

Student Affairs Identity Crisis: Instructor Guide

Title

Student Affairs Identity Crisis

Author

Dr. James Tweedy
5 Courtney Street
University of Delaware
Newark, DE 19716
tweedy@udel.edu



This work by James Tweedy is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

As an open educational resource, feel free to modify and distribute this work under the conditions stated by the Creative Commons license. Originally developed as a part of the [PBL Clearinghouse](#) at the University of Delaware.

Discipline

Education

Target Audience

Advanced, majors

Keywords

Education leadership, strategic planning, student affairs, identity crisis, mission statement, role clarification

Length of Time/Staging

Two hours for initial staging. One hour per class session allowed for team problem solving work.



Abstract

The course is designed for doctoral level students in the Educational Leadership program. Through a full semester examination of multiple problems and issues facing the student affairs profession, students will work in teams to develop their own vision and strategic plan for the entire profession.

Date Submitted

8/9/2005

Date Published

10/14/2005

Format of Delivery

The problem is delivered first through an article by a senior member of the profession. Additional elements of problems facing the student affairs profession are introduced in the subsequent three class periods. Through assigned readings and distribution of current event articles, students will interact with both the theoretical nature and practical nature of issues in the student affairs profession. Every class session will include group time for the identity crisis problem. Additional problems are introduced in each class session as a means to discuss the various student affairs stakeholder perspectives.

Student Learning Objectives

1. Develop an understanding of the roles and functions of the student affairs profession within higher education and how these roles vary campus to campus.
2. Develop an understanding of current issues facing the student affairs profession and develop an opinion supported by evidence regarding a variety of student learning theories within student affairs.
3. Develop an understanding of the diverse challenges and needs of the college students in America.
4. Discover and investigate various forces that shape the student affairs profession on a national and local level including law, public perceptions, and campus culture.
5. Express personal leadership and education philosophies as they relate to executive leadership within student affairs.

Student Resources

A text is not required. A series of online publications, journal articles, and newspaper articles are provided for each session and as additional problems. The readings are generally intended to prompt more questions than to provide answers for the overall problem. It is expected that students research the issues presented to shape solutions.

Instructor Resources

Chronicle of Higher Education, NASPA Journal, Journal of College Student Development, NASPA and ACPA web home page publications

Author's Teaching Notes

The students are given a major problem for the profession to solve as a group by way of writing a strategic plan for the entire profession. In order for this strategic plan activity to be realistic, students must also face issues stemming from institutional, societal (legal, parents, municipalities), and students. Student affairs professionals do not have the ability to simply set forth an educational strategy without considering other stakeholders. Members of this profession must also react to any number of campus emergencies while attempting to deliver an educational vision. The class has been designed to continually introduce stakeholder issues and crisis scenarios so that the final strategic plan for the profession is not created in an artificial vacuum.

The course syllabus and a document on problem framing are included in the problem folder.

Assessment Strategies

Rubrics have been developed for each course group and individual assignment. They are included below.

Group Presentation Topic: Student Affairs Strategic Plan

Criteria	Great	OK	Needs Work	Poor
Clear, detailed, and comprehensive strategic plan	5	4	3	2
Plan attends to student learning outcomes	5	4	3	2
Clear and coherent mission statement	5	4	3	2
Solid strategies to gain support for strategic plan	5	4	3	2
Displays understanding of professional literature and theoretical models in final product	5	4	3	2
Fit of VP job description with the strategic plan	5	4	3	2
Fit of organizational chart with the strategic plan	5	4	3	2
Quality of written materials	5	4	2	1
Quality of presentation	5	4	2	1
Totals:	_____	_____	_____	_____

Individual Assignment 1: Personal Educator Mission

Criteria	Great	OK	Needs Work	Poor
Displays deep introspection through high quality writing	5	4	3	2
Clearly displays personal values as an educator	5	4	3	2
Demonstrated understanding of out-of-class education methods	5	4	3	2
	_____	_____	_____	_____

Individual Assignment 2: Non Academic Educational Unit Design Plan

Criteria	Great	OK	Needs Work	Poor
Clear, detailed, and comprehensive unit design including organizational chart, funding, mission, and strategic plan	5	4	3	2
Plan attends to student learning outcomes to be delivered by the specific unit	5	4	3	2
Mission, strategic plan, and framework are discussed and interconnected in a realistic fashion through high quality writing	_____	_____	_____	_____