A 100 YEAR PERSPECTIVE ON THE COLLEGE UNION

EDITED BY
DANIELLE M. DESAWAL AND BRUCE A. JACOBS

SPECIAL EDITION: TOPICAL FOCUS
ON THE EVOLUTION OF AN AUXILIARY SERVICE

A 100 Year Perspective on the College Union
2013 Special Edition
Indiana University Student Personnel Journal

Editors' Notes……..……..2
Danielle M. DeSawal & Bruce A. Jacobs

The History of the Association of College Unions International……...3
Matthew Jordan & Cameron Vakilian

College Union Professionals: 100 Years of Reflection……..25
Teddi Gallagher & Lillian Zamecnik

From Debating Societies to Union Boards:
100 years of student activities in the college union……...…43
Victoria Culver, Nathan Ziadie, & Devon Cowherd

The Role of Physical Space in Establishing Community…….62
Mara Dahlgren, Kathleen Dougherty, and Alan Goodno

Editors Notes
Danielle M . DeSawal & Bruce A. Jacobs

For over 100 years college unions have provided a way for members of the campus community to come together to socialize, learn, and relax. Porter Butts (1971) defined the college union idea through a historical journey that highlighted the growth and challenges faced by professionals working on college campuses. The college union has been established as the "living room of the college campus" ("Role of The College Union," 2009) and the "community center of the college, for all members of the college family- students, faculty, administration, alumni, and guests" (Packwood, 1977, p. 180). This gathering place on campus serves as a laboratory of democracy where students learn to honor the past and respond to current trends as the union profession adapts to the societal context in which it is operating while consistently looking to the future.

The significance of the 100th anniversary of the Association of College Unions International (ACUI) is critical to both the history of the college union profession and its connection with Indiana University. As one of the seven founding institutions for the association, Indiana University has been a part of the history and evolution of both the association and the college union profession. In 1964, the Association of College Unions (ACU) celebrated its 50th anniversary at Indiana University (Berry, 1964). Past campus administrators, faculty and staff of Indiana University have held leadership positions within the association, contributed to the published literature within the association, and current graduate students hold internship positions with the central office annually. Since 1981, the Association of College Unions International Central Office has been an external agency of the Indiana University community with its offices housed in Bloomington, IN.

This project was the culmination of scholarly work that was completed as part of a semester course that explored auxiliary services and the college union. The course was comprised of master's students in the Indiana University Higher Education and Student Affairs (HESA) program, who truly do represent the future of the student affairs profession. The goal of the project was to provide practitioners and scholars with a historical understanding and reference about the college union profession. A limited number of scholarly resources exist for graduate students or scholars who are interested in researching the college union within the higher education environment. Currently, handbooks associated with the student affairs profession provide minimal reference to the college union (Schuh, Jones, & Harper, 2011; Zhang, 2011). The hope is that this text will fill a gap within higher education literature and will address the contributions, role and significance of the college union profession. The college union provides a unique opportunity to examine an area of student affairs that encompasses the business, education, and town-gown aspects of the college campus.

The following chapters examine the evolution of the college union and provide an analysis of the external and internal factors that influenced the current state of the college union within higher education. It takes a detailed look at each to enable the reader to better understand the impact of the Union on the total education of the student in the contextof the times and the evolution of both the Union and ACUI. In short it provides the reader with a source book to inform current and future practioners and encourage research to extend the work that this book has begun.

History of the Association of College Unions International

Matthew Jordan & Cameron Vakilian

This chapter will explore how ACUI has evolved over the last 100 years and the significance of the association for professionals working in the college union. Nuss (1993) recognizes that the development of professional associations within student affairs in the early 1900's was a response to the increased size and specialization of the field. The establishment of ACUI serves as a pivotal point in the establishment of the college union profession. The members of ACUI have influenced the development of the association, and the role of the college union within the field of student affairs and higher education.

In 2014 the Association of College Unions International (ACUI) will celebrate its 100-year anniversary. Founded in 1914, the association carries with it a rich history of growth and evolution that is important to understand for college union professionals and those interested in the field. This document of history will take the reader on a journey through time and reflect on the major advancements of ACUI as it responded to the progress of college unions. First the period of time is important as the early 1900s is when changes come toHigher Education: including the emergence of Student Affairs, and the birth of ACUI. Then an overview is provided on the ways in which the association expanded its services and memberships over the years. This is followed by a discussion of changing times through social movements and the technological boom. The chapter concludes with ACUI's role in viewing college union professionals as educators committed to the intentionality of student learning.

Expansion of Higher Education and the Emergence of Professional Associations

As old as ACUI is, higher education associations in general actually outdate the association. As noted numerous changes were happening in the world of education in the 1900's and many associations were established during this time such as the Association of American Universities (AAU) and the American Council on Education (ACE) (Nuss, 1993). The advancement of these associations and others was pivotal to the development of Student Affairs as a fieldWith a continually growing enrollment of students during this time, the discussion for serving the needs of students was in the early stages of conceptualization. The concept of *in loco parentis,* meaning in lieu of parents, was coined as a term that identified the role of colleges in providing for the care of students (Cohen & Kisker, 2010). Deans of Men and Deans of Women were employed to serve in place of the parents and were identified as some of the first Student Affairs professionals. Campus life was changing at the turn of the century as a result of the curriculum broadening and the social milieu shifting. Because of this, "students found a mix of peers through which they could develop associations lasting a lifetime" (Cohen & Kisker, 2010, p. 133). This shift in how students viewed the collegiate experience not only created the conditions for the development of the student affairs profession, but the

specific functional areas that we see today. The Student Personnel Point of View of 1937, published by the ACE, is one of the earliest foundational documents for the field of Student Affairs. The document addressed student personnel services, philosophies, and coordination between other higher education practices (American Council on Education, 1937).

College Unions and the Birth of ACUI

College unions originated in Europe in the early 19th century at Oxford and Cambridge. Union debates were among the earliest of activities "teaching young men how to get on with their fellows" (Butts, 1971, p.1). The European union model inspired Harvard to be the first American university to imitate the idea of a "comprehensive club." The Harvard Union was founded in 1880 as a hope for a "general Society" (more than a debating society) to form as it did in Oxford and Cambridge (Butts, 1971, p.9). At the turn of the 20th century, the union idea expanded across the nation and other institutions began to create areas of common spaces for men to gather for social association. It should be noted that the college union movement was centered around creating men only clubs on campus. Houston Hall at the University of Pennsylvania was the first official union building in the United States. It redefined campus facilities by including a swimming pool, billiards and chess table, bowling center, gymnasium, dining rooms, and meeting spaces (McMillan & Davis, 1989). Providing a facility that brings students together for recreation and scholarly debate provided the opportunity for students to organize themselves into teams and discussion groups.

In 1914, students came together representing nine Midwestern institutions in Ohio, Indiana, Illinois, Wisconsin, West Virginia, and Michigan to form the National Association of Student Unions. These student officers met with the intention to exchange ideas and form a constitution and bylaws. The union was defined to unify the student body, increase college spirit, and promote democracy. The early conferences gave delegates the chance to learn from each other about the effectiveness of different organizational structures and how they developed school spirit (McMillan & Davis, 1989). The association remained available only to young white males even though women's unions were in existence and two thirds of the nations colleges at that time contained both male and female students (McMillan & Davis, 1989; Cohen & Kisker, 2010). The association was truly in its infancy and did not continue to meet from 1917-1918 because of World War I. When it was revived in 1919, the association came back strong and a whole new era of growth, industry, and innovation was born.

Growth and Expansion of ACUI

With the end of nation's first world war came a turning point for American higher education. The National Association of Student Unions took on the new name in 1920 as the Association of College and University Unions with a total of 21 institutions in membership. More college unions were being built around the US, especially memorial student unions as the result of student deaths in World War I. American higher education was yet again changing and the association expanded to meet these demands. Many

factors including the stock market crash of 1929, World War II, and the industrial era had an effect on college unions and their stakeholders.

The Conditions After World War I

Between 1890 and 1925 enrollment was growing faster than the US population. The university movement created remarkable physical growth with nearly half of higher education investment going to building and grounds (Rudolph, 1990). The invention of the automobile and radio made the world a smaller place improving the ability for students to travel and communicate. Intercollegiate sports were sweeping the nation and major stadiums were being built. Football in particular was a huge part of the university, contributing to its great wealth in the 1920's (Rudolph, 1990).

College unions became increasingly important in the hard times of the great depression. No longer could students afford the luxury of dances and other expensive hobbies. Now the students gathered for more conventional purposes such as discussions, games, recreation, and outdoor sports. There was a "shifting of energies away from the unions social and educational functions to economic functions and problems" (Butts, 1971, p.27). It was clear that professionals were embracing a new movement to serve students in the co-curriculum and unions could serve as a home of learning that fostered programs in social life and leisure hours according the objectives of the Wisconsin Union as cited in Butts (1971). "Society was eager to embrace a movement which spoke to the areas of leisure and recreation" (Brattain, 1981, p. 9).

After the war, America was also rejecting the old German rooted notion that college existed only to serve the intellect and promoted the idea of the non-intellectual layer of a student's career (Brubacher & Rudy, 1978). This along with the growing needs of students contributed to a rise in the student personnel movement. Other professional associations started to come into the picture including the National Association of College Personnel Administrators (NASPA) in 1919 and the Association of College Student Personnel (ACPA) in 1923 (McMillan & Davis, 1989; Nuss, 1993).

The Association Reaction and Rebirth

In 1920, 33 student officers and staff members convened in the Michigan Union to study the union purpose and revitalize the association (Berry, 1964). Before the depression, the association went international by including the University of Toronto, which was especially exciting with the opening of their new influential Hart House, which expressively shaped the role of the college union (McMillan & Davis, 1989; Berry, 1971). By the 1930's the Association of College and University Unions had changed its name to the Association of College Unions (ACU) and new beginnings were emerging. "Despite the hard times, ACU increased its membership services" (McMillan & Davis, p. 23). By 1935, professional and staff members exceeded the number of student members and the first women delegates were attending the national conferences. ACU also housed a pioneer comprehensive study and questionnaire for unions and the services they provide. It published the first bulletin to replace newsletters and expanded membership to many more western states with a record

of 130 delegates attending the convention in 1937 (McMillan & Davis, 1989). Optimism for a growing college union movement replaced the overwhelming financial hardships. But war clouds were yet again looming outside the nation and the union movement would enter a completely new shift.

World War II and its Aftermath

The nation's Second World War had a profound effect on college unions and the students they served. Many students and staff members were enlisted in the draft for military services. The Mountain Union at Bowdoin College, for example, had to ship most of its secondhand library collection to enlisted services (Berry, 1964). More than 50 unions became involved in training programs for the armed services. Women were also stepping into the director roles as men were away at war (McMillan & Davis, 1989). ACU continued to hold their conventions and provide services despite the war distraction. The bulletins were often used to report the status of union staff members that were in battle. Unions continued to be the center for social interaction, including dances and live music. Women played an increasingly important role because more and more unions were becoming coed and programming for the college union was experiencing a "feminine factor" (McMillan & Davis, 1989).

Nothing came as more of a shake-up for higher education than the introduction of the GI Bill after the war. Educators were unprepared, but quickly had to meet the demand of students who were now entering college at soaring rates. More unique services and veteran affairs were needed and the union evolved to foster it. Suddenly, the building boom had arrived in the US. More than 60 new union developments as a memorial for war deaths were under way (Butts, 1948). ACU provided services to its members during this era of construction through the consultation of architects. ACU was experiencing tremendous growth in its membership from post war well into the 60's. Now the association had institutional membership of nearly 100 colleges and universities (History of ACUI, 2009). By this time, ACU was holding its first conference off campus at the Hotel Roanoke in 1948. Participation became so strong that by 1950 thirteen regional conferences were being held (Association History, 1998).

It was clear that the association was being highly utilized by its members in a transitional era from war hardship to prosperity. The mid-century was an interesting time of economic triumph and conservative agendas as the Cold War reached its climax. However, as we discuss later on, new liberal ideas were developing and higher education became the stage for protest right around the association's 50th birthday.

The Golden Anniversary

In 1964, the Association of College Unions celebrated its 50th anniversary and took on the new name of the Association of College Unions-International. As prefaced earlier, the association continued to have an interest in international relations and by this time "the union field was becoming more influential in Taiwan, England, Japan, and Australia" (McMillan & Davis, 1989). New beginnings and ideas paved the way for innovation in the college

union movement. The Role of the College Union, first adopted in 1956 was further reinforced when Chester Berry challenged the union field to think of unions as more than just a place of service and programs, but a place of spontaneity connecting the academics to life outside the classroom (Berry, 1964). By this time, programming and student activities had a huge presence in higher education. In fact, the National Association for Campus Activities was founded in 1960 to "help increase the buying power of campus programming dollars" (NACA, 2012).

Social Activism and Diversity

Over the course of its history, college unions have undergone many changes. One of the biggest changes involves the shift in demographics of the students being served, and there are many different factors that have led to this changing population. These factors include social movements such as women's suffrage and civil rights, affirmative action, and federal statutes like Titles VI and IX. College unions have also been affected by social activism movements.

Social Activism and Diversity in College Unions

The history of unions started as white male debating societies (Berry, 1989). With these privileged simple beginnings, higher education and college unions had a long way to go to become more accessible to a broader range of students. The focus on white males can be seen in the prayer of the founders of Hart House, one of the original college unions in the United States (Carlson, 1989a). In the prayer, it is stated that "members of Hart House may discover within its walls the true education that is to be found in good fellowship, in friendly disputation and debate, [and] in the conversation of wise and earnest men" (Butts, 1971, p. 15). From this history, unions began to develop and change as the needs of students shifted in the early 20th century. The women's suffrage movement brought about legislative change in 1920 when the nineteenth amendment was enacted, granting women the right to vote. This landmark legislation caused college unions to start considering ways in which they could be more inclusive. In the 1920s, most college unions tended to be male oriented, but there were a few unions that were fully coeducational and other unions served women through separate facilities (Carlson, 1989a). At that time, professionals within the field were also male dominated. By the time of World War II, unions started to shift and change their reputation as social clubs for men. New buildings and facilities that were being built were starting to have a coeducational focus and game room and lounges were starting to be opened to women on a limited basis (Ketter, 1989). There were also all-women unions being operated. These facilities began to notice that as women started to show up, more men were also attending. As was mentioned earlier, women were also starting to be hired to work as professionals in unions, even in directorships (Ketter, 1989).

The institution of the Servicemen's Readjustment Act of 1944 (GI Bill) also caused significant changes in higher education and college unions. An influx of GIs, both traditional and non-traditional aged, left unions scrambling for more staff members, larger facilities, and more programs for these students to engage in. This influx also forced college union professionals

to consider the needs of non-traditional-aged students for the first time.

As tensions grew between the United States and the USSR in the 1950s, protests became more common across college campuses. Civil rights protests were steadily gaining traction and students began joining together and openly expressing their dissatisfaction with higher education and with the country (Gentry Smith, 1989). These protests began occurring frequently in college unions across the country. At first, the protests were more educational in nature, aiming to create social change, but over time in the 1960s, the protests became "acts subversive to the academic process and purposes of the institution" (Union Views Student Unrest, 1965, p. 8). As protests became more turbulent and dangerous, college union professionals tried to find ways to encourage students to engage in constructive activism (Butts, et al., 2012).

During this time, college union professionals were also starting to take an interest in international students and college unions. Porter Butts took an extended trip overseas to study international unions and to get a better understanding of the needs of their students. Up to this point, college unions were focused solely on domestic issues and this step to start thinking internationally was an important one to diversify the college union philosophy (Butts, 1967). Colleges and universities were also instituting affirmative action policies to encourage more diversity in higher education (Butts, et al., 2012). With increased diversity, college unions had to start finding ways to program towards different populations of students.

Federal legislation also played a role in the changing dynamics of higher education in the 20th century. The Civil Rights Act and Title IX of the Education Amendments of 1972 both forced institutions of higher education to look at their policies and open access to minority groups that had not previously received it (Kaplin & Lee, 2009). With all the different changes happening in student affairs over the 20th century, college union professionals were constantly changing and developing to react to the social activism and incoming diversity. They needed guidance and assistance from their Association, and ACUI played a role in taking action.

Social Activism and Diversity in ACUI

As previously mentioned, ACUI began with students from nine different colleges and universities getting together to discuss union ideas. As college unions began as white male debating societies, ACUI did not start out particularly diverse. Coeducational unions started to become more prevalent in the 1930s and in 1935 the first women delegates attended the ACUI conference (The History of ACUI, 2013). It wasn't until 37 years later in 1972 that ACUI elected its first woman president, Shirley Bird Perry from the University of Texas-Austin. Four years later, Bird Perry was also the first woman to receive the Butts-Whiting Award (The History of ACUI, 2013). Following this in the 1980s, ACUI helped to educate college union professionals on "the Glass Ceiling," in regards to the invisible cap placed on women in the workplace (Butts, et al., 2012). Lack of comparable pay or opportunity to advance existed as concerns in the college union and student activities field and these concerns were identified and discussed

by professionals at the ACUI conference and in the *Bulletin* (Butts, et al., 2012). Fighting against this "Glass Ceiling," in 1994, Marsha Herman-Betzen became the first woman executive director of ACUI and still holds this title today.

ACUI has also taken on issues of race. As the Civil Rights Movement gained in strength, ACUI put articles in the *Bulletin* and held important discussions at conferences on how to support protesting students while still achieving their educational mission. This was a difficult balance to achieve because some students were destroying union property and forcefully occupying union facilities (Butts, et al., 2012). During Porter Butts' trip overseas, he took note of the different kinds of student activism and used this information to help inform college union professionals and also to support constructive forms of activism in the United States (Butts, 1967). In the 1980s, ACUI helped to challenge college union professionals to take multicultural programming more seriously. At the 1981 conference, Patrice Coleman, in a lecture called "Multicultural Programming: Teaching A New Meaning For Life" stated, "multicultural programming, as part of this educational process, is a means by which we, as student development specialists, can provide diverse experiences that will facilitate growth in those we teach" (Coleman, 1981). In 1984, LeNorman Strong from Cornell University became ACUI's first president who is a person of color. Strong then went on to be the first person of color to receive the Butts-Whiting Award in 1988 (The History of ACUI, 2013). In 1989, ACUI became educational partners with the Honda Campus All-Star Challenge by providing volunteer support to the College Bowl program for historically black colleges and universities (The History of ACUI, 2013).

More recently, ACUI has instituted Communities of Practice. These communities are meant for a group of professionals that have something in common, a set of common issues to discuss, and a commitment to develop best practices in order to help other community members (Communities of Practice, 2013). Three particular communities of practice meant to promote diversity include the Gay, Lesbian, Bisexual, and Transgender community, the Multi-Ethnic Professionals and Allies community, and the Women's Leadership community. ACUI also provides the constant opportunity for a community of professionals to start a new community to fit their needs (Communities of Practice, 2013). Many of these steps are small, but ACUI has shown an interest in making sure that college union and student activities professionals are thinking about diversity and social activism in their work. ACUI has also made an effort to model the way by promoting diversity in the Association and in its hiring practices.

Technology and its Transformative Role

Technology and its modern uses have no doubt changed the direction of higher education and the role of the college union. The birth of the personal computer and World Wide Web created a wave of innovation for education and human interaction. In this contemporary era of education, "students' behaviors changed in response to advances in computing technology, and attitudes and expectations of college became more

individualistic" (Cohen & Kisker, 2010, p.464). This section will explore the impact of technology on college unions and how ACUI responded and evolved to this paradigm shift. The response was remarkable as ACUI added technology as one of the 11 core competencies and continue to promote its importance to the association and college unions everywhere.

Technology and the College Union

Talk of technology was being introduced to the college union idea as early as the 1980's. The college union remained a place for building community, but this purpose was extended broadly to include man-machine communication. "Unions have an important role in preparing students to live and work in a future filled with high technology" (Cannon, 1984). Although computers could be portrayed as dehumanizing and decreases the need for human interaction, union administrators during this time saw the computer as an ally for the quality of education and service (Rouzer, 1985). Computers that were once a rare luxury became a more accessible in the 1990's to individuals and affordable to college unions and auxiliary services. Distance educations, as a result of these new technologies, are seen frequently as a part of many higher education institutions. This created a challenge for the college union for potential revenue loss because of the decrease in student presence on the physical campus space (Sherwood & Pittman, 2009).

Even more modern uses of technology revolutionized the operations and programming of college unions. In what could be called a post millennium digital boom, campus cards are now a standard for student identification. These cards allow union administrators to assess the attendance of programs by scanning student ID cards. Campus cards can also do much more than provide identification. They now provide an array of uses and services. For example, Georgia Tech's BuzzCard is an innovative tool that can serve as a roadmap for other college unions. The card allows faculty, student, and staff to maneuver around campus quickly and efficiently. BuzzCard not only provides identification but allows for digital transactions of meal plans, cash, and parking (Moore & Pete, 2011). Digital trackers can now be placed at college union entrances to measure the flow of visitors to better measure what services are needed.

The Internet has provided a virtual space and online community for students and the union has certainly taken advantage of this phenomena. Social networking is especially important for educators to be familiar with. They have proven useful for much advancement in union programming. Millions of students in the millennia generation (often referring to those born from 1981 to 2000) log on to these social media sites every day and sites like Facebook and Twitter are mostly being used to publicize organizations and programs (Wandel, 2009). Levine & Dean (2012) argue these social networking outlets are being criticized by educators for not promoting the value of person-to-person interaction in the role of building community for the modern generation. However, these technological means are being welcomed by union professionals and ACUI has been a leading advocate for this trend.

ACUI's Response

Since the launch of ACUI's first website in 1996 to promote the 67th annual conference, ACUI has welcomed the presence of technology into the college union and the services the association provides. Bulletins became publically available online and new communication tools opened the door for new growth and national attention. In 2000, the Strategic Core Process Team developed a report to provide strategic directions for the association. Recommendations were made and the team assessed many areas of services including finance, governance, membership, programs, and work force (Hammond & Shindell, 2000). It was evident in this report that ACUI was responding to the changing times of electronic communication. The report not only provided recommendations, but also included a future vision of ACUI. This vision highlighted "quick and easy access to resources" and an "increase in communication via the Internet, video conferencing, etc., but continued need for face-to-face meetings, workshops, etc." (Hammond & Shindell, 2000, p. 4).

Conference services have been a huge force in promoting the benefits of technology. ACUI began implementing tech demos into the annual conferences, which allowed members to understand how to use progressive software, programs, and other tools to better serve their role as union educators and administrators. These resources are increasingly being promoted in educational sessions ever since the adoption of the 11 core competencies, which includes technology. For example, ACUI Procure, launched in 2001, provides an online group-buying program to save members time and money on many products like furniture and other union supplies (History of ACUI, 2009). Social networking has especially taken flight at the annual conferences. Twitter has especially had a strong presence in communication and sharing. Members at the annual conferences can now view and create their entire schedule online or on their smartphones. With computing programs and online activity present in almost every aspect of ACUI, it is apparent the association is encouraging technology as a necessity for college unions.

College Union Professionals as Educators

Long before Facebook graced the student affairs field with its presence, practitioners engaged in "student personnel work" in the early 20th century were still trying to figure out exactly what their role was in the greater context of higher education. As extracurricular activities grew with the building of dormitories and college unions, enrollments grew across the country, and funded, regulated student activities became more widespread, the need for employees in the student personnel field increased dramatically (Nuss, 2003). With the student personnel movement burgeoning, a need quickly grew for some intentionality and consistency in the practice of these professionals, as well as an understanding of the nature and extent of what student personnel work entailed. The American Council on Education (ACE) met this need in 1937 by publishing a report called *The Student Personnel Point of View*.

The Foundation is Set

The Student Personnel Point of View is the first foundational document of student affairs to articulate the importance of the field by reestablishing the need to focus on the "development of

the student as a person rather than upon his[/her] intellectual training alone" (ACE, 2012, p. 9). By publishing *The Student Personnel Point of View*, ACE was able to establish a consistent vision for the field and, more importantly, to definitively tab student affairs professionals as educators (Torres, DeSawal, & Hernandez, 2012). In 1949 another ACE committee revised *The Student Personnel Point of View* to address a more holistic view of the development of students, including physical, social, emotional, spiritual, and intellectual development (ACE, 1949). The 1949 *Student Personnel Point of View* also stressed the importance of research and assessment, stating "we stress the ever-improving quality of personnel work achieved by…evaluative methods of science. Without such a stress upon critical and experimental self-study, student personnel work will deteriorate into ritual observance which yields little assistance to growing students" (ACE, 1949, p. 12). *The Student Personnel Point of View* of both 1937 and 1949 made it very clear that student personnel workers needed to hold themselves to higher standards as educators, and make improvements in the field accordingly.

As a result, college union professionals and their association, ACUI, were starting to mature and realize their greater purpose as educators in the field. This realization took some time, because most early college union professionals came into the field with no knowledge of college unions or experience running them (Carlson, 1989a). In order to better understand their jobs, these professionals formed an informal network of communication in the 1920s in which they shared knowledge and ideas with each other and with newcomers about the union field (Carlson, 1989a). This sharing of knowledge led to a new conceptualization of what the role of the college union should be in the university setting. In his 1929-1930 annual report as director of the Wisconsin Union, Porter Butts listed four basic learning objectives college union professionals should be striving towards. These objectives included "The Union exists to… convert the University from a house of learning into a home of learning"; "The Union can provide… a comprehensive and well-considered program for the social life of the University"; "The Union makes a signal contribution to the scope and objectives of the educational approach"; and "The Union is a genuine student cooperative enterprise, aiming to give students experience in managing their own affairs" (Butts, 1971, p. 23-24).

As professionals started to put a greater emphasis on learning, so too did ACUI. In order to help college union professionals share ideas with one another, ACUI started to produce a publication called the *Bulletin* in 1930 (Berry, 1964). The initial publications of the *Bulletin* were mostly used as a "compilation of clippings and local notes supplied sporadically by the membership" (Berry, 1964, p. 23). In 1936, ACUI recruited Porter Butts to become Editor of the *Bulletin*, and the publication took off from there, becoming a publication filled with news about what was happening in unions across the country and giving voice to the developing philosophy of college unions (Berry, 1964). Around this same time, ACUI helped publish Edith Ouzts Humphrey's *College Unions, Handbook of Campus Community Centers*, one of the first comprehensive volumes to look

at the brief history of college unions and what progress they had made in the field of informal education (Berry, 1964).

Changing Education for Changing Times

Despite these early strides, the place and function of the college union was questioned continuously by faculty, students, and business partners. In response, some of the leaders in the field, such as Butts and Nelson B. Jones of Brown University, wrote articles for magazines and newspapers articulating the importance of college unions to the university setting (Rion, 1989). As the country slipped deeper into the Great Depression and then into World War II, economic hardship fell on unions and caused them to change their offerings to students (Berry, 1965). College union professionals stuck to their values and continued to make unions a comfortable place that would support the development of the whole student (Rion, 1989).

In 1945, the college union's role on campus was solidified in an unexpected way when First Lady Eleanor Roosevelt stated "I think the idea of making the Student Union a war memorial to the students who have died in [World War II] is extremely fitting. Through the student unions so much can be done to educate young people…" (Roosevelt, 1945, p. 1). Due to this statement and the increased number of GIs flocking to college campuses as a result of the Servicemen's Readjustment Act of 1944 (GI Bill), college unions were being built and renovated at a pace never seen before. With this came significant changes, including the rise of program departments to upgrade the quality of student life and focus on the educational experience of students outside the classroom. Student representation on boards and committees also increased as its value as an educational experience was more fully understood (Ketter, 1989). As student organizations increased and became more complex, college union professionals began offering leadership development and group dynamics training to further educate and train students (Gentry Smith, 1989). Unions also responded to the changing demands of students and academia by providing more space and funding to support the development of the arts, with exhibits, photographic darkrooms, and performance halls increasing in number (Gentry Smith, 1989).

ACUI was also expanding its educational reach during this time. ACUI responded to the construction boom by providing consulting and education (Ketter, 1989). Experienced members of ACUI worked diligently to advise institutions on how to plan for and build new facilities, and how to operate them once they were built. They also educated members of these institutions on the different union philosophies and missions they could adopt in their newly built student unions (Ketter, 1989). ACUI also started to extend its educational reach in 1954 by hosting regional conferences with a student and individual union focus, and turning the annual conference into a professional conference (Berry, 1964). The role of the union on campus was further solidified by a speech by Dr. Virgil Hancher, president of the State University of Iowa, who remarked "I am certain that the goal toward which [college union professionals] are working… is an educational and cultural union that is the 'Hearthstone of the

University'" (Berry, 1964, p. 42). In 1956, ACUI answered Dr. Hatcher's call by publishing a four-page statement called *The Role of the College Union*, which became their official definition of the word "union" (Berry, 1964). The "Role Statement" affirmed the co-curricular mission of college unions and reinforced that union professionals were educators (Gentry Smith, 1989). Shortly thereafter, at the annual conference in 1959, ACUI came up with a statement on the "Role of the Union Director" to bring more specificity and intentionality to the functions associated with that important union position (as cited in Butts, et al., 2012, p. 109).

As social change became an increasingly important topic in the nation and on college campuses, college union professionals had to make adjustments (Berry, 1964). The Black Power, student power, and anti-war movements on campuses caused constant unrest. Students staged sit-ins at unions to protest recruitment by the Marines and CIA, and some unions were seized or "liberated" during student demonstrations (Carlson, 1989b). All this protesting forced union professionals to reevaluate their role in educating students. Union professionals tried to look past frustrations at the ways in which students were protesting, and instead looked towards bringing innovative and relevant programs to the college community (Carlson, 1989b). A focus on giving back through volunteering and channeling students' social consciousness into constructive activism became essential in college unions (Butts, et al., 2012).

ACUI supported the educational efforts of its members by examining student protests constantly in the *Bulletin* (Carlson, 1989b). In a *Bulletin* article entitled "The Union Mission," Porter Butts (1966) stated that college union professionals needed "to give students themselves the opportunities to shape the conditions of their life together and thus learn the ways of leadership" (p. 7). This was, in part, a response to a call from the American Council on Education for colleges and universities to give students greater access to decision making in their education (Carlson, 1989b). ACUI also sought to make college unions far more responsive to the needs of minority students than they had been historically (Buckley, 1969).

ACUI was also turning its attention to international unions. As the Association was changing its name to the Association of College Unions-International in the 1960s, Porter Butts went overseas on an extended trip to learn from international unions and how they conducted business (Butts et. al., 2012). He learned and wrote about unions from the United Kingdom, Canada, Australia, Scandinavia, Central, Eastern, and Southern Europe, Eastern Mediterranean, Africa, Latin America, South, Southeast, and Northeast Asia (Butts, 1967). What Butts (1967) took from this journey is that "a good union can re-shape student values, enrich student social and cultural experience, strengthen the university as a viable educational community, and vastly ameliorate the conditions of student life" (p. 276).

Campuses Become Peaceful and College Unions Strive for Excellence

By the mid to late 1970s, college campuses were becoming less turbulent and student/staff relations in college

unions were once again gaining momentum. College union professionals began examining their role as educators more closely and having important discussions about their role in student development (Woolbright, 1989). Wellness became an important focus on college campuses in the 1980s and unions started hosting programs of all kinds to educate students on their well-being (Turner, 1989). Funds typically meant for student life were gradually shifting to academic affairs, and this began to place more emphasis on college unions as an auxiliary service. This left union professionals scrambling to find new ways to accomplish their educational mission and fulfill the Role Statement that was still very much a part of their profession (Butts, et al., 2012). Kenneth Gros Louis, Vice President of Indiana University Bloomington, called on college union professionals to "collect evidence that their programs were effective influences on student development" in a dialogue for the *Bulletin* in April of 1985, challenging union professionals to be far more intentional in their work and to start assessing their profession. This need only increased when the Council for the Advancement of Standards in Higher Education (CAS), at that time known as Council for the Advancement of Standards for Student Services/Development Programs, came out with the original set of 16 functional area standards, giving student affairs professionals specific standards to aspire towards in order to achieve excellence in the field (CAS, 2010).

ACUI and its leadership were already looking towards excellence in 1980 when Richard Blackburn delivered a keynote address entitled "Breaking Away to Excellence." The Association predicted that college union professionals needed to play a bigger role in higher education as educators (Turner, 1989). Building off earlier efforts, ACUI also started to have purposeful conversations about the need for multicultural education for the quickly diversifying population in higher education. ACUI focused discussions at the Annual Conference on how college unions could promote multicultural competence and diverse programming at their institutions in order to create opportunities for student growth. This became increasingly necessary as racial tension grew worse at predominantly white institutions and students of color faced perverse discrimination (Butts, et al., 2012). There was also discrimination of gay and lesbian students on college campuses. In 1988, led by Dick Scott, ACUI challenged college union professionals to do more to educate faculty, staff, and students on campus about the needs of the population of gay and lesbian students on campus and to enact policy change to include this population in institutional statements on discrimination (Scott, 1988).

As colleges prepared for a new millennium, union professionals were still grappling with their new role as experiential educators. Programming initiatives were starting to develop outside the college union and there was competition for the attention of students (Butts, et al., 2012). Due to these factors, there was an even greater need for union professionals to embrace their role as experiential educators. Intentional, measurable learning outcomes needed to be developed and assessed to show the worth of the co-curricular programming being done in college unions. The term co-curricular became critical, because union professionals needed to show that

their programming was in support of the university's curricular mission (Butts, et al., 2012). In 1990, the Carnegie Foundation for the Advancement of Teaching developed *Campus Life: In Search of Community*, a report that provided student affairs practitioners with six principles to help provide a framework for day-to-day governance on college campuses. According to the 1990 report, colleges or universities are communities that are "educationally purposeful," "open," "just," "disciplined," "caring," and "celebrative" (p. 7-8).

ACUI continued to find ways to support the work college union professionals were doing. In 1990, ACUI took the progressive educational step of commissioning a task force called "Task Force 2000" to examine the changing dynamics of higher education in the next decade. Task Force 2000 also provided analysis and recommendations on certain areas, including "the changing educational environment, the college union facility of the future, funding for college unions and student activity programs, student activity and programs, professional preparation and staffing, and the arts in the college union" (ACU-I, 1990, p. 2). This report provided college union professionals with recommendations for how their operations could change and evolve to meet the future needs of higher education to keep the union as important and relevant as it needed to be.

ACUI continued to take further steps to help its members as educators. In response to the Carnegie Foundation report, Winston Shindell (1991) remarked that college union professionals and ACUI had been following those six principles since 1956 when "The Role of the College Union" was adopted. ACUI believed that the Role Statement was still providing guiding principles to the college union profession, but it had been around for a long time, so in 1996, on the 40th Anniversary of the Role Statement, it was revised to make it relevant to the changing field and reaffirmed (Butts, et al., 2012). In order to better educate members on regulatory and legislative issues in the field, ACUI became a charter member of the Consortium on Government Relations for Student Affairs in 1998 (The History of ACUI, 2009).

A New Millennium Brings New Challenges

Colleges and universities started the new millennium worried about the infamous Y2K scare, but this was only one of many new challenges higher education would be faced with. The 2000s brought a decade of tragedies, with the September 11 attacks, the shootings at Virginia Tech, Hurricane Katrina as particular lowlights, and higher education and college union professionals had to find ways to support their students. The decentralization of programming, competition from online communities and for-profit institutions, and the lack of understanding of a college union's role on campus are all challenges that college union professionals are currently working on to find solutions for this issues (Butts, et al., 2012). With all of this increasing change happening in higher education, a need to rethink how student affairs practitioners educate students within the greater context of higher education was necessary. As a response to this need, the National Association of Student Personnel Administrators (NASPA) and

the American College Personnel Association (ACPA) collaborated to produce *Learning Reconsidered* in 2004.

Learning Reconsidered, much like *The Student Personnel Point of View* before it, is a foundational document that frames how student affairs professionals should be structuring learning environments for students. It asks student affairs professionals to strive towards a transformative learning experience for students; a holistic process that makes the student the central focus in the learning (NASPA & ACPA, 2004). *Learning Reconsidered* also stresses that student affairs and academia should work together to help educate student towards seven broad learning outcomes, including "cognitive complexity," "knowledge acquisition, integration, and application," "humanitarianism," "civic engagement," "interpersonal and intrapersonal competence," "practical competence," and "persistence and academic achievement" (NASPA & ACPA, 2004, p. 21-22). Closely following this important document was *Learning Reconsidered 2* in 2006, a collaborative effort between ACPA and NASPA that also included many other important professional associations within student affairs including ACUI. This document takes the concepts in *Learning Reconsidered*, and goes more in depth on how student affairs professionals can rethink learning and covers more topics (Keeling, 2006).

With these changing recommendations on how to educate students, ACUI has continued to find new ways to help this important cause. In 2005 ACUI unveiled eleven core competencies for college union and student activities professionals. The core competencies are meant to "[form a] foundation for successful professional practice in college union and student activities work" (Core Competencies, 2012). These core competencies have numerous other implications for the college union and activities field, including serving as a foundation for the education of professionals and graduate students within the field, enhancing the status of unions within higher education, advancing the profession by aligning its competencies with university mission statements and fostering collaboration with academia, bringing further definition to the work of college union professionals, building flexibility, and creating a standard knowledge base (Implications of the Core Competencies, 2012). ACUI has also ushered in new innovative educational programs to fit the needs of the millennial generation. One such program is Institute for Leadership Education and Development (I-LEAD), which was founded in 2000 (The History of ACUI, 2013). The I-LEAD program challenges students to develop in areas of leadership, community development, and driving change (The Institute for Leadership Education and Development, 2013). In 2005, ACUInfo, a benchmarking resource for college unions and activities, went live (The History of ACUI, 2013). ACUInfo allows college union professionals to compare their programming efforts against what colleagues are doing across the country, allowing them to learn from one another instantaneously (What is ACUInfo?, 2012).

Over the past one hundred years, college union professionals and their association, ACUI, have grown and developed as educators in the higher education field. As foundational

documents have been written and student demands have changed, ACUI and college union professionals have made adjustments to remain vital to the field as the hearthstone of the college campus. ACUI has been important to the educational mission of practitioners by providing guidance and support at conferences and through the *Bulletin*, and will continue to be important for the next hundred years.

Association of College Unions International- The Next 100 Years

The first 100 years of ACUI has brought steady growth of the Association membership and tremendous support and guidance for the college union and student activities field. The great leaders of the Association have helped to guide college union professionals through difficult times and have helped bring intentionality to the field through the Role Statement, and have made diversity, technology, and education all important focuses. With the way the field of higher education is evolving and changing, what will the next 100 years look like for ACUI? There are a myriad of issues surrounding the field and they all lead to important questions. President Barack Obama issued a challenge to higher education in 2010 to raise graduation rates to 60% by 2020 (de Nies, 2010), but as states cut higher education funding by millions of dollars (Lederman, 2012), how will colleges and universities meet this goal? *Learning Reconsidered* and *Learning Reconsidered 2* outline a variety of outcomes student affairs professionals should be working towards to prepare for the future of higher education, but will professionals be able to meet these goals while balancing ever-increasing financial demands? As ACPA pushes towards certification for student affairs professionals (Stoller, 2012), what will this mean for the field, including graduate students, current professionals, professional associations, etc.? These questions and issues are not meant to be exhaustive, as they are only a small portion of what higher education will face moving forward, and ACUI's role as a professional association will be to consider all these questions and more. The following trends are some that could be important over ACUI's next 100 years, and should be carefully considered.

Certification

College unions have long been a place where professionals of all backgrounds have come to work, many with little to no formal training in how to run a college union or an understanding of the profession (Carlson, 1989a). Although this has changed over the years and more intentionality and training has been added to the field with the help of ACUI, should college union and student activities professionals take the next step and create a certification? Would this add value to the profession and to ACUI? ACPA started this discussion with their move towards a general student affairs certification in 2004, and have more recently appointed a "Credentialing Implementation Team" to work towards this certification (Stoller, 2012). ACUI has also been considering certification and launched a "Certification Task Force" in 2010 with the goal of deciding whether or not certification would be feasible and necessary for college union and student activity professionals (Woodard, 2010). This is not the first time this conversation on certification has come up (ACPA Task Force on Certification,

2006) and the topic is not likely to go away until certification is a reality. Supporting the idea of certification are the learning outcomes outlined in *Learning Reconsidered* (NASPA & ACPA, 2004). In particular, the learning outcome "knowledge acquisition, integration, and application" mentions certificate programs as a good example of a developmental experience towards learning (NASPA & ACPA, p. 21). Certification is clearly the direction the field is headed in, and the role of the Association will be to decide how to react to certification as they continue to support and guide college union and student activities professionals.

Collaboration

Collaboration is always important, but it may be of particular importance over the next 100 years. As resources dwindle (Lederman, 2012) and government expectations grow (de Nies, 2010), higher education and student affairs professionals will need to do more with less. One excellent way to do this is through better collaboration. *Learning Reconsidered 2* discusses the critical importance of collaboration and, in particular, "the integrated use of all of higher education's resources in the education and preparation of the whole student" (Steffes & Keeling, 2006, p. 69). Steffes & Keeling (2006) point out that successful collaboration can result in many positive outcomes, including making better use of available talent, but a failure to collaborate can lead to contrary outcomes such as the ineffective stewardship of the resources the public is investing in higher education.

ACUI will need to consider how to promote collaboration and support their college union and student activities professionals in doing so. One excellent way to promote an outcome is to role model it for others. ACUI could start this process by engaging in more ventures like *Learning Reconsidered 2*, where collaboration between professional associations in higher education is publicly modeled. Professional associations collaborating and working towards better value for student affairs professionals would go a long way towards encouraging the field to break away from the silos that have long been established.

Technology as a Learning/Educating Tool

Technology is a constant and it is changing rapidly. Technological innovations practically happen daily and this does not seem ready to slow down over the next 100 years. Kodak modeled the example of what happens when a business resists change (Finkelstein, 2012) and college unions and their professional association would do well to learn from this example. Higher education is notoriously slow to change (Butts, et al., 2012), but it does not have to be, and neither does ACUI. Staying abreast of technological changes and the ways in which students prefer to learn will be crucial to the future relevance and success of the college union field and it's Association.

The rise of online education continues to cause changes to two year and four year institutions (Lytle, 2011), and as cost-conscious students look for cheaper options, online education may continue to grow in appeal. Technological innovations such as iPads and applications like Prezi are also giving students new and innovative ways

to engage with material. Finding ways to leverage this technology to engage students in their learning will be a constant challenge for college union and student activities professionals, and ACUI will be tasked with keeping these professionals informed as these innovations arrive.

Role Statement

Ever since its creation in 1956, *The Role of the College Union* statement has been an important tool for college union professionals to employ to establish their practice. (Butts, et al., 2012). The revision and reaffirmation of the Role Statement in 1996 reminds us that this statement needs to be constantly monitored to make sure that it is consistently relevant and practical to the professionals it is supposed to guide. The revisions in 1996 were due, in part, to complaints from college union professionals about its lack of relevance (Butts, et al., 2012) and the role of the Association will be to make sure that this does not continue to be the case. Taking a more proactive stance on revisions to the Role Statement can help make sure that it continues to serve as a guiding statement for the field over the next 100 years.

Conclusion

ACUI has been a strong support network for college union and student activities professionals for 100 years and will be just as important of a professional association in the future. Professional associations started based on the idea that it would be useful for professionals doing similar work to be able to gather to discuss ideas and shared concerns within their given professions, but they have taken on much larger roles throughout time (Nuss, 1993). ACUI has continually grown its membership and services throughout its history. Thefuture should be bright and ifthe Association continues to focusdiversity, technology, and student learning. ACUI will continue to help prepare and challenge its members to change with the times and to remain aware of best practices in order to most effectively serve students. Although it is difficult to predict what the future with bring for college union and activities, there is no doubt that the guiding light through these times will be its professional association.

References

American College Personnel Association Task Force on Certification. (2006, February). Preliminary Report.

American Council on Education. (1949). The student personnel point of view. Retrieved from http://www.naspa.org/pubs/files/StudAff_1949.pdf.

American Council on Education. (1937). The student personnel point of view. Retrieved from http://www.myacpa.org/pub/documents/1937.pdf.

American Council on Education. (2012). The student personnel point of view. In K.M. Boyle, J.W. Lowery, & J.A. Mueller (Eds.), *Reflections on the 75th anniversary of the student personnel point of view.* (3-22), Washington, DC: ACPA- College Student Educators International.

Association of College Unions-International. (1990). Final report: Task force 2000. *Association of College Unions-International*.

"Association History: 1914 – Present" (1998, October).

Berry, C.A. (1964). *College unions – Year fifty*. Ithaca, NY: Association of College Unions International.

Berry, C.A. (1989). The Beginnings. In A. McMillan & N. Davis (Eds.), *College unions – Seventy five years*. Association of College Unions International.

Blackburn, R. (1980). Breaking away to excellence. *Proceedings of the 60th Annual Conference of the Association of College Unions-International,* 3-9.

Brubacher, J.S. & Rudy W. (1978). *Higher education in transition: A history of american colleges and universities*, *1636-1976* (3rd edition). New York: Harper and Row, Publishers.

Buckley, M. (1969, April). Many unions reach for racial answers. *ACU-I Bulletin, 37* (2), 1-3.

Butts, P. (1948, December). Why a union for a war memorial. *Bulletin*, *41* (4).

Butts, P. (1966, December). The union mission. *ACU-I Bulletin, 34* (5), 6-7.

Butts, P. (1967). *State of the college union around the world*. Association of College Unions-International.

Butts, P. (1971). The college union idea. Bloomington: Association of College Unions International.

Butts, P., Beltramini, E., Bourassa, M.. Connelly, P., Meyer, R., Mitchell, S., Smith, J., Willis, TJ., (2012). *The college union idea.* (2nd edition) Association of College Unions International.

CAS. (2010). CAS Preamble. Retrieved from http://www.cas.edu/?history=cas-preamble.

Cannon, P. (1984). "High technology and the american society." Proceedings of the 64th Annual Conference of the Association of College Unions International.

Carlson, J.M. (1989a). The '20s. In A. McMillan & N. Davis (Eds.), *College unions – Seventy five years*. Association of College Unions International.

Carlson, J.M. (1989b). The '60s. In A. McMillan & N. Davis (Eds.), *College unions – Seventy five years*. Association of College Unions International.

Carnegie Foundation. (1990). *Campus life: In search of community.* Retrieved from http://www.eric.ed.gov/PDFS/ED320492.pdf.

Cohen, A. M. & Kisker, C. B. (2010). The shaping of american higher education: Emergence and growth of the contemporary system (2nd ed.). San Francisco: Jossey-Bass.

Coleman, P.A. (1981). Multicultural programming: Teaching a new meaning for life. Proceedings of the 61st Annual Conference of the Association of College Unions International.

Core Competencies. (2012). Retrieved from http://www.acui.org/content.aspx?menu_id=30&id=9463.

de Nies, Y. (2010, August). President Obama outlines goal to improve college graduation rate in U.S. Retrieved from http://abcnews.go.com/WN/president-barack-obama-outlines-college-education-goal-university/story?id=11359759.

Finkelstein, S. (2012, January). Seven lessons from the demise of a great company: Kodak. Retrieved from http://www.forbes.com/sites/sydneyfinkelstein/2012/01/06/seven-lessons-from-the-demise-of-a-great-company-kodak/.

Gentry Smith, J. (1989). The '50s. In A. McMillan & N. Davis (Eds.), *College unions – Seventy five years*. Association of College Unions International.

Gros Louis, K.R.R. (1985, April). *The Bulletin of the Association of College Unions International.*

Hammond, D. & Shindell, W. (2000). Strategic process core team: Final report. Bloomington: Association of College Unions International.

The History of ACUI. (2009). Retrieved from http://www.acui.org/content.aspx?menu_id=30&id=244.

Implications of the Core Competencies. (2012). http://www.acui.org/content.aspx?menu_id=30&id=18534.

The Institute for Leadership Education and Development. (2013). Retrieved from http://www.acui.org/content.aspx?menu_id=106&id=1212&ekmensel=106_submenu_0_link_1.

Kaplin, W. and Lee, B. (2009). *A legal guide for student affairs professionals*. San Francisco, CA: Jossey-Bass.

Keeling, R. (2006). *Learning reconsidered 2: Implementing a campus-wide focus on the student experience*. Retrieved from http://www.myacpa.org/pub/documents/LearningReconsidered2.pdf.

Ketter, J. (1989). The '40s. In A. McMillan & N. Davis (Eds.), *College unions – Seventy five years*. Association of College Unions International.

Lederman, D. (2012, January). State support slumps again. Retrieved from http://www.insidehighered.com/news/2012/01/23/state-funds-higher-education-fell-76-2011-12.

Levine, A. & Dean, D. R. (2012). Generation on a tight tope: A portrait of today's college student. San Francisco: Jossey-Bass.

Lytle, R. (2011, November). Study: Online education continues growth. Retrieved from http://www.usnews.com/education/online-education/articles/2011/11/11/study-online-education-continues-growth.

Moore, M. & Pete, J. (2011, Fall). The georgia tech buzzcard turns 15: Campus card programs are expected to do more than provide identification. *College Services, 11*(3). Retrieved from http://www.nxtbook.com/nxtbooks/naylor/JILQ0311/index.php#/14.

National Association for Campus Activities (2012). About us. Retrieved from http://www.naca.org/aboutus/Pages/default.aspx.

National Association of Student Personnel Administrators and American College Personnel Association. (2004). *Learning reconsidered: A campus wide focus on the student experience*. Retrieved from http://www.myacpa.org/pub/documents/learningreconsidered.pdf.

Nuss, E. M. (1993). The role of professional associations. In E. J. Whitt (Ed.), *College student affairs administration* (pp. 542-552). Boston: Pearson Custom Publishing.

Nuss, E.M. (2003). The development of student affairs. In S.R. Komives, D.B. Woodard Jr., & Associates (Eds.), *Student services: A handbook for the profession (4th ed.),* (65-88). San Francisco, CA: Jossey-Bass.

Rion, W. (1989). The '30s. In A. McMillan & N. Davis (Eds.), *College unions – Seventy five years*. Association of College Unions International.

Rouzer, R. (1985). ACUITION Computer Applications. *The Electronic Union.* Bloomington: Association of College Unions International.

Rudolph, F. (1990). *The american college & university: A history.* Athens: University of Georgia Press.

Scott, C.R. (1988, March). Working with gay and lesbian students. *The Bulletin of the Association of College Unions International*.

Sherwood, G. & Pittman, J. (2009, Spring). The evolution of auxiliary services: An industry is born. *College Services, 9*(1). Retrieved from http://www.nxtbook.com/nxtbooks/naylor/JILQ0109/index.php.

Shindell, W. (1991, January). The college in building. *The Bulletin of the Association of College Unions International*.

Steffes, J. and Keeling, R.P. (2006). Creating strategies for collaboration. In R. Keeling (Ed.), *Learning reconsidered 2: Implementing a campus-wide focus on the student experience.* Retrieved from http://www.myacpa.org/pub/documents/LearningReconsidered2.pdf.

Stoller, E. (2012, January). Certification for student affairs professionals. Retrieved from http://www.insidehighered.com/blogs/certification-student-affairs-professionals.

Torres, V., DeSawal, D., & Hernandez, E. (2012). The importance of the student personnel point of view in honoring the past and acknowledging current perspectives. In K.M. Boyle, J.W. Lowery, & J.A. Mueller (Eds.), *Reflections on the 75th anniversary of the student personnel point of view.* (3-22), Washington, DC: ACPA- College Student Educators International.

Turner, D.E. (1989). The '80s. In A. McMillan & N. Davis (Eds.), *College unions – Seventy five years*. Association of College Unions International.

Union views student unrest. (1965, June). *ACU-I Bulletin, 33* (3), 8-9.

What is ACUInfo? (2012). Retrieved from http://www.acui.org/content.aspx?menu_id=116&id=428.

Woodard, B. (2010, December). Certification task force launched. Retrieved from http://www.acui.org/commons/index.aspx?id=14093&blogid=25838.

Woolbright, C. (1989). The '70s. In A. McMillan & N. Davis (Eds.), *College unions – Seventy five years*. Association of College Unions International.

College Union Professionals: 100 Years of Reflection

Teddi Gallagher & Lillian Zamecnik

College union organizations encompass a wide variety of personnel. The functions of a college union are inclusive of facility maintenance, student programming, hotel management, conference services, scheduling, retail management, and outdoor adventures, just to name a few. The unique nature of the college union organization is an ever evolving community that is inclusive; comprises a variety of different skills, focus, and educational preparation. However, what has remained consistent is the college union's role in serving as a gathering place for the campus and creating conditions for student learning and engagement. This chapter will explore the evolution of the college union professional and provide a picture of the complex nature of these organizations on today's college campus.

At the beginning, the total administration of the higher education experience was left to faculty (Dungy & Gordon, 2011). The most basic foundations of student affairs began during the period between 1780-1820, when university staff began to oversee the management and administration of the dormitories, discipline, and student welfare (Dungy & Gordon, 2011). The realm of students affairs work continued to develop with the growth of American colleges and universities. The years between 1900 and 1950 saw the evolution of student affairs into a profession with the creation of the 1937 and 1949 *Student Personnel Point of View* documents and many professional associations. The basis of the profession is rooted in the concept of higher education developing well-rounded, balanced citizens (Dungy & Gordon, 2011). Therefore, student affairs professionals are concerned with the holistic development of college students and student learning taking place outside of traditional academic spaces (Dungy & Gordon, 2011). As American higher education progressed, the number and variety of student services offered increased with institutional enrollment and the diversification of the student body. Eventually the administration of these services along with the development of students became too much for deans of students and more specialized professionals were required to manage the breadth of student life on the college campus (Dungy & Gordon, 2011).

The Association of College Unions International was founded in 1914, making it one of the oldest student affairs professional associations in the country and indicating the college union as an important subset of the college administration and student affairs profession (Dungy & Gordon, 2011). Originally, the union was managed by one professional along with assistance from undergraduate students, but through the years the college union operation has become increasingly complex. Today, the college union is responsible for successfully combining an array of functions into one building. It provides space for many necessary student services as well as different activities including meetings, dining, programs, and large events. In addition, it is also the responsibility of the union to provide a place on campus for students, faculty, and staff to socialize

and interact in an informal setting (Knell & Latta, 2006). In order for the college union to be successful in carrying out its functions, it requires a diverse group of professionals in various areas of expertise to work together towards a common goal.

For this reason, college union organizations encompass a wide variety of personnel. The functions of a college union include; administration and finance, facility maintenance and operations, student activities and programming, hotel and bookstore management, dining, and conference services, just to name a few. The unique nature of the college union organization requires a staff that is inclusive of a variety of different skills, focus, and educational preparation. These functions, blended with the abilities of the staff, enable the college union to serve as a gathering place for the campus and to create conditions for student learning and engagement. This chapter will explore the evolution of the college union professional and provide a picture of the complex nature of these organizations on today's college campus.

The Beginnings and Growth of the Union Professional Idea

In the beginning at Oxford in 1815, the student union was envisioned, created, and managed by the students themselves oftentimes in direct conflict with the desires and edicts of university administrators. The Oxford University Student Union was truly a union in the traditional sense of the word. It was created to represent students in decision-making, the national higher education policy debate, and provide services for students. While the union was created as a student organization, they built a facility in 1857 as a central location used to meet and it became known as the union (Butts, 1971). The union idea jumped the pond from England to the United States in the late 1800s and continued the Cambridge-Oxford pattern prevalent in American higher education (Thelin, 2004). At this time, also similar to the experiences in England, the conflicts between students and administrators regarding the priorities of collegiate life and student activities created a tense coexistence.

Administrators and students struggled over the existence of student organizations and vied for control when it became clear student organizations would never disappear from the landscape of higher education (Thelin, 2004). Though it originated in England, the student union idea in each nation took different paths. Today, the majority of student unions in England, such as those at Cambridge and Oxford, have remained "for students, by students" with elected student officers to provide a variety of services and programming. Alternatively, the American student union moved away from its student governance roots and became professionally staffed with the focus on union facilities and formalization of student affairs in the United States (Thelin, 2004).

By the turn of the century, the student affairs profession was building its foundations and professionals were slowly beginning to embrace the value of extracurricular activities as tools for student learning. In addition, extracurricular activities managed by professionals were an emerging solution to address the student organizations at the time which were fraught with

deliberate disobedience and overindulgence (Thelin, 2004). Student union organizations provided administrators with a structured alternative to secret societies and eating clubs and allowed them to exert some control over the patterns of student life and interactions (Thelin, 2004). The union's purpose was to bring members of the university community together to further scholarship through more informal means. In 1904, President Charles Van Hise of the University of Wisconsin called for a union to produce scholars and make men through the communal life of instructors and students in work, play, and social relations (Butts, 1971). In 1909, President Woodrow Wilson recommended reorganization of college life to combine instruction and co-curricular activities in order to create a community of scholars and movement away from the teachers' and governors' sole devotion to instruction (Butts, 1971). According to Thelin (2004), "the student union movement was a truly nationwide phenomenon" (p.193) and elaborate unions were constructed to reduce the separation between students and provide a place for commuter students. For these reasons, the union idea took root in American higher education and university presidents, governance boards, and deans of students began supporting the establishment of student union organizations and proposing the construction of facilities to house these activities in order to improve education and provide mitigated extracurricular opportunities. However, the dean of students remained the sole student affairs practitioner on campus and the student union became their responsibility, which was primarily delegated to the student union officers.

By 1914, students involved in union activities believed an association was needed to support student union organizations and the Association of College Unions International (ACUI) was established (Association of College Unions International, 2009). At the beginning, ACUI meetings were by and for the students, similar to the unions in Great Britain. However, in the opening address of the 10th Annual Conference of the ACUI in 1929, the orator spoke about the development of university departments dedicated to deal with students' hours outside of classroom and teach life skills and culture (Butts, 1971). This conversation was occurring throughout the field of student affairs and would eventually lead to the 1937 *Student Personnel Point of View*. The 1929 address also called for a combination of student self-governance and staff aid to make unions a viable and successful aspect of the university. It was said "no sizable self-governing body operates successfully without a full-time administrative branch; we should not expect more of students...we look to the student to provide policies and purposes and inspiration...but we also provide a good many full-time staff members to see that what the student governors have asked for is carried through" (Butts, 1971, p.24). For students, this would mean more regulation and university input into the college union and the possible loss of control, but less responsibility for daily operations. The early iterations of the union professional role were focused primarily on the operation of the union facility versus the programming and activities that occurred inside of it. The role of union professionals was to manage the

building and its various operations in order to facilitate a healthy and developmental student experience. As of 1930, professional members of ACUI outnumbered student members for the first time and the union profession continued to develop and grow in American higher education (Association of College Unions International, 2009).

The literature and publications about college unions in the 1940s and 1950s are full of discussion and definitions of the purpose of unions and union professionals in higher education. Professionals engaged in critical assessment of the field in order to create a purpose and vision for the future, which resulted in ACUI's adoption of a formal statement of purpose called *The Role of the College Union* in 1956 (Butts, 1971). As part of this critical assessment, the *State of the College Union* at ACUI conferences during this time focused on the positives and negatives of leadership in college unions. Administrators noted negatively the treatment of college unions as solely auxiliary enterprises and bookkeeping operations and called for more attention to the educational program and goals of the union (Butts, 1971). This was a much different tune from twenty years earlier. In addition, union professionals praised the "rare" higher level administrators who cared about the needs of students and the mental health of union directors and hired large assistant staffs for the union (Butts, 1971). The issues discussed at these conferences demonstrate the predominant view of unions as business operations and the serious issues of understaffing. Administrators came together to brainstorm strategies for strengthening the educational program while resolving personnel shortages. They recommended involving student volunteers and student employees to teach leadership and career skills as well as bear some of the workload in the union.

The understaffing trend continued through the 1950s as illustrated by the *State of the Union 1961* address at the annual ACUI conference. Union professionals continued to bemoan the lack of support from institutions to hire more staff members and the keynote described the attendees as the lucky ones because many professionals could not take time from work because there would be no one left to run the union (Butts, 1971). After World War II and the increase in university enrollment, the college union was called on to be more and meet new and increasing student demands. To accommodate these changes a typical union was open an average of 16 hours per day, seven days a week and the busiest times were in the evenings and on the weekends (Butts, 1971). It quickly became evident that more staff was required in college unions to be able to offer these operational hours without exhausting the traditional, sole union director. Therefore, in the years after 1950, the union profession grew to include a variety of new administrative roles to relieve the pressure on the union director and continue growing the college union as an integral part of student learning in higher education.

Professional Roles in the College Union

Hart House, at the University of Toronto, was opened in 1919 as a gathering place for the entire university and alumni communities rather than only students. It was decided the building

would be managed by the Warden, the chief administrative officer, who would be a professional staff member (Butts, 1971). This is the first mention of specifically a college union professional, but as the student affairs profession continued to develop, the union profession did as well.

Union directors became the primary union professional staff members and struggled with the enormous amount of responsibilities they were expected to manage alone. They managed the union facilities, advised union boards and student governance, worked with other departments to train student leaders and employees, and guide students in purposeful educational and leisure activities. In addition, they managed the business functions of the building, which alone became full-time work for one or more individuals. In an editorial for 1937 *The Bulletin*, a union director expounds on the need for a larger staff to manage the union because it was no longer a "one-man job". From 1920-1940, union operations and physical plants expanded tremendously and the traditional organization could no longer support the new opportunities and challenges. The union director writes, "...if unions are to do what they want to do and if the directors are to lead reasonably normal lives, the building must be manned by a larger supervisory staff" (Butts, 1971, p. 39). This push on the part of the overburdened union directors led to the creation of additional professional staff positions to aid in specific functions of the union enterprise.

As new professional positions were added, the role of the union director was discussed and outlined in a conversation at the ACU conference in 1959, to clarify its evolving role. The union directors present at the conference listed the following as the main functions of the position at that time (Butts, 1971):

- To provide continuity, to preserve goals and traditions, as well as create new ones.
- To achieve understanding of the union by the administration and faculty.
- To first convince the administration of the need for adequate staff and professional status, and then to select and train other union professionals to build a competent, perceptive staff.
- He should take his place among other department heads and faculty because the union and its importance are gauged in many ways by the status of its staff.
- He should be coordinator of the total union enterprise, not just part.
- He should stay close to the student union board in order to be knowledgeable of student interests and attitudes and keep students at the center of union decisions.
- He should be a leader of student and educational life on campus and not simply the manager of a building.

Today, the college union profession has evolved to include many different positions in areas such as union administration and finance, auxiliary services, campus life and programming, and facilities and operations. Although each college union is unique, ACUI has provided sample job descriptions for several common positions at college

unions within these areas, which include the primary responsibilities for each position, special qualifications, required education, and experience, as well as the core competencies associated with each position. While each union has its own specific needs, these sample descriptions are helpful in developing individual positions and hiring staff to fill them. They are also useful to those outside the field to understand the work of professionals in these positions (ACUI Sample Job Descriptions, 2012).

Union Administration, Finance, and Management

Union administration, finance, and management include union leadership and administration, heads of business affairs, marketing, human resources and technology related areas (ACUI Sample Job Descriptions, 2012). These individuals are responsible for providing vision and leadership to the union in areas such as the creation of union policies and procedures, use of technology, and marketing of programs and services. In order for union administrators to be effective, they must continually gain and develop new knowledge and skills, understand current issues effecting college unions, and assess their organization in comparison to peer institutions (Knell & Latta, 2006). Because unions are often asked to fulfill many roles on a limited budget, successful union administrators know how to maximize human and fiscal resources. They develop new and creative ways to gain additional revenue, employ effective cost-cutting strategies, and provide union staff with supplementary training and professional development opportunities to expand their current skill-set. They are also aware of governance issues and work to develop close relationships with students, faculty, and staff who make up union governing boards (Knell & Latta, 2006).

The union director remains a key member of the administrative team. Based on the current ACUI Sample Job Description for the director of the college union (2013), it appears that the role of the union director has remained relatively unchanged since the 1959 ACUI conference when the role was outlined. Union directors today are still responsible for providing vision and oversight to the union facility and its staff, as well as serving as an ambassador to others in the campus community. They are also still expected to coordinate the total union enterprise, not just specific functional areas. According to the ACUI Sample Job Description (2013), direct supervision of individual functional areas should be assigned to associate and assistant directors. While this allows the director to focus on the overarching mission, vision, and goals of the union, it can also potentially lead to functional silos. For this reason, union directors should be intentional in encouraging communication and collaboration among union professionals in order to avoid returning any particular area back to the "one man job" mentality of past union professionals.

Although the primary responsibilities of union directors have stayed relatively constant, there seems to be a greater emphasis on the qualifications for the position. In addition to management experience, contemporary union directors are expected to have a thorough understanding of student development and leadership theories, ability to

develop student learning outcomes, and an appreciation of the benefits of diversity and multiculturalism (ACUI Sample Job Description: Director of the College Union, 2013). In this way, the role of the union director has evolved alongside other student affairs professional positions to be more effective and intentional in promoting student learning and development.

Auxiliary Services

The Great Depression made the business of running a union particularly important to administrators. A new focus on economic functions and issues displaced the educational and social nature of the union. In addition, union professionals were required to prove the value of the union idea in order to receive a portion of the limited funding available for operations and staffing (Butts, 1971). The surrounding community of the university also began to see many of the leisure and dining services provided by unions as unfair competition in hard times putting stress on town-gown relationships (Butts, 1971). Today, auxiliary services still play an important role in supporting the financial health of the union and maintaining town-gown relationships, but they also take part in student development and learning (Jacobs & Pittman, 2005).

Auxiliary services include professionals that oversee revenue producing services within the union. Depending on the services that the union offers, these professionals may manage areas such as the campus bookstore, dining services, catering, games room, hotel, or conference services (ACUI Sample Job Descriptions, 2012). Because auxiliary services are significantly impacted by constantly changing student demands and market trends, it is important that union professionals working in this area analyze behavioral patterns and anticipate consumer needs. They must be able to understand and utilize consumer feedback in order to adjust and improve their services (Rullman et al., 2008). According to Jacobs and Pittman (2005), "auxiliary service leaders are the campus entrepreneurs who handle the vexing challenges that other campus employees are unwilling or unable to address appropriately." These professionals work to bring necessary services together to meet the needs of the campus community (Jacobs & Pittman, 2005).

Auxiliary services professionals are also leaders in campus relations with the surrounding community (Sherwood & Pittman, 2009). In the past, town-gown relations involving auxiliary services have been tense due to competition (Butts, 1971). Today, it is the role of auxiliary professionals to successfully promote their value and goodwill in the community and build intentional partnerships with community businesses in order to alleviate this tension. This role will be increasingly important as university auxiliary units serve a larger consumer base in their communities (Sherwood & Pittman, 2009).

While unions are categorized as auxiliary enterprises, it is important for auxiliary professionals to keep in mind that this is not their primary function. The primary role of unions is to facilitate educational, cultural, and social experiences for students (Butts et al., 2012). In addition to managing the business functions of auxiliary services

as well as town-gown relationships, today's auxiliary professionals are also expected to operate as educators. Educators are defined as individuals who continually strive to teach and learn in their interactions with others. By embracing their roles as educators, auxiliary professionals are better able to communicate with other faculty and staff members and support the academic mission of the university. One way that auxiliary professionals can fulfill this role is by serving student customers and understanding how the services they provide contribute to student development (Jacobs & Pittman, 2005). This is not to say that the sole responsibility of auxiliary professionals is to facilitate student learning experiences, rather that it is important for auxiliary services to understand its role in the overarching purpose of the union, which is to foster student development. This understanding should guide the decisions of auxiliary professionals as they strive to maintain balance between the financial bottom line and student engagement (Jacobs & Pittman, 2005).

Campus Life and Program Management

In the 1950s and 1960s, some college unions began emphasizing the importance of leadership training for students and the inclusion of specialized counseling and teaching staff in the union to conduct these activities (Butts, 1971). These roles are the precursors to today's familiar professional student activities and programming positions. Professionals who work in campus life and program management positions often work with students, advise organizations, and plan events. Professionals in this area may work with the union art gallery, multicultural affairs, leadership development, programming, student activities, Greek life, outdoor recreation, service learning, or student organizations (ACUI Sample Job Descriptions, 2012).

According to ACUI, programming and community-building are important parts of the role of the college union; "As the center of the college community life, the union complements the academic experience through an extensive variety of cultural, educational, social, and recreational programs. These programs provide the opportunity to balance coursework and free time as cooperative factors in education" (ACUI Role of the College Union, 2012). While programming in a general sense refers to planned activities for individual students or groups designed with the purpose of cultivating student development and learning, union professionals who wish to use programming as a means of community-building should engage students in the programming process. By involving students in the planning and implementation of programs and activities, union professionals can provide students with opportunities to for individual development while working together toward a common goal and fostering a sense of community (Roberts, 2011).

In addition to ACUI, many union professionals involved in campus life and program management are also affiliated with the National Association for Campus Activities (NACA, 2012). NACA was established in 1960 to help campus programmers stretch their budgets by creating connections between schools and businesses involved in campus programs. Today, NACA

specializes in helping student affairs professionals with program planning, risk management, multicultural education, event management, and leadership development (NACA, 2012).

Facilities and Operations

College union facilities and operations professionals include supervisors of areas such as facility maintenance, renovation and construction, event operations, and emergency management. Some typical positions in this category include Associate Director for Facilities, Building Manager, Event Services Coordinator, Maintenance Manager, and Audio Visual Coordinator (ACUI Sample Job Descriptions, 2012). Facilities and operations professionals ensure that the union building is clean and functional. For some, it is difficult to understand how the work of facilities and operations professionals contributes to student learning and development, but like many student affairs practitioners today, these professionals are being held to an increasingly higher standard of student learning expectations (Butts et al., 2012). It is important for facilities and operations professionals to understand how students interact with their environments and how physical space influences student learning. Campus environments can communicate with students, shape behavior, and promote or hinder student development. For this reason, facilities and operations professionals should be intentional in their decisions regarding physical space within the union in order to engage students and create developmental opportunities (Strange and Banning, 2001).

Union facilities and operations professionals must be both flexible and visionary. Union spaces should be continually be assessed and conceptualized in order to meet the rapidly changing needs of the campus community. Because union facilities must constantly adapt and evolve to accommodate an increasingly diverse student population, new forms of technology, and additional services, union professionals "are charged with creating space that not only accommodates today's needs, but also addresses as yet unknown needs of the future" (Butts et al., 2012, p. 234).

Standards and Competencies for the College Union Professional

The end of World War II and the G.I. Bill brought more students to higher education than ever before. The college union became the community center of the campus and students started to call for more activities, the arts, recreation, and student involvement (Butts, 1971). In 1946, as a response to the increasing complexity of union work, the ACU published *Standards in College Union Work* by Porter Butts to guide the practice of college union professionals. It outlined two functions of the profession essential in every union: the educational and the administrative. The educational function included recreation, student counseling, and advising student organizations in social and recreational fields. The administrative function included operating the building plant and its varied services. The publication described that the adequacy of the union staff could be determined by comparing the number of staff assigned to the sports and athletic programs to the staff appointed at the union for the same student body (Butts, 1971).

Standards in College Union Work was the first document to discuss the skills and competencies required for college union professionals. The author described the training at that time to be too specialized for the constantly changing union environment. Instead, he recommended focusing on the general qualifications necessary for success. These included the conception of the community center's place and purpose at the institution, the comprehension of the recreation needs of students, and an interest in making a student's experience within the union of educative and self-developmental value (Butts, 1971).

As the student affairs profession grew, the Council for the Advancement of Standards in Higher Education (CAS) was created in 1979 to establish common standards, as well as a means of self-assessment, for all student affairs graduate programs and practitioners. CAS consists of thirty-five functional area standards, including the college union, which are reviewed and updated regularly (Dungy & Gordon, 2011). Union professionals should use the CAS standards to regularly assess the mission of the union, programs and services, financial resources, facilities and technology, legal responsibilities, issues of equity and access, campus and external relationships, diversity, ethics, and evaluation procedures. In addition, they should also use the standards to evaluate themselves and their work as professionals. The CAS standards provide union professionals with guidelines regarding the role of leadership in the union, organizational and management structure, and human resources (CAS, 2006).

In addition to the CAS standards, ACUI has established eleven core competencies specifically for college union professionals, which are composed of knowledge, skills, and behaviors necessary for professionals to be successful in the field. These competencies are applicable regardless of individual experience, position level, or job responsibilities. The core competencies include communication, facilities management, fiscal management, human resource development, intercultural proficiency, leadership, management, marketing, planning, student learning, and technology (ACUI Core Competencies, 2012). The development of the eleven core competencies was an extensive process beginning in 1999 and still continues today. In 1999, the initial task force was assembled to begin laying the foundation for the competencies by conducting an extensive literature review. In 2001, the Education Councils took the lead on the project. After determining the purpose of the competencies, outlining how members would use them, and validating the information through a member survey, a second task force released the final report in 2005 (History and Future of the Core Competencies, 2012).

In 2009, ACUI conducted an assessment of the competencies of new professionals in the college union field and found that, in general, new professionals are prepared for entry-level position responsibilities. The new professionals in this study reported high levels of communication, general administration, and management skills. New professionals in the field of college unions are typically responsible for providing direct services to students, so it is important that they are prepared to handle this work. Examples of such responsibilities include advising student

organizations or working with event management services. In order for new professionals to be successful in these positions, it is important that they are competent in areas such as student development theory, counseling, communication, multiculturalism, leadership, program planning, technology and social media, and ethics. Often, new professionals are competent in these areas and can meet the requirements of their entry-level positions (Moran, 2012).

Although new college union professionals have been found to be generally competent in the areas mentioned above, some studies suggest other areas in which they are lacking. These areas include budgeting and fiscal management, strategic planning, legal knowledge, campus politics and organizational culture, and research and assessment. While some would argue that not all of these competencies are necessary in an entry-level position, skills such as supervision, budget management, assessment, and understanding campus politics are often expected of new professionals today. New college union professionals will also need these skills to transition to future positions (Moran, 2012).

Currently, the competencies have been broadly accepted and incorporated by college union professionals throughout the field (History and Future of the Core Competencies, 2012). Implications of the core competencies outside the Association include serving as a basis for educating, hiring, and training college union professionals, advancing the position of the college union field within higher education, and aligning the profession with the mission of the university to cultivate academic partnerships (Implications of the Core Competencies, 2012). Implications for the core competencies within ACUI including helping the Association better identify its purpose, evolve based on relevant trends, and create standards to promote excellence and professionalism (Implications of the Core Competencies, 2012). Future goals for the core competencies include continued assessment and validation of the competencies, institutionalizing the competencies into all aspects of the Association, and including the competencies into higher education and student affairs curricula (History and Future of the Core Competencies, 2012). College union professionals should also consider competencies developed for student affairs practitioners in general.

In 2010, NASPA and ACPA collaborated to develop professional competencies that apply to all student affairs practitioners, regardless of the specific functional area in which they work. These competencies provide student affairs professionals with basic expectations for the knowledge, skills, and attitudes they should possess in order to be successful in their work. They also provide a framework for advancement and growth in these competency areas (ACPA & NASPA, 2010).

Although there is a significant amount of overlap between the ACUI core competencies and the professional competencies developed by ACPA and NASPA, there are also differences. This could be because there are certain competencies which are more relevant to union professionals in particular. For example, while basic advising and helping competencies are essential to all student affairs practitioners, it is not

included in the ACUI core competencies because it is not considered a primary function of union professionals. On the other hand, facilities, marketing, and technology are included in the core competencies for union professionals but not in the basic competencies for all student affairs practitioners. In order to become more well-rounded practitioners, union professionals should reference and include both sets of competencies in their professional development.

College Union Professionals Today

While history and tradition continue to play an important role in today's college unions, college union professionals should also be aware of the changing needs of the current student population and how the union must evolve to meet those needs. Examples of current trends on many college and university campuses that impact the work of the union include a larger percentage of minority, international and non-traditional students on campus, a need for more flexible academic schedule, and greater demand for and use of technology (Knell & Latta, 2006). It is important for college union professionals to understand these changes and adapt their facilities and services to meet the needs of their students.

In addition to changing student needs, modern college union professionals are also faced with many challenges such as privatization, fiscal management, facility maintenance and renovations, technological developments, and supervising multi-generational employees. In the "Profile" section of *The Bulletin*, current union professionals from around the world are spotlighted and able to share about their role in the union and advice they have for their peers. Many of these union professionals are involved in repurposing and renovating underutilized spaces, building partnerships with local businesses to increase available services and lower costs, and fundraising to support existing and new projects and programs (Beltramini, 2011, 2012a, 2012b). They also often cite the importance of communication, challenge, innovation and preparedness as crucial to successful union work. The professionals highlighted work in operations, student activities, technological support, and facilities and the majority of them wear multiple hats in their positions. While the profession has grown in numbers from the past, it is obvious that the number of responsibilities has grown as well and union professionals are still expected to be skilled in a variety of functional areas.

Those in senior leadership positions play an important role in leading their organizations through these and other challenges. The success or failure of the college union is often in the hands of these professionals (Butts et al., 2012). In order to help college unions survive and thrive in times of change and challenges, it is important for leaders to develop new competencies and skills. In 2009, the first ever College Unions and Student Activities Professional Competency Assessment was used to identify competencies most used by college union professionals and competency areas of growing importance for the future (Beltramini, 2010). Professionals reported using communication and leadership competencies such as customer service (99.6%), integrity (97.1%), problem-solving (96.3%), interpersonal

communication (99.3%), and oral and written communication (100%), most often in their roles (Taylor & Willis, 2013). Professionals identified needing more training in real estate development, design and construction, energy and utilities management, fundraising, and cultural symbols and artifacts (Taylor & Willis, 2013).

In addition, another skill area in need of improvement for most 21st century college union professionals is fundraising with only 1.1% identifying themselves as "at least competent" (Beltramini, 2010). As many institutions face state budget cuts, higher education professionals in many areas including unions are finding alternatives to raising tuition and student fees. In order to be effective fundraisers, college union professionals must build relationships with potential benefactors in the community. Fortunately, this skill should come easily to many union professionals who are used to fostering campus community in their facilities (Butts et al., 2012).

Union professionals today face higher standards and an increasing expectation to facilitate meaningful learning and developmental opportunities for students (Butts et al., 2012). In order for union professionals to be successful in this area, they must be able to demonstrate how student experiences in the union are tied to concrete learning outcomes. For this reason, more college union professionals are learning to conduct empirical research. In the past, this was not necessarily a high priority for many union professionals; however, in today's growing culture of assessment, empirical data is a convincing means of demonstrating the union's contribution to student learning, growth, and development. Data is also critical to gain funding and support. In order to assist union professionals in the evaluation of their services and student development programs, ACUI has collaborated with Educational Benchmarking Inc. (EBI) to develop assessment tools to measure their effectiveness. According to ACUI, data collected using these assessment tools "will enable participating professionals to develop new insights related to their practice of the ACUI Core Competencies of facilities management, fiscal management, human resource development, management, marketing, planning, and student learning" (Assessment Tools from ACUI and EBI, 2012).

Union professionals today are being challenged to increase their multicultural competence. Institutions of higher education are becoming increasingly diverse as they enroll more non-traditional, veteran, international, disabled, lower income, racially and ethnically diverse, and spiritually diverse students. Because of this increase in diversity on college and university campuses, union professionals cannot afford to ignore their need for multicultural competence and leave this work to multicultural affairs professionals. Union professionals must learn how to successfully serve and engage these diverse student populations by increasing their multicultural awareness, knowledge, and skills (Stewart, 2012).

It is essential the college union profession continues to develop and assess the professional competencies, participate in continued professional development and learning, and engage in

relevant research for the operation, success, and evaluation of college unions in order to keep the union relevant in the future of higher education.

The Next 100 Years

The next 100 years could bring enormous change to the staffing of the college union as the need for brick and mortar higher education operations shift and change along with the seemingly constant reductions in funding at most institutions. New advances in technology and higher education's attempt to control the cost of a degree have made online courses prevalent and attractive. According to a study completed in 2011, 6.1 million students took at least one online course in the fall 2010, which was a 10.1 percent increase from the year before (Lytle, 2011). This supports the trend that the growth of online education "far exceeds the growth of higher education overall" (Lytle, 2011, para. 6). If this trend continues and fewer students are on campus, college unions will need to change the services offered in the facility to remain relevant. College union professionals may need to work with campus partners to centralize student services and create "fusion facilities" that combine campus functions to best utilize the space (Rullman et al., 2008). In a scenario where online education begins to dominate higher education, the demand for services and operating budgets will decrease, forcing college union professionals to consider eliminating positions and restructuring operations to be more efficient, cost-effective, and appropriate for the changing campus. Regular assessment will be essential in determining the needs of the campus and monitoring the effects of online education on brick and mortar operations at institutions.

The demographics of the workplace and of students will continue to change over the next 100 years. Higher education is becoming increasingly diverse as institutions work to increase access and inclusion. Professionals in the college union must be prepared to understand and address the needs of diverse populations in order to fulfill its mission of creating community on campus. It is also important for union professionals to consider how the diversity of their institution is reflected in the staff and leadership in the union. Recruitment and support of underrepresented staff are necessary in creating an inclusive climate and should be a goal for all union professionals. In addition, current staffing and managerial practices require shifts as new generations enter the workforce and enroll in higher education. Currently, millennials are the incoming new generation to the world of work. Millennials are tech-savvy and prefer collaborative work environments with self-directed education and training (Mann, 2006). Student affairs is expertly primed to meet these needs and current professionals should capitalize on these strengths. In the next 100 years, college unions will see roughly four generations pass through their doors, all with varying needs, preferences, and methods for work.

Business operations are nothing new to the college union as an auxiliary enterprise; however, the next hundred years is likely to see an increased focus on profitability of auxiliaries as higher education searches to find funding while keeping cost of attendance low for students. As profit-making operations,

auxiliaries will be expected to fund and provide support to larger portions of campus activities and initiatives. For these reasons, college union professionals will require more knowledge of business operations, marketing, finance, and customer service. The shrewd professional will be able to competently blend an understanding of student affairs and student learning with sound business practices to effectively manage a college union and prove its continued worth to the university community. These skills will assist professionals in building a strong case in the event the validity and relevance of the union is questioned in the future.

In the first 100 years, college unions went from being entirely student run to employing professional staffs of hundreds and from housing one professional focused on facility management to many departments ranging from catering to childcare. It is difficult to anticipate what the next 100 years will bring for the college union professional based on the rapidity of change in our current time. The college union idea continues to grow and morph to meet the changing needs of a new generation of students and with it, so must the college union professional. It is not difficult to see that union professionals must stay abreast of new trends in higher education and college unions and intentionally work to develop and improve upon the professional competencies outlined by ACUI and ACPA/NASPA. A strong foundation with these skills will prepare union professionals for whatever the future may bring.

References

Association of College Unions International. (2009, November 18). *The history of ACUI*. Retrieved from http://www.acui.org/content.aspx?menu_id=30&id=244

Association of College Unions International. (2012, July 3). *Sample job descriptions*. Retrieved from http://www.acui.org/content.aspx?menu_id=188&id=3886

Association of College Unions International. (2012, July 9). *Core competencies for the college union and student activities profession*. Retrieved from http://www.acui.org/content.aspx?menu_id=30&id=9463

Association of College Unions International. (2012, July 9). *History and future of the core competencies*. Retrieved from http://www.acui.org/content.aspx?menu_id=30&id=18535

Association of College Unions International. (2012, July 9). *Implications of the core competencies*. Retrieved from http://www.acui.org/content.aspx?menu_id=30&id=18534

Association of College Unions International. (2012, September 10). *Assessment Tools from ACUI and EBI*. Retrieved from http://www.acui.org/content.aspx?menu_id=18&id=374

Association of College Unions International. (2012, November 9). *Role of the college union*. Retrieved from http://www.acui.org/content.aspx?menu_id=30&id=296

Association of College Unions International. (2013, January 20). *Sample job descriptions: Description for the director of the college union*. Retrieved from http://www.acui.org/content.aspx?menu_id=188&id=2670

Beltramini, E. (2011, November). Pro-file: Carl Baker, North Carolina A&T State University. *The Bulletin*, *79*(6), Retrieved from http://www.acui.org/publications/bulletin/article.aspx?issue=28138&id=16204

Beltramini, E. (2012a, May). Profile: FM Munoz. *The Bulletin*, *80*(3), Retrieved from http://www.acui.org/publications/bulletin/article.aspx?issue=36080&id=18064

Beltramini, E. (2012b, January). Profile: Sara Ann Suwalski. *The Bulletin*, *80*(1), Retrieved from http://www.acui.org/publications/bulletin/article.aspx?issue=36078&id=17310

Beltramini, E. (2010, January). Report offers insights into union and activities professionals' skills and educational needs. *The Bulletin*, *78*(1), Retrieved from http://www.acui.org/publications/bulletin/article.aspx?issue=22640&id=11166

Butts, P. (1971). *The college union idea*. (1 ed.). Stanford, CA: Association of College Unions International.

Butts, P., Beltramini, E., Bourassa, M., Connelly, P., Meyer, R., Mitchell, S., Smith, J., & Willis, T. (2012). *The college union idea*. (2 ed.). Bloomington, IN: Association of College Unions International.

College Student Educators International and Student Affairs Administrators in Higher Education, Joint Task Force on Professional Competencies and Standards. (2010). *Professional competency areas for student affairs practitioners*. Retrieved from http://www.naspa.org/programs/profdev/default.cfm

Council for the Advancement of Standards in Higher Education. (2006). *Self-assessment guide: College union*.

Dungy, G., & Gordon, S. A. (2011). The development of student affairs. In J. Schuh, S. Jones & S. Harper (Eds.), *Student services: A handbook for the profession* (5 ed., pp. 61-79). San Francisco, CA: Jossey-Bass.

Jacobs, B., & Pittman, J. (2005, August). Auxiliary services: Their effect on the bottom line. *College Planning & Management*, Retrieved from http://www.peterli.com/cpm/resources/articles/archive.php?article_id=961

Knell, P. & Latta, S. (2006). *College union dynamic: Flexible solutions for successful facilities*. Bloomington, IN: Association of College Unions International.

Lytle, R. (2011, November 11). Study: Online education continues growth. *U.S. News and World Report*, Retrieved from http://www.usnews.com/education/online-education/articles/2011/11/11/study-online-education-continues-growth

Mann, J. (2006, January). Generations in the workplace. *The Bulletin*, *74*(1), Retrieved from http://www.acui.org/publications/bulletin/article.aspx?issue=398&id=888

Moran, K. (2012, March). Competencies among new professionals in the union and activities field. *The Bulletin*, *80*(2), Retrieved from http://www.acui.org

National Association for Campus Activities. Retrieved from http://www.naca.org/Pages/Home.aspx

Roberts, D. (2011). Community development. In J. Schuh, S. Jones & S. Harper (Eds.), *Student services: A handbook for the profession* (5 ed., pp. 448-467). San Francisco, CA: Jossey-Bass.

Rullman, L., Strong, L., Farley, C., Keegan, K., & White, R. (2008). Top 10 auxiliary services trends for 2008: Campus administrators and consultants offer valuable insights. *College Services*, 8(3), 16-19.

Sherwood, G. & Pittman, J. (2009). Translating change into opportunity. *College Services*, 9(3), 28-30.

Strange, C. C., & Banning, J. H. (2001). *Educating by design*. San Francisco, CA: Jossey-Bass.

Stewart, D. L. (2012, March). Re-visioning community. *The Bulletin*, *80*(2), Retrieved from http://www.acui.org

Taylor, J., & Willis, T. J. (2013, Jan). College union and student activities professional assessment revisited. *The Bulletin*, *81*(1), Retrieved from http://www.acui.org/publications/bulletin/article.aspx?issue=41795&id=20085

Thelin, J. R. (2004). *A history of American higher education*. (1st ed.). Baltimore, MD: The Johns Hopkins University Press.

From Debating Societies to Union Boards

Victoria Culver, Nathan Ziadie, & Devon Cowherd

The origins of the college union are rooted in the establishment of college student activities. The establishment of debating societies and literary clubs as evidence of students' desire to further understand their studies (Cohen & Kisker, 2010) were often conducted in the community center of the campus. One of those first community centers to host these student gatherings was the Harvard Union (Berry & Looman, 1960; Milani, Eakin, & Brattain, 1992). The relationship between the college union facility as the students' place on campus to gather for co-curricular engagement has a long history. Just before the 50 year mark of ACUI Mueller (1961) stated that the Union could be a priceless tool for teaching students a real sense of responsibility and the art of living. More recently, Taylor and Brown (2012) suggested college unions have a central role to teach citizenship, social responsibility and leadership. Butts (1971) spoke to the role the union plays in teaching leadership as it is linked to the larger mission of the college and the greater community that all students inhabit. If one wereto survey the mission statements of college unions and or college union boards one will find terms such as personal growth, creating educational outcomes and promoting the exchange of ideas. All of these ideas speak to the fact that the union while serving as the center for campus life also serves as a living and learning laboratory for all the students who are involved with its programs and services. The intent of this chapter is to document the rich history of learning that has been associated with the college union.

At many institutions college literary societies were the first student organizations that arose in the 1800's to provide opportunities for students to gather and learn outside the academic classroom. The growth of student organizations and union boards has gone through a very expansive evolution process over the past 100 years that created the student activities that we see on campus today. The growth of student organizations began creating connections between students learning in and out of the classroom. The student union in the institution of higher education today is instrumental in providing students with space to gather, facilitate learning from peers, participate in extracurricular activities that supplement their academics, and to learn how to work with others (Butts, 1951).

Prior to the development of the literary society's campus activities and academic curriculum were designed around the idea of social control (Gieser, 2010). During the 19th century college courses were disconnected from current events and the interests of students focusing more on memorizing and reciting classical languages (Gieser, 2010; Westbrook, 2002;). The curriculum of the higher education in the United States during the 18th and 19th centuries was mainly designed around classical literature and the students were struggling to be engaged with materials. The academic curriculum was failing to draw connections between what the

student were learning in the classroom and what was relevant to current issues or their interests. The motivation for the students to study, however, was to "avoid ridicule and jeers from classmates that greeted a student's poor public speaking, flawed logic, or faulty Latin translations" (Thelin & Gasman, 2011, p. 5). The development of student organizations over the years created a good connection between the materials they are learning in the classroom and their outside experiences. Literary societies were in a sense early forms of student engagement which did not have official research or literature describing it until the late 1900s (Parsons & Taylor, 2011). The literary societies were created by the students for reasons that we see in student organizations today, to connect with peers who have similar interests, and to create a space, figuratively or literally, that they could call their own (Gieser, 2010).

In the years leading up to the 20th century, college union buildings were almost non-existent. Many campuses began building unions following World War I, but they were thought to only be needed on large university campuses (Butts, 1951). Before student unions were constructed, space for student gatherings and activities was less prevalent on college campuses which created difficulties for students to connect with the institution or place meaning to it other than where they went to class. Early unions were designed to accommodate the social and cultural life of campuses and were meant to respond to a wide variety of needs. In terms of the college literary society some of them had their own physical space such as houses and buildings in which they met, but many did not and gathered in the student union to hold their gatherings (Gieser, 2010).

The development of student activities within the student union originated from students who were motivated to learn, debate current issues, and study topics that were more closely aligned with their interests. The structure of courses and curriculums were designed to shape the character of students. Other types of curriculum were non-existent and libraries contained only what was necessary for the curriculum and the study of classical works (Gieser, 2010). These organizations demonstrated a need for more than the curriculum offered and a need for engagement. This would eventually lead to the development of student activities and union boards designed to supplement student learning.

Many of the earliest unions were exclusive to men and did not start to admit women until the early 50s (The Trustees of Indiana University, 2008; The Regents of University of Michigan, 2008). Towards the end of the 19th century the literary societies began including women into the organizations in order to start supporting all students (Lyle, 1934). With institutions of higher education becoming more inclusive the exclusivity of the organizations affected student engagement negatively and

would eventually be tied to the students' sense of belonging (Parsons & Taylor, 2011). As the literary society evolved into college union boards and student activities it took a more intentional role in supporting the missions of the institutions which were beginning to promote inclusive environments.

At several institutions union boards began to develop in the early 1900s and would develop into fully student-run organizations which created events and activities in the student union buildings (Dossick, 1948). As these organizations grew and gained more responsibility there became a need for staff and advisors to work with the organizations which was at first resisted but eventually became instrumental in creating opportunities for student learning and growth (Butts, 1951). The growth and evolution of literary societies began to bring to light many issues of student learning and engagement within the institution that would lead to research and intentional practice of student activities in the college unions. In this chapter, we will explore the history of literary societies and the development of union boards and student programing. We will examine the process of student unions becoming more inclusive and how this shaped what we see in the union today. Finally we will look at what this means for the future of student activities and union boards.

College Literary Societies: The First Student Organizations

The very first college literary society was Harvard Universities Spy Club created in 1722. By the nineteenth century there was some form of these organizations on nearly every college campus in the United States (Westbrook, 2002). These initial student organizations provided a way for students to come together with a common interest, an organization that allowed for critical thought and a student driven learning environment. The creation of these organizations rooted in the idea that students wanted to take control of their own intellectual development because they did not feel that curriculum was adequate for what they were interested in (Gieser, 2010). For many institutions, these literary societies were the first student organizations and some required student membership upon enrollment in courses (Miami University, 2008; Virginia Polytechnic Institute and State University, 2013). Colleges and universities were beginning to recognize the positive impact that literary societies were having on student learning so some began to support the student initiative. At many institutions, these organizations become integral parts of the students' intellectual growth and involved almost the entire student populations (Westbrook, 2002). The emergence of these organizations began a shift towards a more intentional look at student learning and engagement through a lens of extracurricular activities within the college union.

The Development of the Literary Society

As we look at the development of the literary societies across many campuses, it can be seen that the students had a need to be more engaged with the materials they were learning in the classroom. The organizations served to draw the connections to current topics and the student interests that were missing from the classroom. The primary function of these college literary societies was, unintentionally, supporting the educational missions of college campuses in that they served to create a sense of community amongst the students with the goal of individual and intellectual development (Association of College Unions International, 2013).

Early college curriculum was often assessed orally rather than by written assignments. These oral assessments were often subject to immediate critical evaluation from the instructors and other undergraduate students (Thelin & Gasman, 2011). Thelin (2004) stated that the curriculum did little to facilitate intellectual gain, explaining that the only real creativity was from the students' efforts to avoid any serious studying. The earlier college curriculum was narrowly focused and consisted mainly of Greek, Latin, mathematics, some science, and moral philosophy and did not see change until the 1920s and 1930s (Gieser 2010; Westbrook 2002; Thelin, 2004). The structure of the curriculum did not support original thought and was expected to exclude personal emotion by having students take notes and recite the words of the professor and sections from their textbook verbatim from memory (Westbrook, 2002; Gieser 2010). This type of education created a void for students in their learning process which can be connected to the creation of the literary societies. There was a lack of engagement with the materials as it related to the students which can be seen in the retention rates at the time. Thelin and Gasman (2011) explain that a majority of students that started college would leave after one or two years. This was such an issue that in Virginia the governor began to offer monetary rewards for students that completed their degrees. From what we know from our research today we can link this back to the lack of space and student engagement. If a student does not feel engaged with the material they are working with in the classroom then the likelihood that they will persist will be significantly lower (Kuh, 2009; Isher & Upcraft, 2005). College unions and student activities created the space for students to utilize that allowed for the community building and student engagement that was initially missing from the college environment.

Before student unions were constructed, literary societies on various campuses filled the void in student learning and allowed for students to discuss topics that they were interested in and take active roles in their own intellectual development (Westbrook, 2002). In the beginning, literary

societies discussed information that was being taught in the classroom, but eventually started to branch of to include other topics of interest. While these organizations mainly focused on facilitating debates on specific topics related to class or current political issues they grew to value new perspectives on education and began exploring music and drama (Gieser. 2010). These types of organizations eventually became important aspects of the collegiate learning environment and were entirely governed by students, not faculty. Once the positive effects that these organizations had on the students and their intellectual development was recognized, institutions began to support these organizations and in some cases required students to become members of these organizations. The organizations were focused on promoting learning through discussion of current issues and all members were expected to participate with certain penalties, such as monetary fees, if they were not prepared or unable to debate particular topics (Westbrook, 2002). The debates challenged students to think creatively and use linguistic methods that were not allowed in the classroom, like sarcasm, humor, or emotional appeal, which created a more fun and spontaneous learning environment (Gieser, 2010). Being able to associate the materials the students were learning with fun activities opened new doors for engagement that the institution began to capitalize on. However, most institutions lacked a space for these types of activities up until the late 19th century when student union buildings began to emerge.

As these organizations grew, maintaining motivation and support for debates became challenging which encouraged some faculty involvement. While the organizations were completely organized and governed by students it became important to have a faculty member who would "…suggest readings, play 'devil's advocate', and evaluate the students' performances" (Westbrook, 2002, p. 352). With the addition of mentorship, support of faculty, and later a dedicated staff member, the literary societies began to take on a more intentional and guided structure.

Physical Space of Literary Societies

In the beginning these organizations met in the houses that some of the members were living in as they did not have any physical space to utilize (Livengood, 1908). Starting out, this worked for the organizations, but as they grew in size and became more popular those that did not have substantial space had to find space on campus and many ended using various lecture halls (Livengood, 1908). The value that these societies put on student learning became evident when these organizations began developing libraries in the spaces that they had. The libraries holdings were based on the topics that they chose to debate and often better resources than that of the official university libraries which were narrowly focused only on the curriculum of the

time (Gieser, 2010; Westbrook, 2002). The creation of these libraries was a solution to the narrowness and restrictions that colleges had on their libraries. While there were many literary societies that created large libraries there were many that did not have the physical space so as student unions buildings started to develop in the early 20th century many societies began utilizing the new space to hold their debates (Butts, 1951; Harding, 1959).

The union building was a space that was created intentionally to facilitate student interactions and learning opportunities outside of the classroom which opened many doors for the growth of the literary societies. After the First World War when union buildings started to develop on many campuses they were designed to address the interests of the college population (Butts, 1951). As a space designed for the culture and life of the campus it only made sense that the literary societies use this space for debates and gatherings. Butts (1951) describes the union as being the cultural hub of campus that was designed to be a space for the activities and gathering space for all students on campus. The literary societies set the stage for learning through student activities by trying to engage students with materials that they were interested in and gave students the opportunity to take ownership of their intellectual growth.

The important take away of these organizations is that they were the beginning of extracurricular learning and student involvement but often these organizations did not have space to facilitate their activities. It was not uncommon for these organizations to have multiple meeting spaces that inconsistently changed based on when the organizations were able to meet (Livengood, 1908). The development of student unions gave space to many of these organizations that did not have it previously. The debates and other events that the literary societies held were the earliest forms of student activities linked with intentional learning and engagement. The programs helped to give meaning to the union buildings.

Creating the Union Boards

Programming boards as we know them today have undergone many iterations to become the organizations that we have come to know. In the late 1800s and early 1900s, students around the country began to recognize a need for institutions to unify the students (Butts, Beltramini, Bourassa, Connelly, Meyer, Mitchell, Smith & Willis, 2012). Popular student groups, such as debating and literary societies had given students an outlet to practice their public speaking skills and to engage in learning outside of the classroom, but also created divides among students. With the hopes of creating a large general society that all students could be a part of, groups around the country began to form. Student members chose to name these new groups unions and modeled them after the student union groups at

Cambridge and Oxford. Student unions were groups which aimed to promote unity and friendship throughout the campus. The original student unions were comprised of only male students as most campuses did not or rarely admitted women at that time. (Butts et al, 2012; Cohen & Kisker, 2010)

In the United States, one of the first student unions developed at the University of Wisconsin (Butts et al., 2012). Administration acknowledged that if the University of Wisconsin was going to provide a quality education it would need to not only create scholars, but also create men. Members of administrations hoped that the student union would be a way for students to develop skills that they could not learn in the classroom, creating a more holistic education. Following the lead of Wisconsin, student unions were developed at Brown, Michigan, Minnesota, Ohio State, Illinois, Indiana, Case and Toronto (Butts et al, 2012).

In the early years of student unions, many were just groups of students and most campuses did not have a physical space where students could meet. Despite a lack of physical space, the members of many student union groups took on the responsibility of planning and promoting leisure activities on campus to give students something to do outside of the classroom, such as putting on vaudeville productions and campus plays. Examining early copies of The Bulletin, a publication from the Association of College Unions International (ACUI), revealed that the majority of articles in the first decade of its publication, the 1930s, focused on sharing the events that union groups were hosting. Student unions also focused on serving as student leaders on campus and strove to give a central voice to students. In a student editorial during the 1920s, Porter Butts, who would go on to serve as the long-time director of the Wisconsin Union, stated that the students of the Wisconsin student union wanted to take the future of the university into their own hands (Butts et al., 2012). Additionally, as early as the 1930s, university administrators recognized the educational possibilities of student unions. An article from The Bulletin encouraged administrators to facilitate learning in the student union and stated that it would expand the academic curriculum (Association of College Unions International, 1934).

As student unions became more common on college campus and began to more actively plan events, they noticed the need to develop a physical space to bring students together (Butts et al., 2012). As the students considered the original mission of their organizations, they understood that bringing students together would require a physical space where students could meet. Between 1900 and the late 1920s, many student unions added fundraising for a student union building to the main responsibilities and duties of their student organizations. Some groups focused on raising money from current students, some put on performances and

others implemented door-to-door fundraising campaigns. Following World War I, many student unions used the money they raised to fund the construction of student union buildings in memory of student soldiers who had lost their lives in the war.

Once physical space had been established, institutions were faced with a decision of how to govern the building. At some institutions, the role of the student union groups shifted to become governing boards for the student union buildings during the 1930s. Many of these student unions groups became known as union boards. The union boards that adapted to become governing boards for their union buildings were responsible for providing policies, purposes and inspiration for the building and serving as representatives of the student body as a whole. Union boards had two main responsibilities as the government of the union. First, they focused on establishing that "freedom of action is accompanied by careful study of the total situation and by the genuine self-discipline of a university-trained mind" ("The Wisconsin's Union Director's Report 1936-1937" as citied in Butts et al., 2012). The second responsibility of union boards was to remember the union had values besides being concerned with economic success (Butts et al., 2012).

In addition to the role that students played in governing union buildings on their campuses, students were instrumental in the creation of the primary professional organization for student unions, the Association of College Unions International (ACUI) (Hubler, D., 1975). The first meeting of ACUI was organized by students who were involved with student unions at seven different institutions. Students remained very engaged with the association and were involved in joint business meetings with staff members (ACUI, 1933).

By the 1940s, over seventeen universities had union boards or union committees, comprised of over 400 students to help oversee the union and its programming. Some areas of programming that these groups focused on were music, art, drama, films, reading, crafts, outings, public discussions, games, and social gatherings. Most committees had professional staff members serving as advisers or coaches. When compared to other organizations on college campuses, union boards were one of the most powerful and were tasked with trying to represent a larger group of students. Through this experience, students were able to learn to balance their opinions with the opinions of individuals who were older than them. The balance of opinions between students and staff members helped unions thrive during the 1940s.

In addition to balancing the opinions of the advisers and the students, union boards also had to bear in mind that they were ultimately responsible to the institution, faculty members, and governing boards. Luckily, the union created an opportunity for student

members of the union board to be taken seriously as partners of the educational process. The union boards and their advisers helped strengthen the union as part of the institution by ensuring that it remained democratic. The union was also one of the first co-curricular aspects of institutions that focused on the "social education" of students (Jones, N.B., 1935). Jones argued that the union as a physical space gave students the opportunity to gain an extra-curricular experience which contributed to a more well-grounded education. Many of the students who benefitted most from this extra-curricular education were members of the union board and union governing organizations. Like literary societies before them, the union boards also began to offer educational programs that students indicated where not covered in the academic curriculum (ACUI, 1938). Examples of things that were taught included seminars on religion, marriage, politics, and love (ACUI, 1938). Some union staff members even taught seminars on leadership (ACUI, 1937).

Following World War II and during the 1950s, the union board became a laboratory for students to practice the democracy they were learning about as they determined the course of the union. It also helped provide leadership training and instill a sense of social responsibility in students. Participation in union boards taught students to be self-directed and provided them with an opportunity to gain confidence and competence (Butts et al, 2012).

In the 1960s, institutions realized that for union boards to be successful and to truly assume responsibility, it was important for students to have a critical role in determining the direction of the union and its programs (Butts et al., 2012). When students were given a larger role, the unions gained more support from the general student body. Additionally, during this time, union administration realized that it was important to give students real authority and to spell out their authority to them to help students to take their responsibilities seriously. Union administration also had to help union boards realize that they were part of a group focused on service to the institution not part of a group entrenched in campus politics. Staff members of unions began to realize that unions would only be as successful as their student union boards (Butts et al., 2012).

One of the largest issues affecting college and university campuses as a whole during the 1960s was the growing student unrest and political protests that were occurring on campus (Butts et al., 2012). Despite the union serving as a location for some of these protests, many union boards did not take a strong political stance. Many union boards remained silent to the political issues of the day in hopes of remaining neutral organizations representing all students. Union boards viewed their responsibility in providing programs that were not issue driven. Additionally, members of the union board were typically thought of as

extensions of the establishment of the university which meant that campus activists did not think highly of them (Butts et al., 2012).

The activists' criticism of unions continued in the 1970s. Many students, particularly students involved in the political activism movement felt that much of the union board programming during the late 1960s and early 1970s had gotten stale and was not intellectually stimulating enough for a college campus. These students wanted the union board to provide a liberal education outside of the classroom.

In addition to student criticism, a summit was held by the Association of College Unions International which brought together student members of union boards and union staff members from around the country in the 1970s (Butts et al., 2012). During this summit, a call was made for more programming. The additional programming was to be made as fun as possible and aim to help students learn how to use free time. Helping various groups learn and bringing together an assortment of groups of students from around campus were two more goals of the additional programming. Perhaps due to this call for more programming, the 1970s became known as the golden era of social programming and featured large campus concerts and an increase in the number of comedians who visited and performed in student unions. Union boards and programming boards had to work to balance these entertaining events with the educational events that were being requested by students on their campus. Despite the increase in programming, some union boards had become groups which focused more on advising the union and administrative work (Butts et al, 2012).

Student affairs professionals also began to examine the structure of union and programming boards in the 1970s. The majority of boards at that time were creating campus-wide programs (Eldred, L. L., Courier, T. & Kaiser, B. T., 1976) making them programming boards, not just union boards. However, some boards still focused on programming in the union only. The majority of boards were funded through a combination of institutional allocations and student fees. About half of programming boards were providing some sort of financial incentive to motivate students to be involved. One of the biggest trends of the era was that programming board students wanted to be paid for their contributions. Additionally, professional staff members were beginning to take a more active role in working with programming boards and support of student programs was strongly encouraged (Eldred, L. L., Courier, T. & Kaiser, B. T., 1976).

During the 1980s, union boards, like many other aspects of college and university life struggled to counteract the typical campus culture which revolved around the increased consumption of alcohol. Some union boards discussed with administration the possibility of including a bar or pub in the union. Union boards also had to decide how to

balance alcohol during their programming. For some boards, that meant serving alcohol at events and creating a pub like atmosphere, while others focused on providing students with alternative programming that would give them something else to do besides attending parties and drinking (Butts et al., 2012).

During the 1990s, student activities fees rose dramatically and led to tighter restrictions on programming board budgets (Crouch, J.W., 1992). The 1990s were also a time when staff members focused on developing leadership of the students in programming boards and examined how the development of the student members of the programming boards were affected by their participation (Mitchell, 1993). Students were also encouraged to become involved in the professional organization for college unions, the Association of College Unions International (ACUI) again during the 1990s (Ferraro, 1992). Another trend was that programming boards and unions begin to increase education of awareness and understanding of multiculturalism (Adams, 1994).

As the new millennium began, students working as part of programming boards began to realize that the things they were learning were transferrable and should be documented (Gutowski, J., 2006). With this realization came a demand for co-curricular transcripts and documentation of the skills that students were learning. An increased focus on learning outcomes, both for the students who are members of the programming board and for the students who are the audience of the programs, was developed during this time (Gutowski, J., 2006). Another trend of the new millennium was for boards to create civic engagement-based programming. As students became more civically engaged as a whole, programming boards began to implement programs such as voting registration drives, debates forums and debate viewing parties (Savage, K., 2007). Current trends in programming boards and student involvement in college unions will be discussed later in this chapter.

Inclusivity in the Union

For many years higher education has excluded women and racial minorities through a number of practices, from admissions to campus life and culture. According to Thelin (2004), colleges and universities had historically struggled with filling their classrooms and facilities, but as enrollment increased during the early 20th century, institutions of higher education began to implement selective admissions processes. One part of becoming more selective was the creation of College Entrance Examination, but the major exclusionary factor came from rampant intolerance, as well as religious and ethnic discrimination. Many universities, especially in the New England region (i.e. Harvard, Columbia, and the

University of Pennsylvania), used a selective admissions process to only increase the exclusivity of their institutions. With the implementation of a more selective admissions process, there was the opportunity for colleges and universities to either create an equal higher education system or create an even greater gap between marginalized and non-marginalized populations.

Despite intentions to admit students based on merit, most higher education institutions ended up contributing to the homogeneity of their campuses by excluding students of religious, racial or ethnic minority groups (Thelin, 2004). One example was the discriminatory admissions practices at both Harvard and Columbia that directly targeted students of Jewish faith. Both Abbott Lawrence Lowell, President at Harvard, and Frederick P. Keppel, Dean of Admissions at Columbia University, noticed an increase in the Jewish student population and thought that this would limit admission of students who were from reputable white Protestant families (Thelin, 2004). Due to the increase of Jewish student enrollment both universities established quotas that would cap the number of Jewish applicants able to be admitted to the institution. Practices such as these were unchallenged until 1910 when they were they were brought into question by the American public education system. The selective admissions processes of colleges and universities began to receive push back due in large part to the efforts of the American public school system and more applicants being better prepared for collegiate rigor.

Women in the Union

Throughout their existence college unions have gone through a substantial shift in many aspects of their operations. In the period following the Civil War, as many student union groups were being founded, women were first allowed to enroll at universities and given the opportunity to acquire an advanced degree. In the 1840s and 1850s colleges like Knox University in Illinois, Wesleyan Female Seminary in Macon, Georgia, and Masonic University in Selma, Alabama began to allow women to enroll (Thelin, 2004). However, although, women were getting an education alongside men, many women were still unable to participate in the extracurricular activities that accompanied the collegiate experience.

Due to the exclusionary nature of extracurricular activities in the co-educational environment, women began to form their own, formal and informal, organizations and activities, which defied the male-dominated campus culture and the college administration. Additionally, the new women's colleges were able to have the opportunity to create their own individual structure and organizational culture for the higher education and co-curricular education of women. Eventually, around the 1920s, some of the women student union groups merged with the student union groups

for men to form more inclusive student union groups (Butts et al., 2012). For some institutions, groups did not officially merge until later in the 20th century, but they worked together on promoting the construction of student union buildings and co-programmed events (Butts et al., 2012).

Although women and men student union groups began merging and working together, there were still instances where women faced marginalization. As student union buildings were built, many included smoking or billiard lounges which were exclusive to men. Additionally, at some institutions women were required to use "women-only" entrances or were required to be escorted by men while in the union. For the fifteen years following World War II, convention photographs of the Association of College Unions International showed that unions were exclusively for the use of men (Butts, 1951). In the 1950s, many universities began opening up all areas of the building to women and doing away with restrictions that required women to be escorted by men (The Trustees of Indiana University, 2008; The Regents of University of Michigan, 2008).

Minorities in the Union

Prior to the mid-twentieth century, many unions were not inclusive of most racial and ethnic minorities as most higher education institutions did not allow members of those groups to enroll. During 1960s, African American students were being admitted into colleges and universities more frequently than in previous years, mostly as a result of litigation that forced institutions to change their admissions practices. Although African American students were finally being accepted into institutions across the United States, they were not completely accepted into the campus life or campus culture (Thelin, 2004). Within institutions, African American students were continuing to be excluded within the dormitories, dining halls, and even in classroom seating arrangements. Many of these students were made to feel like second-class citizens on campuses through being isolated, shunned, and sabotage. Further, many African American students were excluded from sports, drama productions, residence life activities, and the dining commons. It was not until the late 1960s and the 1970s that many unions became inclusive of all student groups.

At Historically Black Colleges and Universities (HBCU), union boards and other student organizations were not as prominent because fraternities and sororities dominated student life at HBCUs. Black fraternities and sororities were created due to the fact that the Greek system still lacked racial equality (Thelin, 2004). Creating their own Greek system was a means for African American students to create community amongst each other since they were not being accepted into the campus life.

Eventually student unions changed drastically and become a place

where students of all ethnicities and genders could gather, hold student organization meetings, and socialize with their peers. Student unions in the United States have seen a cultural shift which allowed a more diverse student population to participate in organizations and activities alongside the change of college admission practices. Over time racial integration became more acceptable around the country and marginalized groups of students continued to transition into the culture of the traditional college life and would eventually became included in general campus activities as well as the student unions. Currently, union boards have begun to focus on promoting diversity and social justice based programming to educate students on issues facing diverse populations ("The Ohio Union," 2013).

Implications for the Future of Union Boards

Throughout history there have been numerous changes to not just college unions, but the student organizations that function within them. Many unions and union boards have made strong efforts to become more inclusive over time, they have developed into campus programming bodies, and they have become the drivers of campus spirit and traditions. But that leads us to ask, what does this imply for the future and what changes do union boards have in store? In this chapter, we have demonstrated the transformation of literary societies to union boards and here we will predict new trends that may be seen within these student organizations. There are three main areas that will likely determine the direction of union boards and programming: funding deficits, technology, and programming shifts based on institutional direction and vision.

Funding Deficit

One trend that can be seen with union boards is the allocation of funding and budget management issues. In recent years the entire field of higher education has seen continual reduction of funding from the state government and has had to find means of reducing budgets to help finance the institution's operations. This impact of fee allocation has impacted various functions of institutions and resulted in some programs at institutions needing to be cut. If this trend continues in the future, it could be detrimental to the functions of union and programming boards and could cause a shift in the programming model of an institution.

With increasing cost and decreasing governmental funding for higher education, institutions have been relying more on student activity fees and other means, such as subsidizing, to fund programming efforts put on by the students. In the future this may not be an option as institutions will need to strive to offer affordable education, but continue to be able to operate so that students may benefit from the

educational aspects of higher education. Some institutions have resorted to increasing student fees to compensate for the lack of allocated funding. This puts more pressure on the students, but seems to be the one of the only resolutions to manage the funding issues that many institutions face.

Technology in the Union

The usage of technology is steadily increaseing as the capabilities and possibilities of devices and computer programs grow. With the growing trend of technology integration into everyday life it is easy to see that it will become important for unions to adapt with the change. Having grown up surrounded by technology every generation of student develops a stronger technologically prowess and it is important for unions to stay up to date with technology in order to keep students engaged and appeal to new learning styles. The use of technology is becoming more and more essential in the everyday activities of students and one example of unions using technology that has become almost essential is providing the network connectivity for all types of devices. Other ways include putting gaming systems in common space or implementing more technology services in rooms to allow more flexibility and usefulness of spaces (Hatton, Farley, Cook, & Potter, 2009). It's important for union boards when creating events or programing events to consider technology as it is a trend that is exponentially increasing. Furthermore Hatton, Farley, Cook, and Potter (2009) explain that if unions and programing boards want to stay relevant they will be pressured to think of creative ways of implementing technology.

Institutional Direction and Programing Shifts

Union boards, although student-run, ultimately are guided by direction and the values of their institution. The administration at an institution can play a significant role in how a union board functions. Institutional change significantly impacts the direction of union boards and types of programs they implement. As institutions further develop over time and alter their missions, visions, and directions, union boards must adapt with the institutions objectives and make sure that they are aligning their programming with what the institution desires.

In recent years higher education has seen a shift in the direction of programming and educational efforts. Many institutions are beginning to make the shift to include more educational, diversity, community service, and sustainability programming. With the institutional shifts across the nation many programming boards will start to create programs focused on the trending topics. For example at Ohio State University, the Ohio Union Activities Board (OUAB) has been instrumental in reinvigorating educational, entertainment, and diversity

programming at the university ("The Ohio Union," 2013). With this trend seeming to continue and increase union boards will see a shift in their programming efforts, especially if the funding crisis continues on its current path.

Conclusion

College literary societies brought attention to the need for intentional student activities that facilitated learning and growth outside of the classroom which eventually lead to the development of union boards and student activities. By looking at the historical developments of student activities in the college unions, we can see the emphasis students have placed on a need for extracurricular learning. It shows us that in order for students to grow and develop the ability to think critically they need to be able to draw connections between their education and the current issues of society. It also points out the importance of the intentional space that union buildings provide for students as well as the positive effects on student learning they have. When we think about student engagement and forming a sense of belonging at a university we know from current research and can see from this historical perspective that students need to connect with their peers and be engaged in learning opportunities outside of the classroom (Isher & Upcraft, 2005; Kuh, 2009). Student unions provide the space for these connections. It is important to consider the historical development of literary and debate societies and for union boards to recognize the need students have expressed for intentional space and the positive impact activities in the union has had on student development and learning.

References

Adams, K. (1994). Shifting focus increases multicultural awareness. *The Bulletin 62*(5). 13-17.

Association of College Unions International (1933c). Convention program. *The Bulletin, 1*(4). 1-2.

Association of College Unions International (1934b). Rufus H. Fitzgerald Director Iowa Union. *The Bulletin, 2*(2). 7.

Association of College Unions International (1937). Unions start training for group leadership *The Bulletin, 5*(4). 2.

Association of College Unions International (1938). Marriage course and the union. *The Bulletin, 6*(2). 1-2.

Association of College Unions International (2012). Role of the college union. About college unions. Retrieved from http://www.acui.org/content.aspx?menu_id=30&id=296

Butts, P. (1951). The state of the college union. *The Journal of Higher Education 22(2)*, 75-84. Retrieved from http://www.jstor.org/stable/pdfplus/1977184.pdf

Butts, P., Beltramini, E., Bourassa, M., Connelly, P., Meyer, R., Mitchell, S., Smith, J., & Willis, T.J. (Eds.). (2012). *The college union idea.* Bloomington, IN: Association of College Unions- International.

Cohen, A. M., & Kisker, C. B. (2010). *The shaping of American higher education: Emergence and growth of the contemporary system.* San Francisco, CA: Jossey-Bass.

Crouch, J.W. (1992). Activities fee funding: A retrospective. *The Bulletin, 60*(5). 29-32.

Dossick, J. J. (1948). The student activities program: Training for democratic living. *Journal of Educational Sociology 22*(2)*,* 136-153. Retrieved from http://www.jstor.org/stable/pdfplus/2264001.pdf?acceptTC=true

Eldred, L. L., Courier, T., & Kaiser, B. T. (1976). Alternative Structures for the Union Program Organization. *Proceedings of the Annual Conference of Association of College Unions International* (pp. 19-24).

Ferraro, A. (1992). Addressing student involvement. *The Bulletin, 60*(5). 14-15.

Gieser, J. D. (2010). The college literary society: The athenian society of Indiana university during the nineteenth century. *Journal of Indiana University Student Personnel Association.* Retrieved from http://www.indiana.edu/~iuspa/journal/editions/2010/Gieser.pdf

Gutowski, J. (2006). Co-curricular transcripts: Documenting holistic higher education. *The Bulletin, 74(*5). Retrieved from http://www.acui.org/publications/bulletin/article.aspx?issue=306&id=1900.

Harding, T. S. (1959). College Literary Societies: Their Contribution to the Development of Academic Libraries, 1815-76: I. The Golden Age of College Society Libraries, 1815-40. The Library Quarterly, 29(1), 1-26. Retrieved from http://www.jstor.org/stable/pdfplus/4304843.pdf?acceptTC=true

Hatton, D., Farley, C. E., Cook, J., & Potter, D. (2009). Trends: How demographics, technology, and sustainability are shaping future college unions. The Bulletin, 77(3). Retrieved from www.acui.org/publications/bulletin/article.aspx?issue=14890&id=9636&terms=technology%20in%20the%20union.

Hubler, D. (1975) The Development of a Student Personnel Point of View in the Early Union Movement: 1914-1940. *Proceedings of the Annual Conference of Association of College Unions International, 55.* (pp. 6-15).

Ishler, J., & Upcraft, M. L. (2005). The keys to first-year student persistence. Challenging and supporting the first-year student: A handbook for improving the first year of college, 27-46.

Jones, N.B (1935). The importance of the college union in campus life. *The Bulletin, 3*(3). 6-7.

Kuh, G. D. (2009). The national survey of student engagement: Conceptual and empirical foundations. New Directions for Institutional Research, 2009(141), 5-20. Retrived from http://iptest.tru.ca/__shared/assets/NSSE_Conceptual_and_Empirical_Foundations_Kuht23614.pdf

Livengood, W. W. (1908). Independent literary society of Indiana University: Historical sketch, side lights from the press, register of members. Bloomington, IN: The Society. Retrieved from http://books.google.com/books?hl=en&lr=&id=gzXtAAAAMAAJ&oi=fnd&pg=PA5&dq=Independent+Literary+Society+of+Indiana+University:+Historical+Sketch,+Side&ots=jz6ePKoOht&sig=PpESRLLn0gCwsWj9244O53shnHE

Lyle, G. R. (1934). College Literary Societies in the Fifties. The Library Quarterly, 4(3), 487-493. Retrieved from http://www.jstor.org/stable/pdfplus/4302096.pdf?acceptTC=true

Miami University, Ohio (2008). Timeline/History of Student Engagement. The Miami Experience. Retrieved from http://www.forloveandhonor.org/s/916/BSC4.aspx?sid=916&gid=1&pgid=1162

Mitchell, R. L. (1993). Lights and models; ACUI's Institute for Leadership Education and Development. *The Bulletin 61*(5). 8-11

Parsons, J. & Taylor, L. (2011). Student engagement: What do we know and what should we do? University of Alberta. Retrieved from http://education.alberta.ca/media/6459431/student_engagement_literature_review_2011.pdf

Savage, K. (2007). Civic engagement and the college student: How campus community builders can facilitate re-engagement. *The Bulletin, 75*(5). Retrieved from http://www.acui.org/publications/bulletin/article.aspx?issue=452&id=3492.

The Ohio Union at the Ohio State University. (2013). Retrieved from http://ohiounion.osu.edu/things_to_do/ohio_union_activities_boa

The Regents of the University of Michigan (2008). Union history. *Michigan Union Board of Representatives.* Retrieved from http://www.umich.edu/~mubr/unionhistory.html

The Trustees of Indiana University (2008). The chronology of Indiana University history. *Indiana University.* Retrieved from http://www.indiana.edu/~libarch/chronology/chron.html

Thelin, J. R. (2004). A history of American higher education. Baltimore, MD: John Hopkins

Thelin, J. R., & Gasman, M. (2011). Historical overview of American higher education. In Schuh, J. H., Jones, S. R., & Harper, S. R. (Eds.), Student services: A handbook for the profession (pp. 3-23). San Francisco: Jossey-Bass

Westbrook, B. E. (2002). Debating both sides: What nineteenth-century college literary societies can teach us about critical pedagogies. *Rhetoric Review 21*(4) 339-356. Retrieved from http://www.jstor.org/stable/pdfplus/3093022.pdf?acceptTC=true

Virginia Polytechnic Institute and State University (2013). Student Organizations. History of Virginia Tech. Retrieved from http://www.unirel.vt.edu/history/students_alumni/student_organizations.html

The Role of Physical Space in Establishing Community

Mara Dahlgren, Kathleen Dougherty, and Alan Goodno

In 2011, 25 college union buildings were under construction totaling a median cost of $21 million dollars (Abramson, 2011). The physical appearance of college campus environments impacts students' decisions to attend. Designing campus environments today needs to be intentionally done to be inclusive of the recognition that "space is both shaped by and [a] shaping of human interaction" (Rullman & van den Kleboom, 2012, p. 4). "The union is the only place on campus where different academic departments can come together to have a discussion on neutral grounds" (Tom Gieryn, Vice Provost, IU, personal conversation). In 1961 Kate Havner Mueller stated that one of the major challenges facing American higher education is the welding together of the curriculum and the co-curriculum. Whether in the formal men's lounge of the early part of the 20th Century or the Starbucks of today the college union has been a gathering place for the academic community. Unions have since their inception served a communal function that has provided the foundation for the academic debates that have engaged and developed scholars (Van Hise, Charles, 1904). As college campuses continue to expand, the college union is not the only space on campus that is being designed to establish community and create conditions for student learning. This chapter will explore how the physical space of the college union has changed in the last 100 years and explore the physical role of the college union in the next 100 years.

From the establishment of colleges in the 17th century until the late 20th century, the American college experience emphasized a teaching and learning experience that focused solely within the academic setting (Cohen & Kisker, 2010; Hamrick, Evans & Schuh, 2003). Learning has since escaped the strict confines of the academic space with student affairs researchers and scholars confirming that learning occurs everywhere – in student organizations, informal conversations, social gatherings, and volunteer experiences just to name a few (Pascarella & Terenzini, 1991; Astin, 1999; Chickering & Reisser, 1993). With an emphasis on learning outside of the classroom, spaces that bring people together are critical in providing students with the ability to meet, engage, and learn from a diversity of people, ideas, and cultures (Kuh, Douglas, Lund & Ramin-Gyurnek, 1994). The college union was one of the first spaces on college campuses to provide that communal learning experience.

While student affairs has not been seen as a field dedicated to learning until recently (NASPA, 1987), its services and facilities have historically provided learning opportunities for students through their ability to build community. Unlike the other facilities on college campuses, unions, since their inception, were intentionally created and designed to build community (Butts, Beltramini, Bourassa, Connelly, Meyer, Mitchell, Smith & Willis, 2012). This foundational mission and vision to build community is integral to the college experience since learning hinges on bringing a diverse group of people together to exchange ideas and opinions (Kuh et al., 1994). Community building not only cultivates learning experiences but also provides students with support so they feel like they belong and matter to the institution (Tinto, 2001). Schlossberg (1989, p. 14) states that the

collegiate environment that "indicates[s] to all students that they matter" will engage students to learn more. Unions have thus been integral in creating a supportive physical environment that encourages students to be actively involved in the life of the campus both academic and co-curricular.

Building Community

From late 1700s to the late 1800s, the collegiate environment was segregated by classes. Students in different academic years had little interaction amongst each other (Cohen & Kisker, 2010). Students noticed this division and the first student unions, student organizations at this time with no tie to a physical space, emerged to provide students with the ability to gather together for their various needs – eating, recreation, and studying (Butts, 1971). These organizations emerged as American college students saw the British higher education model and sought to recreate "the communal life of instructors and students in work, in play and in social relations" (Wise as cited in Butts, 1971, p. 11) on their campuses. Woodrow Wilson, then President of Princeton University, advocated for a similar model as he understood that college would not be effective as "long as instruction and life do not merge in our colleges" (as cited in Butts, 1971, p. 12).

While building community became the impetus for the student unions and eventually the physical college unions, there was limited research and literature on the act of building community. Campus communities strived to build community, however, the process or the components to building community were not defined in the higher education setting until 1990. Ernest Boyer (1990) defined community building during a time tension on college campuses grew as the increased enrollment of women, people of color and non-traditional age students in higher education began to change the college student demographic. Boyer (1990) addressed the need for community building to limit these tensions and defined community through the following six principles: purposeful, open, just, disciplined, caring, and celebrative. Boyer (1990) remains one of the few scholars to articulate a vision and approach for building unity in higher education that has been adopted by some higher education organizations.

The Association of College Unions International (ACUI), the professional association for staff members working within college unions and student centers, has articulated that community building is a central tenet of the association and its members working in college unions (ACUI, 2012a). The various aspects of community articulated by Boyer (1990) can be found in ACUI's definition and guiding approach to community. ACUI defines community as "a broad vision for campus life that allows all groups and individuals to learn, grow, and develop to their best potential in a challenging yet safe environment" (ACUI, 2012b). ACUI's belief that community "begins with good communications, where we speak and listen to each other openly and honestly" (ACUI, 2012b, para. 2) connects directly to Boyer's principle of "openness" where "freedom of expression is uncompromisingly protected and where civility is powerfully affirmed" (1990, p. 7). The educationally "purposeful" community connects to the role of the college union that "complements the

academic experience through an extensive variety of cultural, educational, social, and recreational programs" (ACUI, 2012c, para. 3). The "just" community where diversity is valued and promoted (Boyer, 1990) is evident in the element of inclusiveness in ACUI's definition of community. "Caring" (Boyer, 1990) is also a key component of ACUI's definition of community as each element is approached and written in a manner that shows positive regard for all individuals. While the "celebrative" principle was not discussed in ACUI's definition of community, the learning communities within unions can be seen as "places of celebration, where the traditions, purposes and accomplishments of the institution are regularly recalled and rituals are shared in a spirit of joy and common cause" (Knell & Latta, 2006, p. 91). The "disciplined" aspect of Boyer's community (1990) was not directly addressed in ACUI's definition of community as well; however it can be seen every day in the creation and enforcement of guidelines and policies that govern the operation of college unions.

The Emergence of the Physical Space

Creating a communal space on campus was important to community building as it was quickly identified in the late 1800s and early 1900s that there was not a central meeting location for the students, mostly men at the time. Thus unions were designed to fill the void. Houston Hall at the University of Pennsylvania was one of the first unions to be constructed in the United States. According to the Catalogue of the University of Pennsylvania (1886) "the purpose of Houston Hall is to provide for all of the students of the various departments a place where all may meet on common ground; and to furnish them with every available facility for passing their leisure hours in a harmless recreation and amusement" (Butts et al., 2012, p. 25). Swimming pools, bowling alleys, billiard rooms, meeting spaces, reading and writing rooms, and lunch counters were the standard among emerging unions in the late 19th century (Butts et al., 2012). The Wisconsin Union was conceptualized as an eating, meeting, and cultural center. "From the standpoint of the undergraduate body, there is no other need so urgent as that for a union building, which will combine in one place the facilities at present so entirely lacking" (Wheeler, 1915; as cited in Butts et al., 2012, p. 29).

The impact of the physical environment is vital to the understanding the evolving role of the college union. Buildings can provide both agency and structure (Gieryn, 2002). Numerous studies have demonstrated the influence on how a building promotes or discourages behaviors (Strange & Banning, 2001; Bell, Fisher, Baum & Green, 1990). The influence has been described as three distinct positions: architectural determinism, environmental or architectural possibilism, and environmental or architectural probabilism (Bell et al., 1990; as cited in Strange & Banning, 2001). Architectural determinism suggests that behaviors are directly influenced by the physical environment (Ellen, 1982). Behavior can be predicted based on the lack of options due to structural design (Ellen, 1982). For example, a swimming pool in the early Houston Hall at the University of Pennsylvania helps to define the purpose of a particular space including walking patterns and how the physical space is

utilized. A student organization meeting would most likely not be held in the natatorium due to the intent of the space.

The second position is environmental or architectural possibilism. This position views the physical environment as a "source of opportunities that may set limits on, but not restrict behavior" (Strange & Banning, 2001, p. 13). Many unions feature multipurpose ballrooms that include partitions that can divide the large space into smaller rooms. The ballroom provides a number of opportunities for utilizing the space, but inherently some activities may be limited due to the square footage, ceiling height, lighting, and sound equipment. A common example is banquets on campus. The ballroom space does not restrict the number of individuals invited, but the number of tables that can fit in the room certainly limits the guest list.

The third position, environmental or architectural probabilism, defines the "probabilistic relationship between physical environments and behavior" (Strange & Banning, 2001, p. 14). Thus a large seating area with comfortable chairs near a fireplace would probably encourage students to sit and talk or read in the space. Each position is vital to understand when examining past and future floor plans for college unions as they are integral in the use and functionality of the union.

While amenities and design has evolved with time and the needs of students, the heart of the union has remained constant since its introduction on the college campus. When the Wisconsin Union was developed, the basic goal was to "organize under one roof facilities which would make possible a community life for students and faculty member" (The American School and University Yearbook, 1938; as cited in Butt et al., 2012). While the concept was not introduced until the late 20th century, unions have filled the role of the "third place" on campus. The "third place" is a location outside of work and home that encourages gathering and socialization (Oldenburg & Brissett, 1982). College unions are often the "heart of campus" and have been compared to a town square, which offers amenities such as a post office, barber shop, and eateries and provide a gathering space for members of the community (Knell & Latta, 2006). Hatton, Farley, and Costas (2013) have identified timeless elements of unions that make them gathering spaces for campus communities. These timeless elements include the hearth, entrances, information gathering, retail, community dining, and flexibility among others.

The Hearth

Donning the phrase, the living room of campus, Hatton et al. (2013) found that the hearth is a timeless architectural piece of college unions. While the hearth traditionally refers to a fireplace, college unions have used water features, plants, and university seals set in the floor to serve as the focus of rooms and provide the "homey" feel (Hatton et al., 2013). The hearth is not a unique concept to the college union as hearths date back to the early planning of cities in England (Pearson & Richards, 2004). Hearths, such as city parks, temples, or buildings, have served as the focal point for communities for hundreds of years providing order to social space (Pearson & Richards, 2004). College unions have adapted the same

idea into their construction by highlighting one aspect of the building to serve as the focal point and provide a sense of comfort and order for students, faculty, and staff.

Entrances

Hatton et al. (2013) describe the entrances of the college union as "critical to its success" (para. 9). Unions must have welcoming entrances that attract visitors with "impressive and memorable spaces" (Hatton et al., 2013). The University of Missouri's Memorial Student Union is an example of a union that makes a profound statement based on its ornate architecture. A one and a half story limestone archway located under a bell tower marks the entrance to the union (Museum of Art and Archaeology, n.d.). The main entrance is embellished with emblems that honor soldiers who attended the University of Missouri and fought for their country in addition to recognizing the rich history of the University of Missouri (Museum of Art and Archaeology, n.d.).

Information Gathering

As mentioned earlier, the original college unions served a gathering place for students. In the lounges and dining halls throughout the building, students met with faculty and staff to share information and learn about campus happenings (Butts et al., 2012). Bulletin boards have often lined the hallways of unions allowing students to share postings for roommates or hiring tutors. While the advent of social media sites such as Facebook may have led to a decline to physical postings, the college union still incorporates avenues to gather information through the physical space. The Louisiana Student Union was remodeled in 2011 to include television screens throughout the building that display announcements and other information in addition to the standard information desk (LSU Union, n.d.).

Retail

While technology stores are a newer staple in the college union, the idea of retail was central to the creation of the physical environment. The Purdue Memorial Union included a bowling alley in their East Wing addition in 1936 (Butts et al., 2012) to provide additional services for the students, faculty, staff, and guests using their building. Many colleges and universities have turned to retail opportunities to fund aspects of the personnel/operational budget or student programming (Bookman, 1992). Rental fees are assessed to occupants of the space within the union in addition to some agreements that require portions of revenue to be shared with the college union (Bookman, 1992). While many view these additional revenue sources as a necessity, some fear the promotion of retail services has shifted the focus of the college union away from the educational role to that of a revenue-driven auxiliary (Milani, Eakin, & Brattain, 1992).

Community Dining

Dating back to the first draft of "The Role of the College Union" (1951), the union positioned itself as service provider for meals and gathering space on campus (as cited in Butts et al., 2012, p. 103). As the facilities emerged on campus, the college union served as the dining room table for commuter and residential students alike. Traditional dining rooms have given way to retail entities like Starbucks®, Einstein Brothers®, Subway®, and Burger King® (Schwartzman, 1995). The rapid increase

of chain restaurants and services reflects the consumerist mentality of today's college students (Schwartzman, 1995). Food service providers, such as Aramark, specialize in providing food options to college and universities while addressing measurable outcomes such as growth, loyalty, and preservation of environment (Aramark Measurable Outcomes, n.d.). The food options have changed, yet students continue to meet at the union over meals to discuss group projects, plan student events, or gossip about fellow co-eds.

Flexibility

The need to create an environment that supports mind, body, and spirit has been the core of the union since its existence (Butts et al., 2012; Milani et al., 1992). To achieve this lofty outcome, flexibility is a vital component. College unions have demonstrated their flexibility with the inclusion of historically excluded populations on campus such as women, African-Americans, and Latinos to create cohesive communities (Milani et al., 1992). Furthermore, the shifts in offerings and the dedication of space indicate the desire for the student union to remain flexible and evolve with time.

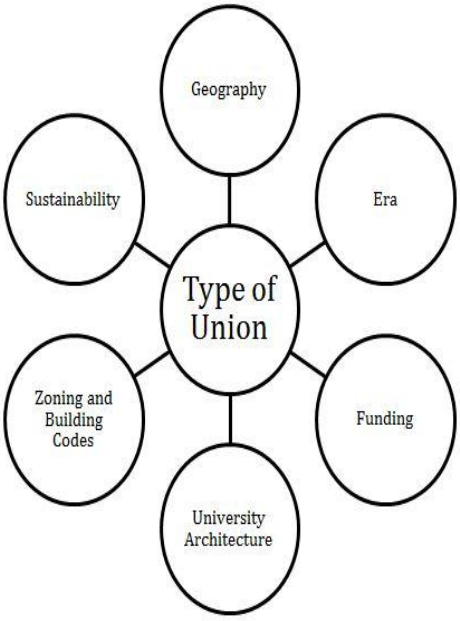
College unions were traditionally built to fill the void of a physical structure that promotes social activity on college campuses, yet it soon became apparent that the union formed its own unique identity. "There is nothing elsewhere quite like the union; a club, hotel, or civic community center will afford no safe pattern to go by, through the union embodies characteristics of all of them" (ACUI, 1946; as cited in Butts et al., 2012). Unions today are steeped in tradition and continue to feature many of the same amenities of the first unions like bowling alleys, billiard halls, meetings space, and food offerings. However, through time, building design has become more intentional in promoting academic learning. In a guidebook for union professionals, it suggests the need to "consider fully that a union is no longer merely a place to eat and meet, but has to do broadly with the constructive employment of student time outside the classroom" (Knowles, 1970; as cited in Butts et al., 2012, p. 159).

As needs of the changing populations of students are understood over time, there is no doubt that unions will continue to renovate and reinvent their spaces to provide community as a "third place" that promotes environmental or architectural probabilism where possible. For example in 2009, Indiana University's Indiana Memorial Union renovated a pottery and arts studio into a computer and group work laboratory. Over time, unions will continue to respond to technological advances, the decline of the traditional bookstore, and the use of functional multipurpose space. In 2009, the University of Georgia opened their student center expansion, which provided the center with 95,000 additional square feet (Tate Student Center, n.d.). Much of the space is flexible and can be adapted for multiple event types for students, faculty, and alumni of the university. As online education continues to gain prominence, it is important that union professionals and university architects continue to reevaluate how to maintain their distinctiveness on campus.

Types of Unions

Every college union is different; however, there are a variety of factors that uniformly impact the creation and design of these spaces. During the planning and construction of all buildings, the following six factors must be taken into account: the geography, the time in which it is built, surrounding architecture, zoning/building codes, sustainability, and how the union receives funding (Figure 1).

Figure 1: Factors that Impact the Creation of a University Union



Geography

Geographic context plays a large role in the architectural style of campus buildings and college unions (Knell & Latta, 2006). Knell and Latta in 2006 established four geographic elements that influence the planning and building of unions: climate, terrain, dominant ethnic make-up and the surrounding physical environment (see Table 1).

Table 1: Geographic Elements that Influence Construction

Climate	Weather has a great impact on the design of buildings. Sunlight, warm/cold climate and severe weather within a region can be determinant factors on architectural design. Roofs, windows, doors, and exterior furniture are all variable dependent on climate (Knell & Latta, 2006). California State University San Marcos Student Union has integrated the California climate into their facility by incorporating the local urban wetlands into the site plan (LAND Lab, n.d.).
Terrain	Effective architecture works in tandem with the natural landscape (Knell & Latta, 2006). Universities are found in all areas of the country, urban/rural, in the mountains or on the plains, near deserts or densely forested areas. A strong understanding of the terrain contributes to the design and planning process of any building. Haifa University in Israel is making major strides in utilizing the terrain surrounding the institution as architects have designed terraces at different levels of the union to overlook the bay of Mediterranean City (Warman, 2010).
Dominant ethnic make-up	The dominant racial or ethnic group of the region in which the union is being placed may impact the stylistic treatment of the building (Knell & Latta, 2006). Haskell University in Kansas, primarily serving indigenous students, has named their union facility the Haskell Cultural Center. With a diverse student body representing many different tribes and experiences, the center seeks to be inclusive of all. The campus also has a healing garden (Haskell University, n.d.).
Surroundings	Many campus communities have created a consistent aesthetic design within the architecture of campus buildings and the physical campus environment. Urban campuses may be located amongst other non-campus buildings, which may also influence design elements. Two urban campuses, Indiana University Purdue University Indianapolis and Portland State University, have incorporated sky bridges and tunnels connecting the campus centers to other campus buildings (Smith memorial student union, n.d. & Campus center, n.d.). These connecting elements create a unified look to the campus.

Era

Architecture, along with all other forms of art, grows and develops with time. Buildings on university campuses are not immune to the change and progression within the field of architecture. The time and location in which the union is built will impact the aesthetics and functionality of the space. Architects utilize materials, forms, and scale to create similarities between buildings that belong to the same environment (Knell & Latta, 2006). University of Colorado at Boulder, within its master plan, articulates the importance of maintaining consistency in architectural style as it adds to the reputation of campus (University of

Colorado, n.d.). Trends within buildings also expand to the services and spaces that are incorporated into campus unions such as: recreation/health fitness facility; bowling/billiards; bookstore; computer/technology labs; conference spaces; performance spaces; theater; and retail locations.

University Architecture

When building in a campus environment, the architectural style of that campus may dictate the physical appearance of the building. Many campus communities maintain a certain level of uniformity between building styles, materials or architectural elements. Existing structures surrounding the locations of the new buildings may also impact the exterior aesthetics and architectural layout. Universities may have intentional practices about building in certain era styles related to the original structures on campus (University of Miami of Ohio), or build every building in a completely different style to give a campus a unique and eclectic aesthetic value (University of Arizona).

Zoning and Building Codes

Zoning codes are created by local government to control the amount of land use within a certain area. Regulations are set locally, thus zoning codes differ greatly by geographic location. The codes often encompass information including building type, number of floors, planted space, parking and signage (Knell & Latta, 2006). The International Code Council develops building codes with the ability for local amendments. Building codes address size, occupant safety, fire safety, compliance with additional codes (such as American's with Disabilities Act) and any additional regional requirements (Knell & Latta, 2006). Fordham University in New York City is planning on expanding their physical space by constructing new buildings and renovating existing structures and has played close attention to their zoning square feet (ZSF) as the planning process continues (Fordham University, n.d.). The current campus is located within 791,075 ZSF yet their city zoning code permits allow them to have 3.02 million ZSF (Fordham University, n.d.). Understanding these zoning codes has given Fordham University increased flexibility within their construction and renovation planning process (Fordham University, n.d.).

Sustainability

Unions can symbolize a university commitment to sustainability and environmental awareness through their physical space. Establishing sustainable structural and operational features can impact a campus community's understanding and awareness of green building (Willis, 2005). Building, renovating or maintaining a building with an environmentally conscious lens has become a focus of the planning stages, even as far as university mandated LEED (Leadership in Energy and Environmental Design) certification requirements. Utilizing criteria made up of six categories (sustainable sites, water efficiency, energy and atmosphere, materials and resources, indoor environmental quality, and innovation and design process), buildings are assigned a point value, which denotes its level of environmental impact (Leadership in Energy and Environmental Design, n.d.). Washington State University received

LEED silver certification for their Compton Union Building by recycling 90% of their materials during building and adding environmentally sound water saving flush valves (Washington State University, n.d.).

Funding

There are multiple ways in which the union is impacted by funding; the two major are how the union is funded and where the funds come from to maintain the building and its services. The costs associated with running a union can be ascertained by analyzing the cost of labor, daily operations, long term repair, maintenance and renovation as well as the cost of the student development programs. Funding for unions exist primarily in three forms: mandatory student fees, income from services within the union in an auxiliary model (Knell & Latta, 2006), and gifts and campus contributions.

Securing project finances is a critical aspect in facility planning and construction. Funding sources may include student fees, university dollars, state funds, and private gifts (Knell & Latta, 2006). Major stakeholders in the building project are future tenants of the building, such as student programs, bookstores, dining services, and any other auxiliary service. Funding of the university general operating fund, special accounts, and other sources can also be a viable funding option. State-affiliated institutions may receive state funding. However, the funding is often set aside for traditional academic facilities. Many aspects of a union facility may be ideal for donor naming opportunities including ballrooms, theaters, reception areas, and meeting rooms (Knell & Latta, 2006).

In order to create a union that meets the needs of the environment and has the longevity necessary for a higher education institution, all factors need to be taken into consideration. The physical structure of the building impacts how the space is utilized and understanding the factors that impact the building of a college union will help the university community better understand the reasons why the college union exists in its current form.

For those union practitioners that are looking to improve or build facilities on campus, it is important to consider four basics of planning: data gathering; identification of specific project requirements; planning and budgeting; and a final report (Knell & Latta, 2006). Renovating and maintaining a facility takes a significant amount of planning, similarly to that of planning for a new project. Budgeting associated with renovation should be articulated within the facilities strategic plan and if university general funds are being utilized, the university strategic plan. The methodology of planning and publishing strategic plans has increased within the field of student affairs in the recent years (Taylor & Machado-Taylor, 2010). College unions and the practitioners that work within them should be developing thoroughly researched plans for the use, maintenance, staffing, and budgeting associated with the physical space of the union (Taylor & Machado-Taylor, 2010).

The Impact of Theory of the College Union

Theory within the field of higher education and student affairs informs the practice of staff and administrators

working with college students and the services provided to those students (NASPA, 1987). *The Student Personnel Point of View* (1937) has guided research and theory that describes much of the phenomena that occurs within higher education. The college union plays such a large role within the campus environment with theory describing and defining its influence on multiple levels. College unions are designed as the focal point of the university, providing students, faculty and staff with places to meet, eat, and engage in the campus community. This section will discuss the relationship between the union and theory through the lens of environmental theory and assessment practices.

Environmental Theory

When discussing unions and their relationship to research within higher education, environmental theory has the most direct connection as unions are both physical and symbolic expressions of their institutions (Knell & Latta, 2006). Michael Henthrone (2010) describes the relationship students have with their campus environment as

> Our ability to promote the growth of student services programs and of individual students is significantly influenced by the environment and culture in which we do our work. Campus environments are comprised of such variables as policies, procedures, symbols, images, architecture, activities, programs, values, beliefs, social climate, behaviors and group norms, and the characteristics of individuals (including demographics). Simply stated, students' behavior is influenced by their interaction with the institution's physical spaces, policies, and people (para. 6).

When thinking about the environment and its impact on students, Strange and Banning (2001) highlight physical space, the human aggregate, organizational structures and the constructed culture as four elements that shape the student experience on college campuses.

From the view of prospective college students, the aesthetic features of the campus factor into the first impression created of an institution (Sturner, 1973). Physical environment includes buildings, natural landscape, paths, and anything else that falls within the territory of the campus. A college union whether large or small in size, is integral to the physical environment of a campus. The placement of the union within the campus community should be intentional, so that it provides the maximum amount of access.

Students within a physical space also create an aggregate environment. Human characteristics influence the degree to which people are attracted to, satisfied within, and retained by an environment (Strange & Banning, 2001). Personality types, learning styles, habits, and beliefs can all impact the aggregate environment depending on the dominant type held by the members of such environment (Strange & Banning, 2001). The location of the union plays a role in the physical make-up of the campus. Depending on the institution type and layout of campus entities, the union may impact foot traffic on campus. Architects and college administrators often miss the importance of flow and movement patterns of people crossing a campus during the planning/building stages of

college unions (Knell & Latta, 2006). If serving as a focal point of campus community is a component of a union's mission, the union should be located in an area of high pedestrian traffic (Knell & Latta, 2006).

Those that work within a college union contribute to both the aggregate environment and the organizational environment. An organizational environment can be defined by the division of labor and the distribution of power amongst the members of the environment (Strange & Banning, 2001). Staffing structures and organizational make-up can also be seen in the layout of physical office space; high ranking administrators having larger offices with more aesthetically pleasing views. The location of these office spaces may also impact the aggregate environment, influencing foot traffic and the development of community. Organizational environment with a college union can range from the staffing charts, to soliciting policies, to hours of operation. This structure provides stability for the union to function as a safe, productive, and efficient space. Safety of campus buildings and the surrounding campus environment may contribute to the placement of emergency exits and exterior lighting.

As entities within college union environments continue to grow closer to that of the business sector, strategic planning has become an important tool in organizing and articulating goals and change (Taylor & Machado-Taylor, 2010). Departments on campus and the campus community as a whole should develop a set of common goals and articulate those to the participants within that environment. Examples of these documents may be mission statements, vision statements, or a strategic plan. Each of the aforementioned documents serves a slightly different purpose but share their focus on goals. One may see these documents influencing the physical space as some campus populations or organizations may receive priority through the allocation of spaces in high trafficked areas. For example, if the university has a strong student focus, student organization offices and popular student services may receive more sought after spaces within the college union.

The goals of an institution should be informed by the constructed environment. An institution's constructed environment is composed of the campus climate and culture. The levels of culture inform the community about the environment and its members. Kuh and Hall (1993) list four levels of culture: artifacts, perspectives, values, and assumptions. The levels of culture inform the community about the environment and its members. As the four levels of culture are shared to new members, their meanings and influence evolve to meet the needs of both the organization and the individual (Kuh & Hall, 1993). Buildings on campus are artifacts within a university culture. Utilizing information from the constructed environment, student affairs should design campus environment that fit the needs and attitudes of students (Henthorne, 2010).

Assessment

Successfully planning, building, and operating a union require input from all segments of the campus community. This includes campus partners, union staff, university administration, faculty, students, and may also include non-

university community members (Knell & Latta, 2006). One concrete example of incorporating assessment within the college union is the concept of environmental and campus audits. Audits are utilized to identify the aspects of the institution that influence a student's perceptions, beliefs, attitudes and behaviors (Henthorne, 2010). Assessment tools can also be created to view how participants are utilizing specific locations within a union or the college union as a whole. Physical space has a great influence on community development within the union and understanding the positive or negative impacts of this influence can inform professionals where change may need to occur.

As research within higher education continues, all areas of student affairs and higher education administration will be influenced. Within the college union, research on communities, culture, and environments have a great impact. The building, renovations, and destruction of college unions are dependent on the needs of the students attending the institution. Understanding the importance of theories and research can assist universities in creating long lasting spaces that will have a positive impact on the student population and campus community. Furthermore, physical space greatly impacts behaviors and administrators should understand the importance of creating and maintaining a space that fosters a strong community.

Physical Spaces Cultivating Certain Cultures

As mentioned previously, physical space impacts the culture through its design and use (Strange & Banning, 2001) and college unions have promoted certain cultures and identities based on the time of their creation and the population they sought to serve (Knell & Latta, 2006). As mentioned earlier, college students wanted to create community on their campuses so that they could engage with each other and the faculty outside of the classroom. This desire led to the creation of unions, intangible organizations that promoted community through programming in various spaces on campus. The students recognized that this was not enough and a central location for students to gather was necessary. These buildings provided gathering space not just for students, but for faculty and staff as well. For many of the historic college unions, the establishment of their buildings connected directly to a national issue of the time, World War I (Butts et. al, 2012). These structures were built with money donated to memorial funds that sought to honor the student soldiers that died in combat. With the investment and the national memory of the World War I, these unions became living memorials through their titles or through designated spaces in their facilities (See Appendix A). While the funding for these unions came from donations, the unions would not be able to sustain their operation on those funds. In order to run and maintain their facilities, many would become auxiliary units that generated their own revenue while others would take on a hybrid model where self-generated revenue was supported with student fee money.

Creation of Student Centers

Student centers arose on college campuses much later than college unions and were often funded through student fees. Student centers were created due to

similar campus needs of having a central communal space. This gathering space was built for the student consumer rather than the campus community (e.g. the Lory Student Center at Colorado State University). The student fees that created these spaces are also used in the funding models for these student centers. With the support of student fees, these spaces do not need to generate their own revenue but rather have complete institutional financial support. While student centers and college unions have different titles and approaches to serving their campus communities, they both were founded on the need to build community.

Exclusion of Others

While the college union and student center were created for specific campus populations, many were created for a very specific identity in mind - the white male. The oldest college unions were founded by males for the purpose of male bonding and development (Butts et al., 2012). With white males being the exclusive users of these spaces, white heterosexual male identity pervaded the design and functionality of these structures. Women were not allowed in the college union and were often given a smaller location on campus to build community and obtain campus resources. At The Ohio State University, a single room, known as the 'GAB Room' was designed for women to meet and gather (Ohio Union History, 2013). It was not until after World War I in 1919 that women were provided a separate facility, which included an indoor swimming pool, lounges, kitchen, and cafeteria (Ohio Union History, 2013). At the University of Michigan, a separate union, the Michigan League, was built as a similar social and recreational facility for women (Michigan University Unions, n.d.). Not until the mid-1940s and 1950s were women permitted to use the original facilities. By the 1950s, women were allowed into the facilities without supervision and in the 1960s, they were able to finally enter and use the bowling and billiards rooms.

With a history of exclusion due to racism and sexism, women and people color encounter these spaces and "are reminded that they are not the intended occupants" (Harris, 2006). Due to this feeling within the campus environment and college unions, students of color advocated for the creation of their own cultural centers as safe spaces where their identities could be validated (Patton, 2010). Cultural centers have taken on many roles for their students and often work collaboratively with other cultural centers and student organizations to educate and support their students (Lozano, 2010). These entities have been considered extremely beneficial in the retention and academic success of students of color (Shotton, Yellowfish & Cintrón, 2010) and have become a necessity for student identity development (Howard-Hamilton, Hinton & Hughes, 2010). While students of color are using cultural centers as their space to learn and build community, they may still use college unions for its various amenities. When students of color use unions, they may be confronted, through the artifacts displayed, with a past of exclusion. Meyer and Love (2012) acknowledge that whiteness continues to be perpetuated in college unions through the Eurocentric artwork and portraits of prominent white leaders displayed. While they acknowledge that portraits of former leaders on campus should not be

taken down for historical and cultural reasons, a broader array of artwork should be displayed to promote different races and ethnicities (Meyer & Love, 2012).

The Role of the Academy in the Union

The role between the college union and the faculty has required attention through the history of the colleges and universities. In a keynote address to the Region Seven ACUI Conference, it was stated "students and faculty need a common meeting ground to personalize relations between students and teachers and to create an intellectual environment outside as well as inside the classroom" (Butts et al., 2012, p. 128). It was not uncommon for faculty members to join students over a meal to engage in conversation outside the classroom. While the union was designed as a social outlet for students (Butts et al., 2012), the intent of the facility always focused on critical learning and engagement in different ways from the classroom (Milani et al., 1992).

As the college union rose in prominence over the years, faculty often felt the curriculum was threatened by the college union (Butts et al., 2012). With the union traditionally associated with student affairs, there has been tension between the faculty and the union (AAHE, ACPA, & NASPA, 1998). In a critique of student centers, Michael Lewis (2003), a faculty member in the art department at Williams College claimed that the college union grew out of differences between the two - faculty members who are devoted to research and students who use college to develop socially. This difference has continued to persist throughout time and the college union has symbolically represented this disconnect. Lewis (2003) claims that the union is no longer a living room of campus, but rather a visitor's center at a national park designed to attract students in a commercialistic society. Lewis (2003) believes the college unions of today are built for strangers. Rather than focus the attention of the campus visits on the rigor of academic offerings, admission officers urge students to have lunch in the college union to get a full understanding of college life (Lewis, 2003).

While there are critiques with the modern student center, faculty members continue to engage in physical space and use the facility as a common meeting place. Unions have continued to build partnerships with faculty through a variety of avenues such as faculty lounges (e.g. the University Club at Indiana University, Bloomington) and discounts in campus eateries. Many student programming boards include faculty members on their board to illustrate the importance of faculty interaction within the union (Illini Union Board, n.d.; Indiana University Union Board, n.d.; Wisconsin Union Directorate, n.d.). Faculty members have the potential to be powerful partners to the college union and union programming boards. The relationship between the faculty and the college union does not need to be tenuous if professionals within the college union can articulate that the physical space provides a powerful learning experience for students and engage the faculty into that experience.

Meeting Current Students Needs Decentralization of Community Building

With student development and learning emphasized across all student affairs offices and departments, many of these offices have created communal spaces such as lounges and gathering spaces to build community for the populations they serve. This increase of communal spaces has occurred within the residence halls, libraries and academic buildings (Reed, 2011; Kingsnorth, Magnuson, Berry, Greene & Day, 2012). While many may consider this competition to the services of the union, Duany, Plater-Zyberk and Speck (2000) explain that "community cannot form in the absence of communal space" (p. 60). While Duany et al. were looking at the suburban community, their understanding of community can apply to the higher education environment (Bonfiglio, 2004) as it makes clear that community building for a campus cannot be relegated to one location. Not all students, staff and faculty can be reached by one location and other locations and entities must serve as their source for community.

While some student affairs departments and entities have utilized their spaces to build community, unions have also expanded their involvement by creating additional mini and satellite unions on large and segmented campuses (Johnson & Clutter, 2009). With the recognition that one building cannot meet the needs of all students, these additional facilities have been created to provide lounge spaces, meeting space, and food service for different sections of the campus.

The Student Consumer

The desire for additional communal space is certainly connected to the current student perspective on the college environment and experience. Students, who are attending higher education institutions within today's consumer driven environment, view universities as a service provider (Schwartzman, 1995) and have high expectations that universities are going to meet all their needs. Many of these needs take place in the college union. Commonly referred to as the "mall" on campus, unions are centralized locations for many student services. Increased amounts of amenities can be found within the union ranging from hair salons, campus recreation centers, and pharmacies. The quality and amount of services have even been cited to increasing recruitment and retention of students (Sherwood & Pittman, 2009).

Technology and the amount of services provided within a physical space are increasingly important to meeting the needs of tech savvy students. The invisible computer lab (Kolowich, 2011) where students desire access to online information without the physical space of a computer lab and the need for increased group workspaces within lounge-like atmospheres (Terris, 2009) have altered how students use and interact with others in the college union. While the changing nature of computer use impacts the college union, the widespread use of online education drastically affects the use of college unions as physical space may no longer be utilized by a major proportion of the student population. With online enrollments growing "at rates far in excess of the total higher education student population, with the most recent data demonstrating no signs of slowing" (Allen & Seaman, 2010, p. 1), this shift in educational delivery is here to stay and college unions need to find their role in this changing environment.

The Next Hundred Years

Predicting the evolution of the college union into the next 100 years is not an easy task. In 1904, student affairs had yet to develop into a formalized profession and college unions were still in their infancy. As indicated in this chapter, the emergence and evolution of physical space has changed dramatically in the past 100 years. Environmental theory now guides new architectural design such as intentionally placing artifacts in the building that support or change the culture (Kuh & Hall, 1993). The halls of the union now are filled with chain restaurants in lieu of traditional dining, bookstores shelves are lined with apparel items rather than books, and conference spaces have taken over offices for alumni relations or full-service post offices. While the future offerings of the union are unknown, the role of the college union is cemented in place in the bricks and mortar campus (Butts et al., 2012).

In the next 100 years, the union may no longer be confined to a physical space on campus, but rather an idea. As the landmark book, *The College Union Idea* (Butts et al., 2012) suggests, the college union was created to fill a void on campus - to provide a social outlet for students in an environment that continued to promote learning and growth. As residence halls, new academic buildings, and libraries begin to include more community gathering spaces, the college union may no longer be confined to one or two centers on campus, but rather small spaces spread throughout the campus, each catering to specific student needs and population. In the future, college union professionals may be called upon to serve as consultants in designing and maintaining spaces that promote critical thought and discourse outside of the classroom. Additionally, the college union may be called to bring together other student affairs departments and entities into one central location as seen in the Plemmons Student Union at Appalachian State University with their new renovation project that provided additional space for 9 student affairs offices ranging from international student services to research to leadership development (ASU News, 2013).

With the void of communal space no longer an issue on college campuses, college union professionals will need to promote the idea behind college unions and focus on building community more broadly (Milani et al., 1992). Since college unions no longer have the exclusive mission of building community, union professionals will need to reframe their role as one of the community builders on campus that works to promote campus engagement and student learning within the larger student affairs structure. College unions may also be called to connect to the broader community in which the colleges and universities are situated to assist in social change (Nyden, Figert, Shibley & Burrows, 1997). With the emphasis on learning in student affairs and the college union, union professionals may consider working with the local community to provide service-learning experiences and student leadership development opportunities where relational leadership is put into action in order to build community.

As technology increases, college union professionals should not feel threatened, but should be inspired to create the same types of spaces that have been created in their physical building

for their online population. Colleges and universities have looked to online virtual programs, such as Second Life, to design learning environments without the traditional bricks and mortar. Campuses including the University of Texas system have created online campuses for prospective and current students to utilize as a teaching and community building tool (Aujla, 2009). While there are struggles with these online platforms (Young, 2010), college union professionals must continue to focus on their impact and practice that is free from the tangible physical space.

With a student population that will continue to be become increasingly diverse in terms of race, socioeconomic status, age, and sexual orientation (NASPA, 1987; ACPA & NASPA, 2010), union professionals will need to continue to work towards the pluralistic learning communities advocated for in the 1990s (Kuh, 1990). Union professionals should not just accept and tolerate a diverse student population, but must advocate for and establish inclusive environments. College unions have a history of exclusion and discrimination that continues to impact the student experience and unions professionals must continue to create spaces where every single student feels included and safe. With the rise of cultural centers on college campuses, students of color may find a sense of belonging in these locations, but may feel alienated by the rest of the campus community - including the college union (Malaney, Gilman & O'Connor, 1997). With the rise of students of color and non-traditional students in higher education, a trend that will only continue (U.S. Department of Education, 2012), it is important for college unions to promote inclusive spaces to bring the larger campus community together. Malaney et al. (1997) advocated ways of effectively creating inclusive physical spaces through "incorporat[ing] multiethnic trained union staff; innovative leadership; community involvement; and student input" (para. 18). While college unions should certainly work towards achieving a more inclusive environment, they must also work alongside cultural centers to ensure that both entities are meeting the needs of students.

The college unions will have many factors influencing it ranging from an increase of other community builders on campuses to the high demand for online learning to meeting the needs of diverse students in the next 100 years. In order to meet the changing nature of higher education, college unions must adapt the idea behind college unions as their framework for the future. Community building should remain central to the purpose of college unions as it is the foundational principle of college unions that will help keep college unions relevant in the future where use of physical space is shifting.

References

Allen, I. E., & Seaman, J. (2010). Learning on demand: Online education in the United States, 2009. Retrieved from http://sloanconsortium.org/publications/survey/learning_on_demand_sr2010

American Association for Higher Education, American College Personnel Association, & National Association of Student Personnel Administrators. (1998). *Powerful Partnerships A Shared Responsibility for Learning*. Retrieved from http://aahe.org/teaching/tsk_frce.htm

American College Personnel Association & National Association of Student Personnel Administrators. (2010). Envisioning the Future of Student Affairs. Retrieved from https://resources.oncourse.iu.edu/access/content/group/FA11-BL-EDUC-C565-10894/Session%206/Task%20Force%20Final%20Report.pdf

Aramark. (n.d.). *Superior, measurable outcomes in dining*. Retrieved from http://www.aramarkhighered.com/measurable-outcomes/dining.aspx

Association of College Unions International. (2012a). Mission, purpose, values, code of ethics. Retrieved from http://www.acui.org/content.aspx?menu_id=30&id=186

Association of College Unions International. (2012b). What is community? Retrieved from http://www.acui.org/content.aspx?menu_id=30&id=298

Association of College Unions International. (2012c). *Role of the college union.* Retrieved from http://www.acui.org/content.aspx?menu_id=30&id=296

ASU News. (2013). Plemmons student union addition support community building. *University News: Appalachian State University.* Retrieved from http://www.news.appstate.edu/2013/02/01/plemmons-student-union/

Astin, A. W. (1999). Student involvement: A developmental theory for higher education. *Journal of College Student Development*, 40(5), 518-529.

Aujla, S. (2009, September 15). U. of Texas system buys land in second life. *The chronicle of higher education*. Retrieved from http://chronicle.com/blogs/wiredcampus/u-of-texas-system-buys-land-in-second-life/8057

Bonfiglio, R.A. (2004). What the building boom says about campus values. *About Campus, 9*(5), 27-29.

Bookman, M. (1992). Funding college unions in the year 2000. *The college union in the year 2000*, (58), 35-48.

Boyer, E. (1990). *Campus life: In search of community.* San Francisco: The Carnegie Foundation for the Advancement of Teaching.

Butts, P. (1971). *The college union idea.* Stanford, California: The Association of College Unions- International.

Butts, P., Beltramini, E., Bourassa, M. Connelly, Meyer, R., Mitchell, S., Smith, J., & Willis, TJ. (2012). *The college union idea* (2nd ed.). Stanford, CA: The Association of College Unions International

Campus center. (n.d.). In *IUPUI*. Retrieved April 7, 2013, from http://life.iupui.edu/campus-center/about/directions.html

Chickering, A.W. & Reisser, L. (1993). *Education & Identity.* San Francisco: Jossey-Bass.

Cohen, A.M. & Kisker, C.B. (2010). *The shaping of American higher education: Emergence and growth of the contemporary system.* (2nd ed.). San Francisco: Jossey-Bass.

Duany, A., Plater-Zyberk, E., & Speck, J. (2000) Suburban nation: The rise of sprawl and the decline of the american dream. New York: North Point Press.

Ellen, R. (1982), Environment, Subsistence and Style, Cambridge University Press.

Fordham University. (n.d.). Campus development. In *Lincoln center plans*. Retrieved April 21, 2013

Gieryn, T. F. (2002). What buildings do. *Theory and society, 31*(1), 35-74.

Hamrick, F.A., Evans, N. J., & Schuh, J.H. (2003). The role of student affairs in the learning process. In *Foundations of student affairs practice: How philosophy, theory, and research strengthen educational outcomes* (pp. 113-130). San Francisco: Jossey-Bass.

Harris, D. (2006). Seeing the invisible: Reexamining race and vernacular architecture. *Perspectives in Vernacular Architecture,* 13(2), 96-105.

Haskell University. (n.d.). About haskell In *Haskell cultural center & museum*. Retrieved April 7, 2013, from http://www.haskell.edu/cultural/pgs/_about_haskell.html

Hatton, D., Farley, C., & Costas, C. (2013). Timeless elements of union design. *The Bulletin*, *81*(1). Retrieved from: http://www.acui.org/publications/bulletin/article.aspx?issue=41795&id=20072

Henthorne, M. (2010, January). Communicating culture through the college union's physical environment. *The Bulletin*, *78*(1). Retrieved March 2, 2013

Howard-Hamilton, M.F., Hinton, K. G., & Hughes, R. L. (2010). Critical borders: Student development theoretical perspectives applied to culture centers. In L. Patton (Ed.), *Culture centers in higher education: Perspectives on identity, theory, and practice* (105-116). Sterling, Virginia: Stylus.

Illini Union Board. (n.d.). *The Illinoi union board is looking for faculty representation for the 2011-2012 board!*. Retrieved from http://iuboard.illinois.edu/jobs.aspx

Indiana University Union Board. (n.d.). *Union board*. Retrieved from http://imu.indiana.edu/board/index.shtml

Johnson, E. & Clutter, B. (2009). Decentralization: Mini-, satellite, and mixed-use unions of today's campuses. *The Bulletin,* 77(4). Retrieved from http://www.acui.org/publications/bulletin/article.aspx?issue=14871&id=9971&terms=decentralization

Kandus, C. (2005, November). Bringing the academic and cocurricular experience together through advising. *The bulletin*, *73*(6), Retrieved from http://www.acui.org/publications/bulletin/article.aspx?issue=418&id=932&terms=faculty

Kingsnorth, S., Magnuson, N., Berry, J., Greene, S. & Day, M. (2012). Unions and libraries of the future: Friends or foes? [Powerpoint slides]. Retrieved from http://www.acui.org/search.aspx?searchtext=libraries

Knell, P., & Latta, S. (2006). *College union dynamic: Flexible solutions for successful facilities*. Bloomington, In: Association of College Unions International.

Kolowich, S. (2011). The invisible computer lab. *Inside Higher Ed.* Retrieved from http://www.insidehighered.com/news/2011/01/20/virtual_computing_labs_could_boom_as_colleges_trim_costs_and_grow_enrollments

Kuh, G.D. (1990). The demographic juggernaut. In M. J. Barr, M. L. Upcraft, & Associates (Eds.) *New Futures for Student Affairs* (pp. 71-97). San Francisco: Jossey-Bass.

Kuh, G.D., Douglas, K.B., Lund, E.J., & Ramin-Gyurnek, J. (1994). *Student learning outside of the classroom: Transcending artificial boundaries.* (ASHE-ERIC Higher Education Report no. 8) Washington DC: George Washington University, School of Education and Human Development.

Kuh, G. D. & Hall, J. E. (1993). Cultural Perspectives. In G. D. Kuh (Ed.), *Cultural perspectivesin student affairs work* (pp. 1-20). Lanham, Maryland: American College Personnel Association.

LAND Lab. (n.d.). Green corridor urban wetland. In *Cal-State San Marcos student union*. Retrieved April 7, 2013, from http://www.land-lab.com/green_corridor.html

Leadership in Energy and Environmental Design. (n.d.). In *LEED rating systems*. Retrieved April 7, 2013, from http://new.usgbc.org/leed/rating-systems

Lewis, M. J. (2003, July 11). Forget classrooms, how big is the atrium in the new student center? *The chronicle of higher education*. Retrieved from http://chronicle.com/article/Forget-Classrooms-How-Big-Is/35303/

Louisiana State University Student Union. (n.d.). A*bout the LSU student union*. Retrieved April 7, 2013, from http://unionweb.lsu.edu/

Lozano, A. (2010). Latina/o culture centers: Providing a sense of belonging and promoting student success. In L. Patton (Ed.), *Culture centers in higher education: Perspectives on identity, theory, and practice* (3-25). Sterling, Virginia: Stylus.

Malaney, G.D., Gilman, D. & O'Connor, J. (1997) Assessing student opinion toward a multicultural student union. *NASPA Journal,* 34(3), 170-185.

Meyer, R. A. & Love, E. (2012). Influence of whiteness on college unions. *The Bulletin*, 80(5). Retrieved from http://www.acui.org/publications/bulletin/article.aspx?issue=36082&id=18812

Milani, T. E., Eakin, J. T., & Brattain, W. E. (1992). The role of the college union and the future. *The college union in the year 2000*, (58), 3-10.

Michigan University Unions. (n.d.) *History of the Michigan union*. Retrieved from: http://uunions.umich.edu/munion/about/history/

Museum of Art and Archaeology. (n.d.). *Signs, symbols, and seals: The sculpture of memorial tower*. Retrieved from http://maa.missouri.edu/exhibitions/memorialunion/exteriorsculpture.html

National Association of Student Personnel Administrators. (1987). *A perspective on student affairs: A statement issued on the 50th anniversary of the student personnel point of view.* Retrieved from http://www.naspa.org/pubs/files/StudAff_1987.pdf

Nyden, P., Figert, A., Shibley, M., & Burrows, D. (1997). *Building community: Social science in action.* Thousand Oaks, California: Pine Forge Press.

Ohio Union. (2013). *History of the Ohio union*. Retrieved from: http://ohiounion.osu.edu/about_the_union/history

Oldenburg, R., & Brissett, D. (1982). The third place. *Qualitative Sociology*, *5*(4), 265-284.

Pascarella, E. T., & Terenzini, P. T. (1991). *How college affects students*. San Francisco: Jossey Bass.

Patton, L. (2010). A call to action: Historical and contemporary reflections on the relevance of campus culture centers in higher education. In L. Patton (Ed.), *Culture centers in higher education: Perspectives on identity, theory, and practice* (xiii-xvii). Sterling, Virginia: Stylus.

Pearson, M. P., & Richards, C. (Eds.). (2004). *Architecture and order: approaches to social space*. New York: Routledge.

Reed, S. (2011). Residential learning communities: Complement or competition for the union? *The Commons.* Retrieved from http://www.acui.org/commons/index.aspx?id=15617&blogid=25838&terms=residential%20learning%20communities

Schlossberg, N. K. (1989). Marginality and mattering: Key issues in building community. *New Directions for Student Services*, 48, 5-15.

Schwartzman, R. 0. (1995). Are students consumers? The metaphoric mismatch between Management and education. *Education, 116,* 215-222.

Sherwood, G., & Pittman, J. (2009). Auxiliary services: An industry grows and matures. *The connections that count*.

Shotton, H.J., Yellowfish, S., & Cintrón, R. (2010). Island of sanctuary: The role of an American Indian culture center. In L. Patton (Ed.), *Culture centers in higher education: Perspectives on identity, theory, and practice* (105-116). Sterling, Virginia: Stylus.

Smith memorial student union. (n.d.). In *Portland State University*. Retrieved April 7, 2013, from http://www.pdx.edu/profile/visit-smith-memorial-student-union

Strange, C. C., & Banning, J. H. (2001). *Educating by design: Creating campus learning environments that work*. San Francisco: Jossey-Bass.

Sturner, W. F. (1973). The college environment. In D.W. Vermilye (Ed.), The future in the making (pp. 71-86). San Francisco: Jossey-Bass.

Tate Student Center. (n.d.). *Dean William Tate student center: A brief history.* Retrieved from: http://tate.uga.edu/about/history.html

Taylor, J. S., & Machado-Taylor, M. (2010). Leading strategic change in higher education: The need for a paradigm shift toward visionary leadership. *At the Interface/Probing the Boundaries*, *72*, 167-194.

Terris, B. (2009). Rebooted computer labs offer savings for campuses and ambiance for students. *The Chronicle of Higher Education.* Retrieved from http://chronicle.com/article/Computer-Labs-Get-Rebooted-as/49323/

Tinto, V. (2001). *Rethinking the First Year of College.* Higher Education Monograph Series, Syracuse University.

University of Colorado. (n.d.). University master plan In *University of Colorado at boulder*. Retrieved April 7, 2013, from http://www.colorado.edu/masterplan/history/

U.S. Department of Education, National Center for Education Statistics. (2012). Digest of Education Statistics, 2011. Retrieved from http://nces.ed.gov/pubs2012/2012001.pdf

Warmann, C. (2010, December 7). Haifa university student center by chyutin architects. *dezeen*. Retrieved April 7, 2013, from http://www.dezeen.com/2010/12/07/haifa-university-student-centre-by-chyutin-architects/

Washington State University. (n.d.). Sustainable operations In *Compton union building*. Retrieved April 7, 2013, from http://cub.wsu.edu/about/facility-information/sustainability/

Wisconsin Union Directorate. (n.d.). *About Wisconsin union directorate*. Retrieved from http://www.union.wisc.edu/wud/about.htm

Willis, T. (2005, May). Sustainability in higher education: College unions take the LEED. *The Bulletin*, *73*(3). Retrieved March 2, 2013 from http://www.acui.org/publications/bulletin/article.aspx?issue=412&id=1128

Young, J. R. (2010, April 21). Woodbury U. banned from second life, again. *The chronicle of higher education*. Retrieved from http://chronicle.com/blogs/wiredcampus/woodbury-u-banned-from-second-life-again/23352

Appendix A

Union	Institution
Indiana Memorial Union	Indiana University
Memorial Union	University of Wisconsin
Memorial Union	Oregon State University
Memorial Union	Iowa State University
Memorial Union	University of Missouri
Memorial Union	University of Rhode Island
Memorial Union	Arizona State University
Coffman Memorial Union	University of Minnesota - Twin Cities
Purdue Memorial Union	Purdue University
Memorial Union	University of California - Davis
Memorial Union	University of New Hampshire
Erb Memorial Union	University of Oregon
Iowa Memorial Union	University of Iowa
Bell Memorial Union	California State University
Memorial Union	North Dakota State University
Alumni Memorial Union	Marquette University
Reeve Memorial Union	University of Wisconsin-Oshkosh

Gage Memorial Union	Coe College
Memorial Union	University of Oklahoma
Memorial Union	Michigan Tech
Memorial Union	University of Maine
Memorial Union	Fort Hayes State University
Student Centers; War Memorial Chapel	Virginia Tech
Memorial Union	Portland State University
Memorial Union	Michigan State University
Memorial Union	University of Colorado
Memorial Unions	University of Kansas
Memorial Union	Washburn University
Memorial Student Center	Texas A & M University