Basis of Student Affairs Profession: Envision for the Future

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Abstract

This article reviews the history and guiding philosophy of Student Affairs over the last 65 years and analyzes how student affairs services have changed over all these years and benefited student learning and development. It also describes the values that guide the work of student professionals and the challenges they still face. It gives an overview of the general student affairs departments and the responsibilities and goals of the professionals of the department. The results of these studies on the successful integration of student learning with student affairs are used to examine the challenges and priorities for student subjects in the coming years.

Keywords: Higher education; Student affairs; Services; Leadership; Administration; Professional competency; Ethical foundation;

1. Introduction

Student affairs and student support are the services and support for student success provided in academia to enhance student growth and development. Student Affairs is a large, complex field of campus activities and consists of many departments with professionals from a variety of educational backgrounds. Higher education is a very dynamic place that faces unprecedented changes often. Related opportunities include access to higher education, population diversity, increased need for technological innovations, new learning and distribution systems, and a growing number of global interactions, exchanges, and educational experiences for students. The most notable challenges include rising costs of higher education and increased expectations from employers, higher authorities, and students.

Student affair is all about students' learning and success. Institutions are working hard to set their goal and more engagement for their students' success. The classroom is not the only place where students learn. Students are involved in learning throughout the college experience, from the day they enroll for their degree until they graduate. Students get into good shape through different mythological teaching skills, by sharing places of residence with other students, the leadership skills acquired to lead a student organization, critical thinking developed by challenging academic work, and conflict management lessons from an evolving concept of identity make sense of their experience.

This article reviews the history and guiding philosophy of Student Affairs over the last 65 years. This article analyzes how student affairs services have changed over all these years and how it is benefited student learning and development (Rudolph, 1990). It describes the values that guide the work of student professionals and the challenges they still face and the overview of the general student affairs departments and

the responsibilities and goals of the professionals of the department. The results of these studies on the successful integration of student learning with student affairs are used to examine the challenges and priorities for student subjects in the coming years.

2. Literature Review

2.1 The History of Student Affairs

In higher education, there have always been student affairs services. The goals of the department are changing over the last 65 years according to the situation they face. In the first 200 years of American higher education, professors, tutors, and presidents served in the role currently designed and implemented by student affairs (Rudolph, 1990). Higher education is continuing from the colonial period; however, "student affairs" did not come into consideration on college campuses until the 1970s. In later1960s, however, institutions had to confront race relations, sexual violence, drug, and alcohol abuse, along with other provocative issues, and then they started hiring professional administrators to deal with those concerns. By the 1990s, the ongoing tradition brought a revolution in student affairs offices and departments, charged with managing programs, residential units, cultural centers, campus safety, career services, and virtually all other non-academic aspects of campus life". Tutors often lived with students and served as mentors and counselors (Blimling & Alschuler, 1996).

In the 1960s and 1990s, during the verge of the progress of student affairs, college students evolved from clients to consumers. Before the 1960s, Dr, Geiger said that the college student's role was that of a client, seeking the expertise and knowledge of the faculty, a professor at Pennsylvania State University. But during the 1960s and 1970s, the situation began to change perceptibility when student activists and certain administrators made significant changes to their college's curriculum, attendance policies, and examination expectations. Furthermore, as the marketplace began to have a significantly greater impact on higher education, there was enhanced competition for the ablest students, or an "arms race" for students, which greatly promoted student consumerism. "The competition for students, for good or ill, has bred consumerism-- a reversal over the attitude from students as clients, fortunate to attend a particular university, to students as customers who must be pleased with a variety of amenities-- from upscale dormitories to shopping facilities that have little to do with actual education" (Blaum, 2002).

"What now mattered was an intellectual performance in the classroom is not a model behavior in the dormitory or the village tavern" (Rudolph, 1990). During the second half of the 19th century, when the role of faculty in American higher education started changing, it began reflecting the influence of the German model for higher education that emphasized the search for "pure knowledge" through empirical research. As faculty members became more productive in their research and scholarly work, they were less interested in investing in their students' learning. "If the investigation was the principal aim of the university, then giving one's energy to immature and frequently mediocre Students could seem an irritating irrelevant " (Veysey, 1965).

Dr. Cartwright (1998) who is a former president of Kent State University, and an advocate of student affairs and institutional collaboration to foster student success, stated that an institution-wide focus on student success has become essential in today's college/university campuses. The problems that students face in higher education are one of the most fundamental and far-reaching realities. Even ten years ago many staff in the Student Affairs Department did not know about student life and their issues, administrators are now working together in different departments to improve student life and the academic experience of undergraduate and graduate students. The academy includes but is not limited to current issues and challenges, security, crisis response, threat assessment, and emergency preparedness and responsiveness. Management of students 'mental health problems has contributed to the expansion of traditional student

affairs responsibilities for their accommodation, social and educational programming, and diversity education, starting with their basic needs. These issues have made student affairs work more difficult and are essential with additional leadership in campus classification by student affairs professionals.

With the increase in diversity on the campus, new expectations, and competition also increased. Now Colleges and universities are again thinking about who and how they will serve. These changes are resulting in the perspectives of student affairs professionals, which is especially important for a university service enterprise and strategic planning, in general.

To deal with these issues, many colleges and universities had to hire a dean or other student service specialists like the registrar and other similar positions who would monitor and discipline students for their behavior outside the classroom (Boyer, 1987; Loy & Painter, 1997). This led to an increase in the gap between students' learning and growth inside and outside the classroom. Therefore, due to the increase in the student population index and the increase in students resting in extracurricular activities, one dean was not enough for most colleges (Rudolph, 1990). In 1899, William Rainey Harper acknowledged the importance of understanding student development and predicted the rapid growth of a field focusing on student issues.

In regard to the student can get the support he needs for his maximum success, another step in the next evolution will take place. At this stage the student will have his scientific study, [...] to be arranged in the near future, either by regular trainers or by persons specially appointed for the purpose, to study people in detail, or That woman is instructed. This study will be done with a special mention of his character, [...] special mentioned his intellectual ability, [...] with special mention of the social aspect of his nature. This feature of twentieth-century education will be considered the most important, and fifty years will therefore be as prevalent as it is lacking now (Harper, 1905).

2.2 The Areas of Professional Competencies for Student Affairs in Higher Education

Higher education is an important component of cultural, social, economic, and political development in today's society and has played an unprecedented role as a pillar of integration capacity building, human rights, sustainable development, democracy, and peace. However, students often enter college with pre-existing personal challenges or backgrounds, which led a significant effect on organizational development as well as student growth.

To be successful in the current higher education environment as well as in the future environment, ten professional competency areas for student affairs educators were taken into consideration for professional development, and the preparation of new professionals through graduate study (see, ACPA & NASPA, 2015).

A university is applauded when it can provide intellectual, social, and emotional support to its students. To think about a well-featured Student Affairs Practice, which includes engagement of students in active learning, the practice should be able to build a supportive and inclusive community by encouraging connections between students, faculty, and student affairs practitioners. It helps students to develop coherent values and ethical standards. Able to facilitate a systematic inquiry to improve student and institutional performances. By making students aware of the institutional resources, helps the intuitions to achieve their mission and goal. ACPA (Association of College Personnel Administrators), and NASPA (National Association of Student Personnel Administrators) collaborated in the year 2009 to establish a common set of professional competency areas for student affairs educators in higher education. Their Joint Professional Skills and Standards Task Force, from both the associations, analyzed nineteen major documents prepared by ACPA, and NASPA. The Council for the Advancement of Standards in Higher Education (CAS) then proposed a framework that included ten competency areas. These ten professional competency areas provide the layout of essential knowledge, skills, and dispositions expected of all student affairs educators, regardless of the functional area of specialization within the field. While effective student affairs practices require skills

in many areas such as critical thinking, creativity, and verbal communication, the areas of skill represented under ACPA, and NASPA guidelines are intended to define student work and to provide direction for the future development of student educators individually and in both cases as a profession.

- Personal and Ethical Foundations

Development involves knowledge, skills, and dispositions, and maintaining integrity in one's life and actions. It includes a holistic and comprehensive standard of thoughtful development, critique, ethics, and adherence to the promise of self-improvement and growth. Personal and moral foundations come together because honesty has an internal position that is informed through external moral guidelines, care and coordination, and people's living experiences. The personal and moral foundation grows through a process of curiosity, reflection, and self-authorship.

The underlying outcomes particularly emphasize awareness and understanding of one's values and beliefs related to the professional code of ethics and policy & personal well-being. Professional development of advanced-level skills includes high-order critique and self-awareness, applications for healthy living and professional practice, and similar benefits among modeling, counseling, and others.

- Values, Philosophy, and History

This field of expertise represents the foundation of the profession from which current and future research, scholarship, and practice will change and grow. The commitment to demonstrate this field of expertise ensures that our current and future practices are informed by an understanding of the history, philosophy, and values of the profession.

The advancement of basic to advanced levels of skills in this field involves the movement from the basic concept of VPH to a more complex understanding of VPH that has been applied in practice and then to the use and critical application of VPH in practice.

- Assessment, Evaluation, and Research

It focuses on the ability to design, manage, critique, and use different AER approaches and the results derived from them, to practice AER processes and their outcomes, and to shape the political and ethical climate surrounding AER processes and uses in higher education.

Professional growth in these skills is characterized by changes from broad understanding to application, and then from small-scale applications focused on a single program or study to large-scale applications cut across departments or divisions. Many advanced-level results are involved in leading the AER effort.

- Law, Policy, and Governance

These policies used in different contexts include knowledge, skills, and dispositions related to the development process, application of the legal framework, compliance/policy issues, and understanding of governance structures and their impact on one's professional practice.

The basic progress from foundational to advanced level skills reflects a shift in understanding from a critical application formulated primarily at the departmental level to an institutional level application that focuses on a regional, national, and international context.

- Organizational and Human Resources

This field of competency recognizes how student affairs professionals bring personal strength and grow as directors by challenging themselves to create new skills in staff selection, supervision, motivation, formal evaluation, and conflict resolution. Management of organizational discourse politics, and effective implementation of strategies and strategies associated with financing, facility management, fundraising, technology, crisis management, risk management, and sustainable resources.

In addition to changes from comprehension to application, professional development in these skills reflects changes in the scale, scope, and accessibility of organizational resources.

- Leadership

This area of competency indicates effective knowledge and leadership skills. The unique role of a leader in leadership and the changes in organizations are both involved in the leadership process of individuals working together to visualize, plan and influence changes and respond to broad-based constituencies and problems while working with students, student affairs staff, faculties, and community members.

Professional growth in this area of expertise encourages the critical application of knowledge and then leadership development and reflects among others.

- Social Justice and Inclusion

It is defined as both process and a goal that includes the knowledge, skills, and the required setting to create a learning environment that encourages equitable participation of students of subgroups, which addresses and acknowledges the issues of oppression, privileges, and power.

Professional development in these areas of competence assumes that student educators must understand oppression, privilege, and power before they can learn about social justice.

- Student Learning and Development

This area addresses the concepts and theories of student success and learning. This includes the ability to apply these theories to improve and inform students' affairs and teaching practices.

This level involves a critical understanding of learning and development theories and their learning outcomes. The use of intermediate and advanced skills involves a greater application to a wide variety of programs and applications in increasingly large and complex spaces.

- Technology

This area of competency completely focuses on digital learning and the tool & technology to enhance students' learning and development.

Professional growth in these skills is characterized by changes from understanding to the application as well as benefits and leadership from the application.

- Advising and Supporting

This area addresses the complete format of providing advice and support to individuals and groups through guidance, feedback, referrals, and instruction. By developing self-knowledge and support strategies by considering others' needs, and well-being.

Advancement of skills from foundation to advanced level involves the development of high-level competencies for listening, addressing group mobility, managing conflict, and crises, and partnering across the departments, and organizations.

3. Analysis

Building community consensus and relationships is an especially important aspect for student affairs professionals. Community students should be encouraged to engage in development through involvement and action plans that can bring community members together. So, student professionals must focus on students who have a leadership attitude, and they can help bring the community together and help students visualize programs that can be applied to larger student organizations, including systematic planning, management, and marketing programs through their engagement and contributions (Long, 2012).

- Functional Areas can be considered to build a strong community

The students who volunteer and are involved in these activities can see themselves as responsible for the programs they create, and participants in the programs may initiate change on their own. If student affairs professionals carefully discuss community development, they can ensure that the community reflects the desired values and learning outcomes. We can consider some of the functional areas where these participations could make a strong community. These functional areas can be provided by the Student Affairs department.

- Counselling

Most often the student affairs professionals are not trained or licensed counselors, but a large number of them must develop the skills to help because of direct contact with students. Counseling can provide the student with the skills to deal with the issues and to learn decision-making skills. Also, the skills of counseling help enhance the ability of student affairs professionals to create positive relationships and environments for students.

- Advising

Counselors help students to learn to make the correct choices and responsible decisions as an indispensable aspect of student affairs, from residential life and financial support to career services and health services. It helps create different aspects of student affairs, from residential life and financial support to career and health services.

Many of the interpersonal qualities needed for helping skills in terms of honesty, positive respect, and empathy. However, through advising process, as opposed to the ability to help, requires a comprehensive knowledge of the resources and options available to the college or university for a suitable solution for the counselor which can help in student success.

- Assessment

Student assessment deals with costs, services, and programs that are increasingly important for fairness. There are some guidelines policy and staff decisions are provided to improve the quality of student services, programs, and learning outcomes. Generally, the purpose of student assessment is not to evaluate a student's

academic outcomes, but to gather the information that answers larger questions instead, which may include the queries for why a certain group of students has a lower percentage rate than other students or why students dropped out from the program, etc.

- Career Services

Career Services advises students on career exploration and make them aware of the responsibility of student affairs professionals employed in career services. They help students identify information about internships and current job opportunities. Often, career services provide students with CV-writing skills and summary critique, interview skills, and strategies for discussing pay and benefits. Most importantly, however, student affairs professionals working in career services are skilled counselors who help students identify their career interests and identify their own strengths and choice of professional fields that best match their preferences.

- Multicultural Student Services

Multicultural Student Services department focus on supporting and integrating marginalized students in higher education with the majority culture on campus. Student professionals who work in the area create a campus climate that combines welcoming and inclusive, cultural heritage and expression celebrations for all students, by connecting students to academic and community resources, and helping students to represent the complexities of the majority culture on campus.

- Orientation Program

Through orientation programs, Student Affairs Professionals can coordinate and manage orientation programs for first-year and transfer students that create a welcoming environment for the students in higher education. It provides all the information such as history, heritage, and expectations of the college or university, where students are prepared to be responsible citizens on campus. They introduce students to the campus and community resources and provide information on housing, financial aid, course registration, and also meal options which are vital information for first-year or foreign students.

4. Conclusion

In the last ten years, the Student Affairs philosophy in higher education has emerged extensively. Their focus was primarily on student service or student development, which in their time dominated the student affairs profession but is now considered a complementary source of knowledge for improving education.

The role of student affairs in higher education is extremely complex and dynamic. History has shown that students' careers evolved from student behavior and the need to participate in college or university administrative activities. Currently, student affairs professionals work in a variety of practical fields across colleges and universities, providing academic advice ranging from admissions to accommodation and residential life. The role of student-related professionals in shifting from administration to education has also changed. Student affairs professionals understand that there are several areas of learning and growth skills for students outside the classroom. The main purpose of student subjects is to create meaningful experiences about how students develop intellectually, psychologically, and emotionally and stimulate student development. Key values such as caring, helping, equality and social justice inform many environments

where student affairs professionals strive to create the best conditions for students to learn and succeed. To help students develop stable identities, values, conflict resolution skills, communication skills, ethical values, and tolerance, student affairs professionals help students prepare for their lifelong careers, leadership, and civic roles. Professional associations, scholars, and business literature connect with student affairs professionals and set standards for professionalism and required skills. Collaboration with teachers and others will become increasingly optimal as student professionals seek to understand and encourage student learning in new and innovative ways.

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