

# **The Direction and Strategies for Student Affairs Development**

**In main 3 issues:**

- Internationalization
- Research
- Quality Assurance System

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# Student Affairs Concept

## Student Development

**Minds** must be developed in relation to the use of reason, and **character** must be developed in relation to **passions** and **feelings**.

Aristotle

Au organizes campus activities in ways that they consider develop students most effectively.

# What do we wish students to be and to become.

The desired ends are:

- I. mastery of skills needed for a specific career
- II. moral and civic responsibility
- III. character development and religious formation

In varying degrees of intentionality, colleges pay attention to the

**Interior lives** of students:

- Values, spirituality, identity, purpose and meaning

**Exterior Lives:**

- Observable patterns of behavior

Au 's commitment to the holistic maturing of students (body, mind, and spirit)

- dual goals of forming and informing students while in college

# The spectrum includes ...

1. Vocational knowledge and skills
2. Professional practices and skills
3. Intellectual, critical thinking and reasoning
4. Academic, disciplinary, and interdisciplinary knowledge
5. Physical well-being
6. Social responsibility
7. Civic and political responsibility
8. Moral and ethical responsibility
9. Personal values and character
10. Self-awareness, self-authorship, and identity
11. Spirituality
12. Faith and the practice of faith
13. Religious commitment, conviction and world views

# Who should develop students?

- All are involved
- It is faculty who may have the most significance influence on college students
- Relationships among students and faculty form the care of the college experience
- The most often mentioned major responsibilities of a faculty member are ...
  - Teaching, research, and service
- Teaching is at the heart of what it means to be a faculty member (creators of knowledge and information)



# The present emphasis

- To prepare students for the workforce and their careers
- Without much consideration for preparation for life and their future roles as citizens, family members, and professionals.

# Two opposing Ends (Dilemmas)

- Individual gain VS the Public good
- Faith VS Knowledge
- Compartmentalization VS Community

The responsibility of fostering the social, religious, ethical, and religious formation of students have been left to the professionals in “ Student Affairs ” and Campus Ministry → extracurricular programmes

# Personal Investment Theory

- I. To be personally invested is to be involved, motivated, persistent, engaged in activities, intense and intensive, and to have patterns of behavior that are noticeable to others.

# Personal Investment Theory (Cont.)

**II.** Students are personally invested when they use their time, talents, gifts, and energy to achieve something, whether in the classroom, the residence hall ,on the playing field, in a social service agency, or among family and friends.

# Conclusion

- i. Students make choices about where to spend their time and what to become engaged in , “depending on the meaning these activities have for them.”

Machr & Braskamp,  
1986,p.62

# **Conclusion (Cont.)**

ii. An authentic and purposeful life involves...

- connecting commitments and behaviors;
- a student selects activities that reflect a sense of self and purpose.

❖ Persons invest their time, talents, and energy into what they do because it is meaningful to them.



**" Student Affairs "** should pay more attention to helping students develop their vocation in life.

**Vocation**: implies more than earning a living or having a career.

It implies having a calling : knowing who one is, what one believes, what one values, and where one stands in the world.

# KPI

- The time and energy students devote to educationally purposeful activities is the single best predictor of their learning and personal development.

# **Campus Environment: (4C Framework)**

## Students' socio-cultural framework

1. Culture
2. Curriculum
3. Co – curriculum, and
4. Community

# Who do we intend to be ?

- Being rather than doing is the core theme.
- How to strike a proper balance in the shaping students' cognitive , personal, social, and faith development while responding to internal and external pressures in a challenging task.

# To chart our future :

- Firm Foundation
- Internationalization
- Research
- QA