



UNIVERSITY OF SOUTHERN CALIFORNIA
Rossier School of Education
EDHP 657: Management of Student Affairs in Higher Education
Spring 2014 – Syllabus
(Revised 01/25/14)

INSTRUCTOR: Patricia Tobey, Ph.D.
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CLASS LOCATION: WPH 206
Time: Mondays, 4:15 – 6:55 PM
Section Number: 27021
Blackboard site: <http://blackboard.usc.edu>

Overview and Purpose of the Course:

This course concentrates on the role of the administrator in American higher education institutions. Today's successful higher education administrators are distinguished by their capacity to adapt to and master the changing demands of a job and an organization rather than by a single set of skills or approaches to management.

Successful administrative performance requires an ability to understand institutional settings and their context. This course focuses on the organizational and governance context within which the administrator operates. It is designed to develop skills and problem solving capabilities, grounded in theory and current research useful for decision making in higher education institutions.

Members of the class will be encouraged to develop, practice and critically examine alternative patterns of thinking and behavior in order to broaden their capacity to respond to the changing managerial and leadership needs in higher education organizations. Specifically, the objectives of the course are to guide members of the class to:

1. Apply an understanding of the basic conceptual literature on administrative leadership and organizational problem solving to the higher education setting;
2. Understand and analyze the organization and structure of colleges and universities;
3. Know and understand the major actors and forces shaping the governance process in higher education;
4. Acquire and use skills to create optimal working environments that enhance employee performance and commitment to a common effort; and
5. Appreciate the contemporary issues challenging administrators in higher education.

Additional Learning Outcomes:

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

- 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. The assignments and schedule may be modified during the semester in order to respond to students' learning needs and to any current events in higher education that are pertinent to our subject matter.

TEACHING STRATEGIES

This course is a seminar in which each of us (instructor and student) contributes equally to class discussions and analysis of course materials. The readings and course assignments have been selected to stimulate your thinking about the management and administration of student affairs and to give you an opportunity to actively explore current issues, and other information related to this topic.

To ensure that this course is valuable to you and to your colleagues, please complete each week's readings and assignments prior to class - come prepared with questions and thought provoking issues for class discussion. Also, feel empowered to offer constructive feedback - we will learn from each other. Such preparation and contribution assists us in meeting the course learning outcomes.

In addition to the assigned reading, guest presenters will be invited to class to provide a practical understanding of student affairs administration and issues in diverse institutional settings.

As a participant in a graduate level seminar course, we will need to abide by the following ground rules for discussion:

- Promote an environment conducive to learning
- If something is unclear or did not make sense, please ask about it because it is likely that others have the same concerns and questions
- Respect differences of culture, nationality, values, opinion, and style
- Welcome disagreement and debate, as they provide opportunities to learn
- Seek to understand first before trying to be understood
- Encourage participation and recognize that everyone has something to contribute
- Promote clear communication—be specific, give examples, and ask questions
- This is a "safe zone." Confidential and/or sensitive information may be shared that will not be repeated outside of class.

Required Texts:

- McDonald, W.M. and Associates (2002). *Creating Campus Community: In Search of Ernest Boyer's Legacy*. San Francisco: Jossey-Bass.
- Manning, K., Kinzie, J. and Schuh, J. (2013). *One Size Does Not Fit All*. New York: Routledge.

PLEASE NOTE: A NEWER EDITION WAS JUST RELEASED PLEASE BE SURE YOU HAVE THE 2013 EDITION

Additional readings from: (readings will be posted on Bb until posted on ARES)

Lee Bolman

Mary Boone

James MacGregor Burns

Joanne Ciulla

Jim Collins

Richard Couto

Terrence Deal

Tamara Erickson

Robert Greenleaf

John Gardner

Barbara Kellerman

John Kotter

David Nadler

Carol Pearson

Steven Sample

David Snowden

Michael Tushman

Reading assignments will be posted to the Blackboard website and ARES or distributed in class.

Recommended Text:

- Allen, K. and Cherrey, C. (2000). *Systemic Leadership*. Lanham, MD: University Press of America

Book Report Selections:

Each book selected will be read by a team of 3-4 students, you are not responsible for reading all the books, each team is responsible for one of the selections below:

- Lipman-Blumen, J. (2006). *The Allure of Toxic Leaders*, NY: Oxford University Press
- Bolman, L and Gallos, J. (2011). *Reframing Academic Leadership*. San Francisco, CA: Jossey-Bass
- Gerzon, M. (2006). *Leading Through Conflict: How Successful; Leaders Transform Differences into Opportunities*. Boston, MA: Harvard Business School Press
- Heifetz, R.A. and Linsky, M. (2002). *Leadership on the Line: Staying Alive Through the Dangers in Leading*. Boston MA: Harvard Business School Press
- Keohane, N. (2006). *Higher Ground: Ethics and Leadership in the Modern University*. Durham, NC: Duke University Press.

Requirements for Evaluation:

ASSIGNMENT	LENGTH	DUE DATE	POINTS
Class participation		Always	15
Article assignment	Paper: 1-2 pages	February 17	5
Book report and executive summary	Paper: 2 pages Presentation: 15 minutes & discussion	February 24	15
Questions for guests	Five unique questions per guest		10
Case study analysis	Paper : 4-5 pages	March 31	10
Case study creation	Paper – 5 pages Informal presentation 7-10 minutes	April 14	15
New president orientation	Paper – 10-15 presentation slides and a written presentation summary Presentation: 10 minutes	April 21 st papers Presentations: 4/21 & 4/28	30

1) Class involvement and participation – 15 points

It is imperative that you participate in our discussions. Case studies will be used in this course to provide you with experience in responding to issues and crises that student affairs leaders face. Be thoughtful and creative.

2) Article Assignment – 5 points

Select a current article (written within the last year) about leadership, administration of, or organizational change in student affairs or higher education,. Based on our readings and class discussion write a brief (1-2 page) opinion paper on your thoughts about the topic/issues raised in the article. Include the article or a link to it.

3) Book review and executive summary – 15 points

In assigned groups of three or four you will present a 15 minute overview of a book from the list provided above. Additionally your review team will write a two page executive summary of the book and provide a copy to each classmate and the instructor. Detailed information about the assignment will be provided on January 27th.

4) Questions for guests – 10 points

Throughout the semester we will have guests in senior leadership positions from diverse institutions. Prior to each guest visit you will prepare a minimum of five questions. The questions will need to differ by guest. Research on the guest's institution is highly recommended to inform the questions.

5) Case study analysis – 10 points

You will be provided with two case studies with specific questions about each case. Provide clear and concise responses to each question. Cases and questions will be provided on February 24th.

6) Case study creation – 15 points

Identify a problem or set of problems within a student affairs organization. Based on what we have discussed in class, develop a case study around the problem. Explain why you selected this problem as well as some background on it. Discuss some of the leadership and administrative challenges the case presents and why, and develop discussion questions that address responding to the problem/s. Detailed information about the assignment will be provided on March 10th.

7) New president orientation – 30 points

This assignment serves as a culmination of the work and learning that you have accomplished in the course. You will be placed in the role of as senior student affairs officer (SSAO). As the SSAO you will present an overview of your student affairs operation to your newly appointed president. Detailed information about this assignment will be provided on March 24th.

Students with Disabilities:

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. -5:00 p.m., Monday through Friday. The phone number for DSP is (213)740-0776. Email: ability@usc.edu. Website: www.usc.edu/disability

Grading:

Clarity of expression in class discussions and in written work is highly valued, as are assignments turned in on time. Assignments turned in after the due date will be penalized by one letter grade. Assignments will not be accepted if more than one week late.

Explanation of Letter Grades:

- A Outstanding achievement. Unusually profound command of the course content; exceptionally high level of scholarship and excellence.
- A- Excellent achievement. Very thorough command of course content; very high level of scholarship.
- B+ Very good achievement. Thorough command of course material.
- B Good achievement. Solid, acceptable performance.
- B- Fair achievement. Acceptable performance.
- C+ Not wholly satisfactory achievement. Marginal performance on some aspects of the course requirements.
- C Marginal achievement. Minimally acceptable performance on course assignments.
- C- Unsatisfactory achievement. Inadequate knowledge of course content.

Note: 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.

Grading Scale:

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 = 65 - 69
F = < 65		

Late work and incompletes

All work is expected to be completed and turned in on time. Incomplete work is work not completed due to documented illness or some other emergency occurring after the 12th week of the semester. Arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the end of the spring 2014 semester

Academic Integrity

Students must maintain strict adherence to standards of academic integrity as described in SCampus (<http://www.usc.edu/dept/publications/SCAMPUS>). In particular, the University recommends strict sanctions for plagiarism as defined below:

"11.11 Plagiarism

- A. The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.
- B. The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style.
- C. Improper acknowledgement of sources in essays or papers.

Note: Culpability is not diminished when plagiarism occurs in drafts, which are not the final version. Also, if any material is prepared or submitted by another person on the student's behalf, the student is expected to proofread the results and is responsible for all particulars of the final draft. **Source:** SCampus University Governance;"

<http://www.usc.edu/dept/publications/SCAMPUS/gov/behavior.html>

Course schedule, classes and assignments

Note: Syllabus is subject to change by instructor

****All readings should be completed by each class**

*****Guest Speaker dates will be announced by instructor when confirmed**

DATE	MEETING TOPICS	ASSIGNMENT DUE	READINGS
JANUARY 13 TH	COURSE INTRODUCTION		
JANUARY 20 TH NO CLASS	NO CLASS MEETING – MARTIN LUTHER KING, JR. HOLIDAY CAMPUS COMMUNITY DISCUSS BOOK REVIEW ASSIGNMENT	NOTE: ASSIGNMENTS WILL CONTINUE DURING HOLIDAY READING REFLECTION #1 DUE ON BB	MCDONALD CHAPTERS 1-5
JANUARY 27 TH	CAMPUS COMMUNITY CONTINUED AND THE ORGANIZATION OF STUDENT AFFAIRS		MCDONALD CHAPTERS 7-8 MANNING, KINZIE AND SCHUH CHAPTERS 1-3 (2014 EDITION) ALLEN AND CHERREY CHAP 2
FEBRUARY 3 RD	THE ORGANIZATION OF STUDENT AFFAIRS		MANNING, KINZIE AND SCHUH CHAPTERS 4- 8 (2014 EDITION)
FEB 10 TH	ORGANIZATIONAL CHANGE GROUPS MEET IN CLASS TO DISCUSS BOOK REVIEW		MANNING, KINZIE AND SCHUH CHAPTERS 9-10 (2014 EDITION)
FEBRUARY 17 TH NO CLASS	NO CLASS MEETING – PRESIDENTS' DAY HOLIDAY	NOTE: ASSIGNMENTS WILL CONTINUE DURING HOLIDAY ARTICLE ASSIGNMENT READING REFLECTION #2 DUE ON BB	OTHER READINGS TO BE DETERMINED
FEBRUARY 24 TH	ORGANIZATIONAL CULTURE AND LEADERSHIP	BOOK REVIEW AND EXECUTIVE SUMMARY	S. SAMPLE (2002) <i>CONTRARIAN'S GUIDE TO LEADERSHIP</i> -CHAPTER 1 J. GARDNER (1990) <i>ON LEADERSHIP</i> -CHAPTERS 1 -2 J. KOTTER <i>WHAT LEADERS REALLY DO</i> J.M. BURNS <i>TRANSACTIONAL & TRANSFORMING LEADERSHIP</i> CHAP 19 (BOTH WITHIN SAME PDF ON BB) R. COUTO – CHAP 20 <i>THE TRANSFORMATION OF TRANSFORMING LEADERSHIP</i>

DATE	MEETING TOPICS	ASSIGNMENT DUE	READINGS
MARCH 3 RD	DISCUSS CASE STUDY ANALYSIS	GUEST QUESTIONS VIA BLACKBOARD	ALLEN AND CHERREY PP 94-98 CHRONICLE ARTICLE – <i>FINE ART OF CHARM</i> – OCT 2010 J. COLLINS - HBR <i>LEVEL 5 LEADERSHIP</i>
MARCH 10 TH	ORGANIZATIONAL CULTURE AND LEADERSHIP CONTINUED	GUEST QUESTIONS VIA BLACKBOARD	J. CIULLA (IN “ <i>THE NATURE OF LEADERSHIP</i> ,” 2004, ANTONAKIS, CIANCIOLO AND STERNBERG EDS.) -CHAP 13: ETHICS AND LEADERSHIP EFFECTIVENESS R. GREENLEAF <i>SERVANT LEADERSHIP – 21-31</i> D. NADLER & M TUSHMAN <i>BEYOND THE CHARISMATIC LEADER</i> B. KELLERMAN <i>BAD LEADERSHIP - CHAP 1 & 3</i>
MARCH 17 TH	NO CLASS MEETING – SPRING RECESS AND NASPA CONFERENCE		
MARCH 24 TH	DECISION MAKING AND, CURRENT ISSUES & CHALLENGES IN STUDENT AFFAIRS DISCUSS CASE STUDY CREATION		D. SNOWDEN & M. BOONE – <i>A LEADER’S FRAMEWORK FOR DECISION MAKING</i> BOLMAN AND DEAL HANDOUT ALLEN AND CHERREY CHAP 4 (SEE BB ATTACHED TO CHAPTER 2 READING)
MARCH 31 ST	CURRENT ISSUES AND CHALLENGES CONT. DISCUSS NEW PRESIDENT ASSIGNMENT	GUEST QUESTIONS VIA BLACKBOARD CASE STUDY ANALYSIS	“GROWING EXPECTATIONS, DWINDLING RESOURCES” NASPA “A DISCIPLINE PROBLEM” WSJ

DATE	MEETING TOPICS	ASSIGNMENT DUE	READINGS
APRIL 7 TH	CURRENT ISSUES AND CHALLENGES CONT.	GUEST PANEL QUESTIONS VIA BLACKBOARD	TABLE OF GENERATIONS T. ERICKSON -HBR <i>GEN "Y" IN THE WORKFORCE</i> "IT'S YOUR CHILD'S EDUCATION NOT YOURS." -MERRIMAN (CHRONICLE POV)
APRIL 14 TH	ENVISIONING THE FUTURE OF STUDENT AFFAIRS	CASE STUDY CREATION	C. PEARSON <i>THE TRANSFORMING LEADER</i> <i>INTRO AND PART 1</i>
APRIL 16 TH	ENVISIONING THE FUTURE: STUDENT AFFAIRS CONTINUED		
APRIL 21 ST	WHAT WE HAVE LEARNED FINAL PRESENTATIONS	FINAL PAPER DUE NEW PRESIDENT ORIENTATION*	
APRIL 28 TH	FINAL PRESENTATIONS CLASS WRAP-UP	NEW PRESIDENT ORIENTATION*	NOTE: LAST DAY OF CLASSES IS FRIDAY, MAY 2 ND .