

EDCP 871 - Capstone Seminar

Fall 2015

Mary Hummel, 301-314-8428 or mlhummel@umd.edu

John Zacker, 301-314-8430 or jzacker@umd.edu

Seminar sessions will be held on Wednesday afternoons at 2:00pm in Room 2113, Mitchell Building. There will be no class on Wednesday, November 25, 2015.

Seminar Purpose

- To enhance understanding of administrative leadership through the examination of questions and issues related to the management of student affairs.
- To broaden perspectives through discussion with each other and experienced administrators.
- To increase the degree to which experiences, knowledge, and values are effectively integrated; and to appreciate that the process of integration is continuous.
- To personally examine ideas, test assumptions, express opinions and recognize the accountability associated with the presentation of a point of view or perspective.

Students should emerge from this class with enhanced confidence to assume responsibilities as student affairs administrators, or to understand the challenges faced by administrators.

Academic Accommodations for Persons with Disabilities

In both compliance with and in the spirit of the Americans with Disabilities Act (ADA), we would like to work with you if you have a disability that is relevant to your work in the course. If you have a documented disability and wish to discuss academic accommodations, please contact us as soon as possible.

Academic Integrity

Our CSP program expects that all of your work will be characterized by academic integrity and honesty. You are encouraged to become familiar with the University's policy on academic dishonesty as this policy applies to our class as well as to all others. One aspect of this expectation is that your work will be referenced and documented appropriately. If you have any questions at all about proper documentation, you should talk with us.

The University has approved a Code of Academic Integrity available on the web at www.studentconduct.umd.edu. The Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The University Senate requires that students include the following signed statement on each examination or assignment: "I pledge on my honor that I have not given or received any unauthorized assistance on the examination (or assignment)." Compliance with the Code is administered by a Student Honor Council, which strives to promote a "community of trust" on the College Park campus. Allegations of academic dishonesty can be reported directly to the Honor Council (314-8204) by any member of the campus community.

Religious Observances

The University System of Maryland policy on religious observances provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. We will be happy to work with you if class meetings or assignments conflict with your religious practices.

Students should come to both our class and their sessions with designated "mentors" prepared to:

- Identify or present questions or issues for consideration that are both timely and relevant to their professional work or associations;
- Present ideas in an articulate, concise and reasoned manner, drawing upon past course work, reading, or employment experience;
- Challenge and be challenged as ideas and perspectives are presented;
- Demonstrate personal initiative and determination to achieve the above;
- Present his/her individual point of view and evidence to support it as appropriate.

Instructors value individual perspectives and unique points of view delivered in a clear, assertive, forthcoming, and objective manner. Class members are encouraged to share articles and other written points of view designed to encourage understanding of their own unique perspectives, and to read and critically consider materials provided by others.

The candor with which issues and perspectives will be discussed demands that all members treat confidentially content and the positions taken by all participants.

Seminar Topics:

September 2nd: Topic #1 - Professional Philosophy and Values

What are the core values that frame your working philosophy as a student affairs professional? What are the essential components of job satisfaction for you? What primary skills do you bring to your work? What kind of position will you pursue after completing your degree?

September 9th: Topic #2 - Management/Change

As institutions of higher education evolve and new leadership brings new priorities, student affairs professionals are often engaged in managing organizational change. What are good models of managing change and how are they applied to the higher education setting?

September 16th: Topic #3 – Budget and Finance

Unlimited wants and needs and limited resources – where do we get financial resources and how are they spent? What skills do we need for resource procurement, planning, priority setting, strategic planning, and retrenchment? What are the current issues impacting fiscal matters in student affairs and higher education?

September 23rd: Topic #4 - Legal Issues

Legal liability and legislative mandates consume an increasing amount of administrative time. What kinds of legal guidelines do we use and what are our administrative responsibilities regarding risk management and personal liability, law enforcement, and codes of student conduct?

September 30th: Topic #5 – Entrepreneurship and Innovation

What role do student affairs leaders play in the movement of Entrepreneurship and Innovation? How do we create organizations leading in innovation and creativity?

October 7th: Topic #6 – Human Resources

People represent the greatest proportion of budget expenses in most student affairs units. Understanding how to manage staff including maintaining morale, providing direction and day-to-day supervision, and dealing with underperforming employees is a challenge.

October 14th: Topic #7 – Big Four

Sexual assault, hazing, drugs/alcohol, and mental health – these “big four” are among the more challenging issues that face student affairs administrators. Prevention and education programs, investigation and adjudication, response and intervention require balance between legal and regulatory requirements and goal of advancing student development.

October 21st: Topic #8 - Development

Creating new programs and services often require additional resources in a time when increasing effectiveness and efficiency is the rule of the day. Development and fundraising may be an alternative to raising fees. What role do you think “development” should play in the Student Affairs profession? What kinds of programs and activities lend themselves to support from private donors?

October 28th: Topic #9 - Incident Management

What are our responsibilities? What factors must be considered? How do we establish working relationships and shared expectations?

November 4th: Topic #10 – Facilities Management

Decisions on Facilities program, design and structure have significant long term impact on students, staff and initiatives reaching to 50-100 years from now. What do leaders need to know about the impact and support of facilities on our programs and services.

November 11th: Topic #11 - Student Activism

In what areas do we anticipate student activism? Are there ways we can partner with student activists? How should we respond to students who take actions “outside the box” e.g., sit-ins in the President’s Office?

November 18th: Topic #12 – Visit with the Vice President

Linda Clement, Vice President for Student Affairs, shares her experiences and expertise in situations confronted by leadership in the profession.

November 25th: Thanksgiving – NO CLASS

December 2nd: Topic #13 - Professional Development

What will be the demands on student affairs professionals in the future? How will you prepare yourself and retool your skills to meet those demands?

December 9th: Wrap-up with Mentors / Special Event

Seminar Responsibilities:

Contribute to Class Discussion

It will be our goal to include each of the Seminar Topics during class discussions. Students will be asked to prepare weekly written assignments related to a particular topic selected for emphasis during a particular class session and formulate questions or issues related to the topic under consideration. These should be posted on Canvas by 5:00pm on the Monday before class. When materials are to be shared with the seminar in class, bring sufficient copies (double-sided) for distribution.

Prepare an Inbox Item

Students will be asked to prepare one inbox item for each session. The inbox item should be posted on Canvas by 5:00pm on the Monday before class. The inbox item presented should

briefly provide relevant background information and include an explanation of why it is presented for discussion. Key issues and questions for discussion should be noted. Inbox items selected should have a clear relevance/relationship to policy and practice in the administration of higher education. The items should be related to cutting edge issues which present challenges to our profession and how we have traditionally done business. Discussion of the items should lead us to think in new and different ways. Each student is encouraged to avoid repetitious choice of topics. The source for inbox items can be your own desk, The Chronicle, Inside Higher Education, DBK, The Post, The Sun, staff meetings, etc. Students are asked to review the inbox items prior to class and come to class prepared to decide with the class which items to discuss. One to two items will normally be selected for discussion, and you will be asked to lead the discussion on your topic if selected.

Meet with your “mentor” for 12 to 15 hours

A schedule for doing so should be arranged between you and the mentor. The purpose of sessions with this individual is to provide you with another perspective regarding inbox submissions, class topics and issues, and perspectives raised in class or which you would like to explore with an experienced higher education administrator.

Each mentor will be looking forward to spending “quality time” with you. You should begin by offering a complete introduction of yourself and by asking her/him to provide the same so that you are able to better know each other’s background and experiences.

Prior to each session, you should prepare an “agenda” for discussion. Not that digressions are out of order (in fact the more comfortable with each other you become, the more that will happen) but, the agenda is yours. Each mentor expects you to come prepared to engage her/him; their perspectives, reflections, wisdom, and experiences.

Prepare a Concluding Paper.

By December 4th, submit a two-part paper which:

1. Identifies 15 to 20 (more if you wish) notable concepts or principles you have “carried away” from class sessions or interactions with your mentors. Note the top five with an asterisk (*). Each should reflect a “nugget” you carry away from the seminar experience and which you have concluded will be of value as you pursue your professional career. Following each concept or principle statement, provide a paragraph or two which explains why it is included and/or why it will be of value to you.
2. Reflect on your next professional step. How would you integrate what you have learned into your career planning?

Grading

Final grade will be based upon the quality of contributions made during class discussion, including evidence of pre-class preparation; the overall quality, timeliness, and depth of thought demonstrated in your concluding paper; and the quality of written assignments, including evidence of the use of information gained from previous reading, class work, etc.