EDCP 789W: Campus Contexts and Institutional Types
University of Maryland
Spring 2016
Thursdays, 9:00 am - 12:00 pm
Benjamin 2102

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Availability: My office hours are from 2-4 pm on Tuesdays and Thursdays. Drop in hours are from 2-3 pm on Tuesdays and do not require an appointment. For all other time slots, please sign up on my 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

Simply stated: context matters. While many would like to think that behaviors and outcomes are shaped by a person's character and internal characteristics alone, environment can have a powerful, and often unconscious, influence. This principle has been widely applied in social psychology, and particularly applies to the experiences of community members on college campuses. In his college impact model, Alexander Astin (1993) acknowledges that while student background characteristics must be taken into account, the college environment – where students attend college, who they attend with, and the activities they choose to engage in – have a powerful influence on their outcomes. Strange and Banning (2001) similarly describe the college environment and context having multiple components which have a powerful influence "through an array of natural and synthetic physical features, through the collective characteristics of inhabitants, the manner in which they are organized, and as mediated through their collective social constructions" (p. 200).

Throughout this course, we will engage in an examination of the environments student affairs professionals, students, and faculty inhabit on college and university campuses. Theoretical frameworks and empirical findings will be used to engage our thoughts about and deeper understanding of the impact of college environments on students and the work of student affairs professionals. The intent of this course is to familiarize you with higher education settings,

particularly in terms of structure, mission, climate, culture, and structure. We will also address how community members from different backgrounds can see and be shaped by the same environment in distinctive ways. Finally, this course also has an intentional emphasis on translating theory and research on the impact of environment on students to practice, as we consider strategies for enhancing these environments to encourage student learning and development.

Objectives and Learning Outcomes

Upon completion of this course, students will be able to:
- Identify and describe the influence of various dimensions of the campus environment
- Understand and apply frameworks key to analyzing the influence of campus environments
- Identify components which compose a healthy or hostile campus environment
- Describe distinctions in how students from different social identity groups perceive and are affected by their campus climate and environment
- Make connections between institutional mission, type, and environmental context
- Identify and present distinctions between the mission, structure, and experiences of student affairs professionals, students, and faculty at different institutional types
- Engage in various environmental assessment strategies
- Develop and articulate strategies to improve campus environments for student development and success

Required Texts

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

Strange, C.C. & Banning, J.H. (2015). *Designing for learning: Creating campus environments for student success* (2nd ed.). San Francisco, CA: Jossey-Bass.

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

HIGHLY Recommended Texts

Publication manual of the American Psychological Association (6th ed.). (2009). Washington, DC: Author. [Note – the 5th edition is also acceptable]

Evaluation & Grading

Students will be graded based on the following point structure:

Class participation & integrative comments	30%
Leading class activity	10%
Campus Space Audit Project	30%
College in the Media	30%

<u>Final Grading Scale</u>

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

<u>Instructor's Expectations</u>
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 together 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 you have 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, not a static set of rules for us to abide by. It may (<u>and is very likely to</u>) 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.

<u>Classroom Conduct</u>
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, gchating 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.** This has been a problem in several of my classes in the past, so I am going to ask the following: if you intend to bring your laptop to class to take notes, you must submit your notes to me immediately after 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. Any use of your phone will have a negative influence on your participation grade.

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 within 12 hours of or any time 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 <u>two letter grades</u>. Students have <u>one week</u> 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 **8 pm.** Please note, assignments that come in after 8 pm will be considered late (even if it is 8:03pm). All assignments will be due to the CANVAS dropbox unless otherwise noted.

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. 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
As scholars and practitioners, it is important for your written work and contributions to class to be your own. The University of Maryland Code of Academic Integrity outlines the university's policies in this regard – please become familiar with it. More information is available at http://www.president.umd.edu/policies/docs/III-100A.pdf. On all assignments, papers, and exams (except weekly reflections), please hand write the following before submitting, "*I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment)."*

All acts of falsification, misrepresentation, or deception are completely unacceptable, and any assignment which has plagiarized elements will automatically receive an F (0 points). 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 check for these things ☺.

Respecting Each Other

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 that it be 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.

Students with Disabilities

Any student requiring academic accommodations based on a disability is respectfully asked to discuss her/his needs with me on or near the first day of class. Appropriate accommodations to facilitate student engagement, participation, and completion of coursework will gladly be provided.

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. Please notify me of your absence/need for extension at least two weeks prior to the holiday.

Course Schedule

Date	Topic and Readings
1/28	Introduction – The Power of Environment
2/4	Physical Environments - Strange & Banning – Chapter 1 - Wells, V. K., & Daunt, K. L. (2015). Eduscape: The effects of servicescapes and emotions in academic learning environments. *Journal of Further and Higher Education*, (ahead-of-print), 1-23. [Posted on CANVAS] - Wessel, R. D., Blanch, C. L., & Markle, L. (2015). Pre-enrollment considerations of undergraduate wheelchair users and their post-enrollment transitions. *AHEADAssociation*, *28*(1), 57-71. [Posted on CANVAS]
2/11	Human Aggregate Environments - Strange & Banning – Chapter 2 - Chang, M.J. (2011). *Quality matters: Achieving benefits associated with racial diversity.* Columbus, OH: The Kirwan Institute for the Study of Race and Ethnicity, The Ohio State University. - Jayakumar, U. (2015). *Why are all the black students still sitting together in the proverbial college cafeteria: A look at research informing the figurative question being taken by the Supreme Court in Fisher.* Los Angeles, CA: Higher Education Research Institute.
2/18	Socially Constructed Environments - Strange & Banning – Chapter 4 - Griffin, K.A. (in press). Chapter 5: Campus climate and diversity. In J.H. Schuh, S.R. Jones, & V. Torres (Eds.), *Student services: A handbook for the profession 6th ed.).* San Francisco, CA: Jossey-Bass. - Hurtado, S., & Ruiz, A. (2012). *The climate for underrepresented groups and diversity on campus.* Los Angeles, CA: Higher Education Research Institute. - Magolda, P. (2001). What our rituals tell us about community on campus: A look at the campus tour. *About Campus, 5*(6), p. 2-8. [Posted on CANVAS]
2/25	Assessing Environments (Part I) - Strange & Banning – Chapter 9 - Hurtado, S., Griffin, K. A., Arellano, L., & Cuellar, M. (2008). Assessing the value of climate assessments: Progress and future directions. *Journal of Diversity in Higher Education*, *1*(4), 204 - 221. [Posted on CANVAS] - Museus, S. (2007). Using qualitative methods to assess diverse institutional

	cultures. *New Directions for Institutional Research, 136,* 29-40. [Posted on CANVAS]
3/3	Organizational Environment (No reflection this week) - Strange & Banning - Chapter 3 - Ro, H. K., Terenzini, P. T., & Yin, A. C. (2013). Between-college effects on students reconsidered. *Research in Higher Education*, *54*(3), 253-282. [posted on CANVAS]
3/10	**Assessing Environments (Part II) – Campus Space Audit Presentations**
3/17	**SPRING BREAK - No class**
3/24	Introduction to Institutional Types and Comprehensive Institutions and Research Universities - Hirt – Chapters 4 & 5 - McCormick, A. & Zhao, C. (2005). Rethinking and reframing the Carnegie Classification. *Change, 37*(5), 51-57. [posted on CANVAS]
3/31	Liberal Arts Institutions and Women's Colleges - Hirt – Chapter 2 - Pascarella, E., Wolniak, G, Cruce, T., & Blaich, C. (2004). Do liberal arts colleges really foster good practices in undergraduate education? *Journal of College Student Development, 45*(1), 57-74. [posted on CANVAS] - Enke, K. A., & Ropers-Huilman, R. (2010). Defining and achieving success: Perspectives from students at Catholic women's colleges. [posted on CANVAS] - Kinzie, J., Thomas, A., Palmer, M., Umbach, P., & Kuh, G. (2007). Women students' at coeducational and women's colleges: How do their experiences compare? *Journal of College Student Development, 48*(2), 145-165. [posted on CANVAS]
4/7	Community Colleges and Religious Institutions - Hirt – Chapter 3 and 7 - Schuetz, P. (2005). Campus environments: A missing link in studies of community college attrition. *UCLA Community College Review, 32,* 60-80. [posted on CANVAS] - Love, P. (1998). Cultural barriers facing lesbian, gay, and bisexual students at a Catholic college. *Journal of Higher Education, 69*(3), 298-323.

4/14	Minority Serving Institutions (Part I): Tribal Colleges and HBCUs - Hirt – Chapter 6 - Gasman, M. (2013). *The changing face of historically Black colleges and universities.* Philadelphia, PA: Center for Minority Student Institutions, University of Pennsylvania. [posted on CANVAS] - Stull, G., Spyridakis, D., Gasman, M., Samayoa, A.C., Booker, Y. (2015). *Redefining success: How Tribal Colleges and Universities buid nations, strengthen sovereignty, and persevere through challenges.* Philadelphia, PA: Center for Minority Student Institutions, University of Pennsylvania. [posted on CANVAS]
4/21	Minority Serving Institutions (Part II): HSIs and Asian American/Pacific Islander Serving Institutions - Hirt – Chapter 8 - Park, J. & Terenishi, R. (2008). Asian American and Pacific Islander serving institutions: Historical perspectives and future prospects. In M. Gasman, B. Baez, & C.S.V. Turner (Eds.), *Understanding minority-serving institutions* (p. 111-126). Albany, NY: SUNY Press. [posted on CANVAS] - Corral, D., Gasman, M., Nguyen, T., Samayoa, A.C. (2015). *An examination of existing and emerging Hispanic-Serving Institution's Latino initiatives and culture.* Philadelphia, PA: Center for Minority Student Institutions, University of Pennsylvania.
4/28	Emerging Environments: Proprietary/For-Profit Colleges and On-line Learning - Strange & Banning - Chapter 8 - Cooper, S., & Sahami, M. (2013). Reflections on Stanford's MOOCs. *Communications of the ACM*, *56*(2), 28-30. - Kinser, K. (2006). Principles for student affairs in for-profit higher education. *NASPA Journal, 43*(2), 264-279. [posted on CANVAS] - Kirp, D. L. (2003). Shakespeare, Einstein, and the bottom line: The marketing of higher education. Cambridge: Harvard University Press. [posted on CANVAS-Chapter 13 (pp. 240-254)]
5/5	Creating Change and Promoting Inclusion - Strange & Banning - Chapters 5, 6, and 7
5/12	Applying Principles - A Case Study

<div align="center">**Course Assignments**</div>

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. I am happy to give thoughtful feedback on the content and make more general recommendations on writing style (e.g. organization, grammar, APA format). Also, 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.

1) **Integrative Comments (Every week – posted by Wednesday at 8pm on CANVAS)**

Note - there will be no reflection due the week of 3/3 - we all have heavy plates with Preview that week!

Each week, you will prepare an integrative comment (in other words, addressing more than one of the week's readings). Late assignments will not be accepted. Your comments should be approximately 250 words long.

Your integrative comment should be your reaction to the readings. The key here is to go beyond summarizing the readings to critically engaging the ideas being presented or the ways in which ideas are being approached in research. Your integrative comment can take multiple forms – it can address questions the readings raised for you, how multiple readings addressed a similar idea, create an opportunity for you to express your thoughts or questions about how a topic was studied, or include your ideas about how the ideas presented in a given week apply to your practice as a student affairs professional.

These comments will be graded pass/fail, and will be factored into your class participation grade. You are allowed to skip one comment at any point during the semester – but please leave a note in CANVAS letting me know you are using your "get out of your reflection free" card!

2) **Discussion Leader**

You will sign up to facilitate one of our classroom discussions, where you lead the class in an activity that allows us to more fully engage the topic of the week, and see how it may appear on college or university campuses or in our work as student affairs professionals. These activities could take the form of case studies, discussion of an article from the Chronicle or Inside Higher Education, viewing of a short film clip, a simulation – anything. I encourage you to be creative, and please do consult with me as you plan your activity. Activities should be approximately 45 minutes long.

3) Environmental Audit Project (Presentations: March 10; Papers due: March 11 at 8 pm)

In teams of three or four, students will be asked to complete an environmental audit on a public space frequently used or inhabited by students on campus. You will be evaluating the space based on its:
- Physical Environment
- Human Aggregate Environment
- Constructed Environment

Teams are expected to conduct a comprehensive environmental audit of their space. This audit should include:
1) At least four 1 hour visits to the space for observation (2 observations during busy times, 2 observations during quieter times). During these visits, group members will take notes on what they observe in terms of:
   a. The characteristics of the physical space
   b. Who is using the space
   c. How individuals interact (or do not interact) within the space
   d. Any other general perceptions or observations

   * Note: Taking pictures or using short videos is a great idea to capture the way the space looks empty or busy or how individuals are interacting with one another.

2) Data from short interviews with 4-5 individuals who utilize the space to gauge their perceptions, feelings, and experiences within the space.

3) An analysis of any documents (e.g. brochures, handouts, publications) or websites which represent this space.

There are two deliverables for this project: an audit report and presentation.

Audit reports will be 12-15 page documents completed by the group on the findings of their project. Creativity is encouraged in completing your report, but your evaluation of this campus space based on the **three environmental perspectives from Strange and Banning (Physical Environment, Human Aggregate Environment, and Constructed Environment)** must be addressed in this report. Please use course readings (or additional resources if you like) to address these dimensions.

The report should also include recommendations for ways that educators and administrators can improve the space through engaging students from diverse populations, better align the

environment with the University of Maryland's mission and values, and present the strengths of their environment in the most accurate and favorable light.

Teams will also have an opportunity to present their findings, with each group having 30 minutes to share their work (20-25 minutes for presentation, remaining time for questions and discussion). In addition to addressing the core components of the audit report, presentations should be creative and visually appealing and stimulating. Be sure to use artifacts to facilitate our understanding of what the campus space you've chosen is like (here is where the pictures and the videos come in!). Use of presentation tools like Power Point is also supported and encouraged.

4) College in the Media (May 13 by 5pm)

As fans of pop culture, I am sure many of us can think of movies and television shows which have used a college or university campus as a primary backdrop in the lives and development of the show's characters. **However, how accurately are these environments and their potential influence being represented?** In this 10-12 page paper, you will choose a particular movie or television series centering on activity at a college or university to focus on and compare the portrayal of the college and its influence to the scholarly literature.

In addition to including papers and resources presented in class, please integrate additional literature in your analysis.

Please use several specific examples from the television show or movie to illustrate aspects of the college environment, how it can affect different student groups, and whether it is (or is not) accurately portrayed based on the material we've covered in class. Please consider analyzing both the general sociological dimensions covered in Strange and Banning, as well as organizational dimensions and characteristics consistent with institutional type. You do not need to address every dimension - focus primarily on what is the most relevant.

Also, make a series of recommendations which could be made to producers and writers regarding what can and should be added or ways scenes could be changed to more accurately represent students' experiences at the specific type of institution.

Just to get you started, "college movies" include films like: Higher Learning, With Honors, PCU, School Daze, Van Wilder, The Program, Drumline . . . see? Shows like Community and A Different World are also on the table. Plenty to choose from! And feel free to be creative. (please note - historical films are *tricky*. But you are able to use them if you'd like)