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Student Services in Higher Education

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The basic tasks of personnel workers fall into three categories: (1) morale of the worker or student and his human needs, (2) research in methods of production or education and use of human resources, (3) facilitation in the communication system involved. Present day student services have focused on the first of these, however, there now exists an urgent need for research and communications experts. These experts are crucial to an essentially inflexible institution faced with the task of adapting rapidly to the changing social order. Their respective goals would be: (1) to obtain data about students' experiences, campus life and educational programs, and (2) to communicate this data to faculty, administrators and students in order to assist them in focusing "...on what's happening...". Additional needs for and methods of improving present educational personnel services in higher education are also discussed. (Author/LS)

STUDENT SERVICES IN HIGHER EDUCATION*

What Are Student Services?

Two conditions characterize the state of higher education today: first, its similarity to a giant and increasingly large industry; second, its turbulent stage of evolution in relation to the rest of society.

That nearly a fourth of the nation is involved in education testifies to its position as a leading industry. Nearly a 10 billion dollar budget, almost 7 million students and increasing enrollments make higher education a significant aspect of this industry.

In its inception, higher education was a humanitarian concern devoted to fostering individualism within a close community. Without its awareness, higher education has become bloated with rapidly snowballing enrollments which necessitated spiralling numbers of administrators. It grew unexpectedly, unnoticed and unchecked. Now higher education is a giant industry with little preparation for the administrative responsibilities that go with leading such an organization.

Even as commercial industries found that they needed to develop a group of professionals to assist them in looking at administrative and, particularly, personnel functions (industrial personnel specialists), so higher education is faced with expanding and up-grading its personnel functions. This is particularly crucial in the face of social developments among students and in light of the changing technology and social communities which spawn students.

Mechanization and automation changed the base of industry and

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required serious reorganization of its operation, drawing upon the assistance of personnel people. Likewise, the McLuhanesque age of communication processes, the systems of computer storage and computer-assisted instruction, closed circuit TV and video tape, as well as the burgeoning fund of information and flooding numbers of students, force immediate change upon our educational institutions. Thus, the development of a cadre of more and better equipped educational personnel workers is an imperative.

The tasks of a personnel worker, whether in industry or education, fall into three categories: (1) the morale of the worker or student and his human needs; (2) research on the methods of production or education and on the uses of resources, particularly the use of human resources; (3) facilitation of the communication system within the industry or educational institution.

Even as industry has long maintained personnel offices dealing with the selection and placement of employees, with wages, insurance and other accommodations, so, too, educational personnel workers have been engaged in this service area. For the most part, this has been the major emphasis of educational personnel thus far. They have staffed offices of admissions and academic records, worked in dormitories and housing programs, given leadership to student union programs, dealt with interpersonal processes such as discipline, and focused to some extent upon personal development processes in counseling.

Industry has expended a great deal of money looking at the effects of various kinds of working conditions, various patterns of worker-supervisor relationships. For example, the classical Roethlisberger and Dickson¹ studies

¹F. J. Roethlisberger and W. J. Dickson. Management and the Worker, Harvard University Press, Cambridge, 1939.

at Western Electric's Hawthorne plant have had revolutionary effects on industry. In contrast, higher education has done very little in studying the effects of various educational practices, circumstances, and experiences on students.

Similarly, industrial psychologists spend great amounts of time in management training, in orientation programs and in arbitration seminars among various aspects of industry as roles and wages are redefined with continuous change. But very little has been done in higher education in these communication areas and in redefinition of staffing.

Increasingly, the personnel worker needs to make available to administrators and to faculty, information about student motivations, information about readiness to learn, particularly information about the effectiveness of various programs for learning.

In this age of revolution, even as industrial personnel facilitate negotiations between worker and management, so educational personnel must begin to play a vital role between students and administrators as they evolve ways of jointly planning programs and developing policy and practices.

After all, the current structure and institutional machinery of higher education were adopted in the years between 1890 and 1910. In view of current rapid and massive social change, educational-technological advances and rapidly increasing enrollments, higher education must change quickly. To do so, it, as industry, needs groups of personnel equipped to deal with the same three basic tasks that industrial personnel manage. As will be seen in the next section of this paper, educational personnel have dealt almost solely with the welfare needs of students. The crucial need is for experts in applied educational research as well as in communication and interpersonal processes.

Student Services in Higher Education: The Past and Present

Current student services (student personnel services is used most frequently) evolved from three major stimuli.¹ First, expanding enrollments. The presence of large numbers of student in residence produced student needs for housing and food facilities. In addition, college-age youth have tremendous physical energy which, combined with the pressures of academic life, required arrangements for non-destructive, emotion-releasing activities. Hence, the development of intra-mural programs, student unions, student government and publications and other co- and extracurricular programs. All of these, of course, required personnel to administer them.

Second, the institutions need to maintain order. Students and student groups were sufficiently disruptive to normal educational procedures to eliminate or control the disruption. Hence, the establishment of deans of students and discipline programs, programs for fraternities and sororities, and social and cultural programs for residence halls. Again, all required personnel.

Third, personal problems of students requiring attention. These led to the development of such specialized functions as counseling, testing, health services, financial aids, and placement.

These have been the major stimulants to the development of student personnel work and the major focus of its activities: the needs of resident

¹Eugenia A. Leonard. Origins of personnel services in American higher education. University of Minnesota Press: Minneapolis, 1956.

students for housing and recreation, college and university needs to maintain order, and the problems of individual students. In addition, student personnel services frequently administer such functions as admissions, records, foreign student programs, remedial clinics and other special informal services.

A study by the U.S. Office of Education gives an indication of the prevalence of student services in American higher education.¹ A 50 percent sample of universities, liberal arts colleges, teachers colleges and junior colleges was selected, with 95 percent returning completed questionnaires. Nineteen functions² were identified as the most prevalent student services. In light of the introduction section of this paper, note that all these functions are services to student needs. None of them fulfill the research and communication tasks so urgently demanded in higher education today.

Between 80 and 100 percent of all institutions provide 15 of the functions. Athletic programs, religious affairs, student health and housing are not as prevalent as counseling, testing, financial aids, admissions and academic records.

An analysis of services in institutions by control, type and size shows that with few exceptions, a larger percent of public than private institutions report a wider range of student services; universities report the greatest

¹A. R. Ayers, P. A. Tripp and J. H. Russel. Student services in higher education. U.S. Office of Education, Bulletin No. 16, 1966.

²Most common student services: recruitment, admissions, academic records, nonacademic records, counseling, testing, financial aids and awards, foreign student programs, nursing services, medical services, residence hall, married student housing, job placement, student union, other extracurricular, social or cultural problems, intercollegiate athletics, intramural athletics, food services, religious affairs.

number of services, junior colleges the least, with liberal arts and teachers colleges between these poles; and, with but one exception (recruitment) as size of student body increases, the comprehensiveness of student service programs increases.

The Future of Student Services in Higher Education

In a paper presented to a group responsible for planning for the administering of the Education Professions Development Act,¹ Allen boldly made the point that education must undergo radical changes in the decades immediately ahead. Our present timorous attempts to attach minor improvements to existing practices are inadequate in the face of the rapidly changing needs confronting education.

Just as industry, faced with rapid change forced on it by mechanization, developed personnel specialists, so must higher education evolve, beginning now, personnel specialists. The three basic tasks in educational personnel parallel those in industrial personnel: (1) student morale and needs as humans, (2) research of methods of education and use of resources, particularly human resources as education is essentially a human endeavor, and (3) experts in communication and interpersonal relations.

Whereas present day student services have focussed on just the first of these, the pressing, urgent need exists for the research and communications experts. These experts are crucial to an essentially inflexible institution faced with the task of adapting rapidly to massive and turbulent social forces. In defining the roles of research and communications experts separately, we

¹Dwight W. Allen. "Needed: a new professionalism in education" American Association of Colleges for Teacher Education, Washington, D.C., May, 1968.

do not mean to create an artificial gap between the two services. In fact, practically and philosophically one person may do both, particularly at smaller private institutions. Rather, we see both research and communication as parts of one process, which, particularly in the larger public universities, needs to be divided in order to be implemented. Regardless of whether the student personnel worker chooses to focus on research or communication, he can hardly avoid involvement in and awareness of the other role.

Student Services researcher

One of the primary goals of educational personnel researchers should be to help both faculty and students to understand the changing nature of campus life at their own institutions. He must be a student of students and he must be able to translate his understanding of students into programs and services that accommodate the needs of students. More importantly, his data must be used to help students and faculty become acutely aware and appreciative of the experiences characterizing the students' daily lives -- and of how those experiences contribute to or distract from the developmental goals set by students and faculty.

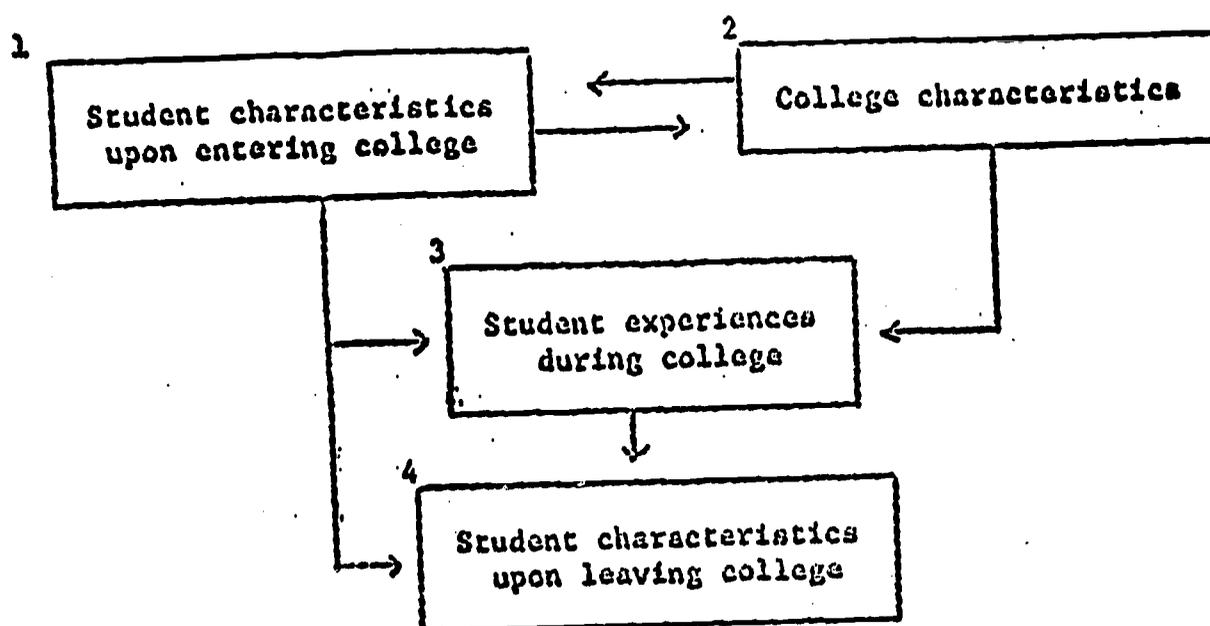
The report of the Select Committee on Education at Berkeley¹ highlights the need for the skills of the educational researcher because of the transitional state of American higher education.

"We are far from alone in our self-examination. Nearly every major college in the country has, or has had, or is planning similar studies by similar committees. We sense that we are

¹Report of the Select Committee on Education, Education at Berkeley, University of California, 1966.

part of a great national - and international-development, the response to an historical crisis in higher education. The main reasons for the crisis seem readily distinguishable: the changing role of the university (and thus of the professor) in modern society; the proliferation of knowledge; the growth of our population and the changes in our social expectations; the emergence of a new generation of students. Thus almost all the major elements that compose a university -- the teachers, the students, knowledge itself, and their social setting -- all are in an unprecedented state of change."

Unfortunately, few student personnel workers have been explicitly prepared for such innovative research. In the first place, research preparation has been oriented more toward the psychometric, pre-post test variety rather than toward the in-life study of student experiences. Most research has, in terms of Newcomb's diagram¹ of an educational institution, been directed at elements one and four; relatively little at element two, and even less at the now all-important element three.



¹Newcomb, Theodore. "Exploiting Student Resources". In Sprague, Hall T., (Ed.), Research on College Students. Boulder, Colorado; Western Interstate Commission for Higher Education (in cooperation with Center for the Study of Higher Education, University of California, Berkeley), 1960.

A first imperative, then, for colleges and universities facing massive change, is to develop regular program assessment. The focus should be to assess the educational effects on students and to evaluate the educational product in light of various production methods. The assessment should be made of the effects of various educational methods on the varieties of students in the differing educational programs. Further, and of crucial importance in light of today's growing student concern, ways of keeping in touch with what educational experiences mean to students should be devised. Most assessment is limited to tallies of dropouts or standardized testing of freshmen and seniors. If a change is detected in dropout rates or test scores, there still is no way of knowing when these changes began to take place or in what context of experience.

The next decade will see colleges and universities hiring more and more educational researchers as members of student services staff. Education has lagged far behind industry in gathering data on its product as bases for planning and decision making. Institutional differences are so great that findings at other institutions frequently are adopted at great risk, necessitating staffs at each institution. It also will be necessary to find more effective, efficient, economical, yet more humanitarian procedures for the educational enterprise.

In the past, too much of this research has been attempted on a spare-time basis -- something done when other pressures ease up. It is unrealistic to expect that the considerable effort that will be needed can be attained through continued spare-time efforts. Rather, full-time personnel specialists in applied educational research will be hired.

Also, the traditionally-trained educational researcher has proven not to be the appropriate person. His chief interests usually are statistics, measurement and research design. While he can tell us more than we need to know about assumptions, parameters and reliabilities, he typically is poorly trained in the nature of higher education, learning and motivation and student development. He neither knows the important questions to ask nor is he able to accept the importance of experiential research.

The personnel researcher demanded by the current educational situation needs an orientation toward higher education in addition to technical skills. He should be able to translate into meaningful research the question "What goes on with college students?"

Finally, the hope is that these researchers will know how to do team research - to involve the teaching staff in research of student ecology. These are the persons who will make a difference in higher education. For, as with industry, attempts to change environments and innovate meaningful procedures are doomed unless the teaching staff (as the workers and supervisors in industry) are involved in and committed to the process.

The Educational Personnel Communications Specialist

The data obtained by educational researchers will not bring about planned educational reform in and of itself. Rather, a college needs communications specialists who can make available to faculty, administrators and students the sorts of information that will encourage them to think about education with respect to the extent and ways students change during, say, a particular course or educational experience.

All too often, what is written about higher education is evaluative, saying "That is what's wrong and this is what should be done". Ensuing debates can generate considerable heat about right and wrong, good and bad, but very little in the way of change. Such communication does not help a campus community focus upon the effects of current educational processes or upon needed reforms.

The job of the personnel communication specialist is not to tell a professor or dean how to do a job. The specialist probably won't get heard if he does. Rather, his task is to communicate about educational processes (drawing heavily on his research colleague) in such ways as to assist faculty, administrators and students to focus on these processes, on what's happening -- on ways students deal with issues of human development, information about the kinds of personal changes taking place in students between the freshman and senior years and what circumstances led to what changes. This is the sort of communication which can generate the individual responsibility that will be needed for educational reform.

But there is more. Even as industrial personnel workers facilitate joint planning and negotiations between worker and management, or aid in the redefinition of roles resulting from continuous change, so educational personnel workers must become communication facilitators with students, faculty and administrators if orderly change is to occur in higher education.

One immediate task for the communications specialist is to hear the students and to facilitate communication among students as well as between

students and faculty. Increasingly large numbers of representative students (rather than malcontents and rebels) are concerned with relationships with faculty and administrators, with having a voice in evaluations of instructors, with urging more effective and humanizing methods of teaching and learning. Today, students are clamoring for reconstruction of university curricula. An analysis of student disturbances over the last two years¹ suggests rather strongly that students are more and more committed to forcing educational programs to be increasingly relevant to today's world. They are saying that the university's educational concerns have altered far less rapidly than the world around it, that the pressing human challenges must be a part of university programs.

Somehow the communication specialist must invent the mechanisms necessary for a community effort at resolution so that their concerns can be clearly heard and implemented. Oppressive controls and sanctions have been and will be unsuccessful. Rather, fundamental rearrangements of campus governance devised cooperatively will be needed.

Another focus for the communication specialist is the teacher. The teacher must not be replaced, for education is a human concern and enterprise. Rather, it seems crucial to find ways of supporting and strengthening his commitment to the art of teaching. Thus, one vital function of the personnel communication specialist would be to assist teachers (and administrators) in understanding student motivations, educational processes, the effectiveness of various programs for learning.

¹Edward Joseph Shoben. American Council on Education, May, 1968. Personal communication.

Industry considers some of its most worthwhile expenditure to be those for in-service education of its staff. In higher education, the preparation of teachers has focused on the subject matter with little attention to the processes of education -- analagous to industry's focus upon the nuts and bolts with little attention to the processes of assembly. The consultant could nurture the all too rare opportunities for faculty to talk with one another about their teaching experiences; he can be available to them as consultant on the processes of teaching. As Nevitt Sanford has observed, the sense of anomie is perhaps greater among faculty than among their students.

Finally, as with industry, this personnel specialist must be available to consult with members of the academic community about areas of tension, situations of stress. His skills and associations with students, faculty and administrators will enable him to be a dynamic force in the negotiations and reworking needed to alleviate the discontent which will appear. Ultimately, such a communication specialist can help bridge the ravines currently dividing most universities into three isolate social classes - student, faculty, administration. As in industry, such a communication facilitator seems crucial to transforming our institutions of higher education into real communities which permit learning.

Traditional Student Service: Student Development Specialists

But what of the services which have been the major focus of current student personnel programs? There probably will be no significant shifts in the number of these functions as students will continue to have certain

basic needs -- for health care, placement, places to live and eat, problems and decisions, and other services now under the general area of student personnel.

There will be a noticeable change in the procedures used in carrying out these functions. Most admission functions, very probably, will be handled by state or regional agencies, thanks to the advent of computer technology.

These agencies will collect information about student interests, preferred type, size and location of institution, financial resources, intellectual and other types of student capacities, and other relevant input data supplied by the student or by objective appraisals of him. The machine will identify the institutions for which he meets the requirements and which satisfy his major needs, spelling out some considerations relevant to a final choice. (You would need about \$500 a year in aid to attend Institution A, and \$200 a year to attend B. A has loan funds for which you would qualify; B's loan funds are limited, but part-time jobs are abundant. A has an excellent remedial reading program which may help you overcome your reading handicap. Your chances of surviving the academic program are 85/100 at B and 67/100 at A, etc.). The student will notify the clearing house of his preferred institution, and the college will be notified of his acceptance into their program. The "busy-work" of admissions offices will be largely eliminated. Answering inquiries, sending catalogues, checking test scores and high school transcripts, recruiting and high school visitations will largely disappear.

The computer will find application in other guidance functions at the point of decision making. Selection of educational majors or vocational field will be done primarily with the aid of these machines rather than that of the professional counselor. Applications will also be made to financial need packaging and to placement services.

That is not to say that counselors will become less important. They will continue to provide vital services in helping the student ask productive questions and obtain valid appraisals of his dispositions and talents...¹

¹Donald P. Hoyt. "Trends in student personnel work: implications for graduate education." Paper presented to the Conference on Designing New Doctoral Programs in Education, Kansas State University, Manhattan, June, 1968. Hoyt uses the term "Student Development Specialist" and parts of this section draw heavily from his paper.

Current work in medical diagnosis and treatment suggests that these machines also can be programmed to take certain prescribed input data, and diagnose and prescribe treatment much more accurately and economically than current individualized services.

Increasingly, however, the student personnel specialist will focus on providing opportunities for students to learn about themselves -- to genuinely and honestly know themselves. There is increasing evidence that whereas our present attempts to increase their self-understanding have been inadequate, self-knowledge is a basic condition for real personal growth and educational development.

Recent work with newer group experiences suggests that it is possible to arrange conditions that facilitate intense and genuine examination and awareness of oneself. These group techniques will be very facilitative of self-understanding for many. Other students will need different conditions or procedures. The specialist must recognize that differential methods and experiences will need to be developed for students with different backgrounds and propensities.

This specialist will have another challenging area of responsibility -- to invent the varieties of ways needed to promote unique student growth. Though higher education procedures generally treat students as being similar, evidence shows that such efforts fail. Research on personality highlights large and important differences among students.. In other words, students are individuals and increasingly demand to be recognized as such.

Other research shows that some students are capable of quite notable achievements in such areas as science, business, religious service, writing, art or community participation. Further, these achievements have been shown

to be relatively independent of each other. Also, some students develop a sense of appreciation for and involvement in regular expressions of intellectual values such as awareness of scientific and technological advances and their implications, examining and discussing political and social issues or observing and appreciating professional works of art, music, drama, poetry and other cultural expressions.

Further, these creative achievements and intellectual involvements are relatively independent of measures of academic promise (scholastic aptitude tests, for example) and academic attainments (grade point average). Grades and aptitude bear very little relationship to a person's achievement or to his intellectual values and involvements.

Therefore, ways other than the classroom must be available to students for them to develop these achievements and values. These are stated as goals by nearly every college and university, yet their development is largely ignored by typical educational procedures. This new educational personnel specialist must innovate and invent ways in which college experiences can be used to help students develop these talents and appreciations.

In summary, then, the student personnel specialist will focus on two tasks: developing opportunities for students to become more honestly and fully aware of themselves, and developing procedures and experiences for fostering personal, individual talents and appreciations relevant to educational goals.

Needs for Personnel and Extent To Which Needs Are Being Met¹

In order to maintain existing student services, staffs will have

¹James F. Rogers. Staffing American Colleges and Universities. U.S. Office of Education, 1967.

to double (about 25,000 student service workers now), thus, training programs will have to double their output. However, even present services, with their limited functions performed, are less than adequate, particularly in the types of institutions being created at the most rapid rate -- liberal arts colleges and junior colleges. During 1961-65 inclusive, 8 universities and technological schools, 44 liberal arts colleges and teachers colleges and 114 junior colleges and technical institutes were created. And, as indicated earlier, liberal arts colleges and junior colleges offer only limited services. So, the above projections of staff must be raised if liberal and junior colleges continue to be created and if the variety of services in them is to equal that in large universities. What this additional increase in staff will be has not been adequately assessed by anyone.

But, there is more, much more, namely, as this paper has highlighted, there is the need in higher education during the next ten years for what have been called educational personnel services. First, the existing services are antiquated and need to be reconstructed, both through development of technological potential and through emphasis on interpersonal-student development functions. Second, educational researchers and communication specialists need to become key members of the educational personnel staffs.

No more than a dozen colleges and universities are seeing their student services actively move toward the educational personnel services discussed in this paper. The task of mounting a major effort to change existing services must begin now. There must be national leadership and resources to encourage and support venturesome efforts which allow current

student services to grow into the educational personnel services so critically needed now.

At the very most, there are six training programs in the nations colleges and universities that are focusing on the education of the new educational personnel workers so desperately needed. And these programs typically are not adequately staffed. Also, there is a tendency for such programs not to be recognized as having a status worthy of support at the level that specialities of longer standing enjoy.

So, the needs are for (1) over 25,000 new positions, (2) redesigning and expanding existing programs and (3) reconstructing and tripling (as a minimum) current training programs.

Methods of Implementation for Developing Education Personnel Efforts in Higher Education Nationally: Issues and Problems

How do personnel services in higher education move from their present rather limited and static focus to actively monitoring and creating environments which more effectively foster the personal and intellectual growth of individuals? How can the facility to encourage change, study it and consult with those involved in change become typical of educational personnel specialists? It seems essential to discuss some of the problems and issues.

1. A first issue is the discrepancy between existing student services and training programs and the needed functions described earlier in this paper. Current services and training programs, with few exceptions, focus primarily on meeting student needs for housing and eating; personal problems, financial aid, job placement; etc., university needs for disciplining disruptive individuals and groups. Planned change in higher education will require the services of research and communications educational personnel.

These functions either aren't being developed (and training programs are notoriously slow in changing) or are being offered on a part-time basis.

Further, the authors and student personnel consultants from national agencies, have found that current personnel generally tend to feel rather impotent in the roles of facilitating change in their institutions.

"It is, thus, a major fault of our profession that we do not risk enough to have the potential even to fail dramatically -- and hence we also lose the potential to succeed. Where necessary, we must find publicly acceptable excuses for setting out in radically new directions to allow our profession to adopt a dynamic rather than a defensive stance at the outset.

"...Like the medical profession in its battle with disease, and the legal profession in its conflict with inequities in the law, we will not win all engagements in our struggle with ignorance, but neither can we lose if we have the boldness to join the battle."¹

The basic problem, then, is how to assist those in current service and training programs, as well as those in newly developing ones, to feel the support needed to generate and develop new functions and roles, such as those described in this paper. This, of course, will necessitate that top administrators see the need for changes in educational personnel services and support these changes.

This suggests conferences involving college administrators for discussing resources available from personnel staffs and the assistance needed by the administrators from their personnel staffs. Dynamically written monographs describing examples of the "new look" could be

¹Allen, op.cit.

disseminated through professional organizations. Financial support could be made available for an administrator and personnel officer from the same institution to visit the few unique existing services and training programs.

2. A second problem is the lack of well supported, highly visible, senior staff in teaching positions. The limited research available on factors influencing choice of graduate school suggests that the presence of a specific faculty person (with the general reputation of the department only a little less important) influences decisions. Yet, student services (student personnel, educational personnel, student development) graduate programs rarely have senior, well supported and visible positions.

3. Existing and developing personnel services (especially those in junior and community colleges and in liberal arts colleges) generally cannot support the research and up-grading that is needed. The cost is prohibitive to most of these colleges. Further, the supply of persons able to do the study and consultation-training required is limited. Yet, these colleges will need assistance in developing newer educational personnel functions.

This suggests the need for something like regional study and resource centers responsible for coordinating and conducting research in the region, developing communications and offering seminars, institutes and consultation to related colleges.

4. A fourth problem is the short supply of staff for personnel services; existing services must be staffed as they grow with enrollments and the newer specialties are almost void of trained personnel. Some means are needed for "tapping" new sources of personnel.

One means might be pre-professional internships for a year in some existing personnel services. These would have the dual benefits of introducing prospects to personnel work in higher education and help staff existing programs.

Some new sources might be: active, bright undergraduate leaders who very often express a deep concern for higher education but who don't see traditional teaching and counseling as offering avenues for assisting higher education to change. Also, a few efforts to involve faculty wives or wives of laymen in the community suggest these as a very real source for additional interns and staff.

5. A great problem is the lack of research methodology for studying educational procedures and processes. When discussing the need for research specialists in personnel earlier in this paper, it was pointed out that traditionally trained researchers have not been able to do what is needed. Further, traditional research methods are not totally satisfying, either. Study of the reciprocal effects of students and their collegiate environments will draw on anthropology, psychology, physiology, sociology and education. So far, efforts to develop such interdisciplinary methodology are almost non-existent. So, a very urgent need is to develop interdisciplinary research methodology.

This suggests the need to support conferences, seminars and the like which will bring together persons from these disciplines. The goals of such sessions should be two-fold: (a) to help create methodology for studying educational procedures, experiences, and processes and (b) to share this thinking with the profession through publications of the proceedings. Hopefully, there would be experts in the regional study and resource centers who could assist the campus personnel researchers in applying the results of these methodology conferences.

6. As with research methodology, methods of communication and consultation are surprisingly inadequate for the needs of higher education. Theory and method must catch up with manifest need and conceptualized goals of higher education. Deliberate efforts towards this end must be encouraged.