

CSA 502: Organization and Administration in Student Affairs

The Pennsylvania State University

Spring 2010

Mondays, 9:05 am – 12:05 pm

Rackley Building 403

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Availability: It is best to contact me via email or phone to schedule appointments and arrange times to meet.

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 CSA curriculum to the development of skills, abilities, and knowledge critical to working as a student affairs professional. 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 cover topics such as budgeting, strategic planning, leadership, and effectively working in teams. We will also 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.

Objectives and Learning Outcomes

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

- Articulate and identify long and short term career goals
- Demonstrate knowledge of professional skills likely to foster success among student affairs practitioners
- Demonstrate an ability to apply theoretical concepts to their practice as student affairs professionals

- Use the case study methods to analyze practical student affairs work problems, apply research and theory, and develop an intervention strategy
- Work effectively in a team and facilitate a comfortable environment for teamwork
- Describe and think creatively about the ways in which student affairs professionals can work collaboratively with academic affairs and the wider community
- Identify several organizational structures within colleges and universities and articulate how this shapes student affairs work
- Understand and explain why leadership and decision making can be complicated and non-linear at colleges and universities

The following CSA Learning Outcomes are addressed in this course:

1. Foundations of Student Affairs

- Knowledge of and ability to articulate
 - o contemporary issues in student affairs
 - o role of Student Affairs within the broader context of higher education
- Experience-based evidence of understanding of multiple functional areas within student affairs

2. Student Development and Outcomes

- Ability to apply theory to practice in both specialized and generalist areas
- Ability to apply theory to develop effective educational programs

3. Professional Competencies

- Experience based evidence of management skills (projects, budgeting, marketing, legal issues, etc.)
- Demonstration of:
 - o group facilitation
 - o crisis intervention skills
 - o leadership and teamwork skills

4. Inter- and Intrapersonal Skills

- Demonstration of:
 - o self-understanding and commitment to on-going development
 - o self-management

5. Commitment to and understanding of issues related to social justice

- Evidence of integration of a social justice perspective in professional functions

6. Research and Assessment

- Knowledge of and ability to:
 - o analyze and utilize multiple sources of data to reach useable conclusions
 - o credibly convey key findings/recommendations to stakeholders and constituents

Required Texts

McClellan, G.S., Stringer, J., & Associates (2009). *The handbook of student affairs administration*. San Francisco: Jossey-Bass.

Pope, R.L., Reynolds, A.L., Mueller, J.A. (2004). *Multicultural competence in student affairs*. San Francisco: Jossey-Bass.

Stage, F. K. & Dannels, M. (2000). *Linking theory to practice: Case studies for working with college students* (2nd ed.). Philadelphia, PA: Accelerated Development.

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

Highly Recommended Text

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

Evaluation & Grading

Students will be graded based on the following point structure:

Class Participation	10%
Case Study Analysis	15%
Legal Brief	15%
Drafts of Sections of Administrative Unit Project	15%
Administrative Unit Analysis	20%
Administrative Unit Presentation	5 %
Preliminary Goals Statement	10%
Vision Statement	10%
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	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

Instructor's 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. At times I will lecture or highlight particular points in the readings, but it is rare that I will be doing the talking in the classroom. Also, 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 to 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, 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.

Housekeeping and 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 **please** resist the temptation to use your laptop for anything else while in class. It can be very hard to not check your email, IM or gchat with a friend, or take a peek at the New York Times when your laptop is right there, but please do not. It is distracting and disrespectful to whoever is leading the class at that time. If you know yourself and know you just can't resist – please turn off your network/modem card or leave your laptop at home.

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

while in class. 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 during class.** I find it easiest to leave my phone in my office during class, but in your bag or in some other place out of sight is fine, as well.

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 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 one letter grade.

Academic Integrity

As scholars and practitioners, it is important for your written work and contributions to class to be your own. All students should be familiar with policies on Academic Integrity outlined by Faculty Senate Policy 49-20 and the College of Education (<http://www.ed.psu.edu/educ/current-students/academic-integrity>). 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).

Assignments and Writing Style

All 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 ☺.

“Safe 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.

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. It is important to notify me of your absence/need for extension at least three weeks prior to the holiday.

Course Schedule

<i>Date</i>	<i>Topic and Readings</i>	<i>Assignments Due</i>
1/11	<p>Introduction Problem solving in student affairs</p> <ul style="list-style-type: none"> - Chapter 8 – Handbook of Student Affairs Administration - Chapters 1 & 2 – Multicultural Competence in Student Affairs - Chapters 1 & 3 – Linking Theory to Practice 	
1/18	Martin Luther King Jr. Holiday – NO CLASS	Statement on short and long term professional goals and what you hope to learn in this class (Wednesday 1/20)
1/25	<p>Importance of institutional mission and vision Strategic planning</p> <ul style="list-style-type: none"> - Chapters 2 & 16 – Handbook of Student Affairs Administration - Dooris, M.J, Kelley, J.M., & Trainer, J.F. (Eds). (2004). Successful strategic planning. <i>New Directions for Institutional Research</i>, 123 [ANGEL]: <ul style="list-style-type: none"> o Chapter 1 – Strategic planning in higher education o Chapter 8 – Integrated planning for enrollment, facilities, budget, and staffing: Penn State University o Chapter 11 – Strategic planning at Carroll Community College o Chapter 13 – Models and tools for strategic planning 	

2/1	<p>MEETING IN RACKLEY 303 Programming, teaching, and training Developing learning outcomes</p> <ul style="list-style-type: none"> - Chapters 28 & 29 – Handbook of Student Affairs Administration - Chapter 7 – Multicultural Competence in Student Affairs - ANGEL folder – Learning Outcomes - Case study (KAG leads): <ul style="list-style-type: none"> o Who's on first? What's on second? Managing projects in student affairs (pg. 158) 	Preliminary mission and vision statements for administrative unit (Wednesday 2/3)
2/8	<p>Resources, budgeting, and fundraising <i>Guest speaker: Mike Dooris</i></p> <ul style="list-style-type: none"> - Chapter 5 – Rethinking Student Affairs Practice [ANGEL] - Chapters 5, 25 – Handbook of Student Affairs Administration - Case Study: <ul style="list-style-type: none"> o Student dissent at Warren Community College (pg. 62) 	
2/15	<p>Management and leadership <i>Guest speaker: Darcy Rameker (10 – 11am)</i></p> <ul style="list-style-type: none"> - Chapter 17, 18 – Handbook of Student Affairs Administration - Chapter 3 - Multicultural Competence in Student Affairs - Murray, J.P. & Kishur, J.M. (2008). Crisis management in the community college. <i>Community College Journal of Research and Practice</i>, 32(7), 480-495. [ANGEL] - Case study: <ul style="list-style-type: none"> o The New Dean (pg. 78) 	Preliminary budget and justification statement with organizational chart (Friday 2/19)
2/22	<p>Legal issues & Crisis management <i>Guest Speaker: Damon Sims (10:45 – 11:45am)</i></p> <ul style="list-style-type: none"> - Chapter 26, 31 – Handbook of Student Affairs Administration - Merriman, L.S. (2008). Managing parent involvement during crisis. <i>New Directions for Student Services</i>, 122, 57-66. - Seigel, D. (1991). Crisis management: The campus responds. <i>The Educational Record</i>, 72(3), 14-16. 	

3/1	<p>Lifelong learning and professional development</p> <ul style="list-style-type: none"> - Chapters 11, 19, 20 – Handbook of Student Affairs Administration - Lorden, L.P. (1998). Attrition in the student affairs profession. <i>NASPA Journal</i>, 35(3), 207-216 - Harned, P.J., & Murphy, M.C. (1998). Creating a culture of development for the new professional. <i>New Directions for Student Services</i>, 84, 43-53. 	Legal brief (Wednesday 3/3)
3/8	Spring Break/NASPA Conference – NO CLASS	

3/15	<p>Teams, collaboration, and conflict management</p> <ul style="list-style-type: none"> - Chapter 24 – Handbook of Student Affairs Administration - Chapter 4 – Multicultural Competence in Student Affairs - Teamwork folder [ANGEL] - Case Study: <ul style="list-style-type: none"> o Less drinking or professional sinking? (pg. 71) 	Goals and implementation strategies for “Professional Development” (Wednesday 3/17)
3/22	ACPA Conference – NO CLASS	
3/29	<p>The new demographics of higher education and organizational change</p> <ul style="list-style-type: none"> - CH 7, 12, 13 – Handbook of Student Affairs Administration - Manning, K. & Coleman-Boatwright, P. (1991). Student affairs initiatives towards a multicultural university. <i>Journal of College Student Development</i>, 32 367-374.[ANGEL] - Chang, M. J. (2002). Preservation or Transformation: Where's the real educational discourse on diversity. <i>The Review of Higher Education</i>, 25(2), 125-140. [ANGEL] - Case Study: <ul style="list-style-type: none"> o Take back the night: A gauge of the climate for women on campus (pg. 140) 	

4/5	<p>Ethics and professionalism</p> <ul style="list-style-type: none"> - Chapter 9 – Handbook of Student Affairs Administration - Chapter 6 – Multicultural Competence in Student Affairs - Winston, R.B., & Saunders, S.A. (1998). Professional ethics in a risky world. <i>New Directions in Student Services</i>, 82, 77-94. [ANGEL] - Case Study: <ul style="list-style-type: none"> o Honesty and integrity (pg. 83) 	Goals and implementation strategies for “Unit Diversity and Social Justice” (Wednesday 4/7)
4/12	<p>Technology in student affairs <i>Guest speaker: Philip Burlingame</i></p> <ul style="list-style-type: none"> - Chapter 15, 30 – Handbook of Student Affairs Administration - Gemmil, E., & Peterson, M. (2006). Technology use among college students: Implications for student affairs professionals. <i>NASPA Journal</i>, 43(2), 280-300. [ANGEL] - Renn, K.A., & Zeligman, D.M. (2005). Learning about technology and student affairs: Outcomes of an online immersion. <i>Journal of College Student Development</i>, 46(5), 547 – 555. [ANGEL] - Case Study: <ul style="list-style-type: none"> o Free speech and sexual harassment: Something’s not computing (pg. 200) 	
4/19	<p>Forming partnerships on and off campus <i>Guest Speaker: Linda Higginson</i></p> <ul style="list-style-type: none"> - Chapters 21, 22, 23 – Handbook of Student Affairs Administration - Kezar, A. (2003). Achieving student success: Strategies for creating partnerships between academic and student affairs. <i>NASPA Journal</i>, 41(1), 1-22. [ANGEL] 	
4/26	Administrative Unit Presentations	Administrative Unit Projects (Wednesday 4/28)
5/3	Administrative Unit Presentations	Vision Statement (Wednesday 5/5)

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. 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. Rubrics for all assignments will be posted on the course ANGEL site.

Please read the rubrics and guidelines presented in this syllabus CAREFULLY and follow all criteria and instructions. Questions and requests for clarification are always OK (and welcome!) and will be addressed as soon as possible.

1) Case Study Analysis

In our efforts to apply theory to practice and practice problem solving using simulations of real life situations, there will be several opportunities to engage in case study analysis in this course. We will be reading case studies throughout the class, often using them to illustrate concepts or apply skills learned that week. In addition to these in-class exercises, students will be asked to complete a formal case study assignment.

Students will work in teams of two to prepare both a written analysis of and class presentation on a given case study. Written analyses are due on **Wednesday at 5pm the week of the presentation**, and again, should follow the analysis format outlined in *Linking Theory to Practice: Case Studies in Working with College Students*. In addition to submitting a team paper, each member of the team will submit a one page reflection on their group process. This reflection need not be shared your teammate – it is intended to be an honest assessment of how your team worked together and will only be read by the instructor.

Rather than summarizing your assessment of the case, the presentation should be conducted in more of a teaching/workshop style – leading the class through the analysis and facilitating a discussion which allows the group to come to one or more conclusions on an appropriate course of action. Presentations should be approximately 30 minutes in length.

Feel free to use presentation tools like Power Point if you so choose, and creativity is welcome. Presentations will take place throughout the course, and students will sign up for teams and presentations in the first two weeks of class. Note: The entire class will read each case that will be presented and expected to engage in discussion on the topic for the week.

2/8 – Team #1: Student dissent at Warren Community College
2/15 – Team #2: The new dean
3/15 – Team #3: Less drinking or professional sinking?
3/29 – Team #4: Take back the night
4/5 – Team #5: Honesty and Integrity
4/12 – Team #6: Free speech and sexual harassment: Something's not computing

2) Legal Brief

Each student will select one of the legal issue cases identified in the Appendix of the syllabus for further analysis. Cases will be chosen on 2/1, and no more than two students can work on the same case. **Please choose a court case which has implications for the administrative unit you will be directing throughout the course.**

Conduct research on the case and write a legal brief, much like legal students are asked to complete as they are summarizing cases. Helpful guides and models to completing legal briefs can be found at <http://cjwww.csustan.edu/cj/courses/writing/briefs.html> (be sure to check out the sample brief link at the bottom of the page) and <http://www.howtodothings.com/node/1832>. Students should also feel free to find other references and guides if they would find them helpful.

Your briefs for this course should include 5 components:

- Facts of the case
- Issues to be decided
- Majority opinion (aka Holding and Reasoning)
- Minority opinion (aka Dissent)
- The implications of this case for your administrative unit at Opuntia College

The examples of legal briefs on line may appear in a bullet pointed format; however, for this assignment, *please write out your analysis in prose*. Legal briefs are to be 3-4 pages long, and we will cover reading legal documents and writing briefs in class.

3) Administrative Unit Analysis and Presentation

For the assigned administrative unit, students will be asked to prepare the following deliverables. Please put everything in a binder with sections of the project separated by tabbed dividers. Specifically, the folder should have 5 sections:

- **Process Statement:** overview of your plans with insights regarding how these plans were developed (3-5 pages). This is intended to be largely reflective, but if you have used readings, course discussions, or meetings with student affairs officers to inform your planning, please indicate how they shaped your thinking.

- Organizational Chart: A visual map of the staff employed within your functional area, along with a short narrative communicating the responsibilities associated with each staff position (be sure to include your own!)
- Strategic Plan: Create a unit strategic plan with measureable goals for the upcoming year which includes these sections:
 - Unit Mission and Values
 - Vision Statement (2009 – 2012)
 - 2-3 Goal Statements related to meeting that vision, being sure that the following areas are addressed (it is more than ok to include additional areas, but please be sure that your goals speak to these areas at a minimum):
 - Staff Professional Development
 - Information Technology
 - Fundraising
 - Unit Diversity and Social Justice
 - Improving Partnerships
 - Within the unit (e.g. group dynamics, working in teams)
 - Outside of the unit (e.g. across campus, with academic affairs, with faculty, with the community)
 - Each goal statement should be accompanied by two or three implementation strategies – in other words, spell out a few ways in which you will work with your unit to reach each goal.
- Programs and Learning Outcomes: Create a brief outline for two educational programs (1-2 pages each) based on your unit's strategic plan. Also write a list of desired learning outcomes to describe what you expect students to learn through each of the two programs.
- Annual Budget: *Please note that it is highly recommended that you consult sources such as NASPA, ACPA, and student affairs officers to gauge what is realistic and appropriate when making your plans. For example, your budget allotments for things like salary and supplies should be comparable to real costs in our current economy*
 - Using an Excel spreadsheet template (provided in this packet and available digitally), create an annual budget for your unit reflecting expenditures (salaries, wages, departmental allotment, IT equipment)
 - You do not need to do a programming budget – these budgets are so that you have the staffing and departmental capacity to fulfill the mission and goals of your unit.
 - A budget justification request – explain why you are asking for what you are asking for and your strategy behind the allocation of funding (For example, if you have allocated funds for two student affairs officers, why do you need two? If you have decided that you are not going to spend money on supplies, where are they going to come from? How are you going to ensure you'll have the supplies you need?)

Presentation:

Students are also expected to present a complete overview of their administrative unit project to the class.

Each student will have 20 minutes to present (15 minutes for presenting and 5 minutes for questions).

Please feel free to use Power Point or other means to communicate your ideas to the group, and handouts are helpful. As always, creativity is welcome.

Drafts of various aspects of the project will be due throughout the course for you to receive feedback on your work and progress towards your final product.

4) Preliminary Goals & Vision Statements (Reflective Activities)

These assignments are designed to allow students to be reflective on their short and long term goals. Early in the class we will spend some time identifying short and long term goals, as well as specific goals each student has for themselves in terms of learning for this course. A preliminary statement of goals is due on January 20th.

In a 5-6 page paper due at the end of this course, students will be asked to revisit the goals they have set for themselves. Students are asked to express in writing how their goals and career plans may have shifted or changed (or why they have not), as well as address how this course has added to or informed the work they aim to do. In other words, what did you learn in class that you did not know before? How have your skills, thoughts, and impressions of student affairs work either been changed or affirmed by course work and discussion? As you think about your development, which CSA Learning Outcomes do you feel have been addressed or strengthened? What steps will you have to take to reach your goals and develop your skills beyond this course and degree program?

APPENDIX

Discrimination/Desegregation/Affirmative Action

Regents of the University of California v. Bakke, 438 U.S. 265 (1978)
Doe v. New York University, 666 F.2d 761 (2d Cir. 1981)
United States v. Fordice, 505 U.S. 717 (1992)
United States v. Virginia, 518 U.S. 515 (1996)
Hopwood v. State of Texas, 78 F.3d 932 (5th Cir. 1996), cert. denied.
Gratz v. Bollinger, 539 U.S. 244 (2003)
Grutter v. Bollinger, 539 U.S. 306 (2003)

Due Process

Board of Curators v. Horowitz, 435 U.S. 78 (1978)
Regents v. Ewing, 474 U.S. 214 (1985)

Student Activity Fees, Free Speech, and Religious Accommodations

Healy v. James, 408 U.S. 169 (1972)
Doe v. University of Michigan, 721 F. Supp 852 (E.D. Mich. 1989)
Texas v. Johnson, 491 U.S. 397 (1989)
UWM Post v. Board of Regents of the University of Wisconsin, 774 F. Supp 1163 (E.D. Wis. 1991)
RAV v. St. Paul, 505 U.S. 377 (1992)
Rosenberger v. Rector and Visitors of the University of Virginia, 115 S. Ct. 2510 (1995)
Board of Regents v. Southworth, 120 S. Ct. 1346 (2000)
Hosty v. Carter, 412 F.3d 731 (7th Cir. 2005), cert. denied

Social Fraternities

Bradshaw v. Rawlings, 612 F.2d 135 (3rd Cir. 1979)
Quinn v. Sigma Rho Chapter of Beta Theta Pi Fraternity, 507 N/E/ 2d 1193 (Ill. Ct. App. 1987)
Furek v. University of Delaware, 594 A.2d 506 (Del. 1991)

Campus Safety and First Amendment Issues

Mullins v. Pine Manor College, 389 Mass. 47, 449 N.E.2d 257 (Ga.1993)
Red & Black Publishing Co. v. Board of Regents, 427 S.E.2d 257 (Ga.1993)
United States v. Lopez, 514 U.S. 549 (1995)
Sharkey v. Board of Regents of University of Nebraska, 260 Neb. 166, 615 N.W.2d 889 (2000)
United States v. Miami University, Ohio State University, 294 F.3d 797, (6th Cir. 2002)
Caledonian-Record Pub. Co., Inc. v. Vermont State Colleges, 833 A.2d 1273 (Vt. 2003)