CSP 6030 THEORY AND ASSESSMENT OF EDUCATIONAL ENVIRONMENTS
Spring 2016: Mondays 1:30-4:20 and Tuesdays 9:30-12:20
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THE COURSE

Catalog Description
The course is designed to emphasize application of environmental theory to the assessment of human environments. Special emphasis is placed on the study of select campus environments and their influence on students.

Purpose
- Gain understanding and application of contemporary theories of human-environment interaction to college and university settings.
- Through theoretical perspectives, empirical data, and field experiences, learn different elements and types of educational environments and their effects on different types of students and staff.
- Enhance ability to improve student learning-development within contemporary higher education settings.

CSP's I-E-O Curricular Sequence
Building from 6010 "Foundations" is the CSP Inputs-Environments-Outcomes (Astin's I-E-O) course sequence; 6020-6030-6040. The sequence began with 6020 "Theory & Assessment of College Student Development" now merges with 6030 "Theory & Assessment of Educational Environments." 6020 plus 6030, respectively, provide the "I-E" for the 6040 academic capstone course "Educational Outcomes of American Colleges & Universities," "O."

CSP 6030 Knowledge MATRIX	Four Environments & Technology			
	Physical Design/Space	*Human Characteristics*	*Organizational Goal Reaching*	*Constructed Different Views*
Student Success				
Learning				
Development				
Growth				
Employee Success				
Recruitment				
Motivation				
Development				
Productivity				
Institutional Success				
Quality				
Performance				
Sustainability				
Policy & Procedure				
Ethics/Justice				
Plan/Budget				
Accountability				
Populations				
Attraction				
Access				
Affordability				
Accomplishment/Satisfaction				
Acceptance/Inclusion				
	Technology			

Starting Point "*Status quo*" is impossible in dynamic environments and post-modern higher education institutions. Stakeholders expect you to *continuously lead to produce improvement in higher education environments*.

Outcome Priority From professionally-informed theory, research, and practical knowledge of environments as well as direct exposure to them, develop mastery of …
- literature--specialized knowledge of theory, practice, students, etc. for scholarship/professional development.
- professional contextualization of/for the environments literature in practice.

Learning Goals & Professional Competency Outcomes
- understanding of selected theoretical approaches to the definition and description of human environments.
- appreciation for the application of environmental theory to educational policies and practices, focusing on the design of campus environments and their influence on student behaviors.
- insight as to how different campus environment factors may differently affect students.
- familiarity with a variety of formal and informal techniques of environmental assessment.
- skills of analysis, synthesis, and communication re. theories and practices salient to student affairs work.
- ACPA/NASPA Professional Competencies and course engagement/outcome linkages.

THE COURSE LITERATURE
Required Reading
Reading ahead of the schedule is appropriate and may be advantageous. All readings are assigned to be studied by specific dates, incorporated into your assignments and discussions, and your comprehension of them will be assessed at various times in various ways. Each student should have access to these volumes:
- Birnbaum, R. (1988). *How colleges work: The cybernetics of academic organization and leadership*. JB.
- Kenney, D. R., Dumont, R., & Kenney, G. (2005). *Mission and place: Strengthening learning and community through campus design*. Westport, CT: Praeger.
- Strange, C. & Banning, J. (2015, 2nd ed.). *Designing for learning: Creating campus environments for student success*. JB Replaces *Educating by design: Creating campus learning environments that work* (2001).
- Media -- *The Chronicle of Higher Education* and *Inside Higher Education*
- Additional available required readings and other helpful resources are identified (see course schedule).

Hint -- **Get the main points** when reading assigned journal articles: Focus on the introduction, literature, findings, and recommendations. If interested, skim the details of methodology, statistical analysis, and the like.

Recommendation
Resources (assigned/not) may be worthy acquisitions to go deep into assignments and more scholarship, develop a library, and ease access and use in the semester. Many students now take 6030 and other courses that draw on this literature--libraries may not net ideal access, promptly return library resources, work ahead, find alternative sources.

THE UNIVERSITY POLICY
Rights, services, communications
CODES OF CONDUCT AND ACADEMIC HONESTY--The instructor and students in this course will adhere to the University's general Codes of Conduct defined in the *BGSU Student Handbook*. The Code of Academic Conduct (Academic Honesty Policy) requires that students do not engage in academic dishonesty. *Student Handbook*, *Academic Charter* B.II.H, Student Discipline Programs: (http://bgsu.edu/downloads/sa/file15768.pdf); (http://www.bgsu. edu/offices/facsenate/page471.html); (http://bgsu.edu/offices/sa/studentdiscipline/index.html)

DISABILITY POLICY--In accordance with the University policy, if the student has a documented disability and requires accommodations to obtain equal access in this course, he or she should contact the instructor at the beginning of the semester and make this need known. Students with disabilities must verify their eligibility through the Office of Disability Services for Students; 372-8495, College Park, http://www2.bgsu.edu/offices/sa/disability/.

RELIGIOUS HOLIDAYS--It is the policy of the University to make every reasonable effort allowing students to observe their religious holidays without academic penalty. In such cases, it is the obligation of the student to provide the instructor with reasonable notice of the dates of religious holidays on which he or she will be absent. Absence from classes or examinations for religious reasons does not relieve the student of responsibility for completing required work missed. Following necessary notification, the student should consult with the instructor to determine what appropriate alternative opportunity will be provided, allowing the student to fully complete his or her academic responsibilities. (*The Academic Charter*, B-II.G-4.b at: http://www.bgsu.edu/downloads/bgsu/file919.pdf).

STUDENT VETERAN--BGSU recognizes student veterans' rights when entering and exiting the university system. If you are a student veteran, please communicate with your instructor so reasonable accommodations can be made for absence when drilling or being called to active duty (http://www.bgsu.edu/veteran/).

UNIVERSITY CLOSURE--In most cases, the University will not close for winter conditions unless the Wood County Sheriff's Department declares a Level 3 emergency. Information about University wide closures is communicated by the Office of Marketing and Communications, which will notify the University Fact Line, local FM & AM radio stations and the four Toledo television stations (see Weather Policy for lists). For changes in individual CSP 6030 class meetings, please refer to email postings by the instructor.

THE COURSE CLASSROOM & ACADEMIC MATTERS
Ways to work together for success

IDENTITY – Persons of all identities are welcome in this course and profession. Therefore,

- Beyond your name as it appears on the class roster; please, be comfortable informing the professor of a name and any pronouns by which you wish to be known. He will attempt to use them.
- If you have a particular identity, the professor and fellow students should not marginalize you as such; e.g., treating you as the singular representative of those who also have that identity, disrespecting you as a person while learning or considering or challenging your perspectives, ignoring you, etc.
- Everyone should exercise scholarly professionalism that is at all times respectful of persons, inclusive and just, exemplifying graduate learning and personal grace: This must be so while representing your own self and your perspectives as well learning while encountering the identities and perspectives of others.

REFRESHMENT--Class session duration suggests refreshment to support learning. Beverage/Food which do not distract teaching-learning are permissible. A 10 minute break will be scheduled: Please, stay on-task and on-time.

CHANGE--The syllabus is a guide for matters such as course content, assignments, assessments, literature, schedule, etc. It is subject to evolving in-semester adjustments based upon but not limited to enrolled students' prior knowledge and formative feedback, university and faculty and student circumstances, and emerging scholarship.

ATTEND--Class attendance and participation are mandatory: It is impossible to replicate unique classroom learning experiences; therefore, absence-related point reductions are applicable to abuses. Notify the professor in advance of absences, late arrivals, and early departures.

ON TIME AND COMPLETE--Assignments must be submitted on time and complete in every aspect.

- "On time" means assignments are "late" when submitted after the class when the assignment was due. Point reductions for "late" are two points for each partial day an assignment remains late. [NOTE: Each point for an assignment equals one-percent of the total course grade.]
- "Complete" means once an assignment is submitted there is no opportunity to revise or rewrite any/all of it.
- "Complete" means every required element of the assignment must be submitted. Submitted assignments that are missing required elements will be graded with significant point reductions for that shortcoming. Because assignments are to be complete, the professor will request a written addendum to provide only the missing required elements within two days. This may slightly lessen but cannot entirely eliminate the original point reduction for an incomplete and late required element: Remaining reductions will be based on the quality of the addendum and that this required element was submitted "late." The opportunity to submit an addendum is at the professor's discretion (though consistently applied to all students with similar missing required elements) and a student may reject the opportunity.

WRITING & APA--Your writing must reflect scholarly characteristics and quality: Submissions that fall short of this mark will be accordingly graded. Draft, edit, re-write, seek writing center or peer advice, etc. to improve your writing for each assignment and as the semester progresses. APA is the required style; however, please follow this request for sustainable APA exceptions:

- Use 12 point font with ***single*** line spacing.
- Staple assignments in the upper-left corner: No report cover.
- Type your name and the title on the top of the first page: No title page.
- Print on two sides of the paper.

SUBMISSIONS & COPIES—Submit all assignments electronically *and* in hard copy, and keep duplicates. For educational purposes, you may be required to provide an un-graded copy of your assignment to classmates.

TECHNOLOGY—Personal electronic devices are encouraged in this course and classroom for educational purposes; such as, information access, communication (visual, audio, written), creativity, analysis, etc. There is to be no in-class recording or photography without permission of the Professor. Technology use is limited to related course content and pedagogy. In writing and presentations, properly cite technologically housed sources. Respect the learning and classroom decorum, and scholarly ethics. Limit personal and professional phone, text, email, social network, etc. use to actual emergencies and to out-of-class break times.

QUALITY--All assignments and in-class participation must demonstrate A) a *base in the literature*, B) *high quality written and/or verbal communication* skills, and, C) *higher order cognitive domain thinking* (Bloom).
- *EVALUATION*--Make judgments about the value of ideas or materials.
- *SYNTHESIS*--Build a structure or pattern from diverse elements; put parts together to form a whole, with emphasis on creating a new meaning or structure.
- *ANALYSIS*--Separate material or concepts into component parts so that its organizational structure may be understood; distinguish between facts and inference.

KNOWLEDGE, PEDAGOGY, PREPARATION
- Students' collective intellect and professional experience, and individual interests will shape the learning.
- The Professor will set the bar high for expressed expectations and coaching levels.
- A variety of instructional approaches and learning assessments will be utilized.
- Be literature-informed, thinking professionally and globally: No opinion, ignorance, myth, and localism.
- Be prepared with three or four contributions you can make to in-class learning.
- Be charged, courageous, conversant, creative, challenger, complete, circumspect, confident, civil, cultural.

PROGRESS & GRADE--"Incomplete" grades are not available. The Graduate College does not transcript +/- grades; so, I indicate "+/- relative grades" for your formative assessment of your progress. This grade scale applies.

GRADE	QUALITY	RELATIVE GRADE: POINTS		
A's	Excellence	**A:** 100-94		**A-:** 93-92
B's	Good	**B+:** 91-90	**B:** 89-85	**B-:** 84-83
C's	Below	**C+:** 82-81	**C:** 80-76	**C-:** 75-74
D's & F's	Expectations	**D+:** 73-72	**D:** 71-67	**F:** 66-0

THE COURSE ASSIGNMENTS
ASSIGNMENT #1 INTERNSHIP/EMPLOYMENT WORKPLACE ASSESSMENT (25 of the 100 points)
Synthesize knowledge of four environments (physical, human aggregate, organizational, constructed) to describe and assess the person-environment interaction of your current internship/employment workplace. The following is the general outline for the paper's structure; including the major points of the outline (underlined), guiding questions (A, B, C, etc.), and length of each major portion of the paper. Further, theoretical constructs from the literature (the vocabulary and concepts in the readings) will be assigned and are to be used to frame the description and assessment of the intern/work place within each of the major portions of the paper.

I. Introduction [~ ¼ page]: Describe your internship; i.e., site name, purpose/role, place in the larger organization, how it "fits" into the larger institution, and its mission, specific goals, and objectives.

II. Physical [~ 1 ½ pages]: A) What does your internship site look like (i.e., describe the synthetic environment--diagram/floor plan appendixes may help you explain the key points); what are the amenities; is it crowded or have unusable space? B) What influences do the amenities, proxemics, and other aspects of the physical environment have on your behavior, the behavior of the employees, the clientele the office is to serve?: Explore implications of A) as the majority of thought/writing in B).

III. Human aggregate [~1 ½ pages]: Describe the human aggregate of your internship. A) What are the dominant demographic, personality, and other characteristics of the group of co-workers? B) How do those types influence the intern site behavior? C) To what extent is the human aggregate you choose to discuss differentiated and

consistent? D) What influences do these aspects of environment have on your behavior, behavior of the other employees, on the clientele the office intends to serve?: Explore implications of A)-C) as the majority in D).

IV. Structural/Organizational [~ 1 ½ pages]: Discuss the organization of your internship site: Use organizational descriptors discussed in readings and class. A) Does the organizational structure facilitate or inhibit the goals of the environment? How so? B) To what extent is your setting dynamic or static? Does it tend to encourage or discourage innovation? C) What about other organizational dynamics? D) What influences do these aspects of environment have on your behavior, on the behavior of the other employees you work with, on the clientele the office is intended to serve?: Explore the implications of A)-C) as the majority in D).

V. Constructed [~ 1 ½ pages]: What sort of "climate" or environmental personality is evident at your internship site? A) Do your perceptions differ from those of your coworkers or your clientele? B) Do different demographic groups experience your site similarly? C What are the key cultural artifacts of your setting and how do they shape what is valued or done there? D) What influences do these aspects of environment have on your behavior, behavior of the other employees, on the clientele the office intends to serve?: Explore the implications of A)-C) as the majority thought/writing in D).

VI. Analysis [2 pages]: Evaluate how you interact with the above features. Given yourself, how do the above affect your *attraction, satisfaction, and stability* when interacting in that setting?

ASSIGNMENT #2 STUDENT SUBPOPULATION ASSESSMENT (25 of 100 points)
You will be part of a team to learn about a student subpopulation (to which no team member belongs) that is well-researched and discussed in higher education literature. Pre-approved subpopulations include students who identify as veteran, disabled, racially underrepresented, LGBTQ, international, commuters to residential campuses, parents of custodial children, women in male-dominated majors/men in female-dominated majors, and other student subpopulations may be submitted for approval. The following is the general outline for the paper's structure; including the major points of the outline (underlined).

I. Subpopulation General Background Literature Review [5 pages]: Write a review of the literature to describe A) the subpopulation and B) its higher education experience. Base the literature review on research articles, challenge-support intervention programs, literature from other academic and professional fields, and popular non-fiction and fiction literature. It is advisable to organize sub-points related to major themes related to the four environments: e.g., attraction, satisfaction, stability; participation, involvement, engagement; safety, security, climate; sustainability of the four environments, and; institutional and student learning, growth, and development.

II. Subpopulation Specific Campus Engagement Assessment [5 pages]: Describe and assess the actual experiences of your chosen population at the same institution as your campus assessment assignment #3.

Required observation processes:
* Tour the campus, related student affairs functional area offices and spaces, and student subpopulation offices and spaces;
* Interview subpopulation students (withholding identifiers) and professionals, and others who provide interventions for the student subpopulation's success;
* Read institutional, student affairs-related functional area, and student subpopulation organization websites, reports, publications, promotional materials, etc., and;
* Observe other aspects in the environment that enrich your understanding (subpop. meetings, events, etc.).

Required assessment paper:
* Summarize the subpopulation observation: A) Who are these specific students? and B) What is their specific experience in this environment regarding their attraction, satisfaction, stability, participation, involvement, engagement, safety, security, social sustainability, etc.? and C) How does this compare to the literature?
* Success for the subpopulation: A) What within the campus environment contributes to the success of students in the subpopulation? and B) what within the campus environment could be improved to enhance the success of subpopulation students?

Subsequent to receiving grades, teams will email refined papers to classmates, read each paper, and present their own paper as part of an in-class discussion about student subpopulations within campus environments.

ASSIGNMENT #3 CAMPUS ASSESSMENT (25 of 100 points)
To improve general understanding of a type of postsecondary institution and a type of student affairs functional area, each student will serve as a team member to observe, describe, and assess a specific institution's overall environment and the environment of student affairs and one of the environment of one student affairs functional area. [The team and campus are the same as for student subpopulation assignment #2.]

Required observation processes:
- Arrange for visit(s): Plan now, make appointments, everyone participates, and consider several visits.
- Prepare questions including "Why?" and listen much, get their view, blend in, thank, reserve judgment.
- Tour the campus and the student affairs functional area offices and spaces.
- Interview the SSAO/delegate and functional area director(s) and staff members.
- Read institutional, student affairs, and student affairs functional area organization websites, reports, publications, promotional materials, etc.
- Observe other aspects within the environment that enrich your understanding (meetings, events, etc.).

Required assessment paper:
- Guiding Assessment Question: Relative to institutional and student success, what is distinctive and effective about the institution and the student affairs functional area in terms of 1) physical, 2) human aggregate, 3) organizational, and 4) constructed environments and 5) technology?
- Further frame the assessment:
  - Address each environment and technology in terms of A) attraction, satisfaction, stability; B) participation, involvement, engagement; C) safety, security, climate; D) sustainability of the four environments, and; E) institutional and student learning, growth, and development.
  - Use assigned theoretical constructs from the literature (the vocabulary and concepts in the readings) to frame the description and assessment.
- Outline: Use the same outline (major headings I–VI) used for assignment #1; however, I should be 1 page, II –VI should each be 2 pages, and VI should highlight portions of A– E) that remain to be accentuated.

Subsequent to receiving grades, teams will email refined papers to classmates, read each paper, and present their own paper as part of an in-class discussion about institutional types and student affairs functional areas within campus environments.

ASSIGNMENT #4 READING (25 of the 100 points)
Quality--In class, overtly utilize the literature in a meaningful way; asking questions, making contributing observations, backfilling presentations, challenging it, projecting real life applications, etc.

Hints--Take notes on and journal about what you read. Not all reading should be done to absorb every word and detail: In many cases it is more important to capture the major points, arguments, theories, player(s), culture, structure, values, etc. Consider how what you read is or may be related to other readings in and outside this course

Measurement & Evaluation--
- *10 of the 25 points* -- Periodic in-class assessments will be conducted in response to recently assigned readings. Assessments are unannounced and will be open-note/journal (not open-book/article) written quizzes on the reading(s): However, students may use open-book/article for one in-class assessment. Each assessment will be initially noted as a full (+), half (½) or no (-) credit. This will be translated into points when the final number of assessments has been determined: e.g., if there are 5 total assessments each will be worth 2 of the 10 points; 2 points awarded for each +, 1 point awarded for each ½, and no points for a -.
- *10 of the 25 points* -- There will be periodic self-reports of having read or not read material. One self-report will be made in the middle and the second will be made at the end of the semester. The first self-report can be updated at the end of the semester to reflect the student's catching up on self-delayed reading.
- *5 of 25 points* -- Based on his observation of the student's quantitative and qualitative use of literature in the semester's class sessions, at the end of the semester points will be determined by the professor.

THE COURSE CALENDAR OF TOPICS, REQUIRED READING, ASSIGNMENTS

Date	Topic	Required Reading	Due
1/11 W1 L1	**Introduction** *Syllabus *US higher education	**Borland**, K. W. (Spring 2014) CSP 6030 Syllabus **Kezar**, A. J. (2001). *Understanding the nature of higher education organizations: Key to successful organizational change* (pp. 59-78) In Understanding and facilitating organizational change in the 21st century: Recent research and conceptualizations. ASHE-ERIC Higher Education Report V 28, No 4. J-B. http://onlinelibrary.wiley.com/doi/10.1002/aehe.2804/pdf	
1/18 W 2	*BREAK 1/18* *ALTERNATE BREAK 1/19* **Assessing Environments**	*THE REVEREND DR. MARTIN LUTHER KING, JR. DAY* <u>READ</u> **AND YOU MAY JOIN TUESDAY 9:30-12:20 FOR "ASSESSING ENVIRONMENMENTS"** **Strange** (ch. 9) **Borland**, K. (2001-2002). Assessing retention: Six steps and four paradigms. *Journal of College Student Retention: Research, Theory & Practice*, 3(4), 365-380. **Upcraft**, M. & Schuh, J. (1996). *Assessment in student affairs*. Jossey-Bass. "Key Questions" (32-51); "Assessing Campus" (166-188). **Kuh**, G., Schuh, J., Whitt, E., & Assocs. (1991). *Involving colleges: Successful approaches to fostering student learning and development outside the classroom*. J-B. "Audit" (263-276); "Assessing" (399-417). **Whitt**, E. (1997). "Don't drink the water?": A guide to encountering a new institutional culture [1990]. In E. Whitt (Ed.), *College student affairs administration* (pp. 516-523). Simon & Schuster. **Other resources:** Borland, K. (2013). *An administrator's guide to assessment*. Butler, G. & Davis, K. (2009). *UCUES campus climate* http://www.ucdavis.edu/search/index.html?cx=004393900062766888 6059:da23-x1vm6k&q=UCUES%202008%20campus%20climate%20&cof=F ORID:9#885 Weinstock, J., & Canales, M. (2006). *Campus climate study report.* www.uvm.edu/~aaeo/pdf/ccs_final_exec_summary_report_web_08 2406.pdf - 2008-07-28	*Team Campus & Subpop Commitment*
1/25 W3 L2	**Physical Environment** *Introduction *Values	**Strange** (Ch 1) **Kenney** (Ch 7) **Bonfiglio**, R. A. (2004). What the building boom says about campus values. *About Campus, 9*(5), 27-29.	
2/1 W4 L3	**Physical Environment** *Campus Plan/Design *Minoritized Groups	**Kenney** (Ch 2, 8, 16) **Conroy**, J. (2006). How green can you go? *American School & University*, 78(7), 30-34. **Hough**, M. H. (2010). The campus green: Trampled by the wheels of LEED? *Chronicle of Higher Education*, 56(36), B4-B5. **Kinzie** J. & Mulholland, S. (2008). Transforming physical spaces into inclusive multicultural learning environments. Harper. pp. 103-120 **Other resources:** BGSU Master Plan: http://www.bgsu.edu/masterplan/page77597.html Falk, C. & Blaylock, B. (2010). Strategically planning campuses for the "newer students" in higher education. *Academy of Educational Leadership Journal, 14, pp. 15-38.*	**Team Subpop Background**

2/8 W5 L4	**Physical Environment** *Sustainable ***ONE MONTH CHECK/LAB***	**Skim all and select one for in class exchange:** ACPA. (n.d.) Education for Sustainable Development. http://www.myacpa.org/task-force/sustainability/primer.cfm Assoc. for the Advancement of Sustainability in Higher Education. (2008). Sustainability Tracking, Assessment and Rating System for Colleges and Universities, Version 0.5. http://www.aashe.org/blog/aashe-releases-new-version-campus- sustainability-rating-system (SCAN) Atherton, A., & Giurco, D. (2011). Campus sustainability: climate change, transport and paper reduction. *International Journal of* *Sustainability in Higher Education*, 12(3), 269-279. Dunkel, N. W. (2009). Green residence halls are here: Current trends in sustainable campus housing. *Journal of College & University* *Student Housing*, 36(1), 10-23. Friendland, A., & Lawn, J. (2007). The Stanford way. *Food* *Management*, 42(10), 36-50: p. 39. Gross, M. (2007). You, too, can be green: The case for campus commitment and action. *Community College Journal of Research &* *Practice*, 31(6), 463-474. doi:10.1080/10668920701357726 Popovici, A. (2011). Educators seek to link sustainability on campus to Catholic teaching. *National Catholic Reporter*, 47(12), 1a-3a. Stevenson, G. (2005). The future is green. *Tribal College Journal*, 17(2), 10-15. Whiteman, D. (2009). Creating a "green bubble" on campus: A model for programming in a green living-learning community. *Journal of* *College & University Student Housing*, 36(1), 38-47. **Other resources:** BGSU: http://www.bgsu.edu/offices/sustainability/index.html	
2/15 W6 L5	**Human Aggregate** *Introduction	**Strange** (ch. 2) **Moos**, R. H. (1986). The human context: Environmental determinants of behavior. Malbar: Krieger. Ch 9: human aggregate, pp. 284-297. **Other resources:** Pike, G. R., & Kuh, G. D. (2006). Relationships among structural diversity, informal peer interactions and perceptions of the campus environment. *Review of Higher Education, 29,* 425-50. McDonald, W. & Assocs. (2002). *Creating campus community: In search of* *Ernest Boyer's legacy*. J-B. Sias, P. M. (2009). *Organizing relationships: Traditional and* *emerging perspectives on workplace relationships*. Sage.	
2/22 W7 L6	**Human Aggregate** *Learning community	**Strange** (ch. 7) **Burke-Vigeland**, M. (n.d.). Designing colleges for more than just connectivity. http://www.fastcodesign.com/ **Gensler** (n.d) Changing course: Connecting campus design to a new kind of student. **Gensler** (n.d.). No more teachers, no more books? Every person is an educator, every space is a classroom. **Shapiro**, J. (2014). Essay on technology issues facing students and faculty members, in *Inside Higher Education* (August 12, 2014). **Other resources:** BGSU (2014). EDHD Policy statement on Technology Innovation Chism, N. V. N. & Bickford, D. J. (Eds.). (2002). *The importance of* *physical space in creating supportive learning environments*. J-B.	

2/29 W8 L7	**Organizational Environment** *Introduction *Philosophy *Institutional Types	**Strange** (ch. 3) **Birnbaum** (Ch. 1-3) **Schloss** P. J. & Cragg, K. M. (2013). Organization and administration in higher education. Routledge. (pp. 7-17). <u>Other resources:</u> Berquist, W. & Pawlak, K. (2008). *Engaging the six cultures of the academy ...*. J-B. Bolman, L. G. & Deal, T. E. (1991). *Reframing organizations: Artistry, choice, and leadership*. J-B. Manning, K., Kinzie, J. & Schuh, J. H. (2014, 2nd ed.). One size does not fit all: Traditional and innovative models for student affairs practice. Routledge. Hirt, J. (2003). *Where you work matters: Student affairs administration at different types of institutions*. DC: University Press of America.	*Workplace I-III* *1st Reading*
3/7 W9	*BREAK*	*SPRING BREAK*	
3/14 W10 L8	**Organizational Environment** *Students *Multicultural *TWO MONTH CHECK/LAB*	**Berger**, J. B. (2000). Organizational behavior at colleges and student outcomes: A new perspective on college impact. *Review of Higher Education, 23* (2), 177-198. **Godwin**, G. J., & Markham, W. T. (1996). First encounters of the bureaucratic kind: Early freshman experiences with a campus bureaucracy. *Journal of Higher Education, 67,* 660-691. **Jackson**, B.W. (2005). The theory and practice of multicultural organization development …. M. Ouellett, (Ed.), *Teaching inclusively: Essays on course, department and institutional change initiatives* (pp. 3-20). Stillwater, OK: New Forums Press. **Grieger**, I. (1996). A multicultural organizational development checklist for student affairs. *Journal of College Student Development, 37*(5), 561-573.	
3/21 W11 L9	**Created Climate & Culture** *Introduction	**Strange** (ch. 4) **Kuh**, G. D., & Witt, E. J. (1988). *The invisible tapestry: Culture in American colleges and universities*. ASHE-ERIC Higher Education Report No. 1. D. C.: ASHE. pp. 9-27, 41-52, 75-94. **Magolda**, P. M. (2001, January/February). What our rituals tell us about community on campus. *About Campus 5*(2), pp. 2-8.	
3/28 W12 L10	**Created Climate & Culture** *Transform *Diversity	**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. <u>Assigned to groups in class:</u> Rankin, S. R. & Reason, R. D. (2005). Differing perceptions: How **students of color** and white students perceive campus climate for underrepresented groups. *Journal of College Student Development, 46*(1), 43-61. Rankin, S. R. (2005). Campus climates for sexual minorities. In R. L. Sanlo (Ed.), **Gender identity** and **sexual orientation** (*New Directions for Student Services*, no. 111, pp. 17-23). J-B. Wilson, K., Getzel, E., & Brown, T. (2000). Enhancing the post-secondary campus climate for **students with disabilities**. *Journal of Vocational Rehabilitation, 14*, 37-50. <u>Other resources:</u> Museus, S. (2008). Focusing on institutional fabric: Assessing campus climates to enhance cross-cultural engagement. Harper. (p. 205-234)	

4/4 **W13** **L11**	**Created** **Climate &** **Culture** *Safe & Inclusive Environment ***THREE*** ***MONTH*** ***CHECK/LAB***	**Strange**. (Ch 5) **Turner**, K. B., & Torres, A. (2006). Campus safety: Perceptions and experiences of women students. *Journal of College Student Development, 47,* 20-36. **Palmer**, P. (2002). Afterward: The quest for community higher education. W. McDonald & Assocs. Creating campus community: In search of Boyer's legacy (pp. 179-192) pp. 180-185. **Other resources:** Jablonski, M., McClellan, G., & Zdziarski, E. (Eds.). (2008). *In search of safer communities: Emerging practices for student affairs in addressing campus violence* (New Directions for Student Services, Supplement 2008). J-B.	
4/11 **W14** **L12**	**Created** **Climate &** **Culture** *Participation/ Engagement	**Strange**. (Ch 6) **Hoffman**, D., et. al. (2005). Engagement versus participation: A difference that matters. *About Campus, 10*(5), 10-17. **Harper**, S., & Wolley, M. (2002, May). Becoming an "involving college" for African American undergraduate men: Strategies for increasing African American male participation in campus activities. *The Bulletin*, 16-24. **Other resources:** Harper, S. & Quayle, S. (Eds.). (2009). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. Routledge. Harper, S. (Ed.). (2008). *Creating inclusive campus environments: For cross-cultural learning and student engagement*. D.C.: NASPA.	**Workplace** **All** **Team** **Subpop** **Final**
4/18 **W15** **L13**	**Technology/** **Virtual/** **Social Media** **Environment**	**Strange** (ch. 8) **DeAndrea**, D. et. al. (2011). Serious social media: On the use of social media for improving students' adjustment to college. *Internet and Higher Education.* **Kim**, J. (2014). 8 campus technologies that I'm surprised still exist, in *Inside Higher Education* (August 20, 2014). **Park**, N., Kee, K., Valenzuela, S. (2009). Being immersed in social networking environment: Facebook groups, uses and gratifications, and social outcomes. *CyberPsychology & Behavior*, v 12, No. 6. **Veletsianos**, G. & Navarrete, C. (2012). Online social networks as formal learning environments: Learner experiences and activities. *The International Review of Research in Open and Distance Learning*, v. 12, No. 1. **Other resources:** Turkle, S. (2012). Alone together: why we expect more from technology and less from each other. NY: Basic Books.	**Team** **Campus** **Final** **Reading All**
4/25 **W16** **L14**		**Peers' Subpopulation & Campus Assignments**	
5/2 **W17** **L15**		**Peers' Subpopulation & Campus Assignments**	

Date	Topic	Required Reading	Due
1/12 W1 L1	**Introduction** *Syllabus *US higher education	**Borland**, K. W. (Spring 2014) CSP 6030 Syllabus **Kezar**, A. J. (2001). *Understanding the nature of higher education organizations: Key to successful organizational change* (pp. 59-78) In Understanding and facilitating organizational change in the 21st century: Recent research and conceptualizations. ASHE-ERIC Higher Education Report V 28, No 4. J-B. http://onlinelibrary.wiley.com/doi/10.1002/aehe.2804/pdf	
1/19 W2 L2	**Assessing Environment**	**Strange** (ch. 9) **Borland**, K. (2001-2002). Assessing retention: Six steps and four paradigms. *Journal of College Student Retention: Research, Theory & Practice*, 3(4), 365-380. **Upcraft**, M. & Schuh, J. (1996). *Assessment in student affairs*. Jossey-Bass. "Key Questions" (32-51); "Assessing Campus" (166-188). **Kuh**, G., Schuh, J., Whitt, E., & Assocs. (1991). *Involving colleges: Successful approaches to fostering student learning and development outside the classroom.* J-B. "Audit" (263-276); "Assessing" (399-417). **Whitt**, E. (1997). "Don't drink the water?": A guide to encountering a new institutional culture [1990]. In E. Whitt (Ed.), *College student affairs administration* (pp. 516-523). Simon & Schuster. **Other resources:** Borland, K. (2013). *An administrator's guide to assessment.* Butler, G. & Davis, K. (2009). *UCUES campus climate* http://www.ucdavis.edu/search/index.html?cx=004393900062766886059:da23-x1vm6k&q=UCUES%202008%20campus%20climate%20&cof=FORID:9#885 Weinstock, J., & Canales, M. (2006). *Campus climate study report.* www.uvm.edu/~aaeo/pdf/ccs_final_exec_summary_report_web_082406.pdf - 2008-07-28	*Team Campus & Subpop Commitment*
1/26 W3 L3	**Physical Environment** *Introduction *Values	**Strange** (Ch 1) **Kenney** (Ch 7) **Bonfiglio**, R. A. (2004). What the building boom says about campus values. *About Campus, 9*(5), 27-29.	
2/2 W4 L4	**Physical Environment** *Campus Plan/Design *Minoritized Groups	**Kenney** (Ch 2, 8, 16) **Conroy**, J. (2006). How green can you go? *American School & University*, 78(7), 30-34. **Hough**, M. H. (2010). The campus green: Trampled by the wheels of LEED? *Chronicle of Higher Education*, 56(36), B4-B5. **Kinzie** J. & Mulholland, S. (2008). Transforming physical spaces into inclusive multicultural learning environments. Harper. pp. 103-120 **Other resources:** BGSU Master Plan: http://www.bgsu.edu/masterplan/page77597.html Falk, C. & Blaylock, B. (2010). Strategically planning campuses for the "newer students" in higher education. *Academy of Educational Leadership Journal, 14, pp. 15-38.*	**Team Subpop Background**

2/9
W5
L5
	Physical Environment
	*Sustainable
	ONE MONTH CHECK/LAB
		<u>**Skim all and select one for in class exchange:**</u>
		ACPA. (n.d.) Education for Sustainable Development.
		   http://www.myacpa.org/task-force/sustainability/primer.cfm
		Assoc. for the Advancement of Sustainability in Higher Education.
		   (2008). Sustainability Tracking, Assessment and Rating System for
		   Colleges and Universities, Version 0.5.
		   http://www.aashe.org/blog/aashe-releases-new-version-campus-
		   sustainability-rating-system (SCAN)
		Atherton, A., & Giurco, D. (2011). Campus sustainability: climate
		   change, transport and paper reduction. *International Journal of*
		   Sustainability in Higher Education, 12(3), 269-279.
		Dunkel, N. W. (2009). Green residence halls are here: Current trends
		   in sustainable campus housing. *Journal of College & University*
		   Student Housing, 36(1), 10-23.
		Friendland, A., & Lawn, J. (2007). The Stanford way. *Food*
		   Management, 42(10), 36-50: p. 39.
		Gross, M. (2007). You, too, can be green: The case for campus
		   commitment and action. *Community College Journal of Research &*
		   Practice, 31(6), 463-474. doi:10.1080/10668920701357726
		Popovici, A. (2011). Educators seek to link sustainability on campus to
		   Catholic teaching. *National Catholic Reporter*, 47(12), 1a-3a.
		Stevenson, G. (2005). The future is green. *Tribal College Journal*,
		   17(2), 10-15.
		Whiteman, D. (2009). Creating a "green bubble" on campus: A model
		   for programming in a green living-learning community. *Journal of*
		   College & University Student Housing, 36(1), 38-47.
		Other resources:
		BGSU: http://www.bgsu.edu/offices/sustainability/index.html	

2/16
W6
L6
	Human Aggregate
	*Introduction
		Strange (ch. 2)
		Moos, R. H. (1986). The human context: Environmental determinants
		   of behavior. Malbar: Krieger. Ch 9: human aggregate, pp. 284-297.
		Other resources:
		Pike, G. R., & Kuh, G. D. (2006). Relationships among structural
		   diversity, informal peer interactions and perceptions of the campus
		   environment. *Review of Higher Education, 29,* 425-50. McDonald,
		   W. & Assocs. (2002). *Creating campus community: In search of*
		   Ernest Boyer's legacy. J-B.
		Sias, P. M. (2009). *Organizing relationships: Traditional and*
		   emerging perspectives on workplace relationships. Sage.	

2/23
W7
L7
	Human Aggregate
	*Learning community
		Strange (ch. 7)
		Burke-Vigeland, M. (n.d.). Designing colleges for more than just
		   connectivity. http://www.fastcodesign.com/
		Gensler (n.d). Changing course: Connecting campus design to a new
		   kind of student.
		Gensler (n.d.). No more teachers, no more books? Every person is an
		   educator, every space is a classroom.
		Shapiro, J. (2014). Essay on technology issues facing students and
		   faculty members, in *Inside Higher Education* (August 12, 2014).
		Other resources:
		BGSU (2014). EDHD Policy statement on Technology Innovation
		Chism, N. V. N. & Bickford, D. J. (Eds.). (2002). *The importance of*
		   physical space in creating supportive learning environments. J-B.	

3/1 W8 L8	**Organizational Environment** *Introduction *Philosophy *Institutional Types	**Strange** (ch. 3) **Birnbaum** (Ch. 1-3) **Schloss** P. J. & Cragg, K. M. (2013). Organization and administration in higher education. Routledge. (pp. 7-17). **Other resources:** Berquist, W. & Pawlak, K. (2008). *Engaging the six cultures of the academy* …. J-B. Bolman, L. G. & Deal, T. E. (1991). *Reframing organizations: Artistry, choice, and leadership*. J-B. Manning, K., Kinzie, J. & Schuh, J. H. (2014, 2nd ed.). One size does not fit all: Traditional and innovative models for student affairs practice. Routledge. Hirt, J. (2003). *Where you work matters: Student affairs administration at different types of institutions*. DC: University Press of America.	*Workplace I-III* *1st Reading*
3/8 W9	*BREAK*	*SPRING BREAK*	
3/15 W10 L9	**Organizational Environment** *Students *Multicultural *TWO MONTH CHECK/LAB*	**Berger**, J. B. (2000). Organizational behavior at colleges and student outcomes: A new perspective on college impact. *Review of Higher Education, 23* (2), 177-198. **Godwin**, G. J., & Markham, W. T. (1996). First encounters of the bureaucratic kind: Early freshman experiences with a campus bureaucracy. *Journal of Higher Education, 67,* 660-691. **Jackson**, B.W. (2005). The theory and practice of multicultural organization development …. M. Ouellett, (Ed.), *Teaching inclusively: Essays on course, department and institutional change initiatives* (pp. 3-20). Stillwater, OK: New Forums Press. **Grieger**, I. (1996). A multicultural organizational development checklist for student affairs. *Journal of College Student Development, 37*(5), 561-573.	
3/22 W11 L10	**Created Climate & Culture** *Introduction	**Strange** (ch. 4) **Kuh**, G. D., & Witt, E. J. (1988). *The invisible tapestry: Culture in American colleges and universities*. ASHE-ERIC Higher Education Report No. 1. D. C.: ASHE. pp. 9-27, 41-52, 75-94. **Magolda**, P. M. (2001, January/February). What our rituals tell us about community on campus. *About Campus 5*(2), pp. 2-8.	
3/29 W12 L11	**Created Climate & Culture** *Transform *Diversity	**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. **Assigned to groups in class:** Rankin, S. R. & Reason, R. D. (2005). Differing perceptions: How **students of color** and white students perceive campus climate for underrepresented groups. *Journal of College Student Development, 46*(1), 43-61. Rankin, S. R. (2005). Campus climates for sexual minorities. In R. L. Sanlo (Ed.), **Gender identity** and **sexual orientation** (*New Directions for Student Services*, no. 111, pp. 17-23). J-B. Wilson, K., Getzel, E., & Brown, T. (2000). Enhancing the post-secondary campus climate for **students with disabilities**. *Journal of Vocational Rehabilitation, 14*, 37-50. **Other resources:** Museus, S. (2008). Focusing on institutional fabric: Assessing campus climates to enhance cross-cultural engagement. Harper. (p. 205-234)	

4/5 **W13** **L12**	**Created Climate & Culture** *Safe & Inclusive Environment ***THREE MONTH CHECK/LAB***	**Strange**. (Ch 5) **Turner**, K. B., & Torres, A. (2006). Campus safety: Perceptions and experiences of women students. *Journal of College Student Development, 47,* 20-36. **Palmer**, P. (2002). Afterward: The quest for community higher education. W. McDonald & Assocs. Creating campus community: In search of Boyer's legacy (pp. 179-192) pp. 180-185. **Other resources:** Jablonski, M., McClellan, G., & Zdziarski, E. (Eds.). (2008). *In search of safer communities: Emerging practices for student affairs in addressing campus violence* (New Directions for Student Services, Supplement 2008). J-B.	
4/12 **W14** **L13**	**Created Climate & Culture** *Participation/ Engagement	**Strange**. (Ch 6) **Hoffman**, D., et. al. (2005). Engagement versus participation: A difference that matters. *About Campus, 10*(5), 10-17. **Harper**, S., & Wolley, M. (2002, May). Becoming an "involving college" for African American undergraduate men: Strategies for increasing African American male participation in campus activities. *The Bulletin*, 16-24. **Other resources:** Harper, S. & Quayle, S. (Eds.). (2009). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. Routledge. Harper, S. (Ed.). (2008). *Creating inclusive campus environments: For cross-cultural learning and student engagement*. D.C.: NASPA.	**Workplace All** **Team Subpop Final**
4/19 **W15** **L14**	**Technology/ Virtual/ Social Media Environment**	**Strange** (ch. 8) **DeAndrea**, D. et. al. (2011). Serious social media: On the use of social media for improving students' adjustment to college. *Internet and Higher Education.* **Kim**, J. (2014). 8 campus technologies that I'm surprised still exist, in *Inside Higher Education* (August 20, 2014). **Park**, N., Kee, K., Valenzuela, S. (2009). Being immersed in social networking environment: Facebook groups, uses and gratifications, and social outcomes. *CyberPsychology & Behavior*, v 12, No. 6. **Veletsianos**, G. & Navarrete, C. (2012). Online social networks as formal learning environments: Learner experiences and activities. *The International Review of Research in Open and Distance Learning*, v. 12, No. 1. **Other resources:** Turkle, S. (2012). Alone together: why we expect more from technology and less from each other. NY: Basic Books.	**Team Campus All** **Reading All**
4/26 **W16** **L15**	**Subpopulation**	**Peers' Subpopulation & Campus Assignments**	
5/3 **W17** **L16**	**Campus**	**Peers' Subpopulation & Campus Assignments**	