



University of
Pittsburgh

School of
Education

EFOP 2135: Professional Development Seminar in Higher Education

Fall 2021 | Tuesdays 6:00-8:40pm | 5200 Posvar Hall

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Instructor

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Instructor Communication: My goal is to reply to email or voice messages within 48 hours Monday-Friday.

Office Hours: My office hours are scheduled by appointment. If you need to have a conversation with me about something in the course, I am glad to arrange meetings as needed. Just send me an email with three or four possible times on Tuesdays or Wednesdays, and we will schedule a mutually convenient time to chat.

Course Description

This course focuses on professional and personal development for careers in higher education.

Through course activities and assignments, students will engage with current perspectives in the field, reflect upon their identity as a practitioner, and build plans for future professional success.

This course will also enable students to assess their personal and professional growth in preparation for advancement of their career in higher education.

Learning Outcomes

1. To review and assess personal learning and professional experiences in order to prepare for job planning, job searching, and career advancement in higher education
2. To further develop core competencies for higher education and student affairs
3. To develop presentation and facilitation skills
4. To learn strategies for planning for and engaging in professional development
5. To apply theoretical and conceptual knowledge to practical experiences
6. To practice reading, reflecting, and writing at the graduate level
7. To think critically, develop curiosity, and become a reflective scholarly practitioner

Required Materials

All course readings will be made available on Canvas or through the Pitt Library (PittCat).

COURSE POLICIES

Attendance and Course Engagement

Students are expected to complete assigned readings prior to class and participate in course discussions. As graduate students, learners should think critically, participate actively, and engage willingly in order to enhance their own learning as well as the learning of others. In order to prepare for class, students should: (a) complete the assigned readings, (b) take notes on readings, and (c)

determine the main themes/topics within the readings, as well as areas where they have questions or need additional clarity.

While class attendance is critical to the full examination of the scheduled topic and allow for students' individual and collective learning, our collective health and wellbeing needs to be our top priority. For that reason, students who are sick/symptomatic (regardless of vaccination status) and/or need to quarantine/self-isolate should not attend class and follow all procedures outlined on www.coronavirus.pitt.edu. If you need to miss multiple class sessions due to illness, please email me and I will provide you with alternative engagements that you can complete to account for missed class sessions.

Technology

Present engagement in class discussion serves as a foundational element of our collective learning in this course. Technological distractions (e.g., email, text messaging, social media, web browsing) can detract from the quality of the discussion and delimit our present engagement with one another. Students are encouraged to be respectful of our shared classroom environment when using cell phones, laptops, and other technological gadgets in class and to refrain from checking email, text messages, and social media during class time. Students may find it useful to close out of these applications completely during our class time to be fully present.

Deadlines

All assignments are due electronically by 11:59pm on the date assigned, unless otherwise noted. Unless you make arrangements with the instructor ahead of time, late assignments without penalty cannot be accepted. Most assignments require more than one week to complete and will need several hours for careful planning, critical reading, researching, scholarly writing, and astute self-editing before submitting a final product. Therefore, it is suggested that you allocate your time accordingly and work in advance to meet course deadlines.

Written Assignments

Writing is an important part of professional practice and this class is an opportunity to refine your writing skills. All written assignments are to be of professional quality and free of spelling, grammatical, and typographical errors. Assignments must follow the grammar, formatting, and usage guidelines contained in the 7th edition of the *Publication Manual of the American Psychological Association* (APA). If you need assistance with APA, the University Writing Center offers valuable services for graduate student writing and their services can be reviewed at <http://www.writingcenter.pitt.edu/graduate-services>. The Purdue Online Writing Lab (OWL) also contains helpful web resources that may assist in better understanding APA style and can be located at: <https://owl.english.purdue.edu/owl/section/2/10/>.

Grades

Letter grades are assigned in this class. Written work is graded on demonstrated insight, completion of expectations of the assignment, coherence of organization, style, grammar, and spelling. Letter grades are feedback and have the following meaning (+ and – are also assigned):

“A” signifies work that exceeds expectations. Written work falling into this category will demonstrate clarity of purpose, organization, and communication. It will also demonstrate masterful and original interpretation of course material. “A” level denotes a student who prepares for class and consistently indicates having thought critically about the material by advancing the quality of the discussion.

“B” signifies work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some of the aspects of “A” work, particularly inconsistent preparation for class, infrequent contributions to class discussions, or written work that demonstrates less significant insight into the material or frequent stylistic errors or technical issues.

“C” signifies work that is below expectations because all aspects of the assignment may not have been completed, work demonstrates little preparation or participation in class, work demonstrates little insight into material, or stylistic issues in written work that distract from the assignment significantly.

“F” is assigned for incomplete work or any work that breaches University standards of academic integrity.

SCHOOL OF EDUCATION POLICIES

Departmental Grievance Procedures

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in EFOP believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (3) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer.

Academic Integrity

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Disability Services

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance may be used solely for the student's own private use.

Student Opinion of Teaching Surveys

Students in this class will be asked to complete a Student Opinion of Teaching Survey toward the end of the term. Responses are confidential, and I do not see the results until after final grades are posted. Please take time to thoughtfully respond; your feedback is important to me.

ASSIGNMENT SUMMARY

Assignment	Deadline	Weight
Job Talk	Nov. 9, 16, 30, or Dec. 7	25%
Professional Development Portfolio	Dec. 14	50%
Course Engagement Self-Assessment	Dec. 14	25%

ASSIGNMENT DESCRIPTIONS

Job Talk

Job talks are a typical hiring tool that many campuses utilize as part of their interview processes. As future MEd graduates who will soon be conducting job searches, this assignment allows you to build upon the content learned in this class as well as what you have learned during your time in the Higher Education MEd program. Toward the end of the course, you will develop and digitally present an on-campus interview job talk based on a position you practiced applying to in your mock job application portion of your portfolio. You will be provided with the presentation prompt no later than two weeks before your scheduled presentation due date, which is a realistic timeframe for the length of time you will have to prepare a real job talk presentation. For some presenters it may be useful to prepare a few brief notecards to ensure you stay on track with your main points. However, the reading of scripts verbatim is not permitted for this assignment.

Slides are required in the form of Keynote, Prezi, PowerPoint, etc. Please note that if you are using software other than PowerPoint or Google Slides, you are responsible for bringing your own technology (i.e. Mac laptop, appropriate adapters, etc.). Also pay attention to the following reminders:

- **Timing.** Talks should last around 16-20 minutes. It is recommended that you rehearse once or twice with family or peers ahead of for feedback and timing. While rehearsing is important, perfection is not the goal; this is a learning activity.
- **Practice.** Practice is necessary. Regardless of your level of comfort with public speaking, you will need to practice the talk in order to ensure its timing as well as your delivery.
- **Visuals.** Visuals should be used in a way to enhance the presentation. Follow resources for good slide etiquette, such as one idea per slide, readable color palettes, etc.
- **Pacing.** 16-20 minutes will go by quickly. Therefore, you need to be diligent about your use of time and visuals. Expect to spend about 2-4 minutes per slide.
- **“Unscripted.”** While notecards or an outline is advisable to help you keep on track with your main points, avoid reading a script verbatim.
- **Attire.** Dressing in interview attire is not required. However, you may find that it is helpful in terms of making the experience feel more authentic or formal, which may impact the delivery of your talk.
- **References.** You should draw from course resources, texts from the program, your own research, etc. to inform the talk. As always, cite ideas that are not your own in the presentation via an in-text parenthetical. A reference slide should be included but does not have to be reviewed. In a real job talk, this is a good inclusion in case the audience has questions. It also allows me to check accuracy of sources for grading.
- **Final Reminders.** Avoid phrases like, “If this were a real job talk,” or “In this simulation, I would suggest...” Treat this as if you were delivering a job talk for the position you applied.

If you have concerns about the mock job application and job talk assignment because of where you are professionally in terms of potentially not looking for immediate career advancement, please see me on the first night of class to review a possible alternative. Keep in mind that regardless of where you are professionally, this is assignment will

provide you with professional feedback and a simulated experience that you can draw upon when you are seeking career advancement at some point in your future.

Professional Development Portfolio

This is the main assignment for the course, and it is intended to provide you with the opportunity to practice the skills related to introspection as you plan for and engage in professional development. Over the course of the semester, you will be collecting, reflecting upon, and analyzing your professional development experiences through a portfolio. The portfolio is a digital collection of artifacts, reflections, and materials that represent your professional learning this term. The portfolio will follow APA style for citations and make clear connections to multiple course and program readings.

Even though the portfolio is not due until the end of the term, it is important to be working on it throughout the term as an ongoing project. Set aside time to work on this every week. Let your ideas mature and change as you learn new materials and gain new professional development experiences. Preparing all the entries in this document in the last few weeks of the class is not realistic.

Below are descriptions of possible entries you can select from to include in the portfolio. Some are required and some are optional. Since there are many possibilities from which you may choose, be sure to title the entry using the header below so that I know which was selected. You may include a subtitle of your choosing that expresses your own creativity and design. Descriptions of each section of the portfolio follow:

Required Portfolio Entries

1. Table of Contents and Introduction
2. Professional Development Plan
3. Mock Job Application

Select three of these options for the remaining entries of the Portfolio

4. Professional Development Attendance and Reflection
5. Social Network Analysis and Professional Interview
6. Mock Conference Proposal
7. Mock Conference Video Presentation
8. Mock Practitioner Grant Proposal
9. Contemporary Knowledge Book Review
10. Contested Issue Op-Ed

Introduction and Table of Contents (Required Entry)

The portfolio will begin with a table of contents that lists the contents and page numbers of the items in your portfolio. After the table of contents, the portfolio will feature a **2-3 page** introduction that speaks about the portfolio overall, connects to program readings, and reviews how your experiences this term contributed to your progression in the ACPA/NASPA Competencies. Some questions to consider when crafting the introduction: What does the portfolio represent for you? How do the various elements of the portfolio interact with one another? What story does the portfolio tell? How do these various artifacts, entries, and products represent your learning this term? Though this section is at the beginning of your portfolio, this section will be written listed once you have collected all of your experiences and artifacts.

Instead of including references at the end of each entry, please include references across all entries at the end of the portfolio. Your reference list does not count toward any page limits.

Professional Development Plan (Required Entry)

This assignment will be written in two parts. Across the two parts, the total length of the assignment is **6-8 pages**. The *first part* is a reassessment of your advancement in the professional competencies for higher education and student affairs practitioners. This builds on an assignment you completed in the internship course last fall. Thinking about your professional growth and development and utilizing the *ACPA/NASPA Competencies Self-Evaluation* located on Canvas as a guide, consider the following questions by writing a **3-4 page reflection** (excluding references; standard APA style, 12-point font, double-spaced) that covers:

- How have your skills and competencies developed in the past year through professional/internship experiences and through coursework?
- What competencies and skills do you identify as your strengths? How has your internship or current work role contributed to the development of those competencies?
- What competencies and skills have you identified as areas of improvement? How do you intend to further develop in these areas? What individuals can assist you with achieving your goals for growth in these areas?
- What ideal future jobs would you like to hold in the next one, three, five, or even ten years and why? What skills and competencies are necessary for this potential career path? How do you think your current competencies relate to this future goal?

The *second part* of this assignment involves you drawing upon your reflections in your self-assessment of competencies and developing a targeted professional development plan that can guide you throughout the fall semester and beyond. Planning for professional development is essential to staying abreast to current trends in the field and for finding ways to improve your practice. Engaging in professional development works best when it is a thoughtful endeavor that is carefully planned and constructed. While some flexibility with planning any long-term arrangement is advisable, the purpose of this assignment to craft a professional development plan that enables you to focus on key career goals, areas of strength, and areas for skillset growth. As you reflect on your professional/internship experiences, think both shorter and longer term as you ask yourself the professional development question posited in the *Harvard Business Review* [<https://hbr.org/2018/11/if-you-want-to-get-better-at-something-ask-yourself-these-two-questions>], “What is it that I want to do better?” As you reflect on this question, also consider “What is it that I need to know more about to do better in this area?” With these questions in mind, craft a **3-4 page** professional development plan that directly answers these questions, identifies professional growth opportunities that may include joining professional organizations, attending workshops, or volunteering for a conference, to name a few. Below are some further prompts to consider as you think about your professional development plan:

Educational

- What is something that I want to learn more about in the field?
- What actions can I take in order to achieve this goal?
- How might professional organizations and social networks aid me here? Are there any upcoming events (conference, webinars, podcasts, etc.) that might help me here?

Experiential

- What is a new experience that I want to have or a new skill I want to develop?
- What would be something really cool for me to place on my resume as having accomplished?
- What actions can I take in order to achieve this goal?

Employable

- What is something that I need to be doing in order to make myself more employable in the future?
- What would be an ideal job that I would want to have in the next five years? What skills does this type of job require? Look on job boards such as higherejobs.com to find these answers.
- What actions can I take to make myself more employable in this area?

Entrepreneurial

- What is something innovative, unique, or entrepreneurial that I might be able to start or collaborate with someone on?
- What are challenges in today's higher education and student affairs fields as I see it? What could be done to facilitate these challenges?
- What actions can I take to learn more about this issue or to turn this challenge into an opportunity?

Mock Job Application (Required Entry)

For this assignment, you will complete a mock job application for a position in higher education or student affairs. Using a college/university human resources website, *The Chronicle of Higher Education*, or www.higheredjobs.com, research available positions and select a job that seems attainable and is of genuine interest to you. To maximize the benefit of this part of the assignment, you should select a position for which you could realistically see yourself applying. After selecting a position, complete the following:

- Craft a **1-page, single-spaced cover letter** that highlights how your previous and current professional experiences have contributed to your development of competencies required of the position.
- Develop a **2-page maximum current resume** that details your accomplishments in your current and previous professional roles, relating to the NASPA/ACPA competencies as appropriate.
- Write a **2-page reflection** (excluding cover page and references; standard APA style, 12 point font, double-spaced) that considers the following:
 - Why did you select this position? What was attractive about it?
 - How does the position's location or institution-type fit into your future goals? How long could you see yourself in this role? How might this position lead to your next?
 - Think about what questions an interview team might ask you if you were to get an interview. List four of those questions.
 - What two questions would you ask the interview team during an interview?
 - Since hiring links expire, copy and paste the position description as an addendum for my reference. This will not count against the page limit.

Professional Development Attendance and Reflection

Engaging in professional development is an active process that requires intentionality but may also arise spontaneously from an email distribution announcement or chatting with a colleague. As a result, we need to think of our various career goals and be on the lookout for experiences that will allow us to further develop and refine our professional skillset.

For this assignment, you will find and attend a professional development experience during the fall term. The professional development experience should run for at least 45 minutes and may either occur live (e.g. attending a workshop) or asynchronously (e.g. watching a recorded webinar). After attending the professional development experience, you will complete a **4-page** reflection that adheres to APA style (12-point font, etc.). The reflection needs to name the professional development you attended along with a brief overview of the topic and why you selected it (no more

than one paragraph). Remember to write this using your own words; do not copy and paste. Then, spend the rest of the reflection delving deeply into what you learned from the experience, how the experience related (or didn't) to your career aspirations, and what connections you can draw to course readings and conversations. Conclude with two resources and/or materials that may be helpful to you in learning more about the topic.

Possible sources for professional development may include: professional association conferences on the local and national levels, webinars, podcasts (see NASPA's SA Voices from the Field), or optional trainings or seminars offered by your home office or department. However, please note that you may not use mandatory trainings required by your home office or department since this relates to your job responsibilities. Pitt's campus is rich with opportunities for scholarly engagement that relates well to professional development as well. Such professional development experience you may choose to take advantage of on campus include lectures, activities, workshops, or speakers sponsored through the School of Education (e.g. common fall book read), the School of Education's Center for Urban Education (CUE), the School of Education's Institute for International Studies in Education (IISE), Pitt's Gender, Sexuality, and Women's Studies Program, Pitt's Center for Race and Social Problems, or Pitt's Office of Equity, Diversity, and Inclusion, among many others. Technical trainings (e.g. how to use video editing, Microsoft Excel, etc.) cannot be used for this assignment.

Social Network Analysis and Professional Interview

Social networks are increasingly important in higher education and student affairs. Learning the stories and professional paths that others have taken are, likewise, important as we think about and reflect upon our own aspirations and goals. The purpose of this portion of the portfolio is provide you with exposure to a student affairs educator who has considerable experience and expertise in the field. This assignment has two parts and spans **4 pages total**. The *first part* is an effort to build rapport and expand your network by allowing you to sit down and learn a current professional's professional journey by conducting an informational professional interview. To prepare for the interview you should develop 4-5 questions related to professional's career journey and experiences. Planning ahead will also ensure that the time you spend with the professional will be constructive.

During the interview, it would be a good idea to jot down some notes. After the interview, you will individually write a **3-page** reflection about what you learned through the interview, what you found interesting about the professional's journey, and how you can make connections to your own future professional path in higher education and student affairs. In this essay, focus more on making connections between what you learned in the interview to yourself or your own development. You should avoid merely restating the professional's career journey.

The *second part* can occur either before or after the professional interview and tasks you with reflecting upon your professional network as it relates to higher education. Quite simply, you will create a **1-page** diagram of your relationships within your higher education professional network. To begin, think about your overall professional goals in higher education and consider six to eight individuals within your professional network who might assist you in achieving your goal:

- How can my current network in higher education and student affairs aid me in my professional development and career trajectory?
- From here, create a brief bulleted list about these individuals that reflects upon following:
 - The strength of the relationship
 - What you can learn from the individual
 - How you can open the door to enhance that relationship

- Due to the personal nature of this aspect of the assignment, you may use pseudonyms, initials, or first names in listing individuals in your network; name individuals in the manner with which you feel most comfortable. While text is inevitably a part of this portion of the assignment, you are encouraged to use creativity in your representation of your network diagram by posting visuals, images, charts, etc.

Mock Conference Presentation Proposal

The ability to effectively train others by presenting and facilitating recurs throughout a number of the ACPA/NASPA Competencies. The purpose of this assignment is to hone your conference proposal writing skills and allow you to practice sharing new ideas and navigating complex topics in higher education. Presenting at national conference is an important way that practitioners share knowledge and engage in thoughtful dialogue with others from different institutions. Before delivering a conference session, detailed conference presentation proposals are submitted to the conference committee for peer review. From there, the conference committee relies on the peer review scores to assemble the conference curriculum and decide sessions will be offered space at the conference, which is often limited and competitive. Therefore, writing effective conference proposals becomes a skill that can aid you in advancing your professional development.

For this assignment, you will craft a national conference session proposal on a higher education topic of your choice. The topic may relate to a new initiative or program that you developed in your professional role or a current issue facing higher education and student affairs. The elements of the conference proposal below are adapted from the most recent criteria for program submissions from ACPA, NASPA, and NODA conferences. Becoming familiar with this format enhances your ability to engage as scholarly practitioner by submitting to and presenting at future professional association conferences.

In the format below, you will follow APA style, use the headers indicated, and follow the format requirements. A sample presentation proposal is also available for review on Canvas. Outside resources are needed for this assignment and may include scholarly journal articles, current event articles, podcasts, or webinars. The entire proposal should be **4-6 pages** total.

Program/Session Title

- Limit to 10 words to appropriately name the session; exercise creativity to garner attention, but not so much that the title becomes obtuse. If in doubt, stick to more direct language.

Program/Session Abstract

- 75-80 words that tells the reader what the program session is about and what will be achieved during the session.

Learning Outcomes

- 2-3 well stated learning outcomes that let participants know what they will be walking away with as a result of attending this session. For additional aid on writing learning outcomes, read more here: <https://assessment.provost.wisc.edu/student-learning-outcomes/writing-student-learning-outcomes/>

Program/Session Description (500 words/2 double-spaced pages total)

- In writing a program description, which is the bulk of the proposal, focus on two areas: (a) background literature of the topic or why this topic matters for higher education/student

affairs and (b) narrative overview of the how the session will proceed and what key information will be covered.

- Both of these areas need to be tightly connected to the literature and sources you've found and incorporate in-text citations where appropriate.

Timeline

- Write a brief agenda (bulleted list) of how time will be spent during the 60-minute session. You do not need to build in time for an open forum or question and answer in the 40 minutes because time in class has already been set aside for that purpose.
 - Example:
 - Introduction of Speaker and the Topic (5 minutes)
 - Agenda and Learning Outcomes (3 minutes)
 - Background of the Topic (6 minutes)
 - Audience Engagement (8 minutes)
 - Main Point 1 (10 minutes), etc. etc.

Audience Engagement

- Give the reader 3-6 sentences that name ways audience will be engaged in the presentation through at least one active learning techniques.

Target Audiences

- Which audiences would this session best be suited for (entry-level professionals, senior student affairs officers, graduate students, etc.)? Why?

References

- Provide a list of 3-5 selected sources used to create this presentation in APA style.

Presenter Background

- Write a 3-4 sentence biography of the presenter that considers their expertise in the topic as well as educational and professional experiences that equip them to present on the topic.

Mock Conference Session Video Presentation

You may continue this assignment by actually producing and video recording a condensed version of your presentation for about 20 minutes based on your mock conference presentation proposal. In addition to including visuals, the abbreviated session should feel complete and feature a clear introduction and conclusion.

Mock Practitioner Grant Application

Funding is increasingly a priority for higher education and student affairs. Sometimes, offices and departments are responsible for finding funding to pilot new programs or trial new educational interventions through grants. For this assignment, you will gain practice writing a grant application for a new educational program or service. This grant application is based on the NASPA Foundation's Innovative Grants Application, the format of which is highly transferrable to other practitioner grants. Below is a description of the grants program and the elements of a successful grant proposal. For this assignment, you will follow the format below to submit a mock grant application for an idea that you have for a higher education or student affairs office. The idea may be based in your current functional area or a functional area in which you aspire to work in the future. Below are the requirements and descriptions of the grant we are using for this assignment from NASPA:

How often have you had a new and creative idea for your campus, but the funds are not there? Conferred twice a year and to be used immediately, the Innovation Grants provide awards to support innovation, exploration, and development for NASPA members, regardless of campus membership affiliation. With three levels of grants of application round, ranging from up to \$1,000, \$1,000 - \$3,000, and \$3,000 - \$5,000, these funds are intended to provide the scaffolding for NASPA members to implement innovative ideas that lead to student learning and success. All submissions, regardless of funding level, should relate to the NASPA Strategic Plan, which can be found at:

<https://history.naspa.org/strategic-goals>

The grant application will contain the following elements:

Background (1 page)

- Title for Your Grant Project
- Requestor Name, Title, Affiliation
- Amount Requested, Detailed Budget, and Individual Budget Item Justification
- Abstract (1/2 page): A succinct, yet comprehensive description of project goals and objects, plan of work, intended outcomes, and measures of success.

Innovation Project Plan (3-4 pages)

- Objectives—What are the project’s goals, objectives, or learning outcomes?
- Significance—What is the project’s rationale? How is it significant and original? How does it relate to the NASPA Strategic Plan?
- Design—What are the methods for achieving plan objectives, desired outcomes, and assessing plan objectives?
- Applicability and Transferability—How is it applicable to similar challenges within and across campuses? What can other campuses take away from the project? How would you propose sharing the results?
- Innovations—How does the project make something new, different, significantly improved, or enhanced in a creative way?
- Practicality—Define the extent to which project objectives, address cost-savings, increased efficiency of internal processes, improved employee or student morale, enhanced constituent satisfaction, clearer communication throughout the organization, or another indicator of practicality.

Contemporary Knowledge Book Review

A critical aspect of professional practice as a student affairs educator involves staying current not only with new programming trends in the field, but also with new knowledge and scholarship being produced. Staying abreast to new knowledge supports the development of critical perspectives, has strong potential to reinvigorate practices, and translates theory to practice. For this assignment, you will work individually or with one partner in the class of your choosing to read, analyze, and report on a recent title related to cutting-edge knowledge in higher education and student affairs. You may select one book from the list below to read:

Felten, P, & Lambert, L. (2020). *Relationship-rich education*. Johns Hopkins University Press. [available via PittCat]

Gagliardi, J. S. et al. (Eds.) (2018). *The analytics revolution in higher education: Big data, organizational learning, and student success*. Stylus. [available via PittCat]

Jenkins, T. S. et al. (Eds.) (2017). *Open mic night: Campus programs that champion college student voice and engagement*. Stylus. [available via PittCat]

Linder, C. et al. (2020). *Identity-based student activism*. Routledge. [available via PittCat]

Reece, B. J. et al. (Eds.) (2019). *Debunking the myth of job fit in higher education and student affairs*. Stylus. [available via PittCat]

Silver, B. R. (2020). *The cost of inclusion*. University of Chicago Press. [available via PittCat]

After having read one of the books from the list, you will complete a book review. Some important points to keep in mind about developing a book review:

- A book review not only informs a reader what the book is about, but it also tells the reader whether the books achieves what it is trying to do. The book review is more than a summary of content (although this is a strong component of the review), but also a critical analysis of the text and your reactions to it.
- It might be helpful to take notes as you read. Some areas questions to have as you read might include: What are the authors' main goals in writing this book? What are the authors' main points? What evidence is presented to convince you of these points (e.g. survey results, testimonial stories, etc.)? What are your reactions as you read? Are there any points you relate to particularly strongly or points that you dispute?
- A book review can include your personal opinion of the text. As you do this, you must go beyond merely saying the text is interesting or important. What else can you say about the text? For example, can you find examples that relate to your practice or to recent conversations you've been having in the field?
- Be consistent with tenses. In general, use present tense when you are dealing with the author and the book itself, and past tense when you discuss what the author is describing.
- Avoid one-sentence paragraphs. Also, your paragraphs should generally be no longer than three quarters of a page.
- Avoid quoting the text unless absolutely necessary.

While most book reviews are written and published in periodicals or journals, technology continues to change the way in which we communicate. Therefore, you may craft your book review using one of two mediums:

Option 1: You may write a **4-5 page** original review of the text (excluding references, etc.) that closely adheres to APA style (double-spaced, 12-point font, etc.). A suggested format for the paper is listed below:

1. Introduction (about $\frac{3}{4}$ of a page) that explains a brief overview of the theme and purpose of the text
2. Summary of the content (about 3 pages) that highlights the key points of each chapter or group of chapters, paraphrasing information in a clear and succinct manner.
3. Evaluation and conclusion (About 2 pages) that brings together the strengths and weaknesses of the text as well as your opinions and responses to it.

A sample written book review is located on Canvas as a reference.

Option 2: Alternatively, you may create an audio or video review of the text that might be featured on a fictitious student affairs podcast or talk show. If pursuing this option, your media should be carefully edited and **10-12 minutes** in length. Please note that even though there is not written component to this option, you may need to craft storyboards, scripts, and/or talking points as you

prepare to record. You may also need to do a couple of takes and work to edit segments together to form a cohesive presentation. You may complete this portion of your portfolio with a partner who read the same book as you.

Contested Issue Op-Ed

An op-ed is an opinion editorial and is a regular feature on higher education online news sites, such as the *Chronicle of Higher Education* and *Inside Higher Ed*. Op-eds have a narrative tone and present an author's position on a particular issue. Within an op-ed, the author presents themselves as a subject expert, relies on the tools of logical argumentation, supports points through scholarly research, raises awareness about the issue, and ultimately persuades readers to their point of view. For this assignment, you will write an op-ed on a contested issue in higher education, drawing from a topic in either of these texts:

Magolda, P. M., & Baxter Magolda, M. B. (Eds.). (2011). *Contested issues in student affairs: Diverse perspectives and respectful dialogue*. Stylus. **[available via PittCat]**

Magolda, P. M., Baxter Magolda, M. B., & Carducci, R. (Eds.). (2019). *Contested issues in troubled times: Student affairs dialogues on equity, civility, and safety*. Stylus. **[available via PittCat]**

The topics in these texts are broad enough to accommodate most interests. After selecting a chapter based on its topic, read the essays that offer two different authors' points of view. Consider your stance on the topic or how you can present an op-ed that stimulates new thinking about the subject. As you think about your own stance, locate two other scholarly sources that advance and stimulate your thinking. You will use these sources when you write your op-ed and reference them through in-text citations. The final op-ed that you produce will be **4 pages** (standard APA style, excluding references, etc.). It is recommended that you read recent op-eds on either the *Chronicle of Higher Education* or *Inside Higher Ed* to gain additional insights on formats and writing structures. In addition, there are a number of online sources that provide details and formulas for persuasive op-eds.

Course Engagement Self-Assessment

This term, you have been asked to be self-reflective of your professional learning and growth. Throughout the course, you are being asked to practice this skill further by paying attention to your engagement and participation in classroom activities. Near the end of the semester, you will submit a self-assessment and proposed grade for your course engagement. You will use the rubric below as a guide and may submit an optional 1-page double-spaced essay that further explains your rationale for your assessment.

“A” signifies course engagement and participation that exceeds expectations. Students in this category demonstrate clear preparation for class and make contributions that evidence their critical thinking about the material. Students falling into this category advance the quality of the discussion in both small and large-group spaces. Importantly, they share discussion time with others during each session. Participation in this category is largely proactive and represents a quality, not quantity, of high-level contributions, drawing new connections for the class to understand ideas or from the readings.

“B” signifies course engagement and participation that meets expectations. Students in this category make solid contributions but may be sometimes reactive by offering insights when prompted from classmates or the instructor. Even though students in this category make good contributions, they may still have room for growth related to one or two of the following: not sharing discussion time with others, amplifying others' ideas and voices, using too many words to say little, making some comments

that do not connect to course readings, participating only in large or small group settings rather than both, or putting off reading for class until the last minute.

“C” signifies work that is below expectations. Students in this category rarely participate proactively in either large or small group discussions. Students may be present, but they are minimally attentive. They may be preoccupied with other tasks (e.g. web-browsing, social media, texting). The few contributions students in this category make demonstrate not reading for class or may derail the conversation.

“F” is assigned for incomplete work, which includes frequently not attending class or breaching the University of Pittsburgh’s standards for academic integrity.

EFOP 2135: PROFESSIONAL DEVELOPMENT SEMINAR IN HIGHER EDUCATION

Due to the evolving nature of the pandemic, this course schedule may change with little or no notice.

* Reading available through Canvas

+ Reading available through PittCat

Date	Topic	Readings and Assignments Due
Week 1: Aug. 31	Introductions and Scholarly Practice (Zoom)	<i>Optional Readings</i> <ul style="list-style-type: none"> ▪ +Magolda, P. M., & Baxter Magolda, M. B. (2011). <i>Contested issues in student affairs</i>. Stylus. [Chapter 1: What counts as “essential” knowledge for student affairs educators?] ▪ *Kupo, V. L. (2014). Becoming a scholar-practitioner in student affairs. <i>New Directions for Student Services</i>, 147, 89-98.
Week 2: Sept. 7	Planning for Professional Development (Zoom)	<ul style="list-style-type: none"> ▪ *Amey, M. J., & Reesor, L. M. (Eds.) (2015). <i>Beginning your journey: A guide for new professionals in student affairs</i> (4th ed.). NASPA. [Chapter 9: Making professional connections] ▪ *Ardoin, S. (2019). The journey from #sagrad to #sapro. <i>New Directions for Student Services</i>, 166, 19-28. ▪ *Haley, K., Jaeger, A., Hawes, C., & Johnson, J. (2015). Going beyond conference registration: Creating intentional professional development for student affairs educators. <i>Journal of Student Affairs Research and Practice</i>, 52(3), 313-326. ▪ +Miller, C. (2014). Common ground, classrooms, and conversations: Finding professional development in unexpected places. In P. M. Magolda & J. E. Carnaghi (Eds.) <i>Job one 2.0</i> (2nd ed.). ACPA & University Press of America.
Week 3: Sept. 14	Career Strategies and Job Searching Meet in Lawrence Hall 211	New Professional Virtual Panel Zach Kaiser (Assistant Director, Fraternity & Sorority Life at Union College) Rose Roberts (Assistant Director of Residence Life FY Centers at Ursinus College) Kouryn Stromsky (Conference Services Coordinator at University of Dayton) AC Williams (Coordinator for Intercultural Diversity at University of Buffalo) <ul style="list-style-type: none"> ▪ +Ardoin, S. (2014). <i>The strategic guide to shaping your student affairs career</i>. Stylus. [Chapter 3: Creating a student affairs career strategy; Chapter 5: The job hunt and extending your experiences] ▪ +Magolda, P. M., & Carnaghi, J. E. (Eds.). <i>Job one 2.0: Understanding the next generation of student affairs professionals</i>. University Press of America. [Chapter 3: Making the most of the long job search]
Week 4: Sept. 21	Training, Presenting, and Facilitating	<ul style="list-style-type: none"> ▪ +Quaye, S. J. (2017). Chapter 26: Teaching and facilitation. In J. H. Schuh, S. R. Jones, V. Torres, (Eds.), <i>Student services: A handbook for the profession</i> (6th ed., pp. 437-451). Jossey-Bass. ▪ +Anderson, C. (2016). TED talks: The official TED guide to public speaking. Houghton Mifflin Harcourt. [Chapter 3: Common traps; Chapter 4: The throughpoint; Chapter 7: Explanation: How to explain tough concepts] ▪ *Cserti, R. (2019). Essential facilitation skills for an effective facilitator [Blog post]. https://www.sessionlab.com/blog/facilitation-skills/

<p>Week 5: Sept. 28</p>	<p>Portfolio Workshop: Resumes, CVs, Cover Letters, and Career Strategies</p>	<ul style="list-style-type: none"> ▪ *Ackerman, R. L., & Roper, L. D. (Eds.) (2007). <i>The mid-level manager in student affairs</i>. NASPA. [Chapter 13: How did I end up here?: A reflection on advancement in student affairs] ▪ *Biddix, J. P. (2013). Directors, deans, doctors, divergers: The four career paths of SSAOs. <i>Journal of College Student Development</i>, 54(3), 315-321. ▪ *Boettcher, M. L. et al. (2019). Reflections and resources to support navigating transitions. <i>New Directions for Student Services</i>, 166, 95-104. ▪ *Dunn, M., & Kniess, D. R. (2019). To pursue or not to pursue a terminal degree. <i>New Directions for Student Services</i>, 166, 41-50.
<p>Week 6: Oct. 5</p>	<p>Self-Care as Higher Education Professionals</p> <p style="text-align: center;"><i>Meet in Lawrence Hall 211</i></p>	<p>Guest Speaker: <i>Dr. Drea Letamendi (Associate Director of Mental Health for Residential Life and the Interim Director of the UCLA Resilience Center)</i></p> <p><i>Pre-Class Preparation</i></p> <ul style="list-style-type: none"> ▪ <u>Media assignment:</u> Watch a movie, one or two episodes of a show, or a podcast episode of your choice in the days leading up to class. Take a pre- and post-mood assessment: how did you feel before the assignment (sad, anxious, indifferent, stressed, joyful, etc.), and how did you feel after the assignment (same indicators). ▪ <u>TEDx Talk:</u> Learn about Dr. Letamendi's background and story by viewing her TEDx Talk, entitled "Capes, cows, and courage" available at https://www.youtube.com/watch?v=yv9nlrM28Ro ▪ <u>Q & A assignment:</u> Come up with 3 questions you would like to ask Dr. Letamendi about maintaining well-being and mental health during the echo-pandemic to help drive the discussion. If you are having any trouble coming up with questions, check out the episode of the recent Student Affairs NOW podcast featuring Dr. Letamendi to help spark ideas: https://studentaffairsnow.com <p><i>Other Resources:</i></p> <ul style="list-style-type: none"> ▪ *Griffith, E. (2019, Jan. 26). Why are young people pretending to love work? <i>New York Times Online</i>. ▪ *Squire, D. D., & Nicolazzo, Z. (2019). Love my naps, but stay woke: The case against self-care. <i>About Campus</i>, 4-11. ▪ *Wilk, K. E. (2016). Work-life balance and ideal worker expectations for administrators. <i>New Directions for Higher Education</i>, 176, 37-51.
<p>Week 7: Oct. 12</p>	<p>Academic and Community Partnerships</p>	<ul style="list-style-type: none"> ▪ Ray, D. (2016). Campus-community partnership: A stubborn commitment to reciprocal relationships. <i>Diversity & Democracy</i>, 19(2). https://www.aacu.org/diversitydemocracy/2016/spring/ray ▪ Stebleton, M. J., & Higashi, L. (2021). New year, new relationships. NASPA Blog. https://www.naspa.org/blog/new-year-new-relationships-establishing-meaningful-partnerships-between-student-affairs-educators-and-faculty-members

<p>Week 8: Oct. 19</p>	<p>Professional Journeys and Preparing for Interviews</p>	<p>Professional Development Coaching Panel and Mock Interviews <i>Bianca DeJesus</i> (Director of FY Programs at Pitt) <i>Kayla Dunn</i> (Assistant Director of Residence Life Staff Services at Pitt) <i>Rich Fann</i> (Associate Director of Cross-Cultural & Leadership Development at Pitt) <i>Mary Anne Koleny</i> (Director of Human Resources & Civil Rights Liaison at UPG) <i>Dr. Sim Saunders</i> (Assistant Director of A&S Undergrad Recruitment at Pitt) <i>Dr. Ketwana Schoos</i> (Civil Rights Investigator at Comm. College of Allegheny County)</p> <ul style="list-style-type: none"> ▪ *Eng, D. (2019) Getting started in your student affairs job search. [Resource guide]. Read: What do I bring to an on-campus interview?; How do I prepare for the on-campus interview?; How to close out an interview; Bonus: Most frequently asked interview questions ▪ *Hirt, J. B. (2009). The influence of institutional type on socialization. In A. Tull et al. (Eds.), <i>Becoming socialized in student affairs administration</i> (pp. 45-66). Stylus. ▪ *Seo, G. (2018). Asking effective (follow-up) interview questions. [Blog post]. <i>Inside Higher Ed</i>. ▪ *Aguilar, S. J. (2018). Advice for giving an effective job presentation. <i>Inside Higher Ed</i>.
<p>Week 9: Oct. 26</p>	<p>Portfolio Workshop: Proposal Writing</p>	<ul style="list-style-type: none"> ▪ Jalongo, M. R., & Machado, C. (2016). Making effective presentations at professional conferences. Springer. [Chapter 1: Making presentations to fellow professionals and Chapter 2: Before the conference] ▪ *Stevens, D. D. (2019). Write more, publish more, stress less! Stylus. [Chapter 8: Prepare conferences proposals and presentations]
<p>Week 10: Nov. 2</p>	<p><i>No Class—Election Day</i></p>	
<p>Week 11: Nov. 9</p>	<p>Job Talks Group 1</p>	
<p>Week 12: Nov. 16</p>	<p>Job Talks Group 2</p>	
<p>Nov. 23</p>	<p><i>No Class—University Recess</i></p>	
<p>Week 13: Nov. 30</p>	<p>Job Talks Group 3</p>	
<p>Week 14: Dec. 7</p>	<p>Job Talks Group 4</p>	
<p>Week 15: Dec. 14</p>	<p><i>No Class—Professional Development Portfolio Final Preparation</i></p>	