EDCP655: Organizational Dimensions of Student Affairs
Spring 2011

Instructors
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Class Schedule
Wednesdays, 3:00 – 5:45 pm
Location: Art/Sociology 3215
Office Hours: By appointment
Website: www.elms.umd.edu

Class Reflector
edcp655orgchange@umd.edu

Course Overview
EDCP 655 is typically the final course for CSP Master's students. The course focuses on the exploration of leadership and organizational change of student affairs programs in post-secondary education. The course combines an emphasis in clarifying a vision of the possibilities of student development for students and for a campus with the realities of professional administrative responsibilities. This course provides new material (e.g., organization development including multicultural organization development, organizational change, leadership) and is designed to integrate previous course work and experiences and complete the "knowing, being, doing" loop. This course in particular seeks to examine organizations as diverse, multicultural settings and seeks strategies to promote change toward being more socially just organizations. The capstone opportunity in the course culminates in the integrated design of a model student learning experience called "Developmental College" with global and technological vision.

Visits to an area campus, case studies, and various change assessment projects will aid the student in implementing student development programs and services. Team experiences such as designing Developmental College give the student experience working with colleagues in committee-like settings and defining a student development vision for a model campus. In the spirit of a capstone experience, this course also serves to prepare students for their transitions to professional positions within student affairs upon graduation.
Readings
Primary Texts:


Other readings:
Several PDFs or links to web resources will be on the class Blackboard site. Please make sure you can open those documents. Do not wait until the night before to find out you cannot retrieve one of them.

Skim the *Chronicle of Higher Education* on a regular basis all term – particularly to keep you prepared for thoughtful responses to questions emerging in your job search and to design Developmental College.

Campus handbooks, school newspapers, general information in catalogs from campus visit site (will be provided).

Course Expectations
Active Participation - Naturally, you should complete all assigned readings before the scheduled class sessions noted in the course outline. Your responsibility to other students is to be prepared and able to engage in large group discussion and small group interaction activities. Some readings are furnished to help your team design Developmental College.

Because our class meets once per week, attendance is essential. Please note that a site visit is planned for one whole day during the semester. With this advance notice it is expected that you will be able to make other arrangements at work or personal obligations for this experience. Please schedule possible job interviews to allow for class attendance. If there is absolutely no way to avoid conflicts between class attendance and a job interview, please let us know as soon as you can.

With ACPA and NASPA falling on class days in March, we will reschedule ONE of those class days as a make up class. It is tentatively scheduled for Friday, April 1 from 9:00 am – 11:45. We will confirm this on the first day of class.

Further, all students are expected to be active members of their Developmental College team and with their partners in their other projects. These obligations will require groups meetings outside of class. Active interaction and participation are important; however, participation does not mean merely verbal interaction. Your preparation, attentiveness, and willingness to share are critical to participation.
Adhering to the Academic Code of Conduct - As a graduate student, we expect the highest personal and professional standards, which reflect the objectives of UM, and our professional ethics. The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. It is important for you to be aware of the consequences of cheating, fabrication, facilitating academic dishonesty, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, visit the following website: http://www.studenthonorcouncil.umd.edu/whatis.html. The Code of Academic Integrity prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The University Senate requires that students include the following signed statement on each examination or assignment: “I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).” Compliance with the Code is administered by a Student Honor Council, which strives to promote a “community of trust” on the College Park campus. Allegations of academic dishonesty can be reported directly to the Honor Council (301.314.9154) by any member of the campus community.

Academic Accommodations for Persons with Disabilities
Both in compliance with and in the spirit of the American with Disabilities Act (ADA), I would like to work with students who have a disability that impacts learning in this class. Students with a documented disability should contact me within the first week of the course to discuss appropriate accommodations. The University is responsible for providing appropriate accommodations for students with disabilities, and has services available for both staff and students to help support their ongoing success. Additional information and support is available through Disability Support Services at 301-314-7682 or http://www.inform.umd.edu/dss/. It is the student’s responsibility to notify the instructor at the beginning of the semester of any documented disabilities. Should you need help with any foundation skills, we will assist you in seeking that help as well.

Religious Observances
The University System of Maryland’s policy on “Assignments and Attendance on Dates of Religious Observance” states that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. If you have any religious observance that comes into conflict with our time together or your work in this course, please let us know so that we can plan accordingly.

Course Evaluations
As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please make a note now of the link at which you can access the submission system (www.courseevalum.umd.edu). To retain access to view evaluations, you must submit all of your evaluations each semester. Use this system to evaluate Susan as the course instructor of record. More information is at: https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml. We will also ask that you fill out a short supplemental evaluation for the course, mostly for Matt’s benefit as an aspiring faculty member in student affairs. He thanks you in advance.
Assignments and Grading
As a synthesis class, grading is primarily based on your integration and application of previous material and material learned in this class. While there are no midterms or finals, you are expected to reflect your understanding of this material in your analysis and application to the following assignments. This class will feature three graded assignments in total in addition to a participation grade.

More thorough descriptions of the assignments follow this section. Rubrics for the assignments can be found on the BlackBoard site.

1. Designing Developmental College (DC) (40%) – The grade for this assignment will include:
   - Quality of group design (Vision, innovation, realism, effectiveness, responsiveness to needs)
   - Formal presentation of DC (written materials, visuals, organization)
   - Group written report on DC
   - Your contributions as measured through self-evaluation, teammate assessments, and professionalism in final presentation (faculty and staff present at the presentations will complete the same rubric for each team), and group evaluation based on the way the group meets delineated learning outcomes for the DC project.

2. Organizational Change Analysis paper (team interviews/team papers) (30%)

3. Morgan Metaphor Application Paper (20%)

4. Class participation (10%): including showing evidence of readings, understanding of key concepts, professional articulation, and other preparation. Includes site visit preparation, participation, and processing. Includes class briefings on assigned topics (and executive briefing handout)

Grades will be handled with these distributions. Note the broader span of points at the A, B, or C lever with two point ranges for the +/- grades: A+ (99-100); A (93-98); A- (91-92); B+ (89-90); B (83-88); B- (81-82); C+ (79-80); C (73-78)
Assignment Descriptions
Listed below are descriptions of the (3) main assignments in this course. Each description contains a discussion of purpose, process, and notes. You will also find suggested page lengths for most of the assignments. These suggestions are meant to provide you with a suggestion of our best guess of a page range that would allow you to cover all aspects of the assignment sufficiently.

Please email all assignments to both Matt and Susan.


| Purpose: | This activity is designed to apply the concept of metaphors as frameworks in organizational diagnosis, use the framework analysis in addressing real organizational issues, and develop an argument supported by observational data. |
| Process: | This paper will have three distinct parts: |
|          | (1) Select an organizational unit with which you have a depth of familiarity (e.g., your assistantship site, apprenticeship site, an office you worked in). Briefly describe the unit, including mission, purpose, and salient organizational elements of the site. Also, introduce the primary issue(s) or problem(s) that you plan to examine. |
|          | (2) Assess and analyze the organization by applying a primary (i.e., metaphor that you think fits best to your unit) and secondary metaphor (i.e., metaphor you think provides important information about your unit, but less than the primary metaphor) from the Morgan book. The primary metaphor you choose should make up the majority of your analysis, while the secondary metaphor will serve as an alternate lens for your analysis. Thus, you should discuss your secondary metaphor in less depth than your primary metaphor. You should also discuss where the metaphor(s) fall short and how you might describe what is happening in the unity more aptly. |
|          | (3) Recommend courses of action that your unit could take to address the issues you identified and illuminated through the metaphors. Recommendations that stem clearly from the analysis are most desirable. Imagine that you were going to submit the recommendations to members of the unit you are analyzing, even though you obviously will not be doing so. |
| Notes:   | • Chapter 11 in Morgan may be of some help as you write this assignment. |
|          | • You may wish to use other readings from class to bolster your analysis and arguments in this paper. |
|          | • In addition, there are other metaphors in the book that we will cover later in the semester as well as some we will not cover at any point, which you may find useful for this paper. These metaphors may be helpful for your analysis. Chapter 11 contains bibliographic notes of the metaphors, which will give you a sense of what the other metaphors contain. |
|          | • Susan and Matt will keep the contents of this paper strictly confidential. |
Today's higher education institutions are challenged by rapid change. There is dynamic tension between maintaining academic tradition and creating flexible systems to respond effectively to this rapid change. Many aspects of the organizational system are part of the change process.

### Purpose:
This activity is designed to introduce the examination of an actual organizational change or an attempted change. Examples learned from these interviews will be cycled into classroom discussion.

### Process:
Teams (groups of 2 -3 people) will interview campus figures (3-4 may be sufficient) central to several change efforts. Interviews may be conducted with any person involved in the change activity. Try to talk to people involved at the time the change was attempted; try to interview people from different sides of the change (perhaps those promoting it and those who resisted or had other opinions).

In some cases the team might also review printed documents (e.g. catalog, marketing materials, the Diamondback, evaluation studies), web pages, or other data.

In all cases interviewees should be assured that this information is for a class project aimed at understanding organizational change and at no time will the information shared be revealed to any one other than class members and the instructors of the course.

### Papers:
Teams should discuss the data and observations and write the analysis paper as a group.

Papers should use Kotter’s change steps as a theoretical frame, relate the findings/process to readings and provide
- a context for the change,
- identify the goal of the change outcome,
- assess the restraining and driving forces for the change,
- describe the change activity that was undertaken, and
- evaluate the change effort to date
- paper should conclude with lessons learned from this change effort

Be sure to ground your analysis in the scholarship/literature of the course (some of these lessons might relate to other class readings in Morgan, Bolman and Deal, the ACE papers, Bridges, Kezar, etc)

### Possible interview questions
Base questions from the Kotter model (plan your own but here are some suggestions)
- What is the relevant background/context that led to this change?
- What the motivation for the change? The impetus behind it (e.g. crises, need), opportunity?
- Was the change effort seen differently by various constituent groups? How so?
- Who was the champion of the change? Who was the primary point person in the change? If these were different people, why were they different?
- What were the restraining or negative forces not supporting this change or supporting some other major view? What were the supportive forces or driving forces promoting this change?
- How effectively did the change team work together? How did they handle their
How did the people involved handle the transitions involved in this change? (Skim Bridges Managing Transitions for the principles of working with people in transition IF this was a salient factor in the change you are examining)

<table>
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<tr>
<th>Note</th>
<th>The Kotter model (p. 21) will help with the organizational change paper; details in pp 35-144 can help explain your analysis; Kezar’s distinct features of higher ed may be helpful as well. Bridges may also help you with what to look for in the review.</th>
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| Change Projects | Possible change interventions to review:
**Academic policy/program**
- Academic minors (vs certificates)
- creation of Asian American Studies Program
- creation of Arab Studies Program
- creation of Latino Studies Program (proposals underway)
- LGBT Certificate Program
- creation of Words of Engagement Dialogue program
- establishing a leadership minor
- academic success/ career center in Intercollegiate athletics
- initiating an on-line course evaluation process
- President’s Promise

**Policy initiatives to change student behavior**
- changing culture around Duke games/riots (Sportsmanship campaign)
- response to hate crimes incidents
- implementing the Honor Code and Honor Council

**Reorganization/staffing/ budget-driven decisions – the Stamp is currently undergoing a reorganization process**
- Creation of fulltime position for APA students/ Latino students
- Creation of the Greek Resident Fellow program (SARF)
- Placement of MICA unit

**Facilities decisions**
- Facility improvements (e.g., Stamp renovations, health center, café in McKeldin)
- outsourcing graduate apartments
- decision to build Nymburu Culture Center
- proposed campus expansion into College Park
- Gender Identity policy
- Domestic Partners Benefit proposal
- Gender identity and the campus anti-discrimination policy

**New change topics**
- coalition for civic engagement and leadership
- President Promises program
- The Engaged University program
- Military veterans services

**Others?**
3. Developmental College – Due April 27, 2011

Sample

Developmental College:
Creating a student-centered vision for higher education

EDCP 655
University of Maryland College Park

Team: Names of team members (Two teams of five)

Background: The state of Maryland has grown dramatically. With one of the highest educational levels in the country, there is a growing need for additional diversity in types of higher educational institutions committed to global connectedness and social responsibility. One expectation is that DC will be tomorrow's future campus; a model of innovation, excellence, and a leader in the international educational community practicing cutting edge technological applications to advance life long learning. Of particular concern is that the experience develop a true multicultural learning community even in the DC distance learning program. DC will use the total environment as a learning resource. Goals are to open the doors in 2025.

Type: DC is planned as a four year state college featuring technological innovations for a global experience. Initial four year enrollment plans are 10,000 students. Students will be recruited regionally with an emphasis on the fast growing Waldorf area.

Site: DC is to be built on a current farm southeast of Waldorf. It expects to form partnerships with the high tech firms in the area and the military bases and their research. St. Mary’s College of Maryland is recognized as the liberal arts honors college and this new institution does not intend to compete with their niche. No decisions have been made about such things as final location, number/ function of buildings, admissions criteria, curriculum, graduation requirements, or the like.

Charge: The Board of Regents has charged your planning team to implement your best professional wisdom to create a learner-centered experience for the future. They specifically ask that you:

1. write a mission statement for the college that reflects your vision and addresses the whole student experience (what in 2002 we called curricular and co-curricular components but you may blend or call them something new). Consider explicit values and assumptions you may make that influence this mission.

2. design the model student experience and the systems needed to create that experience (Your team vision and how you will implement that dream/ vision). Link appropriate theory to practice in your design.
3. report an organizational model for the non curricular parts of the experience (i.e. you do not need to design all parts of the college like administrative services, faculty organizational models except as they relate to your vision)

4. suggestions on how to measure student outcomes

5. suggestions on how the system can remain innovative, renewing, and responsive to change

Presentation: Your team will have 45 min. to present your model. Presentations should include roles for each team member and audio visuals materials as helpful to describe your plan. Guest evaluators will be present to listen and respond to models.

Written: A written team report on your model must be turned in on the presentation day: Copies should be provided for class members and to give to our guests.

Team feedback: Each member will receive evaluation forms for feedback to team members following the type of criteria emphasized in class discussions. Such items as preparation, timeliness, cooperation, insight, and professionalism will be included. You will bring these forms to the last class - a copy will be shared with the instructor. A self-evaluation form is also included. This portion will be due on May 4, 2011 (the last class period). Bring a copy with you to class or email it to both Matt and Susan.