daily challenges of solving problems and supporting students takes precedence over philosophical issues surrounding the profession of student affairs. However, it is the understanding of student affairs theories that will best guide student affairs professionals in their problem-solving and relationship-forming. This article examines three of the most prominent student affairs philosophies of the past 65 years, including an in-depth analysis of student affairs' integration of the current philosophy of student learning. The first part of this article traces the progression of student affairs guiding philosophies from the 1937 Student Personnel Point of View to the introduction of the student learning philosophy in 1994. The second half of the article explores some of the research on the integration of student learning as a guiding philosophy and summarizes a few of the challenges facing student affairs professionals as they attempt deeper integration of the student learning philosophy.

The Historical Foundations of Learning in Student Affairs

The work of student affairs has existed as long as has higher education in the United States. In the first 200 years of American higher education, professors, tutors, and presidents served in the role currently implemented by student affairs (Rudolph, 1990). The faculty was responsible not only for students' intellectual development, but also for their moral development. Tutors often lived with students and served as mentors and counselors (Blimling & Alschuler, 1996). Blimling and Alschuler note, "What are today separated as

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academics and student affairs were once a seamless integrated responsibility of all people holding positions in colonial colleges" (p. 204).

In the second half of the 19th century, however, the role of faculty in American higher education began to change, reflecting the influence of the German model for higher education that emphasized the search for "pure knowledge" through empirical inquiry and basic research. As faculty members became more invested in their research and scholarly work, they were less interested in investing in their students' learning. "If investigation was the principal aim of the university, then giving one's energy to immature and frequently mediocre students could seem an irritating irrelevance" (Veysey, 1965, p. 144). According to Rudolph (1990), "What now mattered was intellectual performance in the classroom, not model behavior in the dormitory or the village tavern" (p. 348). The solution for many colleges and universities was to hire a dean or other student services specialists (e.g. registrars, chaplains, house mothers) who would monitor and discipline the students for their behavior outside of class (Boyer, 1987; Loy & Painter, 1997). Thus began the growing distinction between students' learning and growth inside and outside of class. Eventually, one dean was not enough for most colleges, due to the exponential growth of the student population and students' growing interest in extracurricular activities (Rudolph, 1990). In 1899, William Rainey Harper recognized the importance of understanding students' development and predicted the rapid growth of a field focused on student issues:

In order that a student may receive the assistance so essential to his highest success, another step in the onward evolution will take place. This step will be the scientific study of the student himself. ... In the time that is coming provision must be made, either by the regular instructors or by those appointed especially for the purpose, to study in detail the man or woman to whom instruction is offered. This study will be made with special reference to his character, ... with special reference to his intellectual capacity, ... [and] with special reference to the social side of his nature. This feature of the twentieth century education will come to be regarded as of greatest importance, and fifty years hence, will prevail as widely as it is now lacking. (Harper, 1905, p. 320)

The Rise and Fall of Student Services as a Guiding Philosophy

It was not until 30 years later that Harper's prophetic statement became a reality. In 1937 the first formal mission statement for student affairs, *The Student Personnel Point of View* (SPPV), was published by the American Council on Education (ACE). Written by a coalition of academics, this seminal document asserted the importance of student affairs within the academic arena. The intended audience for the SPPV was both student affairs professionals and

faculty, and the authors presented student personnel work as “a cooperative effort of all members of the teaching and administrative staff and student body” (ACE, 1937, p. 4). The SPPV identified 23 services that all institutions should offer in order to serve the needs of students as whole persons. “Whole persons” were defined as including not only intellectual ability and achievement, but also “emotional make-up, physical condition, social relationships, vocational aptitudes and skills, moral and religious values, economic resources, and aesthetic appreciations” (ACE, 1937, p. 1). The idea of service to students was one of the primary components of the SPPV, as seen in its identification of the 23 services that student affairs would provide to institutions.

Within a student services approach, the primary purpose of student affairs was to support the academic mission of the institution by providing adjunct services necessary to ensure a student’s readiness for the classroom (Ender, Newton, & Caple, 1996b). Supplemental to the role of faculty, the role of student affairs can be visualized as shown in Figure 1.

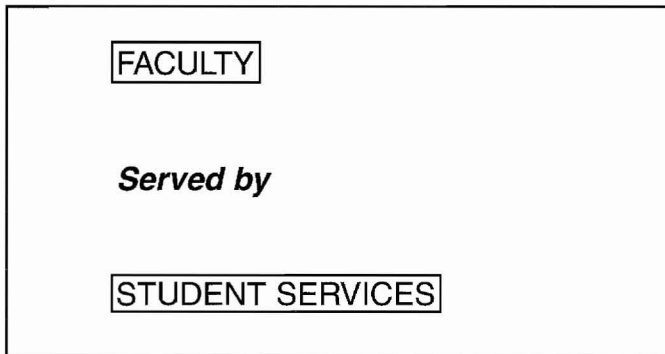


Figure 1. Relationship of Faculty and Student Services, 1937 – mid 1960s

Although the original SPPV (ACE, 1937) made the education of the “whole person” the responsibility of the entire institution, this position was diluted in the 1949 revision of the *Student Personnel Point of View* (ACE). The 1949 SPPV was written soon after World War II and the authors seemed preoccupied with the industrialization and bureaucratization of a burgeoning economy (Roberts, 1998). With the return of large numbers of World War II veterans, student affairs faced a more diverse population with many new needs. This situation prompted the specialization of student affairs, described as “emerging through specific organizational entities rather than being a shared

responsibility among various educators" (Roberts, p. 20). Conceptually, the 1949 SPPV (ACE) finalized the separation of faculty from student personnel workers, a separation that had been developing gradually over the previous 100 years.

One of the original authors of the 1937 SPPV (ACE), Esther Lloyd-Jones, warned that the 1949 SPPV (ACE) could further the divide between academics and student affairs. Her criticisms were made in 1954 in *Student Personnel Work as Deeper Teaching*, a book co-authored with Margaret Ruth Smith. Lloyd-Jones and Smith reemphasized the importance of student affairs professionals' serving as educators who help students develop as "whole persons." In a series of questions, Lloyd-Jones and Smith challenged the profession of student affairs to share responsibility with faculty for learning, to give serious attention to the learning environment, to set high expectations for students, and to collaborate with students and faculty in program planning (Roberts, 1998). Seven years later, C. Gilbert Wrenn (Mueller, 1961) echoed Lloyd-Jones' and Smith's concern for a focus on learning within student affairs.

Student personnel work, therefore, once it has found itself, must quickly relate to instruction, to learning in the classroom as well as out. Its roots are here, its future is here. To be sure, it may broaden the concept of learning to include learning in the student group, in the residence hall, in the interview, in the personal budget to be made and kept. But it must always concern itself with learning, even intellectual learning. (Mueller, 1961, p. v)

Although these challenges are fundamental to the learning movement in student affairs today, they did not make much impact on the student affairs profession when they were published.

By the early 1960s, 60 years after Harper's prediction, entire divisions of student affairs professionals were commonplace at almost every college or university in the United States (Parker, 1978). These "bureaucracies" of student services were known by their "controlling and disciplinary functions," not their educational or learning-focused efforts (Parker, p. 6). Faculty perceived these student services officers as either controlling students who demonstrated inappropriate behavior or protecting students who were unable to take responsibility for their lives. Student services officers defended their actions with the doctrine of *in loco parentis*, which meant that since most students were viewed as children and living away from their homes, the institution was responsible for acting in the place of the parents. The outbreak of student protests and demonstrations in the 1960s made it more difficult for these "controllers of behavior" to succeed in their jobs. Many student services officers were not prepared for the outbreak of student protests and demonstrations in the 1960s and found their jobs as disciplinarians and

parental replacements in jeopardy. Many faculty members blamed student affairs for the unrest among students because student affairs was supposed to be responsible for student issues (Parker, 1978).

By the mid-1960s it was clear that the profession of student affairs needed a new philosophical approach to its efforts at facilitating student growth. Because the previous guiding framework of student services considered student affairs as supplemental and secondary to the teaching of faculty, it was labeled dysfunctional and incompatible with students' full development (Miller & Prince, 1976).

The Rise and Fall of Student Development as a Guiding Philosophy

In 1968 the Committee on the Student in Higher Education issued a statement declaring student development as the new conceptual framework for student affairs.

We are convinced that the knowledge of human development from the behavioral sciences now makes possible a wider vision of what the school can accomplish and of more effective ways of teaching. American higher education has not paid enough attention to human development as a part of its mission, and the time has come for this to end—in the name of better education. (p. 1)

Student development was defined as "the application of human development concepts in postsecondary settings so that everyone involved can master increasingly complex developmental tasks, achieve self-direction, and become interdependent" (Miller & Prince, 1976, p. 3). It was hoped that the adoption of student development as a guiding philosophy would give student affairs greater credibility by presenting itself as a separate academic discipline. In order to do this, student affairs needed a theoretical foundation distinct from other disciplines. The result was the incorporation of human development theory as the guiding philosophy of student affairs. This transformation occurred in the late 1960s and was based largely upon the human development work of Chickering, Kohlberg, Erickson, and Perry. Student affairs professionals reasoned that if they became experts on student development, faculty would acknowledge their contribution to education and treat them as equals (Bloland, Stamatakos, & Rogers, 1996).

The document that ultimately signaled the student affairs profession's embrace of the student development philosophy as a conceptual model was written by Robert Brown in 1972 (Miller & Prince, 1976). Entitled *Student Development in Tomorrow's Higher Education: A Return to the Academy*, this document served for 20 years as the mission statement for student affairs (Caple, 1996). Brown's work was inconsistent on the importance of learning within student affairs. On

the positive side, Brown urged student affairs professionals to team up with faculty to revitalize the curriculum and eliminate the extracurriculum (Caple, 1996). He suggested student affairs professionals become academicians and integrate student development theory with intellectual learning. However, Brown's words for collaboration may have been only that – words. He placed the blame on faculty members by suggesting that it was they who needed to change. He argued for the importance of student development theory and championed it as student affairs' contribution to the academy. In short, although Brown recognized the importance of a seamless educational approach, he wanted it on the terms of student affairs as opposed to academic affairs. And although Brown's intention was to begin "honest dialogue between the academy and student personnel" (1972, p. 11), there is not much evidence to suggest that he succeeded (Caple, 1996).

With human development theories as the philosophical foundation for student affairs as a discipline, student affairs professionals demanded credibility as the leading experts on students' development and began to consider themselves as equals to faculty in their educational efforts. The failure of faculty to acknowledge student affairs' importance and equal status often resulted in feelings on the part of student affairs professionals of a lack of appreciation and resentment. The result was evinced in Brown's (1972) divisive attitude as he called for faculty to acknowledge the contribution of student affairs to student development theory. Because of student affairs' insistence on equal status with other academic disciplines this era can be visualized as shown in Figure 2.

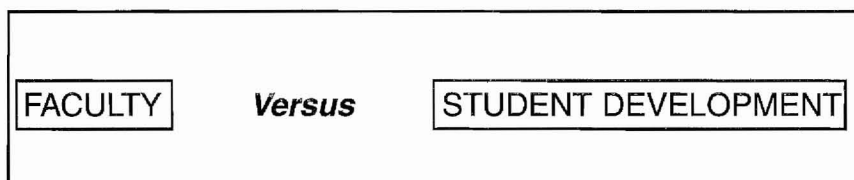


Figure 2. Relationship of Faculty and Student Development, mid 1960s – 1994

Of course, there were other people in student affairs during the 1960s and 1970s who advocated more attention to learning. In 1968, The Council of Student Personnel Associations in Higher Education (COSPA) asked the Commission on Current and Developing Issues in Student Life to issue a report (Straub & Vermilye, 1968). In this report, the COSPA team acknowledged that "with few exceptions, [student affairs professionals] inhabit their own isolated cloister within their institution's ivory tower" (p. 370). The

writers suggested that more of an emphasis needed to be placed on learning and disciplined reflection in student affairs.

Although the call for more attention to student learning was beginning to sound, it was the call for student development that proved loudest through much of the 1980s. In 1983, student development theory was reaffirmed by ACPA's Executive Council as the "commonly held core of the profession" (ACPA, p. 179). In 1987, ACPA published a book entitled *Student Affairs Work, 2001* (Kuh, Whitt, & Shedd), in which the authors suggested an emergent student development theory for 2001. Little of the literature from this time period advocated understanding the views of faculty on student learning. Instead, the literature was more focused on teaching student development theory to the rest of the university than on analyzing how the rest of the university perceived student development theory. For example, Miller and Prince (1976) challenged student affairs professionals "to develop strategies for getting the goal of student development adopted as the primary aim of higher education" (p. 24).

Even as student development theory became the dominant paradigm for student affairs in the 1970s and 1980s, drawbacks of this approach began to emerge. First, in its efforts to promote student development theory as a valid philosophy, student affairs had neglected its role as facilitator of student learning. Second, in spite of its usefulness in clarifying transitional issues faced by college students, student development theory did little to address the educational mission of the institution (Allen & Garb, 1993). Third, student development theory failed to convince faculty of the intellectual relevance of student affairs, and that failure ultimately resulted in the increased isolation of student affairs from the central educational enterprise. Finally, student development theory often championed the separation of students' emotional and social development from their intellectual development (Allen & Garb, 1993).

The most damaging attack on student development theory occurred in 1994 in a book published by Bloland, Stamatakos, and Rogers entitled *Reform in Student Affairs: A Critique of Student Development*. Most of this study was devoted to the deconstruction of student development theory as the guiding philosophy of student affairs. Student development theory was described as a "hodgepodge of theoretical perspectives" (p. 26) borrowed from other disciplines. The authors described the complicated nature of applying student development theory to student affairs while revealing the scarcity of empirical evidence that supported its practical efficacy. The authors were concerned with student development's "early wholehearted and uncritical acceptance by student affairs" (p. 94) and argued that it was time for student affairs to give more attention to learning as their true educational mission. The authors suggested

that student development offered and would continue to offer some contributions to student affairs, but that it was insufficient as a guiding mission for the profession. They recommended instead that the SPPV (ACE, 1937) be returned to its rightful place as the philosophical foundation for student affairs and that student affairs make more effort to give "increased attention to academic and intellectual development, to the learning environment, and to the educational process" (Bloland, Stamatakos, & Rogers, p. 103).

However, returning to the SPPV and the era of student affairs as student services was not regarded by most professionals as an adequate philosophical replacement for student development theory (Blimling & Whitt, 1998). In the 1980s and 1990s, the student services philosophy did fit well with efforts at Total Quality Management (TQM) and Continuous Quality Improvement (CQI; Blimling & Whitt). Student services also proved valuable as a guiding philosophy when student satisfaction became the primary criterion by which student affairs divisions were evaluated. Another advantage of the student services approach was that it translated easily into action, serving and pleasing customers, and that it was readily understood by trustees and other administrators (Blimling & Whitt). However, the major drawback of student services as a philosophical replacement for student development was its failure to motivate student affairs professionals. Many student affairs professionals saw themselves as educators, not customer service representatives. The curricula of master's and doctoral programs in student affairs were often based on student development theories and had little to do with the management services paradigm. Furthermore, the student services philosophy reinforced the age-old belief that student affairs was supplemental to the primary work of the institution, classroom instruction (Blimling & Whitt, 1998). Another difficulty arose in the use of high student satisfaction scores to prove educational impact, as the links between satisfaction and learning were not clearly supported. In short, the philosophy of student services was not a valid replacement for the many student affairs divisions that were shifting away from student development.

The Rise of Student Learning as a Guiding Philosophy

In 1987, 50 years after the creation of the *Student Personnel Point of View* (ACE, 1937), NASPA commissioned a reexamination of the SPPV's guiding tenets. The result was the publication of *A Perspective on Student Affairs: A Statement Issued on the Anniversary of the Student Personnel Point of View* (NASPA, 1987). Twelve core values based on the SPPV were identified and although the word "learning" was mentioned in 5 of the 12 guiding values, the words "student development" did not appear once. Some of the revisited beliefs included these: (a) Student Involvement Enhances Student Learning; (b) A Supportive and Friendly Community Life Helps Students Learn; and (c) Out-of-Class

Environments Affect Learning (NASPA, 1987, pp. 9-13). This statement thus signaled a possible shift in the theory-base of student affairs.

It was at this time, the mid-1980s, that the Study Group on the Conditions for Excellence in Higher Education and several other groups (AAC, 1985; Boyer, 1987) were advocating the importance of student learning in higher education. A group of student affairs leaders recognized this move toward learning and were intrigued by the role of students' active involvement in learning. These leaders, who included George Kuh, John Schuh, and Elizabeth Whitt, acknowledged the critical role of student affairs in stimulating student involvement in learning and strategically positioned student affairs at the crux of student learning outside the classroom. In their 1991 book *Involving Colleges: Successful Approaches to Fostering Student Learning and Development Outside of the Classroom* (Kuh et al.), the authors compiled a summary of the research documenting the positive impact of the out-of-class environment on student involvement in learning. The book was based on a one year investigation of how 14 four-year colleges and universities created intellectually stimulating environments outside of class. This book was closely followed by *The Role and Contribution of Student Affairs in Involving Colleges* (Kuh & Schuh, 1991) which used case studies to identify the steps that student affairs divisions could take in creating an involving college.

This study helped to move student affairs away from demonstrating its distinctiveness and toward demonstrating its relevance to the educational mission of the university. The authors defined "educational" as "connoting a broader set of ideas that embrace moral and social development in addition to the development of intellect and reason" (Kuh et al., 1991, p. 17). They argued that learning and personal development were intertwined and that student involvement in learning was the key to success for both. The shift to a student affairs learning paradigm was not complete, however. Kuh and others placed the primary emphasis on student affairs' role in involvement, instead of learning, but argued that a by-product of involvement was learning.

More questions about the guiding philosophy of student affairs emerged in the 1990s. In 1993, the 75th anniversary of NASPA, Allen and Garb published an article entitled "Reinventing Student Affairs: Something Old and Something New." They called for a reorientation of student affairs based on the broad definition of "whole person" education in the SPPV (ACE, 1937) and the new research on the importance of learning outside of class. They demonstrated how student affairs was perceived as the entity responsible for the "scraps and remnants of what were once classroom faculty duties" (Allen & Garb, 1993, p. 94). Although Allen and Garb supported the service-oriented nature of student affairs and termed it "positive marginality," they preferred that these services be centered on the educational mission of the university. They suggested a new

vision for student affairs, one based on the belief that "within the educational mission of the institution, student affairs is integral to the learning enterprise" (1993, p. 98). Although it was nothing new to argue that student affairs was an integral component of the institution, Allen and Garb placed a new emphasis on the relevance of student learning.

The Student Learning Imperative

The work of Allen and Garb (1993) and Bloland, Stamatokos, and Rogers (1994) established the foundation for a new philosophical model of student learning. In 1993 the Student Learning Project was initiated by Charles Schroeder, then president of ACPA. The Project Team consisted of 12 higher education leaders including Alexander Astin, Pat Cross, Ted Marchese, and Ernest Pascarella. The group was charged with considering how student affairs could more effectively enhance student learning and personal development. Taking the *Involving Colleges* (Kuh et al., 1991) study one step further by formally identifying student learning as the mission of student affairs, they created a rough draft of what was to become the *Student Learning Imperative: Implications for Student Affairs* (SLI; ACPA, 1994). Because the SLI was the ACPA-affiliated work of a prominent group of higher education and student affairs experts, it attracted the attention of student affairs professionals across the nation to the importance of student learning. The goal of the SLI (ACPA, 1994) was to create a learning-oriented student affairs division that would exhibit the following five characteristics:

1. The student affairs division's mission complements the institution's mission, with the enhancement of student learning and personal development being the primary goal of student affairs programs and services.
2. Resources are allocated to encourage student learning and personal development.
3. Student affairs professionals collaborate with other institutional agents to promote student learning and personal development.
4. The division of student affairs includes staff members who are experts on their students, their environments, and teaching and learning processes.
5. Student affairs policies and programs are based on promising practices from research on student learning and institution-specific assessment data. (pp. 1-4)

In the SLI (ACPA, 1994), the authors described the concepts of "learning," "personal development," and "student development" as "inextricably intertwined and inseparable" (p. 1), thereby abolishing the historical separation

of intellectual development from social and emotional development. The authors acknowledged the importance of these skills (cognitive, interpersonal, and affective) to the college graduate and therefore the need for a student affairs division that was concerned with all three.

Another shift in emphasis evinced in the *Student Learning Imperative* (ACPA, 1994) was its authors' spurring of student affairs staffs to collaborate with faculty (SLI characteristic 3). Instead of bemoaning the lack of attention being given student affairs and its place in the institution, the SLI (ACPA, 1994) urged student affairs professionals to create seamless educational experiences for students by linking organizational structures that had been historically disparate. The word "seamless" became quite prevalent in the student affairs literature as a means of expressing that "what was once believed to be separate, distinct parts (e.g. in and out of class learning) are now of one piece, bound or fitted together in such a way as to appear to be whole or continuous" (Kuh, 1996, p. 136). The SLI (ACPA, 1994) ended by urging student affairs professionals to "seize the present moment by affirming student learning and personal development as the primary goals of undergraduate education" (p. 4).

Since the writing and dissemination of the *Student Learning Imperative* (ACPA, 1994), many student affairs divisions have approached academic affairs as more of an ally than an adversary. Working collaboratively, student affairs and faculty are accomplishing more than ever in providing an integrated face to learning. Although student affairs professionals may still perceive themselves as on an equal level with faculty, for many in student affairs equality with faculty is less of an issue than the need to partner with faculty in shared efforts to improve learning. A visual representation of this current era from the perspective of learning-centered student affairs professionals might look as shown in Figure 3.

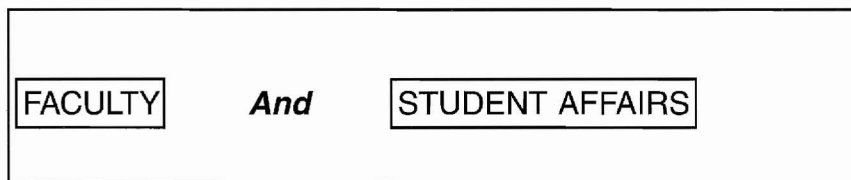


Figure 3. Relationship of Faculty and Student Affairs, 1994 – current

Although the SLI (ACPA, 1994) began to rebuild student affairs work on the foundation of student learning, the authors were reluctant to leave behind the legacy of student development. The fact that they used the terms "learning" and "development" interchangeably was the most significant flaw in their

ideology. Because they failed to distinguish these terms from each other, many student affairs professionals wondered if the analogy of “old wine in new bottles” really did apply (Brown, 1996). Alexander Astin (1996) noted that of the 32 times the word “learning” was used, it was accompanied by the word “development” 23 times. Robert Brown, author of the 1972 statement on *Tomorrow's Higher Education*, wrote an article about the SLI (ACPA, 1994) entitled “We’ve Been There. We’ve Done That. Let’s Keep It Up”. His reading of the SLI (ACPA, 1994) led him to counter that student development could do more to encompass the learning component latent within it, instead of allowing itself to be subsumed by the philosophy of student learning. In short, although the authors of the SLI (ACPA, 1994) communicated the need for a shift to a learning-oriented student affairs division, their failure to distinguish between the terms “learning” and “personal development” impeded the progress of the student-learning movement within student affairs divisions.

The Impact of *The Student Learning Imperative*

In 1996, two years after the introduction of the *Student Learning Imperative*, Steven Ender, Fred Newton, and Richard Caple began to assess how well student affairs divisions had been able to integrate the student learning philosophy. Ender, Newton, and Caple based their survey on the assumption that there were three primary models for student affairs being practiced: student services, student development, and student learning. They defined their philosophical models as follows:

Student development – the primary purpose of student affairs is to focus on the developmental phases or challenges that students experience as they pursue a college education.

Student learning – the primary purpose of student affairs is to share efforts with other educators and administrators to achieve a more integrated or “seamless” learning experience

Student services – the primary purpose of student affairs is to provide support for the academic mission of the institution by providing numerous adjunct services that are necessary to ensure a student’s readiness for the classroom. (Ender, Newton, & Caple, 1996a, p. 1)

The authors acknowledged that most student affairs divisions practiced an assortment of behaviors from all three of these philosophies and therefore only sought to determine “the relative importance of each model within day-to-day student affairs work” (p. 1). They surveyed 563 chief student affairs officers (CSAOs) in NASPA, from whom they received 430 responses, for a 76% response rate.

When these CSAOs were asked to identify which of these three philosophies was the "underpinning" of their student affairs division, 58% stated student services, 31% stated student development, and 24% stated student learning. Because it had been only two years since the publication of the SLI (ACPA, 1994), the authors considered it remarkable that so many student affairs divisions already had shifted their theoretical basis to student learning. Furthermore, Enders, Newton, and Caple (1996a) received over 270 descriptions of actual learning enhancement programs in place throughout the country. The authors used the results to conclude that the student learning movement was no longer mere rhetoric but becoming common practice within student affairs.

In 2001, five years after the Enders, Newton, and Caple research, Doyle also surveyed CSAOs for insight into their divisions' guiding philosophies. However, Doyle's study differed in that it did not just sample from CSAOs in NASPA, but from CSAOs at any higher education institution of 500-3,000 students. Doyle's survey also differed from that of Enders, Newton, and Caple in that it included an additional guiding philosophy, student ministry. This philosophy was added because an additional, separate CSAO sample was taken from the Council for Christian Colleges and Universities. The student ministry philosophy was defined in the survey as follows:

Student ministry - the primary purpose of student affairs is to model the life of Jesus Christ, using principles of evangelism and discipleship to guide students into a deeper love for and understanding of God.

Most chief student affairs officers (not including CSAOs in the Council for Christian Colleges and Universities) ranked the four guiding philosophies as follows:

1. Student Development
2. Student Services
3. Student Learning
4. Student Ministry

The specific data are provided in the Table 1 (CCCU institutions not included).

Whereas student learning was identified as the guiding philosophy for 24% of the respondents in the Enders, Newton, and Caple study, in Doyle's study student learning was ranked first by approximately 22% of the CSAOs. Student development was identified as the number one guiding philosophy by almost half of the respondents (47%). Student services as a guiding philosophy was ranked second with approximately a third of the respondents (34%).

It is worth noting that both the 1996 and 2001 studies ultimately had student learning ranked third behind both student services and student development. This indicates that while the student affairs literature has already shifted to a philosophical focus on student learning, the practitioners in the student affairs field have not yet made the philosophical adjustment. What are the reasons why the student affairs profession has yet to fully embrace the benefits of the student learning guiding philosophy?

Table 1

Ranking of Student Affairs Guiding Philosophies by Chief Student Affairs Officers

Philosophy		1 st	2 nd	3 rd	4 th
Student Development	# of CSAOs	25	18	7	3
	% of CSAOs	47.2	34.0	13.2	5.7
Student Services	# of CSAOs	18	14	17	3
	% of CSAOs	34.6	26.9	32.7	5.8
Student Learning	# of CSAOs	11	16	20	4
	% of CSAOs	21.6	31.4	39.2	7.8
Student Ministry	# of CSAOs	3	3	3	41
	% of CSAOs	6.0	6.0	6.0	82

The Challenges of a Learning Partnership with Faculty

Although the student learning philosophy advocated by student affairs professionals attempts to define the relationship between student affairs and academic affairs as an equal partnership, there are at least three reasons why the potential for success of this partnership is questionable. First, the historical separation of student affairs from academic affairs is ingrained as an organizational value in many faculty and student affairs professionals. The result can be a lack of understanding of and appreciation for the other division. Creeden describes this misunderstanding as follows: "Student affairs professionals believe faculty do not appreciate their work while faculty

members believe student affairs professionals are interested only in the students' perspective and cannot comprehend serious academic issues" (1987, p. 60.) Creeden explores several other biases student affairs professionals have of faculty that hinder collaboration, including these:

The only people around here that care about students are the student affairs staff. Student affairs work is more important than faculty instruction and research. Faculty members do not work as hard as student affairs staff do. Faculty members are never in their offices. (p. 61)

Examining these biases and developing a more accurate understanding of faculty is essential for successful collaboration. Not until then can student affairs professionals suggest that faculty members need to better understand student affairs work.

Once student affairs professionals re-examine their misperceptions of faculty, they also must examine the effects of a historical subordination to academic affairs. Although the student learning movement advocates forming partnerships with faculty, many student affairs professionals are uncomfortable doing so for several reasons, including "a fear of not being taken seriously, a fear of appearing to want to be faculty, and a lack of experience communicating across the cultures of student and academic affairs" (Eimers, 1996, p. 21). Some in student affairs have gone so far as to suggest that many student affairs professionals have internalized a "victim mentality" and have begrudgingly accepted the profession's reputation as "control agents" and "social directors" (Allen & Garb, 1993). Many student affairs professionals are intimidated by faculty members' impressive degrees and teaching skills and question their right to work side by side with these "intellectual giants." Until this "inferiority complex" is overcome, student affairs professionals cannot expect to form collegial working relationships with faculty. Any future efforts at re-envisioning student affairs' role as co-educators must take these historical "second-class citizenship" beliefs on the part of both academic and student affairs into account.

The third challenge to a learning partnership is rooted in student affairs professionals' insistence on credibility. By focusing so much effort on the legitimacy of student affairs as a profession, many student affairs professionals have lost sight of the fundamental educational goal of higher education (Eimers, 1996). The allegiance of many student affairs professionals is to the student affairs division or student development theory instead of the institutional mission. These "territorialistic tendencies," as Hughey (1996) states it, lead many faculty members to be turned off by student affairs professionals' failure to recognize a larger vision. "We need to stop worrying so much about our status as a profession," suggests Hughey, because "faculty are

not impressed when we whine and complain about how much we do not get the respect we deserve" (p. 20). If student affairs professionals want to form strong partnerships with faculty, they must let go of their preoccupation with student affairs' validity as a profession and start recognizing and affirming faculty members' role in the educational process.

Conclusion

In short, the past the 10 years have represented a new era in the guiding philosophies of student affairs. To many in student affairs, "student learning" has become the mantra chanted as a reason for being. To others, their attention is focused on philosophical models such as student services or student development, which at their respective time periods once dominated the student affairs profession but today are considered supplemental knowledge sources in the quest for improving student learning.

A decade after the introduction of student learning as a guiding philosophy for student affairs, it would seem that the profession still has a long way to go in fully incorporating student learning. A look at the eras of student services and student development indicate that both of these time periods were approximately 30 years long. If this holds true for the student learning era, student affairs has already progressed a third of the way through its current guiding philosophy. And yet in two studies in the past seven years (Enders, Newton & Caple, 1996; Doyle, 2001) student learning was ranked as the third most prevalent guiding philosophy. At what point will the student learning model become the commonly practiced philosophy of student affairs professionals? Are the challenges of creating a learning partnership with faculty too great to overcome? Is it time for a new name for student affairs to emerge? The next 10 years should be exciting ones for the student affairs profession. It is time to decide whether we can make a focus on student learning into a guiding philosophy that our profession not only believes in, but also practices on a daily basis.

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