

EDUC 665: FOUNDATIONS FOR STUDENT AFFAIRS EDUCATORS

WINTER 2024

INSTRUCTOR:

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Vice President for Student Life and Instructor

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Pronouns: *he/him/his*

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Graduate Student Instructor

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LAND ACKNOWLEDGMENT

University of Michigan resides on the traditional territories of the Anishinaabe or People of the Three Fires, namely the Ojibwe, Odawa, and Bodewadmi Nations. In 1817, these nations forcibly ceded this land through the Treaty at the Foot of the Rapids some of which was designated for a college at Detroit at which Indigenous peoples were eligible to enroll. As we occupy this land, we recognize and affirm that Indigenous peoples who live here now and those who were forcibly removed from this space. We also acknowledge the historic and ongoing struggles for Indigenous sovereignty, the effects of colonial violence, and the erasure of Indigenous peoples.

OVERVIEW OF COURSE

This course provides educators with an introduction to student affairs as a field of practice. The course is organized around in-depth exploration of persistent and contemporary issues students should expect to encounter as student affairs educators. We will explore these issues using historical and philosophical underpinnings of the field; values, ethics, and standards espoused by student affairs educators; and theories and scholarship that guide student affairs practice. In doing so, we will develop an understanding of the field and our place in it.

With this purpose in mind, this course will explore several central questions:

- Is student affairs a profession?
- How does student affairs contribute to the broader aims of higher education?
- What does it mean to do student affairs work?
- What are persistent and contemporary challenges in student affairs practice?

- How is student affairs affected by shifting social, political, and institutional contexts?
- What are my roles as a student affairs educator?
- What are my core values related to my practice?
- What is my philosophy as a student affairs educator?
- To what extent do I and other student affairs educators enact my espoused values?
- What is the future of student affairs?

COURSE LEARNING OUTCOMES

After completing this course, students will be able to:

1. Describe the origins of student affairs as a field of practice, and how the field has evolved over time.
2. Articulate how student affairs practice contributes to the broader aims of higher education.
3. Understand the values and philosophies that guide student affairs as a field of practice.
4. Evaluate how student affairs practice is shaped by institutional contexts and shifting social and political contexts.
5. Identify key functional areas within student affairs and describe at least one functional area in depth.
6. Apply content on history, philosophy, and values of student affairs into their own work/internships.
7. Identify key challenges and benefits of engaging in student affairs work.
8. Describe and critique the nature of “good practice” in student affairs.
9. Articulate their current level of professional competencies and design a plan for further developing competencies during and after graduate school.
10. Describe the values and philosophy that guides their work as student affairs educators.

COURSE DESIGN

As a practitioner and educator, I care deeply about your personal and your academic success. Some members of our learning community are further targeted by anti-Black racism, nativism, classism, and other forms of oppression that are always present but are manifesting themselves in particularly violent ways in our current sociopolitical context.

Each week of the course is designed as a distinct module that will explore a particular concept or set of ideas related to student affairs practice. The modules will open at least a week before we devote time to exploring a particular set of ideas as a learning community and will contain material that will help you further engage with the assigned reading in the syllabus. Given the design of the course, you will need to log into our course management site, Canvas, on a weekly basis to access course materials and to complete assignments. To successfully complete the course, you will need to participate over the duration of the term and cannot complete all of the required work in a compressed amount of time.

REQUIRED TECHNOLOGY

Engagement in this course will require that you have access to the following:

- A computer or tablet with internet access

- A web browser (e.g., Google Chrome, Internet Explorer)
- Canvas (<https://canvas.it.umich.edu>)
- Microsoft Word or an equivalent word processor
- A PDF reader – Adobe PDF reader, Preview, etc.
- YouTube (<https://www.youtube.com/>)
- Zoom (<https://www.umich.zoom.us>)

UNIVERSITY OF MICHIGAN’S COMMITMENT TO DIVERSITY, EQUITY, & INCLUSION

At the University of Michigan, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity and inclusion. It is central to our mission as an educational institution to ensure that each member of our community has full opportunity to thrive in our environment, for we believe that diversity is key to individual flourishing, educational excellence and the advancement of knowledge.

Diversity: We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status and political perspective.

Equity: We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.

Inclusion: We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

INSTRUCTOR COURSE EXPECTATIONS AND POLICIES

Learning Community Expectations

All participants in this course are members of a learning community. Our primary commitment is to learn from each other, from course materials, and from our work. While there are differences amongst us in our backgrounds, skills, interests, values, scholarly orientations, and experiences, I hope we can create the type of learning environment that fosters success for all. Our commitments to each other will be particularly important as we individually and collectively navigate the lasting impacts of COVID-19 and the ongoing struggle for racial and other forms of justice. To this end, we ask that all members of our community:

- Share their energy, ideas, and experiences with the group
- Speak their truth
- Challenge themselves throughout the semester
- Know when to step up and when to step back in conversations

- Assume that others are doing the best that they can to learn from and engage with the material
- Look for the truth in what you oppose and the error in what you espouse
- Express disagreement with ideas, statements, and ideologies rather than with individual's personhood and humanity
- Be open to receiving feedback and challenge from others in the group
- Grant others and ourselves grace
- Expect Respect: <https://expectrespect.umich.edu/>
- Do their best to use technology (e.g., cell phones, laptops) for course related purposes only (e.g., no email, Facebook, web browsing, etc.) while we are meeting synchronously

Class Participation

This course requires your active engagement in class activities, including interactive lectures, dyads, small group discussions and other interactive activities. Our class meetings are an opportunity to raise questions, clarify understandings, challenge ideas and opinions constructively, and learn about others' perspectives. Your comments, whether fully developed or still under construction, are welcome as we work together to understand the strengths and limitations of specific ideas and their utility. To participate effectively, you will need to read and to critically assess the arguments, practices, or ideas in the assigned texts. Noting key points, posing questions, and connecting ideas and concepts as you read will help you prepare to actively participate in class.

Please review the schedule of readings in advance so that you will have time to fully prepare for each class meeting. The quality of our discussions relies on your ability to talk, write, and think about the ideas we encounter.

That being said, engaging in course meetings can be taxing, and I am cognizant that people are navigating multiple forms of stress and fatigue the pressures of graduate school and the realities and impact of societal challenges. Please know that our class will use multiple forms of engagement (e.g., large group, small group, free write) during our meetings so there will several ways to participate in the learning community.

Absences

Class attendance and engagement is critical our collective learning and to your success in this course. However, circumstances occasionally arise when your presence may be required elsewhere or you may need to attend to personal matters, including your health and well-being given these uncertain times. If you are not feeling well or if you believe you have been exposed to a contagious illness, please do focus on your health and that of our learning community and do not attend class in person.

Should you need to miss class, please let Dr. Harmon know in advance via email at harmonma@umich.edu when possible and arrange to obtain notes, handouts, etc. and review class activities with at least one classmate. Attendance is will not be graded in this course and we are assuming that people are doing the best they can to be present and to learn independently and alongside others in our learning community. All materials used by the instructors in class (e.g.,

slides, activities) will be accessible to you through Canvas and we are happy to answer questions about course content during office hours.

Course Announcements

Announcements related to the course will be posted on a regular basis. Please check Canvas **and** your university email regularly to access this information.

Email Communication

Email is the best way to reach me. I check email as regularly as possible (every 3-4 hours) Monday through Friday between 9:00 am and 5:00 pm. I am often in meetings where I do not have regular access to email. I normally respond to messages within 24-48 hours, except when they are sent over the weekend. Messages sent after 5:00 pm on Friday may not receive a response until the following Monday morning.

I will only use your assigned umich.edu email addresses for course related communication. If you choose not to use this email address, I suggest that you set your umich.edu address to automatically forward to the alternate email address of your choice.

Office Hours

If you would like to meet with me to discuss the course, request an appointment by contacting Judy Johnston, Executive Assistant in my office at johnstjm@umich.edu **at least 36 hours in advance**. Most office hour appointments will occur via Zoom though it may be possible to meet in person depending on my availability. If you would prefer to meet via phone, we can do that as well.

Please also note that GSI Brandy Jones is also available to meet during her designated office hours and by appointment. If you would like to meet with Brandy, please email her at brandyy@umich.edu.

Assignments, Due Dates, and Feedback

All written assignments should adhere to the guidelines and reference formats specified in the Publication Manual of the American Psychological Association (7th ed.). All papers must be typed, double-spaced, using 12-point font and one inch, left-justified margins unless otherwise specified.

Please plan to submit your work electronically as a Microsoft Word attachment to Canvas unless the assignment instructions indicate otherwise. Your assignments should be submitted with the following nomenclature: Last Name Assignment Name (e.g., Harmon_Comptencies1-5).

I also expect that you will do your best to meet each assignment submission deadline except when unforeseen circumstances arise. If you need to turn in an assignment late, please alert me as soon as possible. Assignments that are submitted late may not receive full credit unless arrangements have been made with me.

Papers and presentations will be graded within two to three weeks; detailed feedback will be provided via electronic notes in your written assignments. Grades for assignments will be posted after all assignments that have been submitted on time have been graded.

STATEMENT ON FAMILIAL CARE DURING CLASS

I recognize that many graduate students are managing multiple roles and for some this includes being a parent/guardian, engaging in elder care, or caring for other family members. The challenges of work-life negation and managing these caretaking roles have only been exacerbated by the COVID-19 endemic.

For those who need support negotiating familiar care, the Work-Life Resource Center (<https://hr.umich.edu/about-uhr/service-areas-offices/work-life-resource-center>) and Students with Children website (<http://www.studentswithchildren.umich.edu/>) has resources that may be of interest to you.

While we are meeting in a synchronous manner, these guidelines are intended to support the multiple needs of learners in our community:

- All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all individuals can pump sufficient milk, and not all babies will take a bottle reliably, students should not have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
- I understand that those in your care may require your attention while we are meeting, and this may put you in a position to decide between filling your responsibilities as a caretaker and as a student. Please do what you need to do to meet your needs and the needs of others. This may include leaving briefly to respond to others who require your attention, having “coworkers” join us for class, etc.
- I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting and caretaking status.

If you are comfortable and anticipate needing an accommodation, I would encourage you to disclose your status as a parent/guardian/caretaker to me. While I hold the same high expectations for all members of our learning community, I hope to support you as you navigate graduate school and parenting and/or caretaking.

BASIC NEEDS STATEMENT

If you are facing challenges securing food, housing, and adequate financial support and believe this may affect your performance in the course, please consider contacting [Dean of Students Office](#) the via phone at (734) 764-7420 or via email at deanofstudents@umich.edu. Information about the Dean of Students Office is available at <https://deanofstudents.umich.edu/>.

The Maize & Blue Cupboard located in the basement of Betsy Barbour Residence Hall may also be of assistance to you. Information on this campus resource can be found here: <https://mbc.studentlife.umich.edu/>

The Rackham Graduate School also has emergency financial assistance should you experience an emergency or one-time unusual, or unforeseen expenses as you matriculate. Information about the Rackham Graduate Student Emergency fund is here: <https://rackham.umich.edu/rackham-life/finances/#emergency-assistance>

If you are comfortable, we also encourage you to also share the information with me. This will enable us to provide additional resources and information.

STUDENT MENTAL HEALTH AND WELL-BEING

Graduate school is inherently stressful, and this stress is exacerbated by the COVID-19 endemic, ongoing anti-Black racism and racialized violence, and other forms of marginalization and oppression that target those with minoritized identities. The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available.

For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 or <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a listing of other stress and mental health resources available on and off campus, visit: <https://uhs.umich.edu/stressresources>. I also encourage you to visit the University of Michigan's Collective Impact website, <https://wellbeing.umich.edu/>

ACCOMMODATIONS

Students with Disabilities

If you are disabled and anticipate needing accommodations in this course, please contact Dr. Harmon to set up a meeting within the first two weeks of the semester or as soon as you become aware of your need. **Before meeting with Dr. Harmon, please apply for and obtain recommendations for accommodations from Services for Students with Disabilities**, located in G-664 Haven Hall. Their telephone number is (734-936-3947) and their email address is ssdoffice@umich.edu. Information on applying for accommodations can be found here: <https://ssd.umich.edu/>

Religious Accommodation

The University of Michigan is committed to making every reasonable effort to allow members of the University community to observe their [religious holidays](#) without academic penalty. Those who have religious or cultural observations that conflict with class or with assignment due dates should inform Dr. Harmon in writing via email. We encourage you to honor your religious and cultural holidays/practices and will work with you to provide reasonable accommodations.

Students Representing the University in an Official Capacity Off-Campus

There may be instances when students must miss class due to their commitment to officially represent the University. These students may be involved in the performing arts, scientific or

artistic endeavors, intercollegiate athletics, or assistantship/internship responsibilities. If you know you will miss class to represent the University, please inform Dr. Harmon in writing via email when you will be absent, preferably during the first two weeks of classes. Please know that you will need to make up any missed course related activities and are responsible for acquiring information discussed in class.

HARASSMENT AND DISCRIMINATION

The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions. If you have experienced harassment or discrimination, you can seek assistance from me, other faculty or staff members you trust, a [Rackham Graduate School Resolution Officer](#) at (734) 764-4400 or RackResolutionOfficer@umich.edu, a representative from the [Office of Student Conflict Resolution](#) at (734) 936-6308 or oscr@umich.edu if the harassment or bias-incident involves another student, or the [Office of Institutional Equity](#) at (734) 647-1388.

I, Dr. Harmon, am committed to creating a learning environment for my students that is free of Prohibited Conduct, including gender-based and sexual harassment, sexual violence, retaliation, and a hostile environment based on discrimination and intimidation. I acknowledge the power differentials between instructors and students, and the prohibition of “Covered Relationships” (sexual, romantic, or dating) between instructors and students. To accomplish this, I pledge to:

Conduct office hours with my door open.

Students who wish to have confidential conversations with me may schedule a private meeting via Zoom or may ask to have a closed-door meeting. But this closed-door meeting must be made on your request in writing, even on the spot. I will never suggest a closed-door meeting myself because of the power dynamic. Because professional or student employees work directly outside of my office, I will ask if you would like me to close the door when meeting in person. I would encourage you to honestly state your preference based on what makes you comfortable.

Document all pre-scheduled meetings between the instructor and the student via Google Calendar (or other software) and/or university email.

Students who email to request an appointment should expect to receive an email confirmation and a Google Calendar invitation from me via Ms. Johnston. The purpose is to provide a permanent record of the meeting and to ensure that all class activities are documented and transparent. Drop by informal meetings are strongly discouraged due to my availability, which I am often in several meetings per day. (See above for open-door policy.)

Choose meeting locations and conduct meetings with student and instructor safety in mind.

All individual meetings between instructor/student will take place at university venues. Off-campus meetings, trips or events must engage with course material. Off-campus meetings will not involve alcohol or take place at locations that serve alcohol. If the class goes out for a meal, it will be at a cafe or restaurant that does not serve alcohol. The location/day/time of any off-campus meetings between the instructor and students will be documented in Google Calendar

Conduct all individual communications using the University platforms (e.g., email, Canvas, etc.) with the caveat that we may use non-University platforms set up by students (such as GroupMe) only if they include all students in the class.

There will be no instructor-student private communications on any non-University platforms, such as social media, GroupMe, personal phone numbers, What's App, etc.

Provide information to you about how to report sexual and gender-based misconduct, and am available to share information with the University at Michigan-Ann Arbor at your request.

People in certain roles are considered "Individuals with Reporting Obligations" (IROs) and are required to report suspected Prohibited Conduct to the Equity, Civil Rights and Title IX Office at the University of Michigan. I, your instructor, am not an IRO. Examples of Individuals with Reporting Obligations (IRO) include:

- Dean Elizabeth Moje (moje@umich.edu)
- Associate Dean of Research and Graduate Studies, Mike Bastedo (bastedo@umich.edu)
- CSHPE Department Chair, Lisa Lattuca (llatt@umich.edu)
- Associate Vice President and Dean of Students, Laura Blake Jones (laurabj@umich.edu)
- If you live on campus, your Resident Advisor

You may submit a complaint about assault or harassment to the Equity, Civil Rights and Title IX Office at the University of Michigan (ECRT). The link to reporting at each of the three campuses:

<https://sexualmisconduct.umich.edu/reporting-process/reporting-to-the-university/>

Please note that Title IX offices often distinguish between making a "report," which does not launch an investigation, and filing a "complaint," which does.

This study, by Nicole Bedera, describes why there are so few investigations, even when survivors originally intend to report. We recommend this reading for anyone considering reporting, as a means to empower you through that process. Bedera's study is called *Settling for Less: How Organizations Shape Survivors' Legal Ideologies Around College Sexual Assault*. Dissertation the Department of Sociology, University of Michigan, 2021 https://deepblue.lib.umich.edu/bitstream/handle/2027.42/171400/nbedera_1.pdf?sequence=1

ADDITIONAL RESOURCES

You may find these on-campus and virtual resources helpful as you develop your work:

Sweetland Center for Writing

sweetlandinfo@umich.edu | (734)764-0429

<https://lsa.umich.edu/sweetland>

Rackham Graduate School Professional Development

(734) 647-4013

<https://rackham.umich.edu/professional-development/>

REQUIRED TEXTS

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Magolda, P. M., & Baxter Magolda, M. B. (Eds.). (2011). *Contested issues in student affairs: Diverse perspectives and respectful dialogue*. Stylus Publishing.

Schuh, J.H., Jones, S.R., & Torres, V. (Eds.) (2016). *Student services: A handbook for the profession* (6th ed.). Jossey-Bass.

Selected readings will be posted to Canvas. Other readings in our weekly schedule will have a star (*) next to them and you are expected to locate them on the University of Michigan Libraries website and download them for yourself.

Directly downloading materials is one means of ensuring authors and journals are given credit for their contribution to the class. This is particularly important since downloads are tracked by publishers and some institutions may include downloads as a metric for the author's impact on the field. Accessing articles through the library website demonstrates that journals are used regularly and signals to the library that they should maintain a subscription. To look for articles, you can search by [online journal](#) or by [article](#) using various University of Michigan Library databases.

ASSIGNMENTS, EVALUATION, AND GRADING

Assignment Approach

The assignments identified for this course create space for students to explore the field and to reflect on your professional values, beliefs, and competencies. This is also an opportunity to for you to expand your professional network and to articulate your philosophy as an educator. Full descriptions of assignments for the semester are in the Appendix of the syllabus.

<i>Assignments</i>	<i>Points</i>	<i>Due Dates</i>
Functional Area Group Presentations	20	Ongoing (see Appendix)
One Issue, Multiple Perspectives Paper	25	April 1
ACPA/NASPA Competencies Assessment		
Competency #1 (Peer review)		January 29
Competencies #1-5 Draft	5	February 12
Competencies #6-10 Draft	5	March 25
Final Competency Self-Assessment	25	April 15
Personal Practice Philosophy Statement	20	April 22

Grading Scale

A = 100 – 94	B+ = 89 – 87	C+ = 79 – 77	D = 69 – 60
A- = 93 – 90	B = 86 – 84	C = 76 – 74	F = 59 & Below
	B- = 83 – 80	C- = 73 – 70	

***NOTE REGARDING LETTER GRADES:**

Simply meeting the instructor’s expectations constitutes “B” work; going above and beyond is “A” work; and failing to meet the minimum expectations will result in a grade of “C” or lower. These expectations will be clearly communicated through the use of grading rubrics for each assignment that are intended to assess both the content (e.g., depth of analysis, understanding of course material) and quality of your writing (e.g., clarity, organization, use of APA style).

Incomplete “I” Grade

There are unforeseen events that prevent students from completing planned coursework in a given semester. The [School of Education \(SOE\) Incomplete Grade Policy](#) is intended to offer a course of action for instructors and provide transparency to students around expectations when these unexpected events occur. This policy permits students who have warranted need (e.g. illness, personal/family care or emergency, etc.) to request an “I” grade to allow for extended time to complete coursework within a reasonable time frame after the end of the semester. An incomplete “I” grade may be awarded at the discretion of the instructor. When an instructor approves a student’s request for an incomplete the student and instructor should discuss a schedule for completing the remaining coursework and submit the [Incomplete Grade Form](#) as a written agreement of the amount of work needed to complete the course and the date by which the work will be done prior to the conferral of the incomplete.

The form submission will be initiated by the instructor who will list the required coursework and a deadline for completion.

ACADEMIC INTEGRITY

Integrity in research and scholarship is a fundamental value of the University of Michigan. It is the responsibility of all students to conduct research and scholarly activities in an ethical manner at all times. An indispensable part of graduate education is for students to become knowledgeable about the responsible conduct of research and scholarship appropriate to their discipline or field of study. Students are responsible for understanding and observing the [Rackham's Academic and Professional Integrity Policy](#). Students are also expected to understand and maintain standards of integrity and professional conduct endorsed by their program that are particular to their field of study and research. As educators, it would be hypocritical to embrace these expectations as learning outcomes for college students and be unwilling to learn about and actively practice them ourselves in graduate education and in professional settings.

Students who allegedly engaged in academic and professional misconduct may be reported to the department and to the Rackham Graduate School. Information about the Academic and Professional Integrity Policy and responses to allegations of misconduct are located here: <https://rackham.umich.edu/academic-policies/section8/>

COURSE OUTLINE

Class Sessions: Topical Focus	Readings
<p>January 15 – MLK Day <i>NO CLASS</i> <i>Participate in U-M events</i></p>	
<p>January 22 <u>Session 1</u> <i>Course Introduction</i></p> <ul style="list-style-type: none"> • Course overview • Introduction to ACPA/NASPA Professional Competencies 	<p>Baxter Magolda, M. B., & Magolda, P. M. (2011). What counts as “essential” knowledge for student affairs educators? In P. M. Magolda & M. B. Baxter Magolda (Eds.), <i>Contested issues in student affairs: Diverse perspectives and respectful dialogue</i> (pp. 3-14). Stylus Publishing.</p> <p>Carnaghi, J. E., & Boschini, Jr., J. (2011). What do student affairs educators need to know? A conversation involving two senior university leaders. In P. M. Magolda & M. B. Baxter Magolda (Eds.), <i>Contested issues in student affairs: Diverse perspectives and respectful dialogue</i> (pp. 15-21). Stylus Publishing.</p> <p>Skim the following: American College Personnel Association & National Association of Student Personnel Administrators. (2015). <i>ACPA/ NASPA professional competency areas for student affairs practitioners (2nd ed.)</i>. Authors.</p> <p>Discuss NASPA conference registration</p>
<p>January 29 <u>Session 2</u> <i>Historical Contexts of Student Affairs</i></p> <ul style="list-style-type: none"> • Origins of student affairs • Evolution of student affairs over time <p>ASSIGNMENT DUE: One competency for peer review</p>	<p>Schwartz, R., & Stewart, D-L. (2016). The history of student affairs. In J. H. Schuh, S. R. Jones, & V. Torres, (Eds.), <i>Student services: A handbook for the profession</i> (6th ed., pp. 20-38). Jossey-Bass.</p> <p>Skim the following historical documents:</p> <ul style="list-style-type: none"> • Student Personnel Point of View, 1937 • Student Personnel Point of View, 1949 • Learning Reconsidered
<p>February 5 <u>Session 3</u> <i>Personal & Ethical Foundations</i></p> <ul style="list-style-type: none"> • Philosophies and values in student affairs • Personal values in practice • Constructions of professionalism • Navigating values conflicts 	<p>Reason, R. D., & Broido, E. M. (2016). Philosophies and values. In J. H. Schuh, S. R. Jones, & V. Torres, (Eds.), <i>Student services: A handbook for the profession</i> (6th ed., pp. 39-55). Jossey-Bass.</p> <p>Saunders, S. A., & Wilson, C. M. (2016). What is ethical professional practice? In J. H. Schuh, S. R. Jones, & V. Torres, (Eds.), <i>Student services: A handbook for the profession</i> (6th ed., pp. 89-106). Jossey-Bass.</p> <p>*Galvez, E., & Muñoz, S. M. (2020). (Re)Imagining anti-colonial notions of ethics in research and practice. <i>Journal of College Student Development</i>, 61(6), 781-796. https://doi.org/10.1353/csd.2020.0075</p>

	<p>*Perez, R. J. (2020). Comparing constructions of professionalism in student affairs graduate preparation programs. <i>Journal of Student Affairs Research and Practice</i>. https://doi.org/10.1080/19496591.2019.1699106</p> <p>Rios, C. (2015, February 15). You call it professionalism; I call it oppression in a three-piece suit. [Blog post] Retrieved from http://everydayfeminism.com/2015/02/professionalism-and-oppression/</p> <p>Resources: ACPA Ethical Principles & Standards https://www.myacpa.org/docs/ethicalprinciplesstandardspdf</p> <p>NASPA Standards of Professional Practice https://www.naspa.org/images/uploads/main/Standards_of_Professional_Practice.pdf</p>
<p>February 12 <u>Session 4</u> <i>Social Justice and Inclusion</i></p> <p>ASSIGNMENT DUE: Competencies #1-5 Draft</p> <p>Functional Area Presentation #1- Student Transition Services</p>	<p>*Manning, K. (May/June, 2009). Philosophical underpinnings of student affairs work on difference. <i>About Campus</i>, 14 (2), 11-17. https://doi.org/10.1002/abc.284</p> <p>Quaye, S. J., Aho, R. E., Beard Jacob, M., Domingue, A. D., Guido, F. M., Lange, A. C., Squire, D., & Stewart, D-L. (2018). <i>A bold vision forward: A framework for the strategic imperative for racial justice and decolonization</i>. ACPA-College Student Educators International.</p> <p>Stewart, D-L. (2017). Language of appeasement. Retrieved from https://www.insidehighered.com/views/2017/03/30/colleges-need-language-shift-not-one-you-think-essay</p> <p>*Anderson, R. K. (2021). Burned out or burned through? The costs of student affairs diversity work. <i>Journal of Student Affairs Research and Practice</i>, 58(4), 359-371. https://doi.org/10.1080/19496591.2020.1822853</p> <p>Watch the following on https://www.socialjusticefatigue.com/</p> <ul style="list-style-type: none"> • What is social justice fatigue? • Student affairs professionals and social justice fatigue • The construct of time • One “act of wellness” video <p>For the future:</p> <p>* Blackhurst, A. E. (2000). Career Satisfaction and perceptions of sex discrimination among women student affairs professionals. <i>Journal of Student Affairs Research and Practice</i>, 37(2), 399-413. https://doi.org/10.2202/1949-6605.1104</p> <p>*Bondi, S. (2012). Students and institutions protecting Whiteness as property: A critical race theory analysis of student affairs preparation. <i>Journal of Student Affairs Research and Practice</i>, 49(4), 397–414. https://doi.org/10.1515/jsarp-2012-6381</p>

	<p>*Croteau, J. M., & Lark, J. S. (2009). On being lesbian, gay or bisexual in student affairs: A national survey of experiences on the job. <i>Journal of Student Affairs Research and Practice</i>, 46(3), 750-762. https://doi.org/10.1080/00220973.1995.11072384</p> <p>*Hubain, B. S., Allen, E. L., Harris, J. C., & Linder, C. (2016). Counter-stories as representations of the racialized experiences of students of color in higher education and student affairs graduate preparation programs. <i>International Journal of Qualitative Studies in Education</i>, 29(7), 946-963. https://doi.org/10.1080/09518398.2016.1174894</p> <p>*Jourian, T. J., Simmons, S. L., & Devaney, K. C. (2015). “We are not expected” trans* educators (re)claiming space and voice in higher education and student affairs. <i>TSQ: Transgender Studies Quarterly</i>, 2(3), 431-446. https://doi.org/10.1215/23289252-2926410</p>
<p>February 19 <u>Session 5</u> <i>Organization, Management, & Supervision</i></p> <ul style="list-style-type: none"> • Organizational structures • Supervision vs. leadership <p>ASSIGNMENT DUE: Functional Area Presentation #2 – Housing & Residence Life</p>	<p>Wilson, M. E. (2016). Organizational structures and functions. In J. H. Schuh, S. R. Jones, & V. Torres, (Eds.), <i>Student services: A handbook for the profession</i> (6th ed., pp. 288-307). Jossey-Bass.</p> <p>*Holmes, A. C., Acker, L. D., & Boettcher, M. L. (2021). Supervision, leadership, and management: Distinct, yet complementary. <i>New Directions for Student Services</i>, 2021, 19–30. https://doi.org/10.1002/ss.20393</p> <p>*Stewart, T. J., Linder, C., Evans, M. E., Quaye, S. J., & Lange, A. C. (2020). “You Hired Me to Do This”: Power, identity, and student activist support. <i>Journal of Student Affairs Research and Practice</i>. https://doi.org/10.1080/19496591.2020.1778486</p> <p>*Crandall, R. E., Ardoin, S., & Shinn, J. (2022). Social Justice in Student Affairs Graduate Programs: Exploring the Perspectives of Senior Student Affairs Officers. <i>Journal of Student Affairs Research and Practice</i>, 59(2), 134-148. https://doi.org/10.1080/19496591.2021.1997753</p> <p><i>For the future:</i></p> <p>*Elliott, C., Desai, S., & Brown, R. (2021). Identity-conscious supervision: A model for equity. <i>New Directions for Student Services</i>, 2021, 53–62. https://doi.org/10.1002/ss.20396</p> <p>*Howard, B. L. (2022). Supervising Restoratively: Narratives of Applying Restorative Practices in Supervision in Residential Life. <i>Journal of Student Affairs Research and Practice</i>, 59(3), 309-323. https://doi.org/10.1080/19496591.2021.1937191</p>
<p>February 26 <i>Spring Break – NO CLASS</i></p>	

<p>March 4 (allow time for prep for NASPA Virtual Conference April 2-5, 2024) <u>Session 6</u> <i>Professional Associations and Professional Development</i> NASPA/ACPA</p> <p>ASSIGNMENT DUE: Functional Area Presentation #3 – Student Involvement</p>	<p>*Duran, A., & Allen, E. (2020). Exploring how professional associations socialize student affairs graduate students and new professionals. <i>Journal of Student Affairs Research and Practice</i>, 57(2), 132-147. https://doi.org/10.1080/19496591.2019.1625779</p> <p>*Haley, K., Jaeger, A., Hawes, C., & Johnson, J. (2015). Going beyond conference registration: Creating intentional professional development for student affairs educators. <i>Journal of Student Affairs Research and Practice</i>, 52(3), 313–326. https://doi.org/10.1080/19496591.2015.1050034</p> <p>Edwards, K. E. (Host). (2021, June 23). Conversation with ACPA & NASPA Leaders. (No. 45) [Audio podcast episode]. In <i>Student Affairs NOW</i>. https://studentaffairsnow.com/ACPA-NASPA/</p> <p>Resources: ACPA - http://www.myacpa.org/ NASPA- https://www.naspa.org/</p>
<p>March 11: National Association of Student Personnel Administrators (NASPA) participate in Virtual Conference April 2-5, 2024 (must be registered)</p> <p><u>Session 7 – Class Workday</u> NO SYNCHRONOUS CLASS due to NASPA</p>	<p><i>Class Workday</i></p> <p>Review NASPA website to plan for participation in the Virtual Conference</p> <p>Use this time to work on your One Issue, Multiple Perspectives paper, your Competencies document, or your professional philosophy statement</p>
<p>March 18 <u>Session 8</u> <i>Organizational Change</i></p> <p>ASSIGNMENT DUE: Functional Area Presentation #4 – Identity Centered Student Services</p>	<p>Kezar, A. (2016). Organizational theory and change. In J. H. Schuh, S. R. Jones, & V. Torres, (Eds.), <i>Student services: A handbook for the profession</i> (6th ed., pp. 220-235). Jossey-Bass.</p> <p>Iyer, D. (2020). The social change ecosystem map. Building Movement Project. https://buildingmovement.org/wp-content/uploads/2020/10/Ecosystem-Guide-2020.pdf</p> <p>Dugan, J. P. (2011). What would student affairs organizational structures look like if they supported inclusive, learning-centered practices? Advancing inclusive and learning-centered practice: Redesigning student affairs work. In P.M. Magolda & M. B. Baxter Magolda (Eds.), <i>Contested issues in student affairs: Diverse perspectives and respectful dialogue</i> (pp. 394-406). Stylus.</p> <p>Suspitsyna, T. (2011). Changing student affairs through organizational sense making. In P.M. Magolda & M. B. Baxter Magolda (Eds.), <i>Contested issues in student affairs: Diverse perspectives and respectful dialogue</i> (pp. 407-415). Stylus.</p>

<p>March 25 <u>Session 9</u> Law, Policy, & Governance</p> <p>ASSIGNMENT DUE: Competencies #6-10 Draft</p>	<p>Miller, T. (2016). Legal foundations and issues. In J. H. Schuh, S. R. Jones, & V. Torres, (Eds.). <i>Student services: A handbook for the profession</i> (6th ed., pp. 107-120). Jossey-Bass.</p> <p>*Ward, L. W. (2020). A TribalCrit sensibility toward critical conscious legal literacy: Engaging ACPA's Framework for Racial Justice and Decolonization. <i>Journal of College Student Development</i>, 61(6), 797-813. https://doi.org/10.1353/csd.2020.0076</p> <p>Parnell, A., & Dunlap, J. (2019). What is the student affairs educator's role in navigating tensions between legislative action and institutional policy? From guns to transgender students' rights: When policy and personal positions do not align. In P. M. Magolda, M. B. Baxter Magolda, & R. Carducci (Eds.), <i>Contested issues in troubled times: Student affairs dialogues on equity, civility, and safety</i> (pp. 261-273). Stylus.</p> <p>Johnson, R. B. (2019). Passion and policy: How student affairs educators navigate their roles in the face of legislative restrictions. In P. M. Magolda, M. B. Baxter Magolda, & R. Carducci (Eds.), <i>Contested issues in troubled times: Student affairs dialogues on equity, civility, and safety</i> (pp. 274-281). Stylus.</p> <p>For the future: Ryder, A., Hastings, J. D., Kimball, E., & Slauzis, D. (2022). Creeping legalism: How external demands reshape student affairs practice. <i>College Student Affairs Journal</i>, 40(1), 115-129.</p>
<p>April 1 <u>Session 10</u> Crisis Response & Critical Incidents</p> <ul style="list-style-type: none"> • Crisis response • Compassion fatigue <p>ASSIGNMENT DUE: Functional Area Presentation #5 – Student Health, Student Wellness, and Student Counseling</p> <p>ASSIGNMENT DUE: One Issue, Multiple Perspectives Paper</p>	<p>Shaw, M. D., & Roper, L. D. (2016). Crisis management. In J. H. Schuh, S. R. Jones, & V. Torres, (Eds.). <i>Student services: A handbook for the profession</i> (6th ed., pp. 484-498). Jossey-Bass.</p> <p>*Treadwell, K. L. (2017). Learning from tragedy: Student affairs leadership following college campus disasters. <i>Journal of Student Affairs Research and Practice</i>, 54(1), 42-54. https://doi.org/10.1080/19496591.2016.1206019</p> <p>*Lynch, R. J., & Glass, C. R. (2020). The cost of caring: An arts-based phenomenological analysis of secondary traumatic stress in college student affairs. <i>The Review of Higher Education</i>, 43(4), 1041-1068. https://doi.org/10.1353/rhe.2020.0030</p> <p>* Squire, D. D., & Nicolazzo, Z. (2019). Love my naps, but stay woke: The case against self-care. <i>About Campus</i>, 24(2), 4-11. https://doi.org/10.1177/1086482219869997</p> <p>For the future: DeGuzman, G. (Host). (2021, January 15). Combatting Trauma, Burnout & Compassion Fatigue (No. #20) [Audio podcast episode]. In <i>Student Affairs NOW</i>. https://studentaffairsnow.com/combating-compassion-fatigue/</p>

<p>April 2-5, 2024</p>	<p>National Association of Student Personnel Administrators Virtual Conference (must be registered)</p>
<p>April 8 <u>Session 11</u> Student Affairs & Academic Affairs Partnerships</p> <p>ASSIGNMENT DUE: Functional Area Presentation #6 – Academic Support Services</p>	<p>Whitt, L. J. (2016). Academic and student affairs partnerships. In J. H. Schuh, S. R. Jones, & V. Torres, (Eds.). <i>Student services: A handbook for the profession</i> (6th ed., pp. 359-374). Jossey-Bass.</p> <p>*Kezar, A. (2003). Achieving student success: Strategies for creating partnerships between academic and student affairs. <i>Journal of Student Affairs Research and Practice</i>, 41(1), 1-22. https://doi.org/10.2202/1949-6605.1302</p> <p>*LePeau, L. (2015). A grounded theory of academic affairs and student affairs partnerships for diversity and inclusion aims. <i>The Review of Higher Education</i>, 39(1), 97-122. https://doi.org/10.1353/rhe.2015.0044</p>
<p>April 15 <u>Session 12</u> Job Search & Early Career Experiences</p> <p>ASSIGNMENT DUE: Final Draft of ACPA Competencies</p> <p>Functional Area Presentation #7 – Global Learning Programs and Services</p>	<p>Reece, B. J., Tran, V.T, DeVore, E. N., & Porcaro, G. (2019). From fit to belonging: New dialogues on the student affairs job search. In B. J. Reece, V.T. Tran, E. N. DeVore, & G. Porcaro (Eds.), <i>Debunking the myth of job fit in higher education and student affairs</i> (pp. 1-26). ACPA-College Student Educators International and Stylus.</p> <p>*Boettcher, M. (2019). Navigating Organizational Culture in the Job Search. <i>College Student Affairs Journal</i>, 37(2), 98-112. https://doi.org/10.1353/csaj.2019.0008</p> <p>*Renn, K. A., & Hodges, J. P. (2007). The first year on the job: Experiences of new professionals in student affairs. <i>NASPA Journal</i>, 44(2), 367-391. https://doi.org/10.2202/1949-6605.1800</p> <p>Resources: The Placement Exchange https://www.theplacementexchange.org/</p> <p>Higher Ed Jobs https://www.higheredjobs.com/</p> <p>For the future: *Kodama, C. M., Narui, M., & Walterbusch, T. (2021). “Just over here floating around”: Geographically bound professionals in student affairs. <i>Journal of Student Affairs Research and Practice</i>, 58(5), 532-545. https://doi.org/10.1080/19496591.2021.1908314</p>
<p>April 22 <u>Session 13</u> Future Directions of SA</p> <p>FINAL ASSIGNMENT DUE:</p>	<p>Jones, S. R., Schuh, J. H., & Torres, V. (2016). Shaping the future. In J. H. Schuh, S. R. Jones, & V. Torres, (Eds.). <i>Student services: A handbook for the profession</i> (6th ed., pp. 550-566). Jossey-Bass.</p>

<p>Philosophy of Student Affairs Practice</p>	<p>ACPA-College Student Educators International. (2022). <i>Report on 21st Century Employment in Higher Education</i>. Author.</p> <p>NASPA. (2022). <i>The Compass Report: Charting the Future of Student Affairs</i>. Author.</p> <p><i>For the future:</i> Edwards, K. E. (Host). (2021, March 17). Creating Sustainable Careers in Student Affairs. (No. 30) [Audio podcast episode]. In Student Affairs NOW. https://studentaffairsnow.com/sustainablecareers/</p>
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APPENDIX: ASSIGNMENT INSTRUCTIONS¹

FUNCTIONAL AREA PRESENTATIONS

RATIONALE

Practice in student affairs is shaped not only by institutional type and mission, but by the functional area(s) one works within. As you explore careers in student affairs, it is beneficial to learn about working in various areas of the field. Doing so may help you make informed choices about the functional areas you hope to work in and to will provide you with some working knowledge about your colleagues' practice.

ASSIGNMENT

Students will be divided into groups and each group will be assigned a functional area on which to present. Our presentations will focus on the following areas:

- *Academic Support Services*: Advising, Learning Communities, Tutoring, Accessibility Services
- *Global Learning Programs and Services*: International Student Services, Study Abroad
- *Housing, Dining, and Residence Life*
- *Identity Centered Student Services*: Multicultural, LGBTQ, Women's, Veteran's, First Generation
- *Student Health, Student Wellness, and Student Counseling*
- *Student Involvement*: Student Activities, Fraternity & Sorority Life
- *Student Transition Services*: Orientation, First-Year Experience Programs, Transition Support Programs (e.g., Summer Bridge, TRIO)

This is certainly not a comprehensive list of functional areas in student affairs. However, it reflects the areas of practice that are often of interest to early career student affairs educators and as such we'll focus our energies here.

The following will be required of each presenting group:

- Identify and read at least three other current sources (published within the past five years) about the functional area (these can be other book chapters or research articles); APA citations should be included in presentation
- Review the websites for this functional area at three different institutions (this cannot include your undergraduate institutions or your current graduate assistantship institution)
- Review information from a professional organization that specifically supports this work in this functional area as well as professional organizations (e.g., ACPA, NASPA) that provide committee/commission support for the functional area

Presentations should serve as a general overview of the functional area and highlight important elements for practitioners to gain a greater understanding of that area. Your group should be prepared to share such information as common structural elements of the functional area (such as

¹ Thank you to Dr. Ann Gansemer-Topf, Dr. Rosemary Perez, and Dr. Rachel Smith who informed the development of several assignments.

goals, staffing, facilities, etc.) as well as identify current “hot topics” or issues under discussion. In other words, what in the current literature seems important for someone who might want to work in this functional area to know?

Presentations will be approximately 30-45 minutes long, which includes content delivery and peer engagement opportunities and discussions. Your group may use PowerPoint or other media to highlight the content of their session and to engage participants.

EVALUATIVE CRITERIA

Your grade will be determined by:

- Your abilities to synthesize and analyze the information you gather about your functional area through the literature, your exploration of institutional websites, and examining professional association resources.
- Your ability to identify key issues and topics for consideration for those who want to work in this functional area.
- Your ability to facilitate/engage the group.
- Your ability to provoke thought and enhance understanding of your functional area.
- The overall clarity of your presentation and any associated materials.

Additionally, you will receive peer feedback on your presentation.

DUE DATES:

February 12	Student Transition Services #1
February 19	Housing and Residence Life #2
March 4	Student Involvement #3
March 18	Identity Centered Student Services #4
April 1	Student Health, Student Wellness, and Student Counseling #5
April 8	Academic Support Services #6
April 15	Global Learning Programs and Services #7

ONE ISSUE, MULTIPLE PERSPECTIVES PAPER

RATIONALE

Working in student affairs is complicated and how individuals approach problems of practice may be influenced by an array of factors such as their position/role, socially constructed identities, professional pathways, educational background, institutional type/mission, and other lived experiences. That being said, it is important to explore and understand multiple viewpoints and challenge that student affairs educators encounter in their practice.

ASSIGNMENT

Identify one critical student affairs issue and conduct 2-3 interviews gathering perspectives on this issue. Two of your interviews should be with student affairs educators, and if you choose to conduct a third interview you speak to a student, faculty member, or third student affairs educator. You may choose one educator from an area closely related to student affairs, e.g. Admissions, Academic Advising. Some topics may lend themselves to speaking to a student or a faculty member, while others are less relevant or central to these individuals.

As you select student affairs educators to speak with, the goal is to identify multiple viewpoints. Examples of varied viewpoints might be:

- Two individuals in the same office but at different organizational levels (i.e., entry-level admissions counselor and director of recruitment)
- Two individuals in similar positions at two different institutions (a hall director at a small, private college and hall director at a large, research institution)
- Two individuals in two different areas (i.e., staff member in academic advising and staff member in multicultural student affairs).
- Two individuals in similar roles who hold different socially constructed identities.

Selected participants may not be from the Marsal SOE or from the department/area where you currently work, hold an assistantship, practicum, etc. and only one individual can be from the students' alma mater. You also should not interview colleagues in a department where you were previously employed full-time.

The paper should be approximately 4-6 double spaced pages of content exclusive of cover page and references. Your paper should include the following elements:

- *Introduction:* Provide support for/justification of your topic – in other words, why is this a critical issue in student affairs? Cite at least three scholarly sources (i.e., peer-reviewed journals) to support your idea.
- *Interview summaries:* What did you learn from the interviews? (2-3 pages)
- *Interview analysis:* What were the similarities and differences in their perspectives based on the interviews? What conclusion did these insights bring you towards? (2-3 pages)

EVALUATIVE CRITERIA

As indicated in the accompanying rubric, your paper will be evaluated based the clarity and substance of your issue description and interview summaries, the quality of your analysis, the organization and quality of your writing, and your adherence to APA guidelines.

DUE DATE

April 1st

COMPETENCIES SELF-ASSESSMENT

RATIONALE

The ACPA/NASPA Competencies reflect the knowledge and skills and that are essential to good practice in student affairs. As you explore your career in student affairs, it is important to engage in self-reflection about your current level of competency in each area, to identify areas of strength and challenge, and to create a plan for future professional development.

ASSIGNMENT

Throughout the semester, you will engage in a process of self-assessing your current level of competency in the areas described key to student affairs practice by ACPA/NASPA. Each competency draft should include:

- A “brief” definition of the competency
- A statement of your current competency level (i.e., pre-foundational, foundational, intermediate, advanced) and why (give examples)
- Your thoughts on your next steps for advancement within the competency.

The final competency self-assessment assignment will consist of self-assessment for each competency that is at least **one “full,” double-spaced page and no longer than three pages.**

You will submit drafts, no more than one page, of your competencies for feedback and will then submit a final version at the end of the semester. The final version of your competencies should also include an introduction and a conclusion to situate your self-evaluation. For example, your introduction might explore how you become interested in student affairs and your conclusion might provide some insight on what kind of work you hope you do after graduation and the key areas of growth you’ve identified going forward.

EVALUATIVE CRITERIA

Your self-assessment will be graded based upon the depth of your reflection, your use of evidence or examples to support your self-assessments, the ability to create a plan for future development, and the overall quality and clarity of your writing

DUE DATES:

January 29	One competency draft of your choice for peer (classmates) review
February 12	Competencies #1-5 Draft (ONE PAGE- can be outline, narrative, etc.) <ul style="list-style-type: none">• Advising and Supporting• Social Justice and Inclusion• Organizational and Human Resources• Personal and Ethical Foundations• Values, History, and Philosophy
March 25	Competencies #6-10 Draft (ONE PAGE- can be outline, narrative, etc.)

- Assessment, Evaluation, and Research
- Law, Policy, and Governance
- Leadership
- Student Learning and Development
- Technology

April 15

Final Competency Self-Assessment (all competencies)

PERSONAL PRACTICE PHILOSOPHY STATEMENT

RATIONALE

While this course is designed to help you understand student affairs and its underpinnings (e.g., history, purpose, values), it is imperative for you to develop your own personal philosophy of what it means to work in the field. Your philosophy may change over the course of your education and career, but it is useful to articulate now as a starting point to guide your practice.

ASSIGNMENT

You will craft a 3-5-page double-spaced essay on your personal philosophy of student affairs work. You may make some references to outside sources if you like, but this is largely a reflective piece. You can also use visual elements (e.g., images, figures) to help readers understand your philosophy.

As you develop your philosophy, the questions below might be helpful for you to consider. However, you should not answer them in order. Rather you can use them to craft a coherent statement that reflects your approach to working in student affairs:

- What personal beliefs, values, identities, ethics, or goals are centered in your work? Why? How do these elements show up in your practice?
- Why did you enter the field of student affairs? What purposes drive you?
- What do you value in your work and in the field of student affairs?
- What do you believe about students and their learning and development? Why? How do you put that into practice?
- What is the purpose of higher education? What is the purpose of student affairs? How do you contribute to either/both of those missions?
- What are your professional goals (short, middle, and/or long-term)? Why these goals?
- What personal strengths or attributes do you see yourself contributing? What skills do you want to develop and why?
- How have your beliefs, values, goals changed over time? How have these changed affected your practices?

As you write your statement be sure to articulate not only what you believe about student affairs practice but how you enact your philosophy.

For your own learning, you may want to revisit this paper throughout your professional career, to see if your philosophies have shifted as you gain new knowledge and further experience. It may also be helpful to continually refine your philosophy as you and your understanding of your practice shift, change, and/or evolve.

EVALUATIVE CRITERIA

Your statement will be graded based upon the depth of your reflection, your use of evidence or examples to illustrate your philosophy, and the overall quality and clarity of your writing.

DUE DATE

April 17