



CSA 506: Campus Environments

Fall 2012

Thursdays, 11:15 am - 2:15 pm
403 Rackley Building

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Course Description

Simply stated: context matters. While many would like to think that individuals' 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 a collective examination of the environments students and staff inhabit on college and university campuses. Theoretical frameworks and empirical findings will be used to engage our thoughts about and deeper understanding 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:

- Understand and apply frameworks key to analyzing the influence of campus environments
- Identify components which compose a healthy or hostile campus culture and climate
- 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 at different institutional types
- Engage in various environmental assessment strategies
- Develop and articulate strategies to improve campus environments for student development and success

The following CSA Learning Outcomes are addressed in this course:

2. Student Development and Outcomes
 - 2.1.1 Understanding of college impact theories
 - 2.1.3 Understanding of effective educational interventions
 - 2.3 Ability to apply theory to develop effective educational programs
4. Inter- and Intrapersonal Skills
 - 4.1.2 Demonstration of interest in and ability to learn about individuals different from oneself
5. Commitment to and understanding of issues related to social justice
 - 5.1. Knowledge of existing systems of oppression, how they influence students' experiences, and the role of advocacy in student affairs
6. Research and Assessment
 - 6.1.2 Knowledge and ability to design and implement thorough assessment efforts
 - 6.1.3 Knowledge and ability to create instruments and/or protocols for assessing important questions
 - 6.1.6 Knowledge and ability to convey key findings/recommendations to stakeholders and constituents

Required Texts

- Hirt, J.B. (2006). *Where you work matters: Student affairs administration at different types of institutions*. New York: University Press of America.
- Hurtado, S., Milem, J., Clayton-Pedersen, A., & Allen, W. (1999). *Enacting diverse learning environments: Improving the climate for racial/ethnic diversity in higher education*. ASHE-ERIC Higher Education Report Volume 28, No. 8. Washington, D.C.: The George Washington University, Graduate School of Education and Human Development.
- Strange, C.C. & Banning, J.H. (2001). *Educating by design: Creating campus environments that work*. San Francisco: Jossey-Bass.

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

HIGHLY Recommended Texts

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

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.

Evaluation & Grading

Students will be graded based on the following point structure:

| | |
|---|-----|
| Integrative Comments (first four weeks) | 10% |
| Reflection #1 | 10% |
| Reflection #2 | 15% |
| Facilitating a Classroom Experience | 10% |
| Campus Space Audit Project | 15% |
| College in the Media | 15% |
| Environmental Intervention Paper & Poster | 25% |

Final Grading Scale

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

*Note Regarding Letter Grades:

Simply meeting the instructors' expectations constitutes "B" work; going above and beyond is "A" work; and failing to meet the minimum expectations will result in a grade of "C" or lower.

Deferred Grades

Deferred grades (DFs), otherwise known as "Incompletes," are highly discouraged and will be considered only in the most extreme circumstances. The University Graduate School Policy 48-40 on DFs is as follows:

If, for reasons beyond the student's control, a student is prevented from completing a course within the prescribed time, the grade in that course may be deferred with the concurrence of the instructor. Under emergency conditions during which the instructor is unavailable, authorization is required from the dean of the college in which the student is enrolled. Permission for filing a deferred grade should be requested by the student before the beginning of the final examination period. The period during which a grade may be deferred shall not extend, without further approval of the dean of the college, beyond the end of the sixth week of the next semester in which the University is in session. A deferred grade that is not changed to a passing grade by the instructor before the end of this period automatically becomes an F.

Late Assignments

Unless otherwise stipulated, an assignment turned in after the due date/time is considered late and will be deducted one letter grade for each week it's late. If you must hand in work late for a legitimate reason, contact me prior to the day it's due (the sooner the better!) to discuss the situation and agree on a new due date. Because assignments that are due in class require interaction with your classmates in that environment and cannot easily be rescheduled without disrupting other class sessions, those assignments will not be accepted late except under extreme circumstances.

Rewrite Policy

I do not have a formal rewrite policy for this class. Assignments are designed to help you learn, not to acquire points towards a final letter-based statement on your worth as a scholar. Instead, I provide two alternatives. First, feel free to schedule an appointment to discuss or conceptualize the major 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), but I will not read and grade your paper before I read and grade your paper. ☺ Secondly, I suggest you form work groups or partnerships with your classmates. Your colleagues are excellent resources.

Instructor's Expectations

As members of a community of practice, we all engage in learning through interacting with each other and the course material. This course is designed to be an interactive experience, with frequent opportunities to discuss, reflect upon, apply, and analyze 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 by completing the week's assigned readings and activities prior to class. Part of this process is recognizing that each individual has a different set of experiences, values, lenses, etc. Class discussion should be respectful of these differences. We can then all engage equally in our community.

Classroom Conduct

Simply put, don't be disruptive or distracting. That includes anything with food, technology, chatting, or general behavior. That is all.

Academic Integrity

All students are expected to act with civility and personal integrity; respect other students' dignity, rights, and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty violate the fundamental ethical principles of the university community and compromise the worth of work completed by others. Students charged with a breach of academic integrity will receive due process and, if the charge is found valid, academic sanctions may range, depending on the severity of the offense, from F for the assignment to F for the course. If including sentences, paragraphs, or even intellectual ideas originating from the work of others, be sure to cite this appropriately based on the *APA Manual* (6th edition). Please refer to Faculty Senate Policy 49-20 and the College of Education (<http://www.ed.psu.edu/educ/current-students/academic-integrity>).

Students with Disabilities

The Pennsylvania State University is committed to providing access to a quality education for all students, including those with documented disabilities. If a student has a disability and wants to request an accommodation for a course, it is the responsibility of the student to first obtain a university accommodation letter confirming the disability and suggesting appropriate remedies. This letter can be obtained from the Penn State Office for Disability Services or the campus Disability Contact Liaisons. It is encouraged that students request their accommodation need early in the semester, and once identified, a reasonable accommodation will be implemented in a timely manner. Students may also access the web site for the Office of Disability Services at University Park: www.equity.psu.edu/ods/. The office is located in 116 Boucke Building, and is open from 8am-5pm, Monday through Friday. Their phone number is (814) 863-1807.

Recognition of Religious Pluralism

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

Course Schedule

8/30 Introduction and Course Overview. What is environment?

Readings to have in your toolbox:

- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American psychologist*, 32(7), 513.
- Renn, K. A., & Arnold, K. D. (2003). Reconceptualizing research on peer culture. *Journal of Higher Education*, 74, 261-291.

9/6 Physical Environments

- Strange & Banning - Chapter 1
- Bitner, M.J. (1992). Servicescapes: The impact of physical surroundings on customers and employees. *Journal of Marketing*, 56(2), 57-71.
- Kinzie, J. & Mulholland, S. (2008). Transforming physical spaces into inclusive multicultural learning environments. In S. Harper (Ed.), *Creating inclusive campus environments* (p. 103-120), Washington, DC: NASPA, Inc.
- McClain, L., Medrano, D., Marcum, M., & Schukar, J. (2000). A qualitative assessment of wheelchair users' experience with ADA compliance, physical barriers, and secondary health conditions. *Topics in Spinal Cord Injury Rehabilitation*, 6(1), 99-118.
- Bonfiglio, R. (2004) What the building boom says about campus values. *About Campus*, 9(5), 27-29.

9/13 Human Aggregate Environments

- Strange & Banning - Chapter 2
- Hurtado, Milem, Clayton-Pedersen, & Allen - Pg. 1-24
- Milem, J. (2003). The educational benefits of diversity: Evidence from multiple sectors. In M.J. Chang, D. Witt, J. Jones, and K. Hakuta (Eds.), *Compelling interest: Examining the evidence on racial dynamics in colleges and universities*. Palo Alto, CA: Stanford University Press.
- Hagerdorn, L.S., Chi, W., Cepeda, R.M., & McLain, M. (2007). An investigation of critical mass: The role of Latino representation in the success of urban community college students. *Research in Higher Education*, 48(1), 73-91.

9/20 Constructed Environments

- Strange & Banning - Chapter 4
- Denison, D. R. (1996). What is the difference between organizational culture and organizational climate? A native's point of view on a decade of paradigm wars. *Academy of Management Review*, 21(3), 619-654. doi: 10.2307/258997
- 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.
- Hurtado, Milem, Clayton-Pedersen, & Allen - Pg. 25-54
- Rankin, S. R., & Reason, R. D. (2008). Transformational Tapestry Model: A comprehensive approach to transforming campus climate. *Journal of Diversity in Higher Education*, 1(4), 262-274. doi: 10.1037/a0014018.

9/27 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.
- Museus, S. (2007). Using qualitative methods to assess diverse institutional cultures. *New Directions for Institutional Research*, 136, 29-40.
- Rankin, S. (2005). Campus climates for sexual minorities. *New Directions for Student Services*, 111, 17-23.

10/4 Improving Sociological Aspects of Campus Environments

- Strange & Banning - Chapters 5-7
- Hurtado, Milem, Clayton-Pedersen, & Allen - Pg. 55 - 101
- Chang, M. (2000). Improving campus racial dynamics: A balancing act among competing interests. *Journal of Higher Education*, 23(2), 153-175.
- Cheng, D. X. (2004). Students' sense of campus community: What it means and what to do about it. *NASPA Journal*, 41(2), 216-234.

10/11 **Assessing Environments (Part II) - Campus Space Audit Presentations**

10/18 "Safe Spaces"

- Patton, L. (2006). The voice of reason: A qualitative examination of Black student perceptions of Black cultural centers. *Journal of College Student Development*, 47(6), 628-646.
- Ryan, R. (2005). The evolution of an LGBT center at a public institution. *New Directions for Student Services*, 111, 71-74.
- Patton, L.D., & Hannon, M.D. (2008). Collaborating for cultural programming: Engaging culture centers, multicultural affairs, and student activities offices as partners. In S. Harper (Ed.), *Creating inclusive campus environments* (p. 139-154), Washington, DC: NASPA, Inc.

10/25 Organizational Environment

- Chapter 3 - *Educating by Design*
- McCormick, A. & Zhao, C. (2005). Rethinking and reframing the Carnegie Classification. *Change*, 37(5), 51-57.
- Merson (2007) Bolman & Deal's organizational frames. Working paper.
- Berger, J. (2002). The influence of organizational structure of colleges on learning. *Peabody Journal of Education*, 77(3), 40-59.
- Manning, K. & Kinzie, J., Schuh, J. (2006). *One size does not fit all: Traditional and innovative models of student affairs practice*. New York, NY: Routledge. [Chapter One (pp. 3-20)]

- 11/1 Comprehensive Institutions, Research Universities, and Liberal Arts Institutions
- Hirt - Chapters 2, 4, & 5
 - 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.
- 11/8 Community Colleges & Proprietary Colleges
- Hirt - Chapter 7
 - Schuetz, P. (2005). Campus environments: A missing link in studies of community college attrition. *UCLA Community College Review*, 32, 60-80.
 - Kinser, K. (2006). Principles for student affairs in for-profit higher education. *NASPA Journal*, 43(2), 264-279.
 - Kirp, D. L. (2003). Shakespeare, Einstein, and the bottom line: The marketing of higher education. Cambridge: Harvard University Press. [Chapter 13 (pp. 240-254)]
- 11/29 Women's Colleges, Tribal Colleges, & Institutions with a Religious Mission
- Hirt - Chapter 3
 - 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.
 - Explore the Women's College Coalition Website - <http://www.womenscolleges.org/>
 - Guillory, J.P., & Ward, K. (2008). Tribal colleges and universities: Identity, invisibility, and current issues. In M. Gasman, B. Baez, & C.S.V. Turner (Eds.), *Understanding minority-serving institutions* (p. 91-110). Albany, NY: SUNY Press.
 - AIHEC. (2000). *Creating role models for change: A survey of Tribal College graduates*. Alexandria, VA: Author.
- 12/6 Minority Serving Institutions: HBCUs, HSIs, and Asian American/Pacific Islander Serving Institutions
- Hirt - Chapter 6 & 8
 - Fries-Britt, S. & Turner, B. (2002). Uneven stories: Successful Black collegians at a Black and White campus. *Review of Higher Education*, 25(3), 315-330.
 - Laden, B. V., Hagerdorn, L.S., & Perrakis, A. (2008). ¿Dónde están los hombres?: Examining success of Latino males students at Hispanic Serving community colleges. In M. Gasman, B. Baez, & C.S.V. Turner (Eds.), *Understanding minority-serving institutions* (p. 127-140). Albany, NY: SUNY Press.
 - 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.

12/13 Environmental Intervention Poster Presentations

Course Assignments

1) Integrative Comments (Every week - posted by Wednesday at 9pm on E-Portfolio site) (Amended to only apply to the first four weeks of the semester.)

Each week, you will prepare an integrative comment (in other words, addressing more than one of the week's readings) and post it on your CSA E-Portfolio site. *If you do not have an e-portfolio or if your comment for the week is especially personal, please email your comment to me directly by Wednesday at 9pm.* Late assignments will not be accepted. Your comments should be approximately 250 words long. Be prepared to integrate your comments into that week's class session discussion.

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, express your thoughts or questions about how a topic was studied, or 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. You are allowed to skip one comment at any point during the semester - but please email me and let me know that you are using your one "get out of your reflection free" card!

2) Reflections (September 27; November 8 - due by 5pm to ANGEL Dropbox)

Reflection is an important aspect of your development as a student affairs scholar and practitioner. Students will complete two reflections throughout the course of this class. The first reflection should be approximately 4-5 pages long. The second reflection will incorporate more material and be more extensive, so it should be approximately 5-7 pages long.

I'm asking you to integrate personal thoughts and/or experiences which relate to the topics we've covered in class, the course readings, to course discussion (to a lesser extent), and what you've learned that helps you understand your experiences or changes your perceptions.

In each reflection, you will be asked to present key themes from readings and discussions in previous weeks, and integrate these themes into your past experiences in higher education, your development as a student affairs professional, and the CSA Learning Outcomes. Reflections are also a space to share how your thoughts or ideas on a topic we've discussed in class have developed, changed, or been challenged by this class in concrete ways - making connections between your thoughts and the readings and offering critical responses to the readings is key to successfully completing this assignment.

3) Classroom Facilitation

You will organize and deliver a 45 minute classroom facilitation/presentation/discussion that will cover some of the material from a week of your choosing. Like the reflections, the facilitation should be integrative in nature, in that you will help your colleagues to learn the themes from the material and integrate those themes with their experiences in higher education and their development as a student affairs professional.

4) Environmental Audit Project (Presentations: October 11; Papers due: October 15 at 5pm)

In teams of two to 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
- Campus Racial Climate

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 10-15 page documents completed by the group on the findings of their project. You must use proper APA style for this report. Creativity is encouraged in completing your report, but your evaluation of this campus space based on the **four environmental perspectives from Strange and Banning (Physical Environment, Human Aggregate Environment, Organizational Environment, and Constructed Environment)** as well as **dimensions of the campus racial climate framework** must be addressed in this report. 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 Penn State'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.

5) College in the Media (November 19 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 6-8 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. You must use proper APA style for this paper.

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 and how it can affect different student groups is (or is not) accurately portrayed. 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: Rudy, Higher Learning, With Honors, PCU, Animal House, School Daze, Revenge of the Nerds, Back to School, Mona Lisa

Smile, Van Wilder, The Program, We Are Marshall, Legally Blonde, Drumline . . . see? Plenty to choose from! And feel free to be creative.

6) Environmental Intervention Project (Topic: October 25; Paper: December 10; Poster: December 13)

The purpose of this project is to expose you to how a social identity group experiences the campus environment and build your abilities as social justice allies who seek to support and improve the experiences of all student groups. It is important to note that this project should focus on ENVIRONMENT and not just the general issues student groups face. In other words, you should not just document things like identity development issues, academic preparation, or campus engagement in isolation of the campus environment. The focus should be on the topics we've discussed in class - how environment shapes students' behaviors and outcomes.

First, choose a social identity group that you do not belong to, based on race/ethnicity, gender, sexual orientation, disability, etc. Please be ready to share the group that you will be focusing on by **October 25**. Your topic proposal should include two or three paragraphs containing background information about the group you plan to study, why you have chosen to study this group, and a summary of the theoretical lens that you plan to use (note: it *might* make sense to start thinking and even writing about this theory when we discuss it in class).

In this project, students should aim to gain a comprehensive understanding of common issues students from their chosen social identity group face on college campuses as viewed through one of the environmental theories we've discussed in class. At a minimum, this should include: a presentation of the environmental theory you are using to frame your work; literature review of published scholarship on the environmental challenges their group faces that are consistent (or not consistent) with the theory you've identified; three interviews with students who are members of this group about their experiences and thoughts on improving their environment; attending one social event or group meeting; and an interview with a student affairs professional who serves this community. Feel free to be creative about other ways of understanding the experiences of students in your group of choice!

The goal of collecting all of the information is to do something of a needs assessment. **What are your group's core concerns? What do they want and need to improve their environment?**

Based on their expressed needs, literature, and theory, you are going to develop an environmental intervention which is designed to help improve the campus experiences of members of this group. The intervention could be anything you think would be helpful - a new

campus office, workshop, mentoring program, social justice course, allocation of campus space - ANYTHING. Provide details regarding your intervention (e.g. your plans, specifically what it would look like) and how it meets students' needs.

There are two deliverables which will result from this project: a report and poster to be presented at our last class session.

The paper will include a synthesis of what you have learned through your literature review and engagement experiences, as well as a description of a specific environmental intervention designed to address your chosen group's needs. The paper should be 12-15 pages and is due on December 10th. You must use proper APA style.

The poster (on either a presentation board or foam core) must be a visual representation of the experiences which have facilitated your understanding of the student group you've chosen, common needs and challenges the social identity group faces, and the key components of your environmental intervention. The poster will be presented in class on December 13th. Again, be creative! Use pictures, maps, diagrams, and other means to present your work. We will discuss putting together a poster in class, but some resources helpful in developing your posters are:

- <http://www.acm.org/crossroads/xrds3-2/posters.html>
- <http://lorien.ncl.ac.uk/ming/dept/Tips/present/posters.htm> - Design section
- <http://www.engr.psu.edu/ae/ecc/> - if you'd like to get your poster printed (this is NOT required)