

EDCP655: Organizational Dimensions of Student Affairs

University of Maryland, College Park

Spring 2016

Thursdays, 4:15 – 7:00 pm

3233 Benjamin Building

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Availability: In terms of the best ways to reach both Kimberly and Shelvia – we are the best and quickest on email, and not as good with the office or mobile phone. For Shelvia, office hours are Wednesdays, 12:30 - 2, and Tuesdays and Thursdays by appointment. Kimberly has office hours on Tuesdays from and Thursdays from 2-4 pm, with an open, drop in hour from 2-3pm on Tuesdays. For all other time slots, please sign up on the office hours schedule, available at: <http://bit.ly/1QX2WcV> (the link also appears in my email signature).

Please note, my office hours schedule sometimes gets very busy. However, please do not hesitate to contact me to schedule an appointment if the schedule is full, or those times do not work with your schedule. Email is the best way to reach me for immediate questions. Of course, please feel free to call me at my desk; however, it isn't the most efficient way to reach me.

Course Description

In almost every class that I have ever taught or taken someone will ask a question regarding the applicability of what is being taught to real life. We have all heard people ask, or have even asked ourselves: “Why am I learning this?” “When will I use this?” “How will this ever really help me in the real world?” It is my hope that this class will bridge some of the gap between theory and practice, offering opportunities to apply what students have been learning throughout the SAC curriculum to the development of skills, abilities, and knowledge critical to working as a student affairs professional.

EDCP 655 is the final required course for students in the SAC Master’s program. The course focuses on leadership and organizational change in post-secondary education, combining an emphasis on possibilities of student development for students and for a campus with the realities of professional administrative responsibilities. This course provides students with new material

to consider and integrate into their practice, while integrating previous course work and experiences throughout the SAC program.

In course sessions, we will focus on integrating the information presented in texts, articles, and documents developed specifically for individuals working in student affairs with the experiential knowledge of campus leaders currently working in the field. We will closely examine the unique context of American colleges and universities as a working environment, and the complexities of leadership, decision-making, and management within this area. We will also examine organizations as diverse settings and promotes strategies to advocate change toward being more socially just organizations while implementing student development programs and services. In the spirit of a capstone experience, this course also serves to prepare students for their transitions to professional positions within student affairs upon graduation, and time will be spent discussing preparation for and engagement in the job search process.

Objectives and Learning Outcomes

Upon completion of this course, students will be able to:

- Identify several organizational structures within colleges and universities and articulate how they shape student affairs work
- Understand and explain why leadership, decision making, and change can be complicated and non-linear at colleges and universities
- Demonstrate an ability to problem solve and apply both research and theoretical concepts to issues and situations they may negotiate as student affairs professionals
- Discuss and describe the role of student affairs professionals within contemporary issues in student affairs
- Identify key moments of learning during the Master's program, connecting their growth and development to specific in and out of class experiences
- Describe and develop strategies to mitigate the demands and concerns of individuals transitioning into full time roles in student affairs

Required Texts

Birnbaum, R. (1988). *How colleges work: The cybernetics of academic organization and leadership*. San Francisco, CA: Jossey-Bass Publishers.

Hirt, J.B. (2006). *Where you work matters: Student affairs administration at different types of institutions*. Lanham, MD: University Press of America.

Additional readings posted on CANVAS/ELMS, available at campus libraries, or distributed in class.

Suggested Text

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Evaluation & Grading

Students' final grades will be based on the following:

Class Participation (class discussions, teamwork and leadership)	15%
Case Study (presentation and analysis)	25%
Reflection on Learning	35%
Career Portfolio	25%

100%

Final Grading Scale

A = 100-94	B = 86-84	C = 76-74	D = 66-64
A- = 93-90	B- = 83-80	C- = 73-70	D- = 63-60
B+ = 89-87	C+ = 79-77	D+ = 69-67	F = < 60

Class Policies

Instructors' Expectations

This course is designed to be an interactive experience for all participants, with frequent opportunities to discuss, reflect upon, and apply course readings and concepts. Rather than just summarizing the readings, we will be critically engaging and building on the ideas described in the work assigned. **Thus, everyone must come to class prepared. All students are responsible for completing the week's assigned readings and activities prior to class** to help promote the engaging environment I hope we can create in the classroom.

This type of classroom environment also requires that students be active participants in the learning process. Students will be graded on their engagement in each week's lesson and classroom participation. This does not mean one has to make sure to speak at least one time in each class or that talking a lot will guarantee full credit; rather, students are expected to make thoughtful contributions, ask questions, listen attentively, and participate in class activities.

A note on the syllabus: it is intended to a living, fluid document; it is not a static set of rules for us to abide by. It may (and is very likely to) change based on need for greater depth, group

interest in a particular topic, or time constraints. While sometimes this will mean additional assignments or work outside of the classroom that may or may not be graded, often adjustments to the syllabus will be in the students' favor. I am open to change and adjustment and welcome discussion and feedback.

Classroom Conduct

Eating and drinking in class are totally fine – I understand that 3 hours is a long time, and that a snack can keep you focused and awake. All I ask is that students please try to avoid bringing snacks or foods that are overly loud or disruptive when eaten.

I also understand that several students like to use their laptops to take notes in class. Using a laptop for note taking is acceptable, but **not** for checking email, IMing or gchatting with a friend, or taking a peek at the New York Times. **It is distracting and disrespectful to me or whoever is leading the class at that time.** In the past this has been a problem in several of my classes, so I am going to ask the following. *If you intend to bring your laptop to class to take notes, please submit your notes to me via email within 2 hours of the end of class.*

A similar policy applies for PDAs and smart phones. I know that many classes have policies about ringing phones in class, and I also ask that you please activate the silent ring function. I also would like to request that your phones/PDAs stay off the desk, out of your lap, and definitely out of your hands during class. **To state it plainly, please no texting or playing with your phone during class.** If I see you doing so, you will receive a zero for class participation for that day.

Your actual presence in class is considered as part of your participation grade. Each week, students are expected to be present and ready to begin class **on time**. If you must miss or be late for class for a legitimate reason (e.g., illness, family emergencies, work emergencies, court appearances, conferences), **please contact me to discuss your absence in advance**. One unexcused absence or two incidences of unexcused tardiness will result in a deduction of one letter grade from your participation grade. Students should also be careful not to accrue too many excused absences. **Three** excused absences or late arrivals/early departures from class will also result in a deduction of one letter grade from a student's participation grade.

Students must hand in all assigned work and projects in accordance with deadlines. If you must hand in work late for a legitimate reason, please contact me to discuss the situation prior to the due date (the sooner, the better!). **If you contact me less than 12 hours before or anytime after an assignment deadline with an excuse for a late assignment, the assignment will still be considered late.** Grades on late assignments that have not been previously discussed and negotiated with me in advance will be reduced by two letter grades. Students have one week to complete a late assignment. All assignments that are more than one week late will receive a 0.

Any time that an assignment is due, the deadline will be **8pm**. **Please note, assignments that come in after 8pm will be considered late (even if it is 8:03pm). All assignments will be due to a dropbox on the CANVAS website.**

Re-Write Policy

Students will be given the opportunity to re-write or re-do any assignment on which they receive fewer than 80 points (one caveat, you cannot re-do an assignment which is late). Anyone interested in completing a re-write must notify me within a week of receiving their grade, and all re-written assignments and papers must be submitted within two weeks. Re-written assignments will be re-graded, and the student's previous grade will be replaced with the grade they are assigned on the re-written paper.

Academic Integrity

We expect the highest personal and professional standards, which reflect the objectives of the University of Maryland and our professional ethics. As scholars and practitioners, it is important for your written work and contributions to class to be your own. All students should read and be familiar with the University of Maryland Code of Academic Integrity, available at:

<http://www.president.umd.edu/policies/docs/III-100A.pdf>

It is important for you to be aware of the consequences of cheating, fabrication, facilitating academic dishonesty, and plagiarism. All acts of falsification, misrepresentation, or deception are completely unacceptable, and any assignment which violates the Code of Academic Integrity will automatically receive an F (0 points), and will be reported to the Office of Student Conduct.

Consistent with the Code of Academic Integrity, on every examination, paper or other academic exercise not specifically exempted by the instructor, the student shall write by hand and sign the following pledge: I pledge on my honor that I have not given or received any unauthorized assistance on this examination. Material submitted electronically should contain the pledge, submission implies signing the pledge.

Please be particularly mindful of plagiarism. If including sentences, paragraphs, or other portion of the work of others in papers or presentations, be sure to cite this work appropriately based on guidelines presented in the *APA Manual* (6th edition). Generally, it is safest to avoid using Control C and Control V when working on your papers and reading resources.

Assignments and Writing Style

All formal writing assignments should be completed following the guidelines for style and citation outlined in the *APA manual* – evaluation of proper formatting will be included in the grading of all assignments. All assignments should be typed in Times New Roman, 12 point font

with one inch margins on all sides. Please do not use alternative fonts or sizes, or adjust the margins. And yes, I really do notice and check for these things ☺.

Safe and Brave Space

In order to facilitate participation and help all students feel comfortable sharing their thoughts and ideas in the classroom, it is important that we create a respectful, open environment where everyone is valued. It is more than OK to express strong feelings or disagree with classmates ideas, but I ask it is done respectfully. Please be thoughtful about your words and actions, and focus on critiquing ideas rather than an individual's qualities as a person. Also, I ask that when details regarding personal matters arise in discussion, that they do not leave the classroom.

In addition to respecting the members of the class and their views, I also hope that we will be able to leverage our relationships and trust with and in one another, creating an environment in which we can be honest and straightforward about our thoughts and beliefs. It is my hope that we will engage in some level of vulnerability, sharing thoughts that may not be perfectly thought out, asking and answering questions to which there are no right answers, and engaging in deep levels of thought about critical topics.

Students with Disabilities

Any student requiring academic accommodations based on a disability is respectfully asked to discuss her/his needs with Kimberly on or near the first day of class. Appropriate accommodations to facilitate student engagement, participation, and completion of coursework will gladly be provided. Additional information and support is available through Disability Support Services at 301.314.7682 or <http://www.inform.umd.edu/dss/>.

Recognition of Religious Pluralism

Accommodations will gladly be made for students who must turn in an assignment late or miss class time in observance of religious holidays. It is important to notify Kimberly of your absence/need for extension at least three weeks prior to the holiday.

Course Cancellations/Delays:

This course will comply with any University cancellations or delays. Please check with 301-405-SNOW or the university website for any cancellations or delays due to inclement weather or emergencies. You may sign up to receive text messages with alerts such as cancellations/delays (alert.umd.edu).

Course Evaluations

As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning

at Maryland. You can access the system at www.courseevalum.umd.edu. To retain access to view evaluations, you must submit all of your evaluations each semester. Use this system to evaluate Kimberly as the course instructor of record. More information is at: https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml.

Course Schedule

<i>Date</i>	<i>Topic and Readings</i>	<i>Assignments Due</i>
1/28	<p>Introduction to the course Goal setting for the semester</p> <ul style="list-style-type: none"> - Perceptions of new student affairs professionals and their supervisors regarding the application of competencies learned in preparation programs (CANVAS) - The first year on the job: Experiences of new professionals in student affairs (CANVAS) <p>Class resources</p> <ul style="list-style-type: none"> - Chapters from Linking Theory to Practice (CANVAS) 	
2/4	<p>Understanding Organizations (Part 1) - Key Issues and Problems Job Search: Resumes</p> <ul style="list-style-type: none"> - Today's Higher Education Environment (CANVAS) - How Colleges Work - Chapter 1 	Please bring a printed draft of your resume to class
2/11	<p>Understanding Organizations (Part 2) - Decision-making Job Search: Cover letters</p> <ul style="list-style-type: none"> - Understanding the Nature of Higher Education Organizations, Kezar (CANVAS) - How Colleges Work - Chapter 2 	Please bring a printed draft of your cover letter to class.
2/18	<p>Case Study #1 Reflecting on Student Development and Leadership</p> <ul style="list-style-type: none"> - Characterizations of Students and Effective Student Affairs Practice (CANVAS) 	Draft of Reflection #1 - Learning about Student Development and Leadership (due 2/22)
2/25	<p>Functioning in a Complex Organization Job Search: Conferences</p> <ul style="list-style-type: none"> - How Colleges Work - Chapter 3 - Politics and Power: Defense against the dark arts (CANVAS) 	

3/3	Leadership, Teams, and Management Job Search: The phone/skype interview <ul style="list-style-type: none"> - Interacting in Teams and Groups, Komives, Lucas, & McMahon (CANVAS) - Team Building, Kroeger, Thuesen, & Rutledge (CANVAS) - A Multiperspective Analysis on Developing and Maintaining Trust in Senior Student Affairs Leadership, Ruthkosky (CANVAS) 	Please complete your phone/skype interview before class and be ready to talk about it!
3/10	Case Study #2 Reflecting on Professional Values, Skills, and Ethics <ul style="list-style-type: none"> - NASPA & ACPA Joint Statement on Professional Competencies (CANVAS) 	Draft of Reflection #2 - Learning about professional values, skills, and ethics (due 3/14)
3/17	Spring Break/NASPA - No Class	
3/24	Understanding Institutional Types and Organizations - Collegial Institutions <ul style="list-style-type: none"> - How Colleges Work - Chapter 4 - Where You Work Matters - Chapter 2 	
3/31	Understanding Institutional Types and Organizations - Bureaucratic Institutions <ul style="list-style-type: none"> - How Colleges Work - Chapter 5 - Where You Work Matters - Chapter 7 	
4/7	Case Study #3 Reflecting on Multiculturalism and Social Justice <ul style="list-style-type: none"> - Confronting the politics of multicultural competence, Stewart (CANVAS) - Beyond cultural competence: Critical consciousness, social justice, and multicultural education, Kumagai & Lybson (CANVAS) - Social justice in student affairs blog - see link (CANVAS) 	Draft of Reflection #3 - Learning about multiculturalism and social justice (due 4/11)

4/14	Understanding Institutional Types and Organizations - Political Institutions <ul style="list-style-type: none"> - How Colleges Work - Chapter 6 - Where You Work Matters - Chapter 4 	
4/21	Understanding Institutional Types and Organizations - Anarchical Institutions <ul style="list-style-type: none"> - How Colleges Work - Chapter 7 - Where You Work Matters - Chapter 5 	
4/28	Case Study #4 Reflecting on Theory, Research, and Assessment <ul style="list-style-type: none"> - Looking Back and Ahead: What We Must Learn From 30 Years of Student Affairs Assessment (CANVAS) 	Draft of Reflection #4 - Learning about research, theory, and assessment (due 5/2)
5/5	Organizational Change and Being a Part of the Process Becoming a New Professional <ul style="list-style-type: none"> - The 8 Stage Process of Creating Major Change, Kotter (CANVAS) - Higher Education Change and Social Networks, Kezar (CANVAS) - Peering into the Future, Whitt & Schuh (CANVAS) 	
5/12	Final Presentations - Reflections on Learning	Final Reflections Due 5/16

Course Assignments

First a note on course assignments – please feel free to schedule an appointment to discuss or conceptualize course projects with me. These meetings should take place at least one week in advance of the assignment due date. Our course TA, Shelvia, is willing to look at drafts and discuss conceptualizing projects with you, as well. Please contact him in advance to find out how much time he will need to review your work. I've found that my colleagues and classmates offer me some of the best feedback and suggestions on my work – I encourage you to consult with your classmates on your work.

Also, questions and requests for clarification about assignments are always OK (and welcome!) and will be addressed as soon as possible. Please do not hesitate to ask!

1) Mentoring Relationships

You will be assigned a mentor to meet with over the course of the semester. Mentors are alumni of the Student Affairs Concentration/College Student Personnel Program, and are excited about working with you over the course of the semester.

These relationships are meant to fulfill multiple goals. First, they are to help you network and build connections to the Maryland alumni community. Second, they can provide you with individualized opportunities for development as you prepare to go on the job market. Finally, they offer an opportunity to get a clearer sense of what it is like to transition into a full time position in student affairs post graduation, and can serve as a space to think about long term goals and plans.

I am hoping you'll be willing and able to meet with your mentor at least 4 times over the course of the semester. This will take some planning to make sure that you squeeze all of your conversations in. Also, there is one in particular that has to be done before a specific class (the mock interview). Specifically, I'd like you to engage in the following conversations:

- General get to know you, more about yourselves and your backgrounds
- The job application process and how you communicate what you know and have learned in a compelling way
- The ups, downs, bumps, and sources of support as you transition into the field of student affairs and your first job
- A mock online interview (using whichever medium you like - skype, google hangouts, AdobeConnect - whatever!)

2) Career Portfolio (5/5)

Recognizing the importance of the job search in your transition from scholar to practitioner, the career portfolio encourages you to think early about your direction, awareness of critical issues

in higher education, and creating professional materials to aid in your search. You will use multiple resources to complete the portfolio, including: course readings, discussions with your mentor, and critical reflection on your experiences at Maryland, in and outside of the classroom.

The portfolio consists of four documents:

- Résumé
- Cover letter
- An analysis of your mock on-line interview
- A 5 page reflection on the key characteristics of where you would like to work, including 5 questions you can ask to assess whether an office, position, or campus environment has those qualities.

The first two components of the assignment will be discussed in class. I highly recommend that you revise your resume and cover letter soon after our discussions about them. Also, if you would like for Shelvia and I to review your resume and cover letter after our class session, but before conference season, we would be happy to do so. **Please turn drafts in by 2/25 if you would like a preliminary review and feedback (email attachment is fine).**

The second two components are related to your interactions with your assigned mentor (see #1). Please complete an analysis of your mock interview with your mentor. In your analysis, be sure to include:

- Your initial impressions of your interview experiences, as well as what you felt most and least confident about
- Any feedback you received from your mentor
- Based on your own perceptions, feedback you received, and work in class, how will you change and improve your interview skills?

The final component of the assignment is a reflection on where you would ultimately like to work. While this reflection is personal and certainly can be rooted in your own thoughts, feelings, and perspectives, your arguments and perceptions should be supported by class readings, references to conversations with your mentor or discussions in class, and previous learning experiences. Please be specific about what is important to you in terms of a working environment (e.g. structurally, developmentally, personalities), using examples to illustrate your points.

3) Case Study

Students will form four teams (three groups of 3, one group of 2) to engage in the case study assignment. We will engage in problem solving around four cases studies over the course of the semester. Each team will complete two tasks:

- Lead the class in addressing the case study, problem-solving as a group. Please feel free to be as creative as you like with this assignment - you have 1.5 hours to present and lead

us in the activity. You can assign roles, make us into a task force, highlight one dimension of the case for us to unpack. Many options could work! If you would like help or guidance in talking through this component, please do contact Shelvia or me and we can generate ideas together.

- You will complete a written case study analysis, following the format outlined by Stage and Dannells (resource available on the CANVAS site). Your report should be 10-15 pages long, and offer detailed insight into how your team would address the case. You do not have to agree or follow the same decision-making pattern or strategy as the class. Feel free to review the case and make suggestions based on your group's insights and ideas. **The Case Study Analysis will be due 1 week after your group presents in class.**

4) Reflection on Your Learning (5/16)

Over the course of the semester, we'll revisit four of the major themes that are addressed throughout our program:

- Multiculturalism and Social Justice
- Student Learning, Leadership, and Development
- Theory, Research, and Assessment
- Professional Values, Skills, and Ethics

Throughout the course, I ask that you submit short reflections, addressing your learning throughout your two years in the student affairs program in each of these areas (deadlines are in the schedule). Your short reflections should be 3-5 pages long, and use specific examples to address the following questions:

- 1) What did you think you knew about this area before starting the program?
- 2) What have you learned/how have you grown in your understanding or skill development in this area?
- 3) How did you learn?
- 4) How will you integrate your new knowledge into your career as a student affairs professional

Please note, you are encouraged to think about opportunities for learning that took place outside of the classroom. You can speak to learning experiences in courses, of course, but also through your apprenticeship, assistantship, seminar paper, participation in research teams, committees and campus service . . . whatever makes the most sense for you.

I will return each of your drafts with feedback. These drafts of your short reflections should be integrated into one longer reflection, that will be due at the end of the semester. You will have the opportunity on the last day of class to share some of the key themes and ideas in your reflection with your cohort mates. Each person will have ten minutes to share (I know it isn't much) - so I am not expecting a comprehensive presentation. Rather, this is an opportunity to highlight the most important or salient learning experiences and growth you've experienced over the past 2 years.