**EDHP 657—MANAGEMENT OF STUDENT AFFAIRS IN HIGHER EDUCATION**

**Summer Session 2015**

**Course Instructor:**

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**Office Hours:**

Please contact course instructor by E-mail to

schedule an appointment.

**Course dates:**

May 21, May 28, June 4, June 11, June 18,

June 25

**Meeting Time and Location:**

Thursdays, 4:00 – 9:40 pm

Waite Phillips Hall (WPH) 202

**Course Website:** [**https://blackboard.usc.edu**](https://blackboard.usc.edu)

**Purpose and Objectives**

This course is designed as an introduction to the leadership and management of Student Affairs within American higher education institutions. It will focus on the organizational and governance context within which a Student Affairs leader operates. Students who participate fully in the class will develop their problem-solving, strategic thinking, and analytical capabilities, grounded in the research foundation for decision-making in higher education and the field of Student Affairs, specifically. Upon successful completion of the course, students should be able to:

* Apply an understanding of the basic conceptual literature on administrative leadership and

organizational problem solving to the higher education setting;

* Understand and analyze the organization and structure of colleges and universities;
* Know and understand the major actors and forces shaping the governance process in higher education;
* Acquire and use skills to create optimal working environments that enhance employee performance and commitment to a common effort;
* Appreciate the contemporary issues challenging administrators in higher education;
* Articulate key goals, purposes, values and philosophical understandings, which characterize

leadership and management approaches in student affairs;

* Identify the major functions that managers in student affairs fulfill with regard to their relationships with the president, university divisions and units, alumni, community members, faculty and students;
* Develop policies that structure management of student affairs, student activities and other aspects

of university administration.

This syllabus provides an outline of our work during the next several weeks. Assignments and our schedule may be modified during the semester in order to respond to students’ learning styles and to any current events in higher education that are pertinent to our subject matter—as well as to simulate what happens in busy Student Affairs departments and invigorate the learning process.

**Course website and E-mail communication**

Our course website will reside on Blackboard, USC’s teaching and learning web portal. We will use this site for file sharing, access to any online readings, and other resources. If you have never used this application before, check out the tutorials and reference section available on the Help tab. Blackboard is linked through the [MyUSC student portal](https://my.usc.edu/) ([www.usc.edu/myusc](http://www.usc.edu/myusc)) on the USC website (look under the USC monogram on the top right).

Your USC email account is the primary mechanism for sending official communications to students, as outlined in the “[University Email Notifications to Students](http://www.usc.edu/dept/publications/SCAMPUS/gov/computing_policies.html)” in [SCampus](http://www.usc.edu/dept/publications/SCAMPUS/). **As a part of this course, you will be responsible for checking your USC email account daily or ensuring that email sent to your USC address is forwarded to an account that you will check daily.**

**Required Texts**

* Bolman, L.G. and Deal, T. (2013). *Reframing Organizations: Artistry, Choice, and Leadership.* (5th ed.) San Francisco: Jossey-Bass.
* Sandeen, A. (2011). *Enhancing Leadership in Colleges and Universities: A Case Approach.* Springfield, IL: Charles C. Thomas.
* American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC.

**Choose one of the following for Book Report**

*Each book will be read by 4 students*

* Capshew, J. H. (2012). *Herman B. Wells: The Promise of the American University.*
* Keohane, N. (2006). *Higher Ground: Ethics and Leadership in the Modern University.* Durham, NC: Duke University Press.
* McDonald, W.M. and Associates (2002). *Creating Campus Community: In Search of Ernest Boyer’s Legacy.* San Francisco: Jossey-Bass.
* Rosovsky, H. (1990). *The University: An Owner’s Manual.* New York: W. W. Norton.
* Trachtenberg, S. (2008). *Big Man on Campus: A University President Speaks Out on Higher Education.* New York: Touchstone.

**Additional Readings**

Supplemental reading assignments will be posted to the blackboard website or distributed in class.

**Requirements for Evaluation:**

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| **Assignment** | **Due date** | **Available Points** |
| **Attendance and Class Participation**  The course will be conducted as a discussion-based course, with an emphasis on case studies, informal presentations, small group work, and evaluation of higher education hot topics/current events that occur during the course. It will be highly interactive and participation (and, therefore, preparation) will be an important part of how you are evaluated. In order to be an active participant, you must be on time and attend each class in its entirety. Your participation will be judged on your ability to demonstrate preparedness for each class, to raise relevant questions, and to discuss salient issues that arise from the readings and our discussions.  Unexcused absences will be reflected in your final grade. Excused absences are granted for cases of illness or emergency only. If you must miss a class, please notify me in advance and make arrangements to get any notes, handouts, and assignments from your classmates in a timely fashion. | All Class Sessions | 10 points |
| **Case Study Analyses**  Write a one-page summary that answers the four questions posed at the end of each case. Your responses should be direct, authoritative, and succinct—approximately one paragraph per question—acting in the role of a consulting administrator from another institution. Maintain a professional voice and perspective. | May 28 and June 4, 11, and 18 | 20 points  (4 papers at 5 points each) |
| **Book Review**  In assigned groups of three or four you will present a 15 minute overview of a book from the 5 optional readings in our course book list. Additionally your group will write a 2 page executive summary of the book and provide a copy to each classmate and the instructor. | June 4 | 20 points |
| **Interview Paper**  Students must schedule an appointment to interview a leader in Student Affairs or higher education (such as a director, dean, department chair, head of a program, etc.) at USC or at another college/university (the latter must be approved by the instructor). Write a 4-5 page paper connecting the leader’s management approach, educational philosophy, and communication style to the readings and our course discussions. A detailed description of the assignment, with recommendations for the interview structure, will be distributed in class. | June 11 | 25 points |
| **Final Paper/Case Study**  A comprehensive assignment designed to allow you to illustrate what you have learned in the course: approximately 4-5 page written assignment. | June 26 | 25 points |

**Due Dates**

Assignments are due at 4:00 p.m. on the dates indicated below, submitted on Blackboard unless otherwise indicated. Late work will be reflected in the assignment grade. Assignments not turned in will be factored in as a zero.

**Format and Length**

APA format for formal papers. (Due to the need for brevity, case study analyses may be single-spaced.) Standard font size is 11-12 point. As a rule, you will be given an approximate page length (and, in some cases, a strict limit) for assignments.

**Academic Integrity**

You are expected to uphold the high ethical standards expected of all students at the University of Southern California. In your written work, give credit to others when credit is due. The APA manual should be used to insure that you are citing others work in the correct manner. Cases of suspected cheating or plagiarism will be forwarded to [Student Judicial Affairs and Community Standards](http://www.usc.edu/student-affairs/SJACS/) (SJACS). Any questions or concerns re: ethical behavior and/or academic integrity in the class should be discussed with me confidentially.

**Students with Disabilities**

If you need accommodation due to a disability, please let me know how I may assist you. Any USC student requesting academic accommodations based on a disability is required to register with [Disability Services and Programs](http://www.usc.edu/student-affairs/asn/dsp/) (DSP, located in STU 301) each semester. A letter of verification for approved accommodations may be obtained from DSP. Please be sure the letter is delivered to me early in the semester, so we may arrange accommodations as early as possible.

**Grading**

Your final grade is based on a 100-point scale, as follows:

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

The following outline provides a general explanation (not an exhaustive summary) of the course grading criteria:

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| **Accomplished** | **“A” grade equivalent**  Work at this level reflects a high level of scholarship and a thorough command of the course content. Additionally, this work reflects stylistic finesse, artful writing/presentation, appropriate tone, thoughtful organization, and clear and logical development of ideas. It is, effectively, free of grammatical or typographical errors. |
| **Proficient** | **“B” grade equivalent**  Work at this level expresses a solid command of course content and generally good proficiency in writing/presentation. It likely shows strengths in key areas (such as artful writing, well-developed ideas, etc.) while presenting specific opportunities for growth (such as clear organization, appropriate tone, etc.). At this level, a modest number of grammatical or typographical errors usually exist, but do not distract from the message/thesis/theme. |
| **Adequate** | **“C” grade equivalent**  Work at this level reflects acceptable performance and basic command of course content. Although the work meets the assignment criteria, the ideas expressed are generally pedestrian and/or under-developed. This work lacks academic rigor, creativity, and a clear point-of-view. At this level, grammatical or typographical levels have become a distraction to the material. |

Incompletes (INs) will be considered only in the most extreme and unforeseen circumstances. More detailed information about [Incompletes](http://www.usc.edu/dept/publications/cat2006/academic/standards.html) is available in the [University Catalogue](http://www.usc.edu/dept/publications/cat2006/academic/standards.html).

**Course Schedule and Assignments**

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| **Date** | **Topics** | **Readings**  **\*\*All readings should be completed by each class meeting** | **Assignments Due** |
| Thursday May 21 | **Introductions, review of syllabus, and discussion of assignments**  **Overview of Organizational Leadership and Management**  **The Structural Frame** | Bolman and Deal,  Chapters 1, 2, 3, 4, and 5  Sandeen, Preface (p. v) and “A Student Protest at Kellstrome College” (p. 164) |  |
| Thursday, May 28 | **The Human Resource Frame** | Readings: Bolman and Deal, Chapters 6, 7, and 8  Sandeen, “Evaluating the Performance of the Dean of Students at Cabrera College” (p. 202)  Jackson, Moneta, and Kelly, “Effective Management of Human Capital in Student Affairs” (available online) | **Case Study #1 Due** |
| Thursday, June 4 | **The Political Frame**  **Designing Programs** | Bolman and Deal, Chapters 9, 10, and 11  Sandeen, “A Proposed New Honors Program at Werner State University” (p. 120)  Stringer, J. “The Political Environment of the Student Affairs Administrator” (available online) | **Case Study #2 Due**  **Book Review Due** |
| Thursday, June 11 | **The Symbolic Frame**  **Creating Effective Organizations and Structures** | Bolman and Deal, Chapters 12, 13, and 14  Sandeen, “Restructuring Career Services at Claire State University” (p. 214)  Allen and Cherrey, “New Ways of Influencing Change” (available online) | **Case Study #3 Due**  **Interview Paper Due** |
| Thursday, June 18 | **Concepts and Focus for the Future/ Bringing the Frames Together**  **Responding to Urgent and Emerging Issues** | Bolman and Deal, Chapters 15, 16, and 17  Kezar, “Higher Education Leadership in the New World” (available online)  Sandeen, “Addressing Student Alcohol Abuse at Henkel College” (p. 190)  Miser and Cherrey, “Responding to a Campus Crisis” (available online) | **Case Study #4 Due** |
| Thursday, June 25 | **Final Analysis: What Have We Learned?** | Bolman and Deal, Chapters 19 and 20 | **Final paper/case study due** |