

The College of New Jersey | Division of Student Affairs

Mission Statement: As educators guided by TCNJ’s mission, we lead and support efforts to promote student engagement, learning, and success. We work purposefully with others to create environments that enrich the TCNJ experience and foster the development of students as whole persons. Our aspiration is to develop globally conscious citizens whose character will be distinguished by an appreciation for the range of human experience, a commitment to lead and act with integrity, and a self-directed call to lifelong learning and service to their communities.

Transforming Student Life: Guiding Principles and Selected Literature

<p>Guiding Principles for Transforming Student Life at TCNJ</p> <ul style="list-style-type: none"> Focus the student affairs enterprise on engaging students in active, transformative learning throughout and across the college experience Approach change as a scholarly act; planning should be mission-driven, linked to theoretical concepts and evidence-based analyses, and informed by a thoughtful reexamination of the division’s role, functions, strategic aspirations, and enduring goals Cluster units and programs in keeping with their purposes, functions, and desired outcomes, and with a view toward creating a more coherent administrative structure and a more synergistic organizational culture Respect existing talent by encouraging student affairs staff and other stakeholders to contribute thoughtfully to designing and implementing the three-step process of <i>reorganization, realignment, and renewal</i> Plan and implement changes with transparency, honesty, and integrity over a three-year period as resources permit <p>TCNJ’s Guiding Principles for Student Learning <i>The accomplished and engaged learner:</i></p> <ul style="list-style-type: none"> Reasons incisively using conceptual structures and accepted methods of an academic or professional discipline Relishes challenging problems and generates creative solutions using tools of analysis and inquiry Understands the complexity and connectedness of the world and the value of divergent points of view Participates actively in the life of the campus community and seeks ways to improve this and other communities in which they live and work 	<ul style="list-style-type: none"> Reflects on the larger questions of life in pursuing a path of meaning and purpose Recognizes that learning is a self-directed endeavor and accepts responsibility for defining a path of intellectual and personal growth <p>Principles of Good Practice in Student Affairs (1996)</p> <ul style="list-style-type: none"> Engage students in active learning Help students develop coherent values and ethical standards Set and communicate high expectations for student learning Use systematic inquiry to improve student and institutional performance Use resources effectively to achieve institutional goals Forge educational partnerships that advance student learning Build supportive and inclusive communities <p>Six Conditions that Matter to Student Success—NSSE/Project DEEP (2005)</p> <ul style="list-style-type: none"> A “living” mission and “lived” educational philosophy An unshakeable focus on student learning Environments adapted for educational enrichment Clear pathways to student success An improvement-oriented ethos Shared responsibility for educational quality and student success <p>Student Development & Success in College: Selected Theories and Research</p> <ul style="list-style-type: none"> Student Development (Chickering) Involvement Theory (Astin) Interactionist Theory (Tinto) Validation Theory (Rendón) Mattering & Marginality (Schlossberg, Lynch & Chickering) 	<ul style="list-style-type: none"> Communities (Boyer, Roberts, Keeling & Berkowitz, Astin & Astin) Experiential Learning (Kolb) Ethical Development (Kohlberg, Fried, Gilligan, Kitchener, Perry, Belenky et al.) Inclusive Excellence & Multicultural Competence (Williams, Berger & McClendon; Pope & Reynolds; Sabnani, Ponterrotto & Borodovsky; Sue et al., McIntosh) <p>Council for the Advancement of Standards (CAS) in Higher Education</p> <ul style="list-style-type: none"> Intellectual growth Effective communication Enhanced self-esteem Realistic self-appraisal Clarified values Career exploration Leadership development Healthy behaviors Meaningful interpersonal relationships Independence Collaboration Social responsibility Satisfying/productive lifestyle Appreciation of diversity Spiritual awareness Personal and educational goals <p>The Student Learning Imperative (1996)</p> <ul style="list-style-type: none"> Complex cognitive skills (e.g., reflection and critical thinking) Ability to apply knowledge to practical problems encountered in one’s vocation, family, or other areas of life Understanding and appreciation of human difference Practical competence skills (e.g., decision making and conflict resolution) Coherent integrated sense of identity, self-esteem, confidence, integrity, aesthetic sensibilities, and civic responsibility 	<p>Powerful Partnerships: A Shared Responsibility for Learning (1998)</p> <ul style="list-style-type: none"> Enable students to make connections Create compelling situations for learning Stimulate active search for meaning Create a developmental and holistic process integrating all aspects of students’ lives Relate individuals to others as social beings Construct an effective educational climate Provide occasions to use and practice what has been learned Facilitate informal and incidental learning (beyond explicit teaching or the classroom) Transform learning grounded in particular contexts and individual experiences into broader understandings Enable students to monitor their own learning <p>Greater Expectations (2002)</p> <ul style="list-style-type: none"> Empowered learner Informed learner Responsible learner Continuous learner Global understanding Academic preparation Transition to and from college Carefully planned learning outcomes Inclusive excellence <p>Learning Reconsidered (2004)</p> <ul style="list-style-type: none"> Cognitive complexity Knowledge acquisition Humanitarianism Civic engagement Interpersonal/intrapersonal competence Practical competence Persistence and academic achievement
--	---	---	---