HESA 782: Lowry Research Capstone In Higher Education and Student Affairs Leadership

Higher Education and Student Affairs Leadership
University of Northern Colorado
Fall, 2015

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Meeting time: Tuesdays, 5:30-8:30
Classroom: Lowry campus
Office Hours: 11-3 on Mondays and by appointment (phone or face-to-face). I am usually willing to drive to Lowry early to meet with students or CRP groups.

Prerequisites: HESA 761 and 781

HESA 782 focuses on the successful competition of the CRP and preparation for the next stages of doctoral education. Over the semester we will explore 1) data analysis and representation of findings, 2) writing for publication, and 3) navigating the comprehensive exam and dissertation processes.

Conducting research and writing scholarly papers is a complex, iterative, and often frustrating activity (made more so by the team nature of this class) requiring groups to spend significant amounts of time working collaboratively both in and out of class. In recognition of this, a significant amount of class time will be spent working in research groups or collaboratively on editing.

Disseminating study findings is an important component of the research process. We will devote two classes to group presentations. The first of these will take the format of a conference round table presented to the students in HESA 761. The second is a conference-style presentation at the winter CEBS Research Night (Tues, Dec. 8 from 5:00-7:30). HSO reception to immediately follow.

We will spend time during the semester discussing the comprehensive examination and dissertation proposal process. This will include inviting a few doctoral candidates to class.

**Student Responsibilities:** This is a doctoral level course requiring a high level of commitment. Students and groups are expected to come to class having completed all required assignments. This is a responsibility you have to the instructor and your fellow students. Not all readings may be addressed directly in class but are essential for classroom conversations and your growth as researchers.
Participation in class and groups is a critical component of the grade you earn. Participation requires that you contribute your insights and experiences with the class. It means that you engage with the ideas and the experiences of your colleagues—listening carefully, articulating thoughtfully, and making connections. Ask questions. Be curious. Be constructive. And be prepared for ambiguous answers. You are more than welcome to disagree with a classmate or me; just be sure to share your perspective in a productive and supportive manner. Your thoughts and questions will provide the starting point for many of discussions.

You are expected to attend each class. However, I understand that graduate students have many roles and responsibilities. Please inform me via email if you are unable to attend class, or if will be late, as a professional courtesy. Missing more than two classes may result in a reduced final letter grade. Due to the nature of this course, it is not feasible for students to do ‘extra’ work to make up for missed classes.

All students are expected to demonstrate professional demeanor. This includes arriving to class on time, displaying professional courtesy to classmates and to the instructor, meeting deadlines, and notifying the instructor in advance of absences. Exceptions to deadlines will be made through prior discussions with, and approval by, the instructor for extenuating circumstances.

You should bring laptops to this class to assist with data analysis, writing, and editing. When class is in session students may not check email, text message, or surf. If I observe you using a digital device for non-course related activities during class, you will lose a full letter grade. During group times, you can use your computers and digital devices all you want.

Most classes will have at least one break long enough to have a snack. Please be conscientious about the food you bring into the classroom.

**Writing and Proper Citation:** Unless otherwise noted, papers for this course should be submitted in APA style, 6th edition. If you are unsure of how to properly paraphrase or cite a source in APA style, please seek assistance. The UNC bookstore usually carries the spiral bound versions that are more helpful than regular bound. Purdue University has a great APA resource online: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/).

**Religious Observances:** Students will not be penalized because of observances of their religious beliefs. If you are not able to attend class due to your participation in religious observances, please inform the instructor at the beginning of the semester.

**Students with disabilities:** Any student requesting disability accommodations for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.
Diversity Statement: The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty, and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own.

Academic Integrity: The HESAL faculty expects that your work, and the work of the group, will demonstrate academic integrity and honesty. Plagiarism and other academic dishonesty of any kind will not be tolerated. It is my expectation that your work be properly referenced, and that you will not cheat on exams, plagiarize papers, or turn in the same paper for credit in two courses without authorization. The penalty for academic dishonesty is an “F” letter grade for the course and/or additional sanctions as permitted under University policy.

Readings:

- Just first 3 chapters


UNC Graduate School Guideline:  [http://www.unco.edu/grad/forms/index.html](http://www.unco.edu/grad/forms/index.html)


Just first 55 pages if you are looking for additional information on data collection and analysis. The first 9 pages will be review. Gibbs offers some good ideas for specific initial data collection steps. I can provide you these pages.

Other readings will be assigned and emailed to the class.

Grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>93-100= A</td>
<td>77-79= C+</td>
</tr>
<tr>
<td>90-92 = A-</td>
<td>73-76=C</td>
</tr>
<tr>
<td>87-89= B+</td>
<td>70-72 = C-</td>
</tr>
<tr>
<td>83-86= B</td>
<td>67-69=D+</td>
</tr>
<tr>
<td>80-82=B-</td>
<td>63-66= D</td>
</tr>
<tr>
<td>60-62 = D-</td>
<td>0-59 = F</td>
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Course Assignments

Binder of guiding articles (5-points): Each group will assemble and submit a 3-ring binder that includes 6-7 empirical research articles or book chapters relevant to your study. Each article must be on a closely related topic, use a similar methodology/methods, have a theoretical orientation closely related to your topic, or provide a data analysis road-map the group hopes to emulate. Ideally the included articles have 2 or more similarities to your study. In instances involving book-length manuscripts or dissertations (sometimes the best resource), please just let me see a copy.

The binder serves as a reference and roadmap for when groups encounter questions with the CRP. This will be turned in on September 22 and returned the following week. After it is returned, this becomes a CRP resource and additional materials should be added to the binder as needed. I won’t need to see it again but when the group is wrestling with an issue I will likely ask if any of the articles might provide some ideas for resolution.

Identify peer-reviewed journals that might be suitable for submitting your manuscript (2-points). We will discuss what specific information you need to present about the journal in class. Generally, we need to know the journal’s focus/purpose, word count limits, APA/MLA/other, and submission guidelines.

Classroom chapter discussion (10 points): Students will take responsibility for co-facilitating a classroom conversation (approx. 45 minutes long) on an assigned book chapter. Facilitation may include providing the class with questions for us to consider or any other activity that helps the class engage with the texts. These are dense readings that raise issues for researchers using qualitative data and methods. All students are expected to read each chapter.

Conference style-round table discussion with HESA 761 (5 points): Date—October 28 (which is not a TUESDAY). We will discuss this during first class session. We will need to figure out how to accommodate both sections of 782 with 761, which meets on Wednesday evenings.

Conference paper style presentation at Research Night (10 points): This involves developing and presenting a conference style PowerPoint presentation with your group at CEBS Research Night. Traditionally 20-30 minutes in length, but varies depending on who puts together the Research Night schedule. These will be video taped for you to review.
Class/group participation (25-points): in addition to making constructive contributions to class discussion, these points will partially be awarded for the various parts of the manuscript that need to be submitted throughout the semester for group feedback and editing. We will cover as we review syllabus.

Final Reflection (10-points). Details to follow.

Final CRP Paper (28-points): The final paper represents a ‘capstone’ to our cohort. In a format suitable for publication in a peer-reviewed empirically based research journal such as the Journal of College Student Development, Journal of Student Affairs Research and Practice, or another appropriate scholarly journal.

Links to possible journals include
http://journals.naspa.org/jsarp/
http://www.jcsdonline.org/submissions.html
http://www.fhsu.edu/teacher-scholar/

Students are also encouraged to identify journals using the UNC Library’s website.

***This syllabus may be changed at anytime by the instructor to better accommodate groups at various stages in the data collection and analysis process, and due to conflicts with conferences.
Paraphrasing Elizabeth Rankin in *The Work of Writing (2001)*: Writing is neither a simple skill nor an inborn talent. It is, as most academics and practicing professionals will testify, a complex intellectual activity. It is often enormously frustrating. Writing immerses us in the world of ideas, requiring that we formulate complex thoughts in our minds (the easy part), bring these thoughts to the page in a form that is understandable to readers (the difficult part), and then repeatedly rework and distill what they have already produced until it is well written, easy to read, scholarly, and enjoyable for readers (the maddening part).

During this course we will move repeatedly between these various stages.

A note about ‘group time’: you will notice that there are numerous times throughout the semester that we will spend working in groups. These times are provided so you may work collaboratively on your manuscripts and actively engage with (and wrestle with) data analysis, writing, and editing. To successfully produce a well crafted CRP will also require you spend addition time outside of class working on the manuscript.

Note to groups--- you should be moving ahead with data collection and preliminary analysis following IRB approval. I will discuss this with each group independently. On most weeks I will ask for an update. Primary data collection should ideally be completed by mid-October.
Class 1: August 25

Life updates

Putting the program in perspective: 761, 781, 782 and beyond
Now that you are 2/3 through, what is the purpose of SWP and CRP, and having a cohort?

Thoughts to consider throughout this semester:

• How has learning about the research process changed your view of research? Have you had to adapt your view of the world to accommodate your growing understanding of research?

• HESA 782 concludes three semesters intended to prepare you for the research process. Every few weeks spend a few minutes reflecting on your own growth as a researcher.

• As you think forward to comprehensive exams, dissertation proposal, and dissertation try to articulate what have you learned and experienced in the cohort courses that will be most helpful.

Review of the research process. For simplicity, let’s limit it to the post-positivism, interpretivism, constructivism/constructionism...remember that there are many others.

Nature of knowledge (epistemology)  
Role of researcher  
Types of Methodologies often associated with epistemology  
Types of data collection methods associated with epistemology  
Types of data (Q/Q)  
Role of participants  
What is still left to cover?

Syllabus/review schedule.

Each group will provide an update about its study.

Make sure there is a way to show a DVD in class.

7:45--- group time
Class 2: September 1

Movie—Kinsey: Let’s talk about sex. The movie runs about 2 hours so we need to start by 5:10. Kinsey is one of the few movies that provides insights into the process of conducting socially oriented research. As a bonus, it also provides some interesting views of higher education administration and the academic world. Food is welcome.

I use class time to show Kinsey because 1) the discussion that immediately follows helps us grasp key research concepts, and 2) I often refer back to the movie throughout the semester.

Kinsey contains nudity and frequent graphic sexual content. If you are uncomfortable watching this movie, please let me know and I will excuse you from this activity.

As you watch the movie pay close attention to:

- Kinsey’s epistemology, methodology, and methods.
- How an interesting research topic was identified and implications for you.
- The nature of the data collection process. What does Kinsey show us about the interview process?
- How intertwined the research and researcher can become
- The evolving dynamics of the research team
- The major factors that create stress for researchers
- The university president’s approach to dealing with Kinsey’s research.
- What issues and researcher behaviors would prevent/hinder Kinsey’s studies today, and how these could be addressed?
- What can you take away from Kinsey that could help you in your own upcoming research efforts?

Class 3: September 8

Assign students to chapters for student led conversations

Readings: Becker, chapters 1, 2, and 3. We will spend first part of class discussing Becker. I disagree with some of his advice and envy those who can work as he describes. However, the book serves to introduce issues about the practice of writing, which we will discuss often this semester.

- Please spend a few minutes reflecting on some of Becker’s observations and advice. What are 5-6 key points he makes in Chapter 1 about writing? Can you relate to these points or do you have other approaches that are successful?
- Becker delves into the idea that people have writing routines, or rituals, they need to do in order to get ready to write. Think about your experiences with writing. What are your rituals?
• Chapter 2: We all try to make our writing ‘classy’ to some degree. Why do you believe this is the case and do you have some examples from your own writing? Are their ways to help avoid this?
• Chapter 3: What key ideas in this chapter resonate with you and why?

7:30- Remainder of time spent in groups

Class 4: September 15

Binders Due

Bird by Bird (xi-237). This is a relatively easy read.

• Take a step back from the book as a whole and describe Lamott’s thoughts and approaches. What works for her and what advice do you most resonate with?
• Lamott shares some powerful stories and experiences. Identify one and try to imagine how your thinking would mirror or deviate from hers.
• Compare Lamott to Becker. How are the two similar? Think in terms of actual advice and style. Which do you prefer or are most comfortable with?
• What will you take from both Lamott and Becker as you start writing the CRP and think about future large writing projects?

Remainder of time spent preparing for student led chapters.

Class 5: September 22

Binders returned

Student led conversations
45 minutes per group


Class 6: September 29

Data analysis


As you read these two articles, place them into the context of our earlier readings.

Video of group interview VID00001

Rest of the time in groups working on introductions and literature reviews.

Class 7: October 6
CRP Group Work

Introductions and literature review due. Groups need to provide hard copies for everyone in the class. Each time we exchange our manuscripts be sure to include the most current version of the previous sections.

In-class group editing overview

Collaborative editing and feedback of introductions and literature reviews.

An important and sometimes overlooked element of the collaborative editing process is that groups must take the feedback and incorporate it into the next iteration of the writing. Each time you submit the next part of the manuscript you should provide an updated version of the previous sections. This helps us to provide the best feedback.

Rest of the time spent in groups

Class 8: October 13
This class will be devoted to discussing the next steps in the program: comprehensive exams, dissertation proposals, dissertations, and committees.

Please read UNC's Dissertation guidelines at:
http://www.unco.edu/grad/current/DissertationThesis.html#format
What are your initial reactions to the guidelines?

I am planning on having several ph.d. students from previous cohorts join us to discuss the next steps in the program. I am still waiting to hear back from folks and we may need to shift this around a bit.

Panel: Completing your dissertation: a panel discussion with doctoral students and recent graduates.

Classes 9: October 20

Methodology and methods sections due. Groups should forward copies of these sections, along with the revised introduction by Sunday evening. There probably will not be time for groups to make edits to literature review for this round of edits, but be working on them.

Collaborative editing of methodology and methods...feedback.

Groups identify a specific peer-reviewed, empirically based journal to which they plan to submit their article. Groups will explain to the class the specific criteria used by their selected journal and provide a justification for why they selected this journal as opposed to others. This includes things like word count, editorial style, submission deadlines, etc.

Follow-up to conversation about comps and committees.

Spend rest of the class in groups analyzing data, findings, and implications.

Class 10: October 27

5:30-7, Conference Roundtable presentations in 761

Remainder of time: Group time spent on data analysis and findings.

Class 11: November 3

Preliminary Data findings section due by Sunday evening. Feedback to start the class.

Overview Reflection assignment.

Group time---Work on analysis and implications.

Class 12 November 10

Group work.
Class 13: November 17

**Revised findings and implications section due.** Groups need to share their entire manuscript by Sunday night.

Review expectations for final presentations

Class 14: November 24

Independent group class. Students may meet wherever they want.

Class 15: December 1

Wrap up semester and doctoral cohort celebration.
Submit final manuscript to journal.

Class 16: December 8 (a Tuesday)

Research Night

A conference style presentation at Research Night. Should involve handouts, Power Point, and each person giving part of the presentation.
Final reflection paper due.
HESA reception traditionally follows Research Night
Breathe deeply and collapse