

EDUC 867 014 Student Affairs Issues and Management  
Thursday 5:00pm to 10:00pm

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Thursday, 5:00 p.m. to 10:00 p.m. Willard Hall 205A  
Office hours by appointment (831-1201)

**Course Description:**

An examination of the theories and practices utilized in student affairs administration. The role and function of the student affairs professional will be emphasized. The course will focus on a variety of educational delivery, management, and leadership challenges that exist within the field of student affairs.

**Desired learning outcomes:**

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.

**Major elements of the course:**

1. Students will form PBL groups to engage in a semester long exploration on the problem of identity crisis within the student affairs profession in order to develop a sense of personal identity as a professional educator. This identity crisis is explored in journal articles and focuses primarily on a perceived lack of connectedness between out-of-class learning (student affairs realm) and classroom learning (faculty realm). Efforts to integrate the learning goals of these two realms have met with limited success and significant campus resistance. Key articles discussing this issue will be presented to help guide the PBL task.

Through an examination of literature, current issues, and professional dialogue, each group will be expected to produce the following:

- A). A comprehensive strategic plan for the student affairs profession to be presented at the end of the term. Groups will need to determine the major elements to address, educational outcomes (and measures) for students,

stakeholder issues, and methods to gain support for the eventual plan. Each course session will introduce major elements that historically contribute to the present identity of the profession and students will explore these elements as they develop a course of action for the profession.

B). A job description for an ideal Vice President of Student Affairs position

C). An ideal student affairs organization chart that emphasizes student learning and education delivery

D). A mission statement for the ideal student affairs organization.

2. **Individual Paper #1: Personal Educator Mission Statement** (due session 3).

This paper gives you the opportunity to explore your own belief system as it relates to both leadership and education within the student affairs (or out-of-class educator) profession. The paper should be a minimum of 5 pages with no less than three external sources. The following topics are put forward as thinking points as you approach this project:

- ☐ What are the guiding principles that govern your role as an educator? What do you believe to be true about teaching and learning? What do you base this on?
- ☐ How would you critique your current capabilities as an educator? How do you determine success? What methods do you use to measure your impact?
- ☐ What are your goals for improvement as an educator? What steps will you use to achieve this goal?
- ☐ Is management and education the same thing? How are these two concepts similar? How are they different?
- ☐ Educators should/should not:
- ☐ As you define your role as an educator, what implicit assumptions are you making about human nature or motivations?

3. **Individual Paper #2: Program/Department Design Exercise** (due session 6, brief presentations occur during final session). This project and presentation will give you the chance to design your ideal out-of-class higher education department and should connect the concepts discussed throughout the course. You need to include:

- ☐ A mission statement

- ❑ A departmental overview with a basic description of your ideal department and an explanation of how this department benefits the students
  - ❑ An organization chart with basic position descriptions for your staff and a budget for your department with an outline of revenue and funding sources
  - ❑ A strategic plan for delivering education to students
4. **Five Minute Reactions:** Two course sessions will include “five minute” reactions to issues taken directly from recent situations within the profession. Each student will be given a unique topic and required to formulate a five-minute response. The rationale for these reaction activities is that student affairs practitioners do not get to educate in a vacuum. While attempting to influence and educate within a campus culture, they must also respond to issues within the culture.

Web CT has been set up and will be utilized for resources and readings, resources, group discussions, and topic postings.

Sessions will include a combination of elements to introduce external views and material and to stimulate individual reflection with peer-to-peer learning. Portions of each unit will be delivered as problem activities. Course time will be allocated during each meeting for PBL groups to progress on the overarching problem of professional identity.

### **Course Session and Topic Outline**

#### **Session 1: February 17 “How Student Affairs Defines Student Affairs”**

- Strategies:
- Discuss mutual commitment and expectations within PBL teams
  - Begin exploration of history and foundation of student affairs profession
  - Begin developing a shared meaning of the phrase “identity crisis” through structured examination of initial problem

#### **Readings for Session 1:**

- ✓ Reframing our Thinking, Reshaping Our Practice
- ✓ Student Affairs Scholarship Reconsidered
- ✓ Reflections of the scholarship of application in student affairs: A Response to The Scholarship of Application in Student Affairs
- ✓ Guiding Principles: A Review and Analysis of Student Affairs Philosophical Statements
- ✓ Student Learning Imperative
- ✓ American College Personnel Association’s (ACPA) Statement of Ethical Principles and Standards

- ✓ National Association of Student Personnel Administrators' (NASPA) Standards of Professional Practice
- ✓ NASPA Principles of Good Practice
- ✓ The Student Personnel Point of View

**Session 2: March 3 “Exploring students within American colleges and universities”**  
**Five minute reaction activity week**

Strategies: Explore basic tenants of student development theory and investigate individual sense of relevance of the theoretical construct

Engage in group problem resolution on major student social issues within higher education through group examination of newspaper articles (diversity, alcohol, depression)

**Readings for Session 2:**

- ✓ Students of the New Millennium
- ✓ More in college seek help for psychological problems
- ✓ Invoking a University's Mission Statement to Promote Diversity, Civility, and Free Speech
- ✓ Student Development: The Evolution and Status of an Essential Idea
- ✓ Our Incoming Students: What Are They Like?
- ✓ Who Are Our Students-WebCT Powerpoint
- ✓ Students in Higher Education-WebCT Powerpoint

**Session 3: March 17 “Exploring society's definitions of student affairs”**  
**PBL team status report 1 due; Personal Educator paper due**

Strategies: Investigate expectations of student affairs professionals from outside and within the academy

Explore restraints and opportunities inherent within the various societal definitions of the profession through group examination of newspaper articles (legal problem, parent complaint, and city complaint)

Team debate: Parent Association vs. Student Affairs administration on topic of judicial system transparency.

**Readings for Session 3:**

- ✓ Accountability of Student Affairs Programs in the 21<sup>st</sup> Century
- ✓ Pressing Legal Issues: 10 Views of the Next 5 Years
- ✓ News Articles-
  - College Drinking Study- An Intoxicating Scam (Fox)
  - Homeowners Upset by Students

- 11 Hour Binge
- A Suicide and It's Aftermath
- When Students Kill Themselves-Colleges May Get the Blame
- Partying turns deadly as college student drinks herself to death
- Read about student judiciary in the New York Times

**Session 4: April 14 “Exploring University Culture and Student Affairs”**  
**Five minute reaction activity week**

Strategies: Examine the diversity of roles played by student affairs units throughout the country

Examine how institutional leadership shapes student affairs units.

**Readings for Session 4:**

- ✓ The Changing Landscape of Higher Education
- ✓ Resources: Money Matters
- ✓ State Systems of Coordination: A Primer for Student Affairs
- ✓ Do Corporate Outsourcing Partnerships Add Value to Student Life?
- ✓ The Financial Environment of Student Affairs
- ✓ Merging with Academic Affairs- A Promotion or Demotion for Student Affairs?
- ✓ The Art and Practical Wisdom of Student Affairs Leadership
- ✓ Managing Change in Student Affairs Leadership Roles
- ✓ Uncommon Truths: A Diary of Practical Wisdom

**Session 5: April 28 “Delivery of Educational Leadership within Student Affairs”**  
**PBL team status report 2 due**

Strategies: Explore their own “voice” as an educator

Explore how organizational structures deliver (or fail to deliver) educational mission by group examination and team debate of educational mission delivery through organizational hierarchy systems

Guest Speaker: President Roselle on topic of role of student affairs

**Readings for Session 5:**

- ✓ Organizational Change
- ✓ Leadership
- ✓ Student Affairs Collaborations and Partnerships
- ✓ Student Affairs as Change Agents
- ✓ From Teaching to Learning: A new Paradigm for Undergraduate Education
- ✓ All in the Game-The Trouble with Strategic Planning
- ✓ What is Leadership?-Document on WebCT

**Session 6: May 12 “Defining Learning and Measuring It”**  
**Unit mission and framework due**

- Strategies:
- Explore means of defining educational outcomes based on group interpretation of sample student affairs mission statements
  - Explore and design means of measuring educational outcomes
  - Explore and design methods of program assessment

**Group Case Study:** *Your unit has been sent a memo by the budget office. You have been given the ten General Education Goals for Undergraduate Education and are instructed to report on the specific contributions to these goals as part of your annual budget request – dyads will select one department from the pool of individual paper #2 projects.*

**Readings for Session 6:**

- ✓ Learning and Development
- ✓ So Why Aren’t We Taking Learning Seriously?
- ✓ White Blankets May Make You Smarter and Other Questionable Social Science Findings
- ✓ Facts and Myths about Assessment in Student Affairs
- ✓ Identity and Learning-Student Affairs’ Role in Transforming Higher Education

**Session 7: May 26**

Unit mission and framework presentations  
Project group presentations and critical review

### **Participation**

This course is designed as a discussion and Problem Based Learning course. All parties are expected to actively engage and offer contributions in both small group and full class discussions during each class period. All members of this course should be prepared to discuss highlights from posted and pre-assigned readings.

In addition to the main group problem assignment, two individual papers are required. You must utilize proper APA-research style, 5<sup>th</sup> edition, and citation format. It is expected that you know and adhere to all University of Delaware Academic Honesty standards. The parameters for the papers are outlined as follows:

### **Grading**

- |  |           |
|--|-----------|
| 1. Class Participation and Contributions | 25 points |
| 2. Paper #1                              | 15 points |
| 3. Paper #2                              | 15 points |
| 4. Group Project                         | 45 points |
- ~peer input will be utilized for individual point allocation for group project~

Grade scale: 100 points

A = 93-100	C = 73-76
A- = 90-92	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 63-66
B- = 80-82	F = 0-59
C+ = 77-79	