Now in its fifth edition, Student Services: A Handbook for the Profession has been hailed as a classic reference in the field. In this important resource, a new cast of student affairs scholars and practitioners examine the changing context of the student experience in higher education, the evolution of the role of student affairs professionals, and the philosophies, ethics, and theories that guide the practice of student affairs work.

The fifth edition covers a broad range of relevant topics including historical roots and development of the profession, philosophies and ethical standards, legal issues, theoretical bases of the profession, organizing and managing student affairs programs, and essential competencies: leadership, multiculturalism, supervision, teaching, counseling and helping skills, advising and consultation, conflict resolution, community development, professionalism, and developing institutional partnerships. It also addresses the future of student affairs practice and how it is informed by student learning outcomes and technology.

“The painstakingly thorough coverage of topics important to the profession of student affairs makes this handbook a valuable resource to the scholarly and practice communities of the profession.”
—JOHN M. BRAXTON, professor, Higher Education Leadership and Policy Program, Peabody College, Vanderbilt University, editor, Journal of College Student Development

“Continues three decades of excellence in providing a comprehensive set of resources that provides firm grounding for the higher education student affairs community in all aspects of our profession.”
—MICHAEL J. CUYJET, professor, Department of Educational and Counseling Psychology, University of Louisville

“Casts an impressively wide net, thoroughly capturing critical topics and offering a deeply nuanced and technical, yet readily accessible narrative trajectory and study of student affairs in higher education.”
—THERESA A. POWELL, vice president for student affairs, Temple University

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STUDENT SERVICES
STUDENT SERVICES
A Handbook for the Profession
FIFTH EDITION
John H. Schuh, Susan R. Jones, Shaun R. Harper, and Associates
The Jossey-Bass Higher and Adult Education Series
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We dedicate this book to those who served as editors and authors of the editions that preceded this one. Ursula Delworth and Gary Hanson edited the first handbook and its resounding success led to a second edition, also edited by Ursula and Gary. Susan Komives and Dudley (Doug) Woodard edited the third and fourth volumes of this book. They built on the foundations of the first two editions and skillfully crafted volumes that made significant contributions to the literature of student affairs. It has been our privilege to continue in the traditions of our predecessors. We trust that we have honored their work by developing this volume and hope that it will be of value to those who use it to inform their practice.
Precisely when student affairs practice began in the United States is difficult to pinpoint. It may have been when a student was subjected to institutional discipline at Harvard College in the seventeenth century. Alternately, Mueller (1961) has claimed that personnel work (the phrase of the day) was a twentieth-century phenomenon. Dr. James Rhatigan (2009) identified several sources that indicated that deans of women were appointed before the turn of the twentieth century and that LeBaron Russell Briggs of Harvard (citing Cowley, 1937) and Thomas Arkle Clark of the University of Illinois were the first deans of men. Exactly who was the first student affairs practitioner and what role this person played are less significant in our view than that people have been engaged in student affairs practice in one form or another for around one hundred years even though the roots of the field can be traced to the beginning of higher education in colonial times.

Since its beginning, student affairs practice has moved forward dramatically. At first, student personnel work, as it was known at the time, had a great deal to do with monitoring and reacting to student behavior, both good and bad. Today, student affairs practice is challenging, complex, and sophisticated, and it touches students from before they apply for admission to when they graduate and beyond. Various titles have been used to characterize the work including, but not limited to, student personnel, student services, student development, student affairs administration, and just plain student affairs. The titles of the day are probably less important than it is to recognize that it would be an unusual institution that did not have staff members dedicated to the growth and development of students outside of the formal curriculum. These staff form the audience for this volume. Although our primary audience consists of graduate students and student affairs staff who are in the early stages of their careers, we also hope that our ideas will resonate with senior leaders in student
affairs as well as with those who teach courses in the preparation of student affairs practitioners.

Whether or not student affairs practice has reached full maturity as a profession (see Stamatakos, 1981), it is important in our view that the literature base of the field be refreshed on an ongoing basis. Toward that end we offer the fifth edition of this volume. It is designed to advance our field, to offer new ideas about student affairs practice, and to remind readers that the focus of our work has been and always will be on students—their growth and their development.

The Green Book

This is the fifth edition of the “Green Book.” The first edition was edited by Ursula Delworth and Gary R. Hanson in 1980, and revised editions were released in 1989, 1996, and 2003. Is there a need to release new editions of this volume every few years? Obviously, we think so, but consider this: the traditional, eighteen-year-old students who are entering college in fall 2011 were not born when the first and second editions were published. They were three years old when the third volume was released, and they were in about fifth grade when the most recent edition was published. Our view is that students, in addition to institutions of higher education, curriculum, and the external environment affecting higher education, have changed dramatically since 2003, as has our profession. Accordingly, we think it is time to update this volume through a discussion of contemporary theories and practices, and our guess is that toward the end of this decade it will be time to do that again.

Ursula Delworth and Gary Hanson were the pioneers of this series, editing the first two volumes. They were pioneers in other respects, too, also having served as the inaugural editors of the New Directions for Student Services sourcebook series. The third and fourth editions were edited by Susan R. Komives and Dudley B. Woodard Jr., also exceptional scholars. Susan and Doug have upheld the high standards set by Ursula and Gary. When they decided they did not want to take on producing the fifth edition, it became our turn to take a crack at crafting a new edition of The Green Book. Our predecessors set the bar high, and their commitment to excellence guided our work.

The Title

The title of this book has been a concern for the editors for at least three editions, including this one. Student services is a dated term to describe the work of contemporary student affairs practitioners and probably has been so for several decades. Clearly some of the work of student affairs practitioners involves providing services, but it is far more complex than that. Nevertheless, we wish to be true to the roots of this series of books, and we have thus retained the title for this edition.
Focus of the Fifth Edition

As we move into the second decade of this century, the focus of this volume, as has been the case in previous editions, is on college students and how to provide the very best educational experiences for them.

We think it is interesting to note that the contributors to previous editions in this series have turned over completely. None of the authors who contributed to the first edition contributed to the fourth edition or to this one, and only three authors who contributed chapters to the second edition have contributed to all of the succeeding volumes, including this one. This group includes Jane Fried, George Kuh, and John Schuh. Just six authors who were contributors to the third edition have contributed to this one. This volume includes the work of twenty-three new lead authors as well as some new coauthors. Having multiple authors for chapters is a new concept for this edition, at least compared with the third and fourth editions. Although many of the titles of the chapters remain the same as those included in the fourth edition, the vast majority of contributors to this volume are new, and we trust they have provided a fresh treatment of their subject matter.

Contents of the Fifth Edition

The organization of this volume is similar to that of the fourth edition. It explores the roots of our practice, discusses selected theories that inform our practice, and describes administrative practices that are necessary to provide a foundation for our work. Essential competencies and techniques are discussed in detail. The competencies and techniques are not listed in any particular order nor should the reader infer that some are more important than others. Our view is that all of the competencies and techniques we discuss are essential elements in the portfolio of the contemporary student affairs practitioner. We conclude by looking forward with a glance into our crystal ball. How well have we predicted the future? We’ll know that when it comes time to prepare the sixth edition!

More specifically, in Part One, Chapter One, John R. Thelin and Marybeth Gasman provide a history of higher education in the United States. Recognizing that the history of U.S. higher education encompasses more than 370 years, they identify highlights that have provided a foundation for student affairs practice. In Chapter Two, Kimberly A. Griffin and Sylvia Hurtado provide an overview of the distinctions between institutions of higher education with a focus on institutional mission and type. American higher education is complex and diverse, with institutions ranging from those that almost exclusively focus on their teaching mission to those that are research oriented. Also in the mix are those that are private but not-for-profit, those that are private and for-profit, and those that are supported by state governments. Chapter Three focuses on the diversity of students. Mitchell Chang, Jeffrey F. Milem, and Anthony Lising Antonio share their thoughts on this increasingly complex topic.