



Higher Education and Student Affairs (HESA)  
Indiana University  
Reflective Graduate Assistantship Evaluation

The HESA program requires that all students obtain a graduate assistantship/full time position in the field of student affairs to be admitted to the program. Both the practitioners and the faculty believe that combined the academic classroom and the para-professional experience you are receiving are part of the HESA curriculum. As a result, you will need to reflect on your graduate student experience and articulate how your graduate assistantship work connects to what you have learned in the classroom.

This evaluation is designed to strengthen your understanding of the connection between theory and practice and also to provide a discussion point for applying knowledge gained from class into your assistantship work.

Student Name/ Position:

Supervisor Name/ Position:

Department:

Section I:

\*\*\*(STUDENT WILL REPLACE THESE SAMPLE QUESTIONS WITH ONES THAT RELATE SPECIFICALLY TO THE GRADUATE ASSISTANTSHIP)

**SUPPORTING THE WORK OF THE UNIVERSITY/ DIVISION/ DEPARTMENT**

1. Does the IUB Student Activities Office rely on the CAS standards as a theoretical underpinning to inform its espoused values? If so, which ones are the most relevant?
2. Does the mission and vision of the IUB Student Activities Office <http://sao.indiana.edu/mission.html> align with the mission of Indiana University <http://www.iu.edu/about/mission.shtml>? If yes, in what specific ways does it do so? If there are discrepancies, what steps could be taken to bring them into accordance?
3. What specific steps can the Student Activities Office take to realize its vision of seeing students as ethical in leadership and responsible citizens?

Section II:

**KNOWLEDGE ACQUISITION**

- A. The construction of knowledge “requires viewing knowledge as contextual, or as constructed using relevant evidence in a particular context” (Baxter Magolda & King, 2004, p. 9). How have you made meaning of the information that you have learned in class related to the practice of student affairs? Please share your thoughts on how you have made connections between what you have learned and how that applies to what you are *specifically* doing in your graduate assistantship position.



## PARA-PROFESSIONAL EXPERIENCE

- B. Carpenter (2003) identified that the first stage of professional development in student affairs is the Formative stage. During this time of training and orientation the influence on professional development is, “largely external as the opinions of supervisors and professors are paramount in matters of professionalism such as ethics, quality and nature of practice, and values” (Carpenter, 2003, p. 580). Please reflect on the following areas of your para-professional experience and share where you gained knowledge about these areas and how they translate to your development of a professional identity in student affairs?

AREA of FOCUS	REFLECTION QUESTIONS
Getting enough education and/or skill training to obtain and hold a position in student affairs.	Do you feel that you are gaining the necessary skills and knowledge to be a professional in this field?
Tailoring learning and expertise to meet the criteria and expectations of teachers and supervisors.	How do you tailor the application of learning and practice within individual contexts? Is your process for knowledge application the same or different based on the environment? Please provide specific examples of how these applications are similar or different.
Attaining knowledge of the theory and skills necessary for facilitating the development of students.	What knowledge and skills do you feel you received from your graduate assistantship? What knowledge and skills do you feel come from the classroom?
Reading journals and other professional publications in order to learn about the field and become aware of basic approaches.	Where do you go to find literature and research to help you do your job? Are these the same readings from class or are they additional readings that you have found on your own? Please provide some specific examples of how you have applied the literature and research to your job.
Internalizing the values of student affairs professionals.	What values do you see within the work you do as a graduate assistant? Are those the same values you feel are communicated through the classroom? If not, what is the disconnect?
Attending regional and national conferences to make contacts and obtain a position.	What efforts have you made to connect with the professional community of student affairs? What do you feel is the value of being involved with professional associations at a graduate student level?

*Source:* Areas of focus from Carpenter (1991; 2003)

DeSawal, D.M. & Ross III, F. E. (March 2014). *Creating seamless learning environments for graduate students in student affairs preparation programs*. Educational session presented at the annual convention of ACPA: College Student Educators International in Indianapolis, IN.



## RELATIONSHIPS WITH COLLEAGUES

- C. Working in student affairs requires a strong interpersonal understanding. The construction of relationships and understanding how you view yourself in relation to those around you reflects your interpersonal development (Baxter Magolda & King, 2004). Please reflect on how you have developed a working relationships with your peers, supervisor(s), other colleagues, and the faculty.

### Section III:

#### GOOD PRACTICES IN STUDENT AFFAIRS

As a graduate student you are accompanied on your journey by peers, professionals and faculty who are working to help you develop into an effective student affairs administrator. The principles for good practice in students are aligned with the foundational work of the field surrounding holistic student development (Blimling, Whitt, & Associates, 1999).

Please reflect on how your practice connects with each of the following principles.

<b>GOOD PRACTICE</b>	<b>REFLECTION QUESTIONS</b>
Engage Students in Active Learning	How do <i>you</i> define active learning and how do you intentionally use it in practice in your assistantship?
Help Students Develop Coherent Values and Ethical Standards	In what ways do you create conditions that promote character development of students?
Set and Communicate High Expectations for Learning	In what ways do your professional practices compliment students' out-of-class learning?
Use Systematic Inquiry to Improve Student and Institutional Performance	Describe specific ways your work intentionally contributes to and enhances accountability.
Use Resources Effectively to Achieve Institutional Missions and Goals	Give an example of how institutional/ division goals inform the way you set priorities and allocate resources.
Forge Educational Partnerships That Advance Student Learning	Provide a specific example that demonstrates how you have contributed to the enhancement of student learning by creating seamless learning environments.
Builds Supportive and Inclusive Communities	How do <i>you</i> define inclusion and what strategies do you use to intentionally support an inclusive community?