

Introduction to Student Affairs

15:245:501:01, Fall 2012

Tuesdays, 1:00 – 3:40 p.m., MU 113

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My intention is to be accessible to you throughout the semester. I can be called anytime after 7:00 a.m. and before 9:00 p.m., but call my office number first during work days (9 a.m. – 5 p.m.). My assistants' names are Lisa Pugsley (pugsley@oldqueens.rutgers.edu) and Terry Ellmyer (ellmyer@oldqueens.rutgers.edu). They are also the people you should call if you wish to make an appointment with me when we are outside of class (you can make them with me in class).

General Information

Attendance and Participation

Your participation and contribution will determine the success of this course and your experience in it. One must be in attendance and on time in order to participate fully. Please let me know (via e-mail or phone) if circumstances preclude your attendance, will cause you to be late, or require you to leave early. More than one absence is considered excessive.

It is your responsibility to let me know how I can facilitate your participation in class discussions or if I am or others are doing something to impede your participation. Participation and contribution will be evaluated on the integration and consideration of course readings in discussions.

Note: Being late often and having an excessive number of absences (i.e., more than one) will result in a deduction in your course grade.

Cell Phones

All cell phones must be turned off in the class room. We meet for a brief period of time one time per week. This should be uninterrupted time. If you are scheduled to be “on duty,” please get someone to cover for you. If there is such a pending emergency or situation that you believe warrants the possibility of you being called from class, please discuss it with me beforehand.

Laptops/iPads

Laptops and iPads are permitted in class; however, class is not the time or place to be IMing, reading e-mail, being on Facebook, surfing the web, or tweeting (unless it is about class). If this ends up being the case, the privilege of using laptops and iPads in class will be lost for the entire class.

Information on Teaching Practice and Student Participation

I like class to be informal, alive, talkative, challenging, argumentative, exciting, and humorous. I especially appreciate students who are willing to take a chance on being wrong. I really like to see students test out ideas in class. I also realize that there are those students who will want to contribute a lot to class. If this describes you, I ask that you monitor your contributions and

if you do see that you are contributing a lot or dominating the conversation, please allow others the opportunity to contribute as well or, even better, encourage others to contribute. I will also sometimes ask some students to wait before responding in order to give other students an opportunity to contribute to our conversation. Also, I will often call on people (especially quiet people). If you do not have an answer or response, do not worry about it. The purpose of class discussion is not evaluation. I do not assume that people are incompetent just because they do not have one particular answer on the tip of their tongue.

Joking

Often I joke with people (I like class to be fun). When I do joke with people, it means that I am having a little fun and I think you can handle it. If I say something that you do not like or believe to be inappropriate, please let me know as soon as possible after the end of class. It is **NEVER** my intention to embarrass, insult, or hurt a person.

Reading and Work

There is a good deal of reading in this class. You are encouraged to share the readings. However, it is important that everyone come prepared to discuss or work on all readings due that day in class. Therefore, students sharing readings will need to read ahead, so that everyone will be able to review any notes prior to the class in which they are due. “That wasn’t my chapter” is not an appropriate response to a question in class.

This course is a lot of work. There is a lot of reading, and there are a number of written assignments. I think you will find that it is all worth it, but you must plan accordingly! My goal in this course is to prepare you to understand, work, and conduct inquiry in today's higher education organizational and administrative environment. I take this very seriously and I am quite confident that if you work hard in this course, you will be ready.

Notice to Students with Disabilities

Rutgers University recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. If you have any type of disability for which you require special accommodations to promote your learning in this class, please register with Disability Support Services immediately.

If you are registered with Disability Support Services and require accommodations, please make an appointment with me to go over your needs no later than the end of the first week of class. You will need to have your Letter of Accommodation. For more information, go to <http://disabilityservices.rutgers.edu/request.html>.

Ethical Practices

Naturally, I expect all students to practice the highest professional standards in your writing and presentation of scholarly ideas. Proper citations, paraphrasing, and proper quotations will be essential in all your work (APA style is required). Should any student violate standards of academic integrity (in written work, research, etc.) he or she will be held accountable through Rutgers University procedures. Clearly, we must practice and model this highest ethical standard for others.

Information is available at <http://policies.rutgers.edu/PDF/Section10/10.2.13-current.pdf>

Expectations of Me

You certainly have expectations of me for this course as well. You should expect that I will be prepared, read and return your work in a timely way, and be interested and engaged with your work. I will remember that each of you brings a different background and experience to this course, but expect you will help me do that. I will learn from you and when we identify questions that need other expertise (e.g., about your topics) then I will help you find it. I will meet with you individually or as a group as you request and be available in all ways possible (in person, phone, and e-mail). *We are all teachers and learners.* Together we will work hard and have fun.

Course Overview

This course is designed to serve as an introduction to: A) the student affairs profession, B) the roles and functions of professionals in the field, C) the populations served, D) the college and university settings where the profession is practiced, E) the skills and competencies necessary to be a professional in the field, and F) awareness of current issues regarding students and student affairs in higher education.

Course Objectives

Students participating fully in the course will develop an understanding of the:

- historical and philosophical influences and organizational structures that have guided the evolution of higher education and the student affairs profession
- purpose, organization, roles, and functions of student affairs and its relationship to the academic community
- changing nature of higher education in America and the role higher education should play in a diverse society
- roles of the student affairs professional, issues of concern to the contemporary practitioner, and the initiation of a professional identity within the field
- role of the professional literature and various professional associations as contributors to continuous professional development
- skills of analysis, synthesis, and communication (verbal and written) concerning issues and ideas relevant to the student affairs profession

Course Texts and Reference Texts

Required Texts

Schuh, J. H., Jones, S. R., & Harper, S. R. (2011). *Student services: A handbook for the profession* (5th ed.). San Francisco: Jossey-Bass. (SJH)

Publication Manual of the American Psychological Association (6th edition), available in local bookstores or at <http://books.apa.org/books.cfm?id=4200066>

Other Readings Posted on SAKAI

Course Outline

September 4

Topics:

Introductions, Course overview, Expectations, Review syllabus, Establish groups, Working in groups, Review assignments and select training/report topic

Questions to consider:

What do you know about student affairs?

What does it mean to be a member of a professional field?

Readings - syllabus, writing information, presentation information

September 11

Topic – Historical and Contemporary Context

Readings – SJH Chapters 1, 2, 3

September 18 – Interview Questions Due

Topics – Professional Foundations and Principles

Reading – SJH Chapters 4, 5, 6, 7; Student Personnel Point of View (1937 and 1949); Student Development Services in Post-Secondary Education; Whitt, Carnaghi, Matkin, Scalese-Love, and Nestor (1989)

September 25 – First Issue Paper due

Topics – Theoretical Bases - Individual

Reading – SJH Chapters 8, 9, 10, 11

October 2

Topic – Theoretical Bases - Organizational

Reading – SJH Chapters 12, 13, 14

October 9 – Interview Journals Due

Topic – Organizing and Managing Programs

Reading – SJH Chapters 15, 16, 17, 18; Love and Estanek Chapter 5 (Rethinking Resources)

October 16

Field trip – Institutions to be determined

October 23 – Second Issue Paper due

Topic – Essential Competencies I

Readings – SJH Chapters 19, 20, 21; Love and Estanek Chapter 2 (Pervasive Leadership)

October 30

Topic - Essential Competencies II
 Readings - SJH Chapters 22, 23, 24

November 6

Topic – Essential Competencies III
 Readings – SJH Chapters 25, 26, 27, 28

November 13

Topic – The Future
 Readings - SJH Chapters 29, 30, 31; Love and Estanek Chapter 8 (Futures Forecasting)

November 20

No Class – This Tuesday is for Thursday Classes

November 27

Functional Area Presentations 1 and 2

December 4 – Paper due from Groups 1 and 2

Functional Area Presentations 3 and 4

December 11– Paper due from Groups 3 and 4

Functional Area Presentations 5 and 6

December 18– Paper due from Groups 5 and 6

Final Exam
 Group participation evaluation

Class Assignments

General Information on writing assignments

Expectations about writing have been distributed. You are responsible for following these!

Issue Papers – 30% (15% each)

Rationale: Student affairs professionals are often called upon to prepare written documents explaining complex issues facing administrative units, proposals for new programs, or documentation of the need to continue existing programs. Since senior level administrators, faculty, or governing boards with little expertise in student affairs often read these papers, our ability to present arguments clearly, concisely, and convincingly (with appropriate documentation) is extremely important.

Guidelines: You will write two issue papers. To accomplish this task, identify two

important, current, compelling (or at least interesting!), or controversial issues in student affairs and collect resources addressing them. Make sure that a reasonable argument supporting and opposing a position on each issue can be made. For example, one cannot reasonably argue in support of sexual assault or harassment. One can argue the merits of a particular policy on sexual harassment or adjudicating cases of sexual misconduct. You want to focus on a policy or practice question, not a research question. In other words, “Should we have this policy?” vs. “Is this policy effective?” The latter question is a research question. However, you might argue for a position based on the effectiveness (or lack of it) as indicated by research (e.g., research supports the effectiveness of this approach, I agree with it philosophically, and therefore I support the position). I recommend that you talk with me about your topics before you commit to them.

Browsing literature from our field will help spark your ideas. In addition to journals such as *Journal of College Student Development*, *Journal of Student Affairs Research and Practice*, *Journal of Higher Education*, *Journal of College Student Affairs*, and *Journal of College and University Student Housing*, you might also get ideas from *About Campus*, *Inside Higher Ed*, and the *Chronicle of Higher Education*. You might also interview a practitioner about your chosen topic.

Each issue paper must include at least three references and at least two should be from a refereed journal. At least one citation in each paper must be from *Journal of College Student Development*, *Journal of Student Affairs Research and Practice*, or *Journal of Higher Education*. Since a major purpose of this assignment is to introduce you to the profession’s literature base, citations from the popular press (e.g., *Time*, *Newsweek*, *USA Today*) and non-scholarly websites (e.g., Wikipedia) should be avoided and will not count toward the three required references.

You will write two issue papers using this format:

1. Briefly explain the issue, making clear the particular question at hand (e.g., Should we have this policy?).
2. What is the most compelling argument supporting a position on the issue?
3. What is the most compelling argument opposing that position on the issue?
4. What is your position on the issue? Make a convincing case to explain why you have taken that position.
5. What are the implications of your position for student affairs practice? To which functional area(s) is this issue most relevant?

One purpose of this assignment is to learn to write in APA style; therefore your paper (including references and citations) must follow APA guidelines in the *Publication Manual of the American Psychological Association* (6th edition). **Issue papers may not exceed 1000 words** (excluding the reference list). Use the word count function of your word processor and type the word count at the end of the text of paper, prior to the reference list (e.g., word count = 998).

Papers are graded through a process of blind review, that is, I do not know the author of the paper when I review and grade it. To accomplish this, do not include a cover page. Instead, put the title of your paper at the top of the first page (Do NOT put your name on the first page). Then staple a page at the end after the references with the title of the paper and your name. These will be

removed and stored while the papers are being graded.

Your writing style and analytic abilities are critical in these papers. For tips on style consult Chapters 3 and 4 of the APA manual.

Issue papers are graded on the clarity of the issue and positions argued, strength of the arguments made, implications drawn, quality of writing (i.e., graduate-level writing that is free of errors in APA, grammar, spelling, syntax, logic, organization, clarity, and style). Choose an appropriate title for your issue paper.

Functional Area Presentation and Report – 40%

This activity is structured for you to learn about areas of practice in our profession. It is designed for you to examine how one area functions and how its functionality compares to other parts of the institution. In this project, you will pick a functional area in a student affairs division and interview four professionals who work within your chosen functional area, two from Rutgers University and two from an institution of your choice.

This project requires you to work with a team of about four students. Together you will construct interview questions, conduct interviews, visit sites, conduct research in the literature, and present your findings in class.

The objectives of this assignment are to:

- Examine a functional area within the scope of student affairs through various methods.
- Gain insight and information about student affairs through interviews with professionals.
- Explain the role this functional area has with regard to serving students and how it is organized within the institution.
- Assess the functional area including constructing recommendations for enhancement.
- Compare and contrast the operation of this functional area with a similar unit at another institution.
- Provide a holistic perspective of a functional area.

Selecting your area of focus

You will first choose a few areas of interest and rank them based on your preference. You will select your area through a draft in class. Some areas to choose from may include, but are not limited to:

- Admissions
- Financial Aid
- Academic Advising
- Student Activities
- Orientation/First Year Programs
- Student Conduct
- Counseling Center
- Career Services

- Study Abroad
- Disability Services
- Recreation and Intramurals
- Fraternity and Sorority Life
- University Health Services
- Advocacy Units: (Multi)Cultural Centers, Women's Center, LGBT Student Services, Commuter Student Services, Adult/Non-traditional Student Services, Veterans Services
- International Student Services

Choosing people to interview

You will choose two people from Rutgers and two outside of Rutgers whose duties fall within the scope of your chosen functional area to interview. The people you select need not be the director of the area; however, they should be experienced professionals who can provide insightful and rich responses to your questions. Typically, these professionals have three or more years of experience in your chosen field.

Constructing the questions

Asking the right question is important in eliciting a rich response. You and your teammates will compile a list of questions and submit them for review **on September 18th**. These questions should go beyond information available in print or online. Keep in mind that you are not only discussing the functional area at that specific institution but also the profession in general. I encourage you to go deeper than typical interview questions. You should be able to describe the services as well as how students perceive them. Since diversity is a hallmark of higher education, please be sure to include multiple perspectives. Also you should discuss the influence of institutional characteristics and how it affects the functional area.

Interviewing and journaling

You are encouraged to not just interview the professional, but rather have a guided conversation with them. The goal is to get rich, useful information, thus you are encouraged to spend about an hour with each of your participants. You may wish to discuss personal stories when appropriate, but this should not be the focus of your interview. Personal experiences, however, may lend insight when discussing professional competencies. Although you will have structured interview questions, you should also ask for clarification, details, or additional information during your conversation. You are encouraged to take notes during the interview. The use of recording devices is discouraged; this is not a research study. You are expected to journal for approximately an hour after the interview and doing this task well will be very beneficial when writing the narrative. Please revise the journal entry within two days of the interview and then send to me for review. Journals must be completed by **October 9th**. This is 10% of the project grade.

Note: After you finish your interviews, you should discuss them with your teammates to compare, contrast, look for similarities, differences, and discuss the influence of institutional characteristics as well as effective practices. Also, it is a courtesy to send your interviewee questions two days in advance and a thank you note after the interview is conducted.

Writing the narrative

The narrative is the critical part of this assignment and should receive a great deal of attention and thought. Your paper will include **six sections: overview, literature synthesis, interview/observation report, recommendations, and a conclusion.** *The overview* should include relevant background information, services provided to students, and the organizational structure. Organizational structure includes topics such as reporting lines, fiscal categories, mission, strategic planning, and professional associations. In *literature synthesis*, you will provide a synthesis of information gathered from printed sources. In the *interview report* section, you will describe what you learned through the interviews and your observations of the unit. In the *overall analysis* section you will integrate course materials, literature, extant theories, CAS standards, and professional association guidelines to constructively evaluate the functional area. In the *recommendations* section, you should make suggestions to enhance the area. Feel free to challenge convention with this part. Finally, the *conclusion* should tie the all of the previous sections together and summarize the major elements of your own learning through the assignment. The length of the paper should be no longer than 20 pages (excluding references and appendices). This is 65% of the project's overall grade.

Presentation

You and your team will present your findings to the class. This 45 minute presentation will include an overview of the functional area as a profession, differences in the areas as a result of institutional characteristics, and any other relevant information. The presentation should incorporate time for questions and discussion. This is 25% of the project's overall grade. You will be evaluated on the content, the organization of materials (flow), preparedness, oral communication skills, and your professionalism. You and your teammates will receive the same letter grade.

Final Exam – 30%

The final exam will be 2 hours and will consist of two parts. Part one will be one hour, be closed book, and be short answer. Part two will be open book and open notes and consist of essays.

Grading

Grades will be determined as follows:

Issue papers (15% each)	30%
Functional Area Report and Presentation	40%
Interview Journal – 4%	
Narrative – 26%	
Presentation – 10%	
<u>Final exam</u>	<u>30%</u>
Total	100%