



Valdosta State University Higher Education Leadership Program

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I. Philosophy of Professional Practice in Higher Education

The Leadership Role

I believe higher education leaders must always remember that even though they may not have a day-to-day connection with students within a classroom they are still educators first and foremost. Our actions affect the environment in which our students learn and live, therefore, our actions affect how our students develop as human beings and responsible adults. Balancing the environment is the responsibility of those in the leadership role. Leaders must find the best balance between academics and personal development to be the most effective.

Astin, Astin, Bloland, Cross, Hurst, Kuh, et al. (1996) discuss in *The Student Learning Imperative* how student development occurs as a direct result of the environments in which they are placed and the interactions they have with various members of the higher education community. These environments are pliable and can be changed for the betterment of the students that we serve. If the purpose of higher education is the academic and personal development of its students, then its leaders are the ones responsible for the development of the environment most conducive to the accomplishment of this purpose.

Teaching and Learning

Life is a series of points on a line. Between those points are transition areas in which we grow. I believe higher education is one of those transition areas. As such, I believe higher education's purpose is to prepare students for the points that follow. Higher education teaching and learning should help students develop thinking and analytical skills that will serve them not only in college, but for the rest of their lives. Cultivating these analytical skills will in turn help students think more freely, thus developing a deeper personal identity.

Student learning is directly tied to the access that students have to those teaching them. Teachers must be available to their students outside of class if they expect students to succeed academically and develop personally. The positive outcomes that occur from connections between faculty members and students cannot be underestimated. In *Seven Principles for Good Practice in Undergraduate Education*, Chickering and Gamson (1987) describe this connection as the best motivator for students to become more involved in their academic work and in their institution. As a result of this, faculty members have the opportunity to not only teach students, but also the opportunity to intimately assist in their development.

Professional Vision and Values

Students have high expectations for what their higher education institutions should be. Therefore, we have the obligation to offer students the best experience possible and students should expect our service to be up to the highest standards. Higher education and its leaders must strive to meet these standards despite the changes that have occurred in the field over the past thirty years. These changes have often negatively affected undergraduate education as a whole (Kuh, Lyons, Miller, & Trow, 1994). We must be willing to adapt to these changes to ensure that the appropriate levels of student learning and development are not compromised.

Professionally, campus educators should take every opportunity to hone their student service skills. These skills can be improved many different ways, including workshops, conferences, and administrative review/personal reflection. If we cannot offer our students the best possible service then they will find someone who will.

Summary of Leadership Philosophy

Higher education has experienced massive changes since its inception, in who attends, the diversification of its curriculum, and the multiplication of its purposes. Leaders must maintain an open mind in regard to these changes and the willingness to adapt when needed,

without a decline in the quality of service we offer our students. A higher education institution is a self-contained community. This community contains many types of players, playing many different roles. Regardless of these differences, at the community's core is the desire to offer our students the tools and experiences that will allow them to develop to their highest potential, both academically and personally. We, the leaders of the community, must be willing to facilitate this development at all times and in various circumstances. We are educators first and foremost.

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II. Personal Goals

I decided to enter the VSU Higher Education Leadership Program because I wanted to serve college-age students. After entertaining the notion of teaching in a P-12 setting I decided that my talents would be better suited for a higher education setting. I entered the program with many goals in mind. These goals included the attainment of knowledge in the higher education field, continued personality development, and pre-career experience.

Field Knowledge

Before entering the Higher Education Leadership Program I had no idea the size and scope of higher education. From student development to the economics of higher education, the field was one of which I had no real knowledge. One must have a firm understanding of the theories concerning a field to successfully enter that chosen field. Once there, a person must expand on those theories and adapt them to their personal philosophy and environment. As I entered the program, I set out to learn as much as I could about higher education and the theories that influence it.

Continued Personality Development

Whenever a person is immersed in a new culture they have two choices: either stay the same or develop personally traits shaped by that culture. In the Higher Education Leadership Program, I felt that I had the chance to gain insight into the culture of higher education and grow personally from that exposure.

Pre-Career Experience

By entering the Higher Education Leadership Program, I hoped to be able to gain experience in higher education job settings. I had no experience in higher education and was interested to see how the offices of a higher education institution worked. As an undergraduate

student there was a certain amount of mystery concerning the inner-workings of an institution. I hoped that by entering the program I would be able to gain experience in these areas and be able to apply it in my future career.

III. Goal Attainment and Achievement

I was confident that the experiences I met in the VSU Higher Education Leadership Program would be adequate to accomplish my goals. The goals would be achieved through a combination of classroom experience, internship experience, and work in my graduate assistantship.

Field Knowledge

The bulk of my goal attainment in this area came from work that I accomplished in the classes that made up my program of study. The classes that helped me the most in the accomplishment of this goal were Research Methodology, Finance and Budgeting in Higher Education, Assessment and Evaluation in Higher Education, Law and Policy in Higher Education, and Student Development and Social Justice in Higher Education.

Research Methodology gave me the tools to develop my research skills in the field of education and allowed me to immerse myself in my first higher education topic of study – the transfer of college students. I felt that my research skills were above average entering the program, but most of my experience had been in the field of history. I found that research in education was very different (e.g. terminology, resources, etc.), but the class prepared me for what was to come in the program.

The other classes gave me valuable knowledge and experiences in my study of higher education students and the higher education institution. Assessment and Evaluation and Student Development and Social Justice allowed me to gain knowledge about how students think and what they experience in higher education. I was able gain valuable knowledge about how institutions function and deal with legal issues through my experiences in the Finance and Budgeting and the Law and Policy classes.

Continued Personality Development

My experiences in the VSU Higher Education Leadership Program allowed me to develop personally on many levels. Student affairs was always an area that I took for granted. In my undergraduate experience, I understood the importance of student affairs and I benefitted from it, but I never fully grasped the importance of that area of higher education. Obviously, the program has given me a new perspective on the importance of student affairs and how it affects the lives of undergraduate students.

The program also gave me the opportunity to interact with a lot of really interesting people. My classmates, professors, and the undergraduate students of VSU that I have come into contact with have all positively impacted my present and future life. These personal interactions helped me along this stretch of my personal growth.

Pre-Career Experience

Experience in Higher Education job settings was one of my goals entering the program and this goal was accomplished primarily through my internships and my graduate assistantship. My internships in the VSU Office of Testing and the VSU Office of Housing and Residence Life gave me an up-close and personal view of how the student affairs area of higher education works. Most importantly, my internships gave me experience dealing with both students and student affairs professionals, two of the three most important groups of players in the higher education game.

My experience with the third group, the academics, came from my graduate assistantship. Although it would have probably been more beneficial for me in the long run to have served my graduate assistantship in a student affairs area, I feel that my time spent in the Department of Curriculum, Leadership, and Technology has been valuable. My assistantship allowed me to see

the inner-workings of an academic department and get an insider's view of how professors interact with their students.

IV. Continued Growth toward Achieving Goals

Professionally and personally I have many goals that I wish to accomplish in the area of higher education. I hope to continue working in student affairs and the higher education arena after obtaining my Masters degree from Valdosta State. Initially, I hope to secure a job in residence life or academic advising. I want to work with students in the most direct way possible and these two areas seem to give me that option.

The culture of residence halls has always fascinated me for some reason, even before I began college. I find the idea of living and working with students and playing a part in the growth of a residence hall's culture as very exciting endeavors. However, I am also drawn to the challenge of helping students plan and implement their academic goals. I was blessed with people who gave me great advice on my navigation of higher education academics and I hope to have a similar affect on students.

My ultimate career goals lie in the upper echelons of student affairs and higher education administration. I hope that one day I might have the opportunity to work at an institution as a member of the central student affairs administration. Whether that is as dean of students or as a vice president of student affairs, I do not know, but hopefully I can find it within myself to make it that far. To accomplish these goals I plan on obtaining my doctorate in the next five to ten years. I will also have to focus on professional development by attending conferences, building relationships with peers and mentors, and gaining a more fully-developed understanding of student affairs organizations.

I also have other possible goals that I may explore. Before I am done, I would like to gain experience in the academic side of higher education. I have thought about possibly teaching in the higher education and student development disciplines, but at the very least, I plan on

obtaining my M.A. in History and teaching courses as a part-time instructor at my institution.

Regardless of which path I chose, I believe that functioning in the academic arena will ultimately give me a greater understanding of student affairs and higher education.

V. Learning Experiences and Work Samples

Facilitation of Vision of Learning

Attending a higher education institution is a continuous learning experience – students are learning and absorbing knowledge at all times, within their classes and without. It will be beneficial for me as a student affairs professional, and as an educator, to remember this and to encourage students to make the most of their experience in higher education. Higher education is more accessible today than it has ever been and it is therefore more important than ever that students are allowed to grow in the most nurturing environment possible.

Part of my learning experience in Student Development and Social Justice in Higher Education introduced me to Alexander Astin's I-E-O model of student development (Appendix A.1). This theory reflected personal beliefs that I have held for quite some time. It also furthered my understanding of how students approach college and how their experiences are continually affecting their lives, even after college. As a future student affairs professional, my belief in Astin's I-E-O model means that I will have to strive to encourage students to immerse themselves in the institutional environment. By doing so, I will be giving students a better chance to learn about the world around them and, most importantly, they will have a better chance to learn more about themselves.

It is not only important for students to become a part of the extra-curricular culture of their institution, it is equally important that students immerse themselves in the academic culture as well. As part of my learning experience in Curriculum and Leadership in Higher Education, I read *Seven Principles for Good Practice in Undergraduate Education* by Arthur W. Chickering and Zelda F. Gamson (Appendix A.2). As a student affairs professional, it is important for me to encourage students to not become caught up in the college life without leaving equal time for

academics. I must encourage students to focus on their academic goals by seeking out knowledge and becoming active learners. As a part of this, I must encourage students to engage their professors outside of the classroom. The information given in the classroom often only scratches the surface and by approaching professors outside of class, students will be able to further develop their understanding of the topics they are studying and may also be given the opportunity to assist with research activities; therefore, expanding their knowledge base even further.

On a college campus, learning opportunities are everywhere. It will be one of my responsibilities to help students find those opportunities, regardless of the area of student affairs in which I am involved.

Advocating an Institutional Culture and Instructional Program

An institution and the parts that make it up exist within a culture that drives daily operating procedures and interactions between students, staff, and faculty. The cultivation of that culture is paramount to the success of the institution and its members. The VSU Higher Education Leadership Program gave me a chance to explore theories of culture in relation to the overall organization in the Organization and Governance in Higher Education.

As a requirement for our online sessions in Organization and Governance, we were asked to compose discussions that were drawn from current events and issues in higher education. These discussions often exposed me to both positive and negative cultural traits at institutions. One of my discussions concerned the erosion of the campus culture at Antioch College (Appendix B.1). I became slightly obsessed with the plight of Antioch for about four hours one weekend for the sake of a 250-word discussion board post. After looking at the issue from many different viewpoints, I was able to fully appreciate the need for a positive culture at a higher

education institution. The odds that I will ever encounter a situation as bad as that at Antioch are not very good, but it is good to know that the possibility exists if a culture is not constantly nurtured in a positive fashion.

The instructional program is the cornerstone of a successful academic experience. The VSU Higher Education Leadership Program spent the Fall 2008 semester exploring the need for a streamlined instructional program during Curriculum and Leadership in Higher Education. As part of the class, we learned about the Council for the Advancement of Standards in Higher Education (CAS) and how the aligning of our program with their standards would enhance the viability of the program (Appendix B.2). Initially, we looked at the CAS standards and evaluated where our program was in regard to the standards. One area that I discovered our program was strong in was in assessment and evaluation, but in many other areas our program was lacking. Our major project for the class was the update of those unsatisfactory areas of our program. This project gave us an opportunity to learn about the need for a standardized instructional program and to actively participate in fulfilling that need. I will discuss my part of the project further in *Solving Educational Problems*.

Management of an Effective Learning Environment

Learning environments exist everywhere on a college campus. The most obvious of these learning environments is within the classrooms themselves, but non-traditional learning environments exist in residence halls, in departmental office spaces, and even in cyberspace. Students learn in these non-traditional environments every day. It is important not to forget that they exist and to remember that the knowledge gained in them is no less valid than that which is gained in a room with desks and a whiteboard. During my time in the Higher Education

Leadership Program I had the opportunity to learn how two non-traditional learning environments function effectively.

My first learning experience was during my internship in the VSU Office of Testing. An effective learning environment must be one where a student feels at ease and is able to perform at their peak potential, and an environment where testing is occurring must definitely be one of those environments. In the internship I learned the importance of this. The office had a friendly and positive atmosphere that made students feel at ease when they entered the door. This atmosphere gave students a chance to relax and focus on the task at hand. Of course, there is only so much one can do to put some students at ease, but I believe students appreciated the effort that the testing staff put forth to help them accomplish a high score. Since many students were taking tests to complete requirements for distance learning courses, the office was in and of itself an extension of the classroom (Appendix C.1).

The second example actually comes from an assignment I was given as a part of my graduate assistant duties and concerned a learning environment that existed in cyberspace. Dr. Francis Paterson uses WebCT to compliment the traditional classes she teaches on P-12 law and ethics by posting her slideshows for her students. Many of her students are in their thirties and forties and are not accustomed to navigating a website as part of a course. They were having a problem downloading one of the slideshows and needed a tutorial to help them solve the problem. Dr. Paterson asked me if I would put together a slideshow to help them (Appendix C.2). By completing this assignment I learned that an effective learning environment must be maintained despite the fact that part of it exists on the Web. It was a lesson that will become all the more important in the years to come as higher education continues to offer more of its services in online.

Collaboration with Constituencies

One of the most important keys to success in almost any career is the cultivation of positive partnerships with constituencies. My greatest learning experience in this area was during my internship with VSU Office of Housing and Residence Life where I interned with the Facilities Coordinator, Mr. Ryan Teter (Appendix D.1). The Office of Housing and Residence Life depends on many constituencies and they in turn depend on Housing and Residence Life. Through assignments and personal conversations with Mr. Teter, I had the opportunity to learn how important it is for a department on campus to forge close ties with other departments and the people they serve. I also realized how important it is to keep those ties strong.

For example, I was able to gather base-line data (Appendix D.2) for a new green initiative that Housing and Residence Life is organizing along with the VSU Environmental Issues Committee. As facilities, our part of the project was to gather data on the monthly energy usage of each residence hall. The halls will eventually compete in a contest, The Green Housing Effect, to see which hall can conserve the most energy over a period of several months. This project will require many different groups to work together for it to succeed. Students, Plant Operations, Housing and Residence Life, and the Environmental Issues Committee all had to give a little bit to make something that will positively affect the environment and teach students about energy conservation.

Another example of how I learned about positive collaborations during my internship was my composition of two emails, one for students and one for faculty members, requesting volunteers for the Fall 2009 residence move-in (Appendix D.3). Move-in is a hectic period for students and Housing and Residence Life staff alike. It is so hectic that it has outgrown its traditional one day time period and is being spread over multiple days for the first time in the fall

of 2009. The move-in requires a positive atmosphere and as many volunteers as possible. Getting students involved has never been much of a problem, but faculty participation has declined in recent years. It was my task to write something that would appeal to the faculty's deeply hidden desire to help freshmen students with one of the most important days of their collegiate lives. After all, these are the students that will be sitting in their classes and listening to their lectures for the next four years, the least they could do was help a few students by carrying a box or two up a few flights of stairs.

It remains to be seen how many faculty members will volunteer, but I learned that it is important to offer faculty members the opportunity to become more involved in an area that is usually handled by Student Affairs. Perhaps this will be a bridge that will bring Academic Affairs and Student Affairs together, or perhaps it will be an unmitigated disaster.

I also learned that it never hurts to ask.

Integrity and Ethics

In the future, I will probably be responsible for the handling of sensitive material concerning students. It is important, as a student affairs professional, to handle that material with the highest integrity and in as ethical a way as possible. I have had the opportunity to learn through my experiences in the VSU Higher Education Leadership Program about the importance of integrity and ethics.

For example, one of the requirements for completing the Research Methodology class was the completion of the Collaborative Institutional Training Initiative (CITI) online course on Social/Humanistic/Behavioral Research on Human Subjects (Appendix E.1). The completion of the CITI course offered me a solid foundation for my understanding of the importance of integrity and ethics in the study of higher education; a foundation that would serve me

throughout my time in the program. The sections that were particularly helpful later on were “Informed Consent” and “Privacy and Confidentiality,” both of which were important in the major project in Assessment and Evaluation in Higher Education and my internship in the VSU Office of Testing.

To complete the requirements of Assessment and Evaluation in Higher Education, my group completed an assessment for the VSU Office of Undergraduate Admissions concerning the rise in freshmen enrollment of students from the Atlanta Metro area. A major part of the project was the completion of focus groups and web-based questionnaires. It was imperative that the students who participated in this study were fully aware of how the information given would be used and that their identities would be known only to us, the researchers (Appendix E.2). This relationship was built upon a trust that their opinions would remain strictly confidential and that trust was built upon our collective integrity and our adherence to the rules of ethical behavior in research.

My internship in the Office of Testing gave me practical experience in the importance of integrity and ethics regarding student privacy (Appendix E.3). The Office of Testing prides itself on its execution of student privacy. The office handles student test scores, as well as private personal and financial information on a daily basis. My experiences in the internship helped me to more fully appreciate the need for student privacy in higher education. In fact, I realized that privacy is one of the most important services we can offer our students in a world where privacy is becoming incrementally slowly non-existent.

Understanding the Larger Context of Higher Education

One is inclined to think of higher education as only teaching and learning when approaching it for the first time, but a rarely seen or appreciated support structure exists that

holds up the teaching and learning. When you see all that goes on behind the scenes you begin to realize the truly remarkable accomplishment of running a department and an institution as a whole. Regardless of this realization, a person still cannot truly grasp the enormity of the accomplishment until it becomes something more tangible. I grasped this idea through two projects in Finance and Budgeting in Higher Education.

The first example is from my budget analysis of the Office of Undergraduate Admissions. Through my analysis of the office's line-item budget (Appendix F.1), I took my first glimpse into how much thought one must put into the planning and implementation of a budget. The second part of the project (Appendix F.2), gave me a taste of how new initiatives become a part of the larger picture and the budgetary difficulties involved with their initial implementation. I learned how hard it is to craft a proposal through the Blazer U. section of the project and it wasn't even that big of a proposal. I doubt I would have been able to (even fictitiously) make a coherent and valid proposal if it had been for a multi-million dollar project that would affect a large number of people and programs. I learned to appreciate the skill and time it takes to propose large projects at a university when money and resources are scarce and interest groups are plentiful.

The second example is from my experience in Virtual U. (Appendix F.3). In Virtual U., I learned that the job of a chief administrator is never complete. My group's assignment was to "Teach Better" at our university, while trying to keep the negative impacts that teaching better might have on other sections of the campus. We accomplished this by asking our professors to change their priorities by decreasing their research and increasing their time preparing for classes and their time spent with students out of class. I learned that within the larger context of a

university an administrator must never neglect a group, whether they are constituents or peers. A successful administrator always looks at the big picture, regardless of the task.

Solving Educational Problems

Colleges and universities are first and foremost institutions of higher learning. One certainty connected to that mission is that problems will arise. I encountered a couple of educational problems during my time in the VSU Higher Education Leadership Program. One problem and its solution, the development of an electronic instructional presentation for Dr Francis Paterson class, I discussed earlier in *Management of an Effective Learning Environment*. Another problem was connected to our program's efforts to bring our program more in-line with the CAS standards.

In Curriculum and Leadership in Higher Education, our class set out to strengthen the Higher Education Leadership program by implementing much needed improvements that reflected the CAS standards. My part of the class project directly tied into CAS standard 7b: Resource Materials, specifically the second section. This section dealt with the need for readily available library resources to supplement our students' study of higher education. I set out to construct a list of monographs that could be stored in the VSU library that would serve our students in their pursuit of knowledge concerning student development and higher education (Appendix G). I completed the list by culling information from many resources, including professional association publication lists, other higher education programs' reading lists and required texts, publishing house publication lists, and our own program's required texts.

This assignment was important not only because it solved a problem the program was facing concerning standardization, it was important because it gave us the opportunity to have a hands-on impact on the learning process. Oftentimes, when I complete a project I look at it and

realize that it is just a piece of paper. I eventually move on to other assignments and the previous ones become a collection of saved files that I might look at from time to time, but that is all they will ever be – something that I might think is pretty special, but something that will ultimately be forgotten. The assignment in Curriculum and Leadership was a part of something more, something tangible. Our class' efforts will affect every student that enrolls in the VSU Higher Education Leadership Program.

VI. Evaluation of Higher Education Leadership Program

Skills Gained through Program

The VSU Higher Education Leadership Program gave me the opportunity to develop skills that will benefit me for the rest of my professional life. When I entered the program, I was not completely certain what skills I would gain, but I soon found out that there was a lot to learn in my study of higher education. During my time in the program, I learned many skills connected with not only the academic side of higher education, but the practical side as well. The two most important academic skills I gained would be the strengthening of my research skills and the strengthening of my writing.

Until I entered the program, I had never done any research in any field of education, much less higher education. Most of my undergraduate research was in the field of history and it took some time to gain my footing in the field. I learned about new journals and new online research tools. I utilized inter-library loan for the very first time and I found it to be extremely useful during my time in the VSU Higher Education Leadership Program. I also became a stronger writer as a student in the program. My ability to construct more developed ideas has become stronger and my use of passive voice has greatly diminished.

I also developed practical skills as a part of the Higher Education Leadership Program. These include skills gained as a part of the budget project and the development of my assessment skills. The budget project taught me a lot about the importance of keeping a very strict budget. I developed skills to handle a basic budget and these skills will be a foundation for any later work I will face with budgets and budgeting. In Assessment and Evaluation, I developed assessment and analytical skills that will benefit me in the future as I confront the needs students and solve problems concerning them.

Areas for Improvement

Not liking to end on a negative note, I will place this section second. The VSU Higher Education Leadership Program is not without faults, but for the most part, they are few.

I would say that the Higher Education Leadership Program is in need of a course in higher education history. Fortunately, the program has implemented a history course already; however, I believe that the course would benefit from a full semester. I also believe that the program should offer the Student Development and Social Justice in Higher Education over a full semester of classes. I feel that the course content is so dense that it would have been a better learning experience in a traditional semester. The course content could be further developed and expanded over the span of an entire semester, as well.

The second area for improvement is actually more of a personal soapbox, but I will include it nevertheless. The movement to a hybrid course structure over the last year for most of our classes has, for me personally, diminished the impact of the courses. I am a traditional learner and had never taken an online course in my life until graduate school; online learning was not in vogue until the latter half of my undergraduate education. Perhaps it is because I have not experienced online learning enough, or perhaps it is because I am a fossil, but I feel that the online elements of our classes have distanced me from my fellow students and the subject matter. Having said that, I understand and appreciate the importance of online education and the amazing level of access it affords non-traditional students. Online learning is here to stay, so I guess I would benefit more from getting over it than the program would benefit from changing it.

Strengths of Program

For an academic program to succeed it must appeal to a diverse population and must instill in its students a confidence that the knowledge and experience they are gaining will

benefit them in the future. These are two areas that I believe the VSU Higher Education Leadership Program excels. The program demonstrates many strengths that reflect this belief. These include the small program size, the diversity of the students in the program, and the accessibility of the program director.

One of the most appealing aspects of the program, and one that initially interested me, was the small size of the program. The size of the program gives its students a chance to get to know their fellow students and professors on a very personal level. This allows students to feel at ease in the classroom and in class projects, which allows them to work at their highest levels. The small size also allows students to be a part of the decision making process that continually shapes the future of the program.

The second strength is the diversity of the students enrolled in the program, or who have at least participated in classes. I have noticed as I have gone along in the program how much more diverse we have become. It has been interesting getting the various perspectives of higher education issues from people from different races, genders, and sexual orientations.

The third strength of the program is the accessibility of the program director, Dr. J. Patrick Biddix. The first time I met him he gave me his cell phone number and I realized that this was a professor who felt the need to be available to his students. I am sure that his background in student affairs had a great impact on this trait, but it also reflected a genuine interest in the educational growth of his students – an interest that benefitted me as a student and one that I will attempt to emulate.

Appendix A

Applying Astin's I-E-O Model

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Applying Astin's I-E-O Model

Overview of Theory

Alexander Astin developed his I-E-O model in the 1960s in hopes of offering a simple, yet efficient theory of student development and outcomes in college. Astin's evolving model consists of three parts: Inputs, Environment, and Outcomes. Inputs being what the student brings with him/her to college in the form of their past, the Environment is the atmosphere of the college itself, and Outcomes are the results the student exhibits as a result of being placed in the Environment (Astin, 1993).

In Astin's *The College Environment* (1968), the author defines the environment as anything that has an impact on the student's inputs. These impacts can result in changes to the student. The changes can range from a temporary change to a lasting one in experience and behavior. The lasting effects are the most remote, and for college students the hardest to understand, since most are more concerned with the tasks at hand even though the environment of college may have an impact on their remaining lives.

Astin (1968) uses the Inventory of College Activities (ICA) to define the types of environmental stimuli in his study. Four broad categories were studied: peer environment, classroom environment, administrative environment, and physical environment. The level of involvement in these areas has a great impact on the academic experience. The quality of learning and the extent of the personal development can be directly tied to the level of involvement exhibited by the student (Astin, 1999).

Applied Example

Astin's model is simple and efficient. Instead of relying on steps and levels, it has a somewhat cyclical flow, which opens it up to many applications. Because of this simplicity, it makes it easy to apply it to many situations and scenarios. The environment in which people find themselves is always going to have some impact on the way they act and the way they respond to others around them.

Most freshmen entering college are opening themselves up to an entirely new environment. For the most part, they will find themselves outside of the influence of their parents, families, and adolescent peers. Entrance into the college world, can come as a shock to many, forcing them to adapt to their new situation. This new culture will impact their development, both personally and academically. Some first time students handle the new environment with ease. Others, however, must search for a new path while trying to grow and mature.

For "lost" freshman, it would be wise to advise them to become more involved. The only way to take full advantage of the college experience is through involvement in the environment in which one finds him or herself. Colleges and universities are teeming with programs and groups in which one can involve oneself. From religious organizations to Greek Life, from artistic groups to intramural sports, a well-developed campus will always have activities that will help a student develop and adapt. Involvement leads to not only positive personal outcomes, but also to the opportunity to fine tune interpersonal relationships with people who share similar interests.

Young students must also take advantage of the opportunity to become active in their academic environment. Freshman must be willing to develop academically-based relationships with instructors. Of course, it's not always possible to get to know every instructor from whom

you take a class, but it should be a goal of young students to develop relationships with as many professors as possible.

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Appendix A

Running head: SEVEN PRINCIPLES

Reading Essay 4: Seven Principles for Good Practice in Undergraduate Education

Josh Robertson

Valdosta State University

Reading Essay 4: Seven Principles for Good Practice in Undergraduate Education

Seven Principles for Good Practice in Undergraduate Education by Arthur W.

Chickering and Zelda F. Gamson is a starting point and basic guide for institutions that wish to improve the overall education offered to its undergraduates. The seven principles are: encouraging contact between students and faculty, developing reciprocity and cooperation among students, encouraging active learning, giving prompt feedback, emphasizing time on task, communicating high expectations, and respecting diverse talents and ways of learning (Chickering & Gamson, 1987).

Chickering and Gamson (1987) believe the seven principles are “guidelines for faculty, students, and administrators . . . to improve teaching and learning” (p.1). The authors also contend that the principles are built on activity, expectations, cooperation, interaction, diversity, and responsibility, which the authors call “six powerful forces in education” (p.1). The principles are applicable to many different types of academic programs and a wide array of student types. This flexibility allows institutions to tailor the principles in ways that best address the needs of the institution.

The authors also pose the question, who is responsible for improving higher education learning? The responsibility to improve begins and firmly rests with the faculty and student populations of an institution. Improvement is enhanced by administrators, staff, legislatures (state and federal), and accrediting agencies who control the environment in which the improvement takes place. The environment must have many positive attributes that are conducive to good practice, including shared goals, strong support from high-ranking officers, and quality assessment (Chickering & Gamson, 1987).

The principle of good practice that I found to be most applicable to Valdosta State is the first one: Encourages Contact Between Students and Faculty. For the most part, professors at Valdosta are readily available to students. I have come to this conclusion from personal experience and talking with others. The size of the institution and the focus on teaching create the perfect environment for this to occur. The high quality of benefits that students receive from this contact is undeniable.

The positive outcomes that occur from connections between faculty members and undergraduates cannot be underestimated. Chickering and Gamson (1987) actually call it “the most important factor in student motivation and involvement” (p. 2). Professors have the opportunity to not only teach students, but also the opportunity to serve as mentors. This is especially true for professors in a student’s major field of study. Personally it was always comforting to know that my professors were easy to contact, whether for academic advising or personal visits.

There is always room for improvement, both in the academic and in the student affairs areas of higher education. Chickering and Gamson’s principles two and seven are the ones that I believe will be most beneficial to myself as an eventual student affairs professional. They both deal with bridging gaps between people with differing beliefs, experiences, needs, talents and perspectives. Higher education has naturally become a more diverse playing field as it has become more accessible. As a student affairs professional I will have to not only be able to handle many different types of students and their unique situations, I will also have to help others (including students) handle the various needs of a diverse student population.

References

Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *American Association for Higher Education Bulletin*. Retrieved 16 October, 2008, from <http://courses.valdosta.edu/webct/cobaltMainFrame.dowebct>.

Appendix B

Class 11 Issues:

As I started out to work on this section this week I thought that I'd try to find some recent news about the three institutions discussed in Clark's "The Organizational Saga in Higher Education." Little did I know what I'd find. Before reading the assigned reading all I knew about Antioch College was that it was where Rod Serling went to college. I had not heard anything about its downfall in recent years. I'm not sure if I'm exactly playing by the rules of the assignment, but I found the story too interesting not to write about. I actually read three articles; two of the articles are from the summer of '07 and the other is from the spring of last year, so I'm not exactly sure how "recent" that makes them. But whatever, recent is a relative term. I apologize for the length.

The first article I read ("A House Divided" by Scott Carlson) was about the problems that led to the closing of Antioch College and was written when the school had only decided to suspend operations for 2008-09. On its face, the issue boiled down to Antioch's refusal to pay close attention to the raising of funds to add to its quickly dwindling endowment. Historically at Antioch the issue of money to run the institution was apparently never very high on the list of priorities, with more focus being given to funding specific academic programs. In recent years the college has counted on the tuition of a shrinking student body and help from its satellite institutions to remain afloat, a model the author calls "inherently unstable." The result was the eventual falling of the college's physical structures into disrepair and the college's closure. But how had Antioch reached this point? The articles I read focus on three issues: the rise of satellite campuses, overall student conduct, and the breakdown of the organization's administration and curriculum.

Despite the apparent end of Antioch College, the satellite institutions that the college established at its apex in the 1960s (and continue to operate under the banner of Antioch University) continue to go on with a curriculum geared more toward adult and graduate education. From what I could gather from the little bit I read on the issue these institutions most closely resemble something along the lines of Antioch Lite. This led many alumni to feel that the branching out of Antioch was what eventually led to the core campus' demise. Many believe that after the expansion, Antioch College became spread too thin and did not make very wise decisions on where to expand, with one satellite (Antioch University McGregor) being geographically situated where it was in direct competition with the original Antioch College.

The student body of Antioch also seems to have doomed the college. In an opinion piece ("Present at the Demise") by Ralph Keyes, himself an alumni of Antioch, a lot of the blame falls on a student body that had reached such a level of overzealous liberalism that they had ironically become intolerant of any viewpoint that differed from the opinion of the collected student body. Carlson also touches on this issue. In his article, he speaks with the president of Antioch at the time of its downfall, Steven W. Lawry. Lawry feels that the extreme leftist nature of the campus "... chased off students and had a deleterious effect," while "the adults were looking the other way." From beating up a kid wearing Nike's [sweatshop labor], to the student newspaper printing messages from anonymous students threatening violence against specific students who held different political views, the campus had become "toxic."

All of these issues had also taken a toll on the leadership of the institution. Antioch had run through five presidents from 1994 to 2008. Antioch, as a leader in cutting edge higher education, had developed a high reputation. But that's all it had. In 2003, the institution decided to initiate a last ditch effort that would tweak the curriculum in hopes that it would attract more students and more tuition, an integral part of the institution's revenue stream. This did not sit well with the faculty, but they set about making their courses fit. The renewal was set on a five year timeline, based around an estimate that Antioch could stay above water for that time period without running out of money. They didn't make it. \$5.4 million in the hole, Antioch's board decided to cut their losses and suspend operations ("A House Divided").

In February of 2008, the Antioch Board of Trustees decided that at that time they would not transfer the institution to Antioch alumni groups that had been raising money in hopes of keeping Antioch open ("Antioch College Announces It Will Close Its Doors" by Paul Fein). According to the Great Lakes Colleges Association, of which Antioch was a part, The Board of Trustees and The Board of Directors of the Antioch College Alumni reached an agreement over the summer that will result in the formation of an independent Antioch College. A formal start date has not been established (see link below).

In relation to Clark's article, Antioch College finds itself in the same "crisis of decay" (p.155) that it was in before Arthur E. Morgan came on the scene. The question is will the new leader(s) of Antioch institute any real change? Can they start a new saga, or is it time to just let go of Antioch? The Antioch situation also raises another question – How does the institution keep the saga from becoming corrupted like it did in Antioch's first life? Short of a completely clean slate, I am not sure Antioch can be saved.

"A House Divided": <http://chronicle.com/weekly/v53/i43/43a02001.htm>

"Present at the Demise": <http://chronicle.com/weekly/v53/i46/46b00801.htm>

"Antioch College Announces...": <http://chronicle.com/weekly/v54/i27/27a01502.htm>

Great Lakes Press Release:

<http://intranet.glca.org/FCKeditor/UserFiles/File/Antioch%20final.pdf>

Essay #1: CAS Standards

Josh Robertson

25 August 2008

The Council for the Advancement of Standards in Higher Education (CAS) was born from a joint venture of the American College Personnel Association and the National Association of Student Personnel Administrators in 1979. The standards that were developed are intended to be applied to graduate-level higher education programs. Areas covered by the standards range from the creation of a mission statement and the admission of students to curriculum and program evaluation (*Contextual Statement*, 2003).

1. The CAS (2003) standards are voluntarily implemented by graduate-level programs. The standards serve as a guide to allow a program to function at its highest potential. Programs must define what they are first if they intend to gain interest from prospective students. This is accomplished through the formation of a mission. After the establishment of a mission, the program is then able to easier determine the types of students it desires and its admissions procedures. After these are accomplished a program could then more easily align itself with accepted CAS practices, including curriculum standards, academic support standards, facility standards, and faculty standards.

Possibly the most important requirement is found in “Part 9: Program Evaluation.” Evaluation is important because it enables a program to understand how much it has improved in its implementation and practice of CAS standards. Also, if a program realizes that it has become lax in its practice of CAS standards, it can take the proper steps to get back on track. Comprehensive evaluations should take place approximately every five years (*CAS Standards*, 2003).

2. The “LEAD 7820: Assessment and Evaluation in Higher Education” course is one area in current practice within Valdosta State’s masters program that complies with CAS standards. It is covered by “Part 5: The Curriculum, subpart 5b.5,” which partially states that “this component of the curriculum must include the study of assessment, evaluation, and research . . .” (*CAS Standards*, 2003, p. 7). In this course, students are introduced to various assessment techniques and directed to conduct an assessment that requires the evaluation of original research. The CAS (2003) standards also mandate that “graduates must be aware of research ethics and legal implications of research . . .” (p. 7). Ethical research and the importance of subject treatment is covered and stressed at all times throughout the course.

3. Curriculum Project Task #12 concerns the recommendation of books and materials that would be an important asset to the Valdosta State Higher Education program, its curriculum, and its students. Students should have ready access to literature and materials in their subject area if

they wish to reach their full potential. In the internet age, materials are always figuratively close at hand. However, it is ideal to be able to enter the library and receive literature on-site from the stacks.

The CAS (2003) standard that applies to Task #12 is under “Part 7: Academic and Student Support, part 7b: Resource Materials.” Part 7b calls for numerous library resources including “current and historical books, periodicals, on-line journals, search mechanisms, and other media for the teaching and research aspects of the program” (p. 9).

A higher education program must fulfill this area of Part 7b if it wishes to ultimately become successful. Prospective students are interested not only in price and location, but also in the quality of the education received. That quality would only rise with the implementation of this CAS standard. The learning of current students would also be greatly subsidized by an influx of new literature and materials into the VSU library and the program. By incorporating Part 7b, the VSU Higher Education program would be doing a service to its overall mission and its students, both current and future.

References

Council for the Advancement of Standards in Higher Education (2003). *Masters-level graduate program for student affairs professionals standards and guidelines*. Washington, D.C.

Council for the Advancement of Standards in Higher Education (2003). *The role of professional student affairs preparation: CAS contextual statement*. Washington, D.C.

Appendix C

Internship Reflection – Fall 2008

Josh Robertson

LEAD 7921

04 December 2008

Internship Reflection – Fall 2008

My Fall 2008 internship was spent in the Valdosta State University Office of Testing. I was under the guidance of Mr. Mike Gibbons, Director of Testing, and Ms. Rebecca Taylor, Assistant Director. I spent approximately ten hours in office per week with additional time spent assisting in Saturday testing sessions. My main tasks were administering tests in office [Georgia History/Constitution, eCore, etc.], proctoring tests during out of office testing sessions [Regents, ACT, LSAT, etc.], assisting with test setup [Regents, TOEFL], and assisting with test pack-up and mailing. I also helped schedule tests during peak testing periods.

Before entering the office I had no idea the amount of time that testing consumed and the large number of tests the office administered. I certainly have a new appreciation for the office and its place within Student Affairs.

How will your experience in this internship aid you in your future career?

I am not sure if the intricacies of the internship will aid me, unless I choose to enter the world of testing, but the positive attitude within the office definitely will serve as an inspiration for me throughout my career. The individuals within the VSU Office of Testing genuinely care about the welfare of the students that they serve. Testing can be a very stressful experience for many students and the staff creates the best possible, least stressful atmosphere for each student, despite sometimes cramped conditions within the office and the low-profile nature of the job.

I write all of the above to say that the Office of Testing taught me that regardless of the area of higher education one works in, the student and his/her best interests should be the most important aspect of the job. I believe that my experience in the Office of Testing will always remind me of that need for keeping students first.

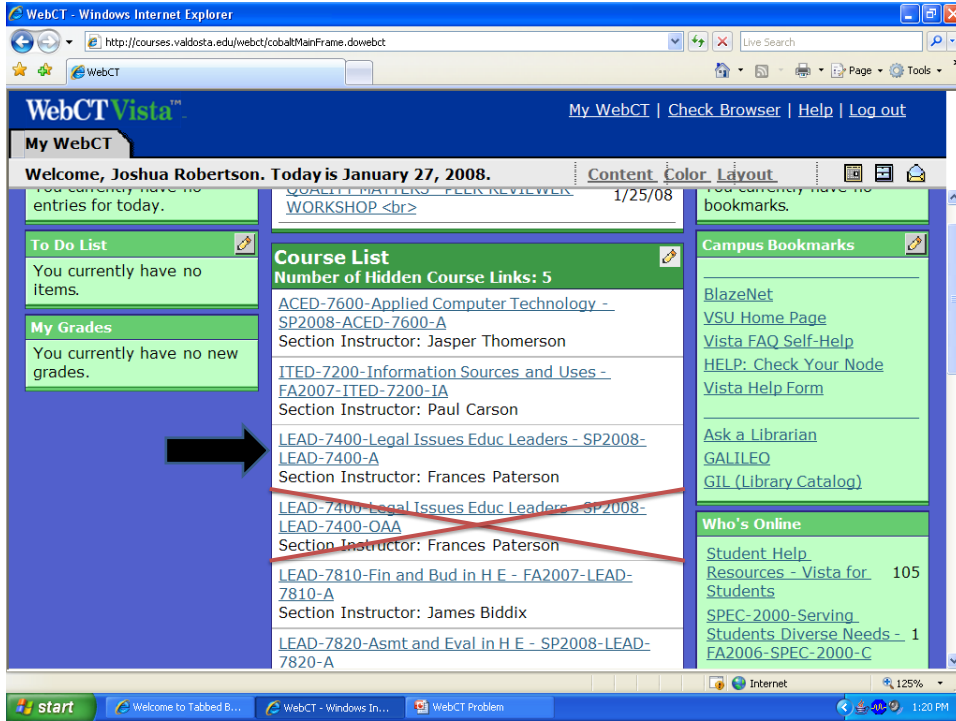
What do you view as the most valuable aspect of your internship?

There are actually two aspects that I would consider most valuable: student privacy and the high level of responsibility I was given. One of the most important aspects of the Office of Testing is complete privacy when it comes to student scores and personal information. The internship made me more aware of this need for privacy when it comes to the students being serviced by the office. This awareness will follow me forever, no matter the area of higher education in which I choose to pursue my career.

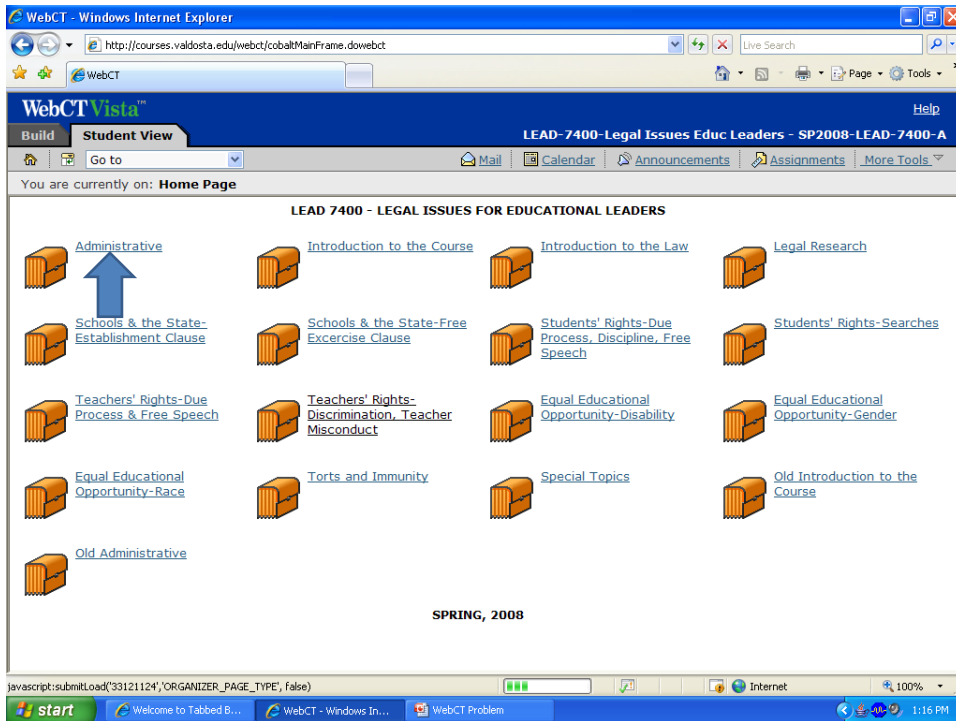
The second aspect that I view as most valuable is the high level of responsibility I was given at various times. Going in, Mr. Gibbons told me that he would conduct my internship as if he were training me to be an assistant director. This of course meant that there would be times when I would administer tests without direct supervision. One example that I will always remember is the day I administered the Regents Test for five students who received extra time based on requests from the Access Office. The Regents Test is the most important test any student at a Georgia higher education institution will take, as it directly influences whether a student will graduate or not. Yet there I was, responsible for making the test as stress free as possible for a group of students who were already at a disadvantage. I appreciate the Office of Testing's faith in me to not screw it up.

What do you view as the most invaluable aspect of your internship?

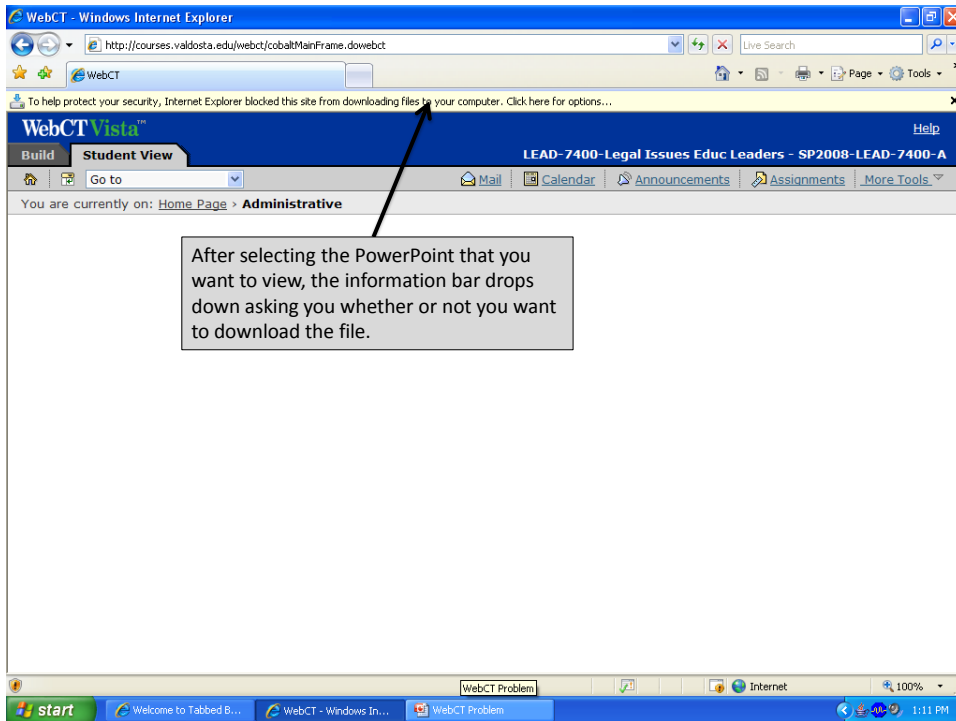
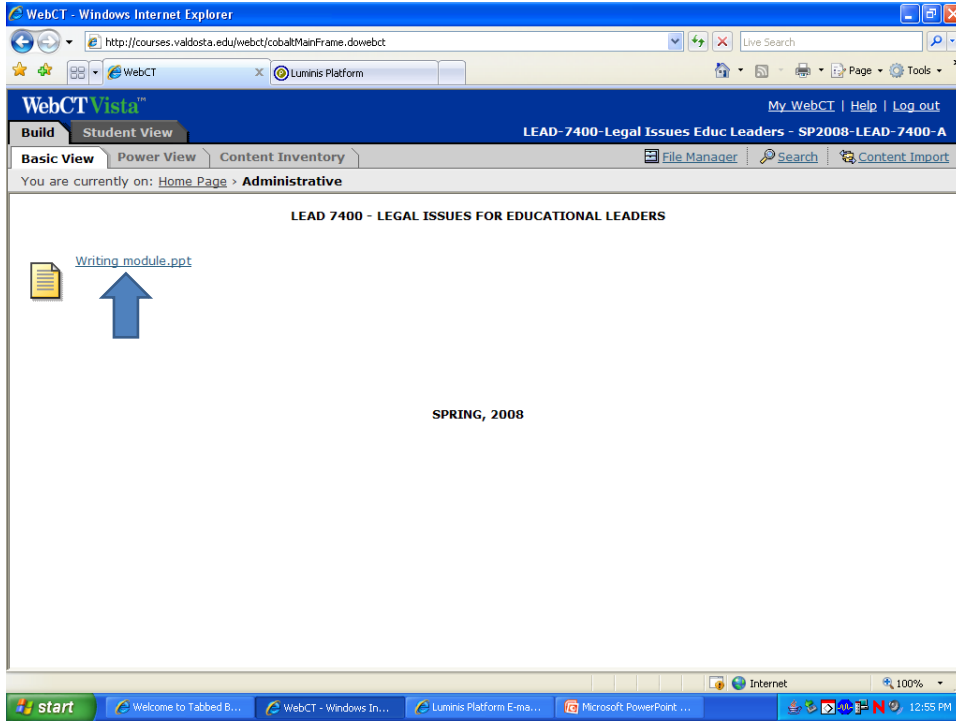
I experienced a fair amount of downtime in my internship. For the most part the Office of Testing is constantly conducting tests and some times were understandably more hectic than others, but there were also a few days when there really was not much to do. That is obviously not the fault of the office. Some days there just are not any people taking test.

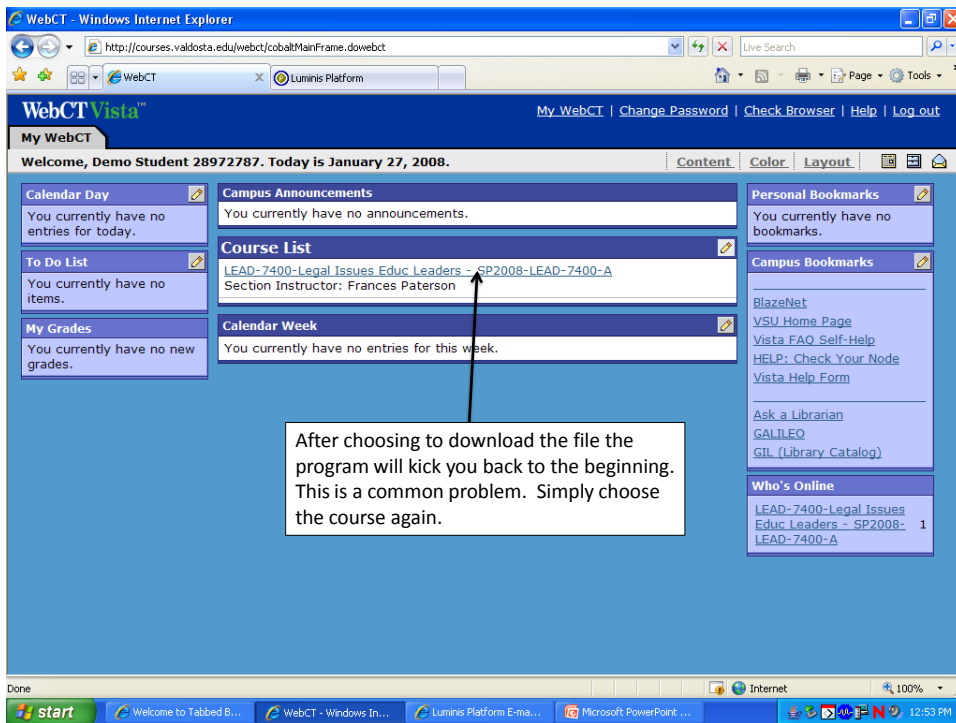
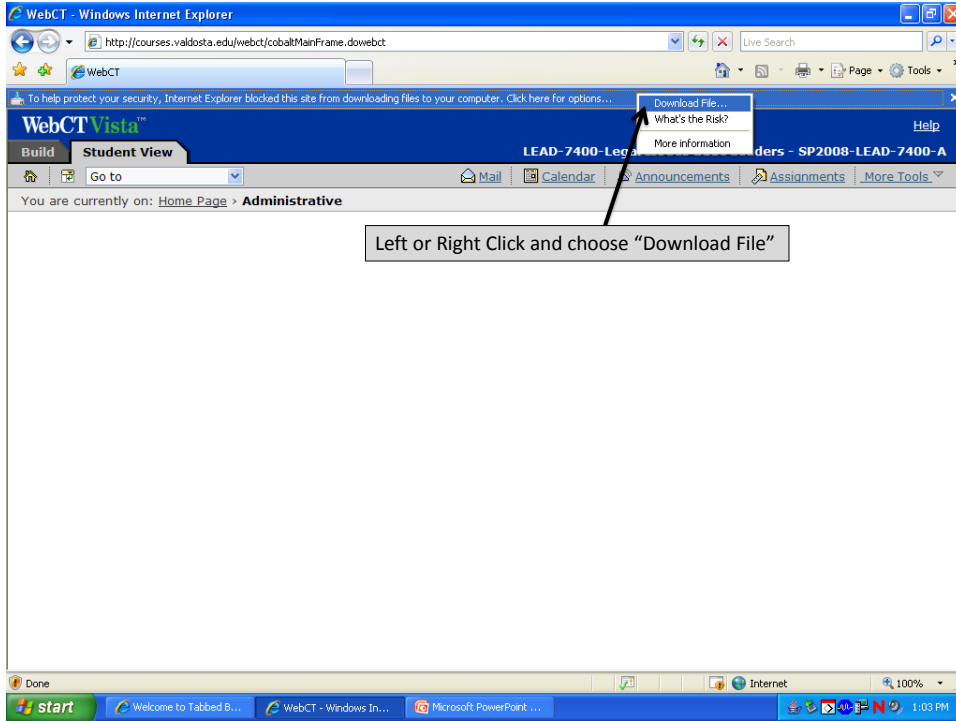


This screenshot shows the WebCT Vista home page for user Joshua Robertson on January 27, 2008. The page features a navigation bar with links for 'My WebCT', 'Check Browser', 'Help', and 'Log out'. A central 'Course List' section displays several courses, with the 'LEAD-7400-Legal Issues Educ Leaders - SP2008-LEAD-7400-A' course highlighted by a red 'X' and a black arrow pointing to it. Other courses listed include ACED-7600, ITED-7200, and LEAD-7810. The page also includes sections for 'To Do List', 'My Grades', 'Campus Bookmarks', and 'Who's Online'.



This screenshot shows the 'Student View' of the 'LEAD-7400 - LEGAL ISSUES FOR EDUCATIONAL LEADERS' course page for the Spring 2008 semester. The page is organized into a grid of course topics, each represented by a book icon and a link. The topics include: Administrative, Introduction to the Course, Introduction to the Law, Legal Research, Schools & the State-Establishment Clause, Schools & the State-Free Exercise Clause, Students' Rights-Due Process, Discipline, Free Speech, Students' Rights-Searches, Teachers' Rights-Due Process & Free Speech, Teachers' Rights-Discrimination, Teacher Misconduct, Equal Educational Opportunity-Disability, Equal Educational Opportunity-Gender, Equal Educational Opportunity-Race, Torts and Immunity, Special Topics, and Old Introduction to the Course. A blue arrow points to the 'Administrative' link. The page footer includes a JavaScript error message and the time 1:16 PM.





WebCT - Windows Internet Explorer
http://courses.valdosta.edu/webct/cobaltMainFrame.doweboct

WebCT Vista™ My WebCT | Help | Log out

Build Student View LEAD-7400-Legal Issues Educ Leaders - SP2008-LEAD-7400-A

Basic View Power View Content Inventory File Manager Search Content Import

You are currently on: Home Page

LEAD 7400 - LEGAL ISSUES FOR EDUCATIONAL LEADERS

[Administrative](#) [Introduction to the Course](#) [Introduction to the Law](#) [Legal Research](#)

[Schools & the State-Establishment Clause](#) [Schools & the State-Free Exercise Clause](#) [Students' Rights-Due Process, Discipline, Free Speech](#) [Students' Rights-Searches](#)

[Teachers' Rights-Due Process & Free Speech](#) [Teachers' Rights-Discrimination, Teacher Misconduct](#) [Equal Educational Opportunity-Disability](#) [Equal Educational Opportunity-Gender](#)

[Equal Educational Opportunity-Race](#) [Torts and Immunity](#) [Special Topics](#) [Old Introduction to the Course](#)

[Old Administrative](#)

SPRING, 2008

Done

start Welcome to Tabbed B... WebCT - Windows In... Luminis Platform E-ma... Microsoft PowerPoint... Internet 100% 12:52 PM

WebCT - Windows Internet Explorer
http://courses.valdosta.edu/webct/cobaltMainFrame.doweboct

WebCT Vista™ My WebCT | Help | Log out

Build Student View LEAD-7400-Legal Issues Educ Leaders - SP2008-LEAD-7400-A

Basic View Power View Content Inventory File Manager Search Content Import

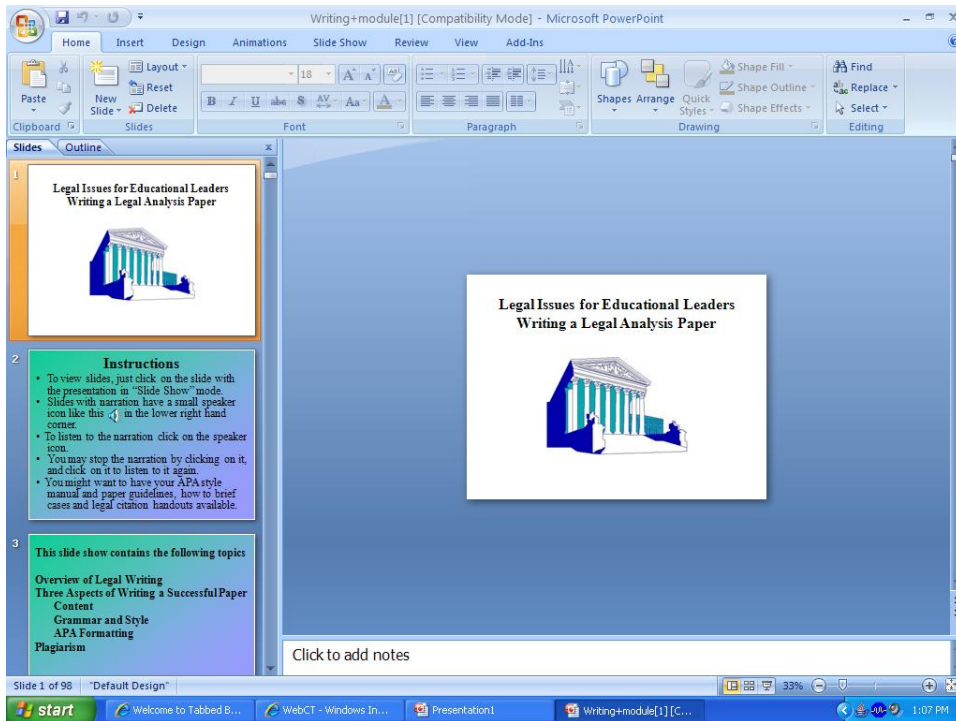
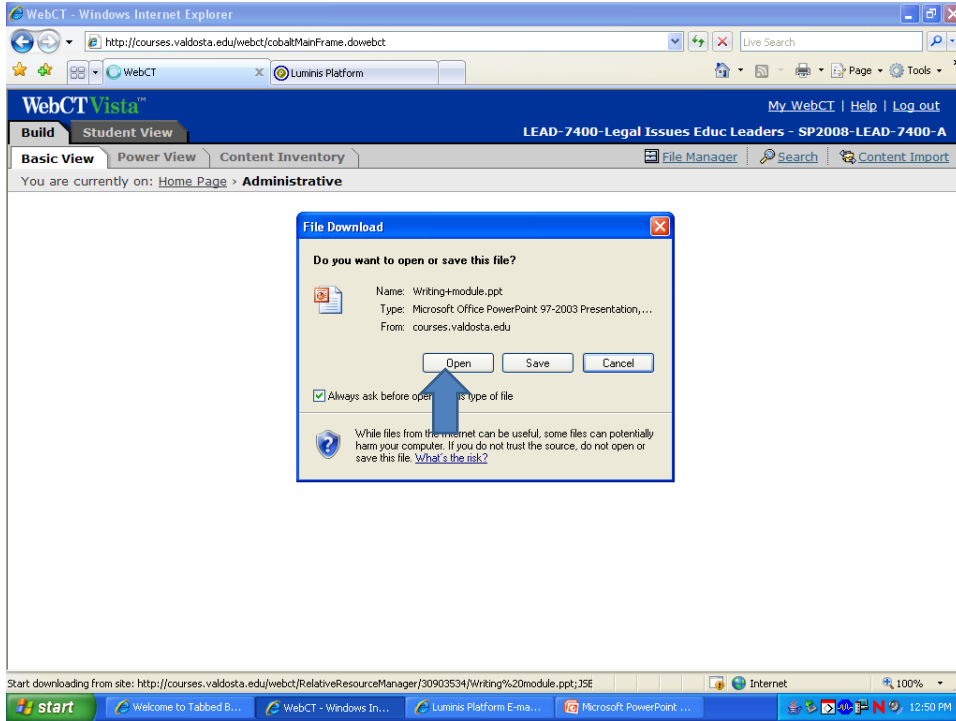
You are currently on: Home Page > Administrative

LEAD 7400 - LEGAL ISSUES FOR EDUCATIONAL LEADERS

[Writing_module.ppt](#)

SPRING, 2008

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Appendix D

Internship Reflection – Spring 2009

Josh Robertson

LEAD 7922

28 April 2009

Internship Reflection – Spring 2009

My internship for the Spring 2009 semester was completed in the Office of Housing and Residence Life. I specifically interned with the Facilities Coordinator, Mr. Ryan Teter, but my time in the office gave me the opportunity to work with many areas of Housing and Residence Life. The initial stages of the Room Selection process and candidate interviews at the Southern Placement Exchange were a couple of the other tasks that I assisted with as part of my internship in Housing.

One of the most important things I learned was how much goes on behind the scenes of Housing and Residence Life. When most people think of Housing, they automatically think of the residence halls and the basic function of those halls – a place for students to sleep. Part of my learning experience was seeing all of the issues outside of providing a basic living space for students that the Office of Housing and Residence Life encounters on a regular basis. Many of the issues that Housing and Residence Life faces require help from other constituencies and these constituencies in turn depend on Housing and Residence Life.

Construction of New Residence Halls

Valdosta State Housing and Residence Life is closing a busy construction period in which the oldest residence hall (Reade) is being restored and two new ones (Hopper and Georgia) have been erected in the last two years. The completion of these projects demands a close working relationship between many different groups and the importance of maintaining positive partnerships with constituencies is imperative. Housing and Residence Life, Auxiliary Services, Plant Operations, the residence hall contractors, and the interior design firms all have a hand in the design of the residence halls. Housing and Residence Life is usually tasked with making the relationship between the constituencies as harmonious as possible.

Maintenance of Current Residence Halls

Once the new residence halls go on-line their upkeep will lead to a whole other partnership. The work of the contractors and designers will be done for the most part, outside of repairs covered by warranties, and Housing and Residence Life will begin a relationship with the custodial staff that is housed at Plant Operations, but is under Auxiliary Services. As part of my internship, I had the opportunity for a few hours one morning to shadow David Westberry, the Maintenance Superintendent in charge of Auxiliary's custodial operations. Even though the custodians do not work directly for Housing and Residence Life, the office must constantly monitor the situation and make sure that the custodians are given the best environment in which to perform their duties.

Housing and Residence Life must also maintain a positive partnership with Plant Operations to ensure that all mechanical problems are taken care of in the residence halls, in older halls as well as the hastily constructed newer buildings. For example, I spent two hours one morning in Hopper looking to see if maintenance had finished the installation and repair of approximately twenty door locks, and this was seven months after the hall had become operational. I also learned that it is very important to show patience when dealing with a constituency that is stretched thin and may be slow in performing maintenance that has been requested for a long period of time.

Collaboration with Other Campus Constituencies

My internship also gave me the opportunity to work with and reach out to campus constituencies that are not usually considered daily partners of Housing and Residence Life. One of these collaborations was between Housing and Residence Life Facilities and the VSU Environmental Issues Committee. I was charged with gathering base-line data concerning residence hall energy usage for the purpose of setting up a contest that would pit each hall against each other to determine which hall could conserve more energy over a several month span.

Another example of the non-traditional collaboration that Housing and Residence Life takes part in is the recruitment of faculty members to volunteer for the annual residence hall move-in. Housing and Residence Life depends on student and faculty volunteers to help with the madness that move-in usually brings to campus. Student volunteers are normally not a problem, but faculty volunteers are usually hard to come by. I was asked to compose an email that will be sent to faculty asking them to volunteer on that day.

My internship with Housing and Residence Life was a very enjoyable and enlightening one. Above all of the practical experiences I will always remember the candid conversations that I had with Mr. Teter concerning all areas of Housing and numerous areas of higher education in general. The internship came about by somewhat of an accident, but it is an experience that I will always remember.

2007-08 Housing Capacity, etc.

Capacity and Assignable Spaces

	Including RAs		
	Halls	Apts	Total
Maximum Bedspaces	1538	636	2174
Ideal Bedspaces	1487	621	2108
	Not Including RAs		
	Halls	Apts	Total
Maximum Bedspaces	1490	625	2115
Ideal Bedspaces	1444	610	2054

Total # of RAs
54

Occupancy Projections / Designations

Traditional Hall Breakdown			
Freshman		Upperclass	
Male	Female	Male	Female
526	918	0	0

Total Space Breakdown	
Freshman	Upperclass
1444	609

Georgia (5 RAs) - Female Hall, All Freshman

# of Rooms	Wing	Room # Range	Freshman		Upperclass		RAs	# beds not used	Total	
			Male	Female	Male	Female				
24	1E	100-121		40			1	3	44	100A-s,100B-d, 118A-s,118B-s; 121-temp
14	2W	200-213		26			1		27	
28	2E	214-241		52			1	2	55	241-temp
12	3W	300-311		22			1		23	
30	3E	312-341		56			1	2	59	341-temp
108			0	196	0	0	5	7	208	

108	Total Bedspaces	208
103	Ideal Bedspaces	201
98	Assignable	196

Male	Female
0	196

FR	UP
196	0

(Sample of the table, document would not fit on page)

Appendix E

Joshua Robertson (ID: 677846)

Wednesday, September 12, 2007

CITI Collaborative Institutional Training Initiative

[Announcements and Frequently Asked Questions \(FAQ\)](#)[Main Menu](#) | [Logoff](#)

Course Completion History

Learner: Joshua Robertson**Institution:** Valdosta State University**Gradebook:** Human Research

Group 1 Group (ID: 1357) : This course is suitable for Investigators and staff conducting SOCIAL / HUMANISTIC / BEHAVIORAL RESEARCH with human subjects. The VA module must be completed if you plan to work with subjects at a VA facility.

Stage	Ref #	Start Date	Required Modules	Elective Modules	Score	Passing Score	Completion Date	Expiration Date	Modules Completed	Print CR
1. Basic Course	1270391	09/12/07	Completed	None Required	97	80	09/12/07	09/10/12	Modules Completed	Print Completion Report

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Excerpt from *The Appeal of Valdosta State University for the Out of Region Student*

by

Jessica R. Darsey-Harper, Lacey R. Phillips, Joshua W. Robertson, & Barbara A. Tucker

See highlighted areas

Participants

The participants for this study were chosen randomly from a list of 800 possible student participants given to us by the Admissions Office. Fifty students were selected. E-mails were sent to each possible participant's Blazenet and personal e-mail addresses. There was a zero percent response rate for this first 50. Following this, the possible participants were again contacted, this time via Facebook. This avenue yielded ...

Out of the participants, the assessment team identified them as belonging to one of three participant groups: The VSU Admissions Recruiting Staff, Focus group participants, and Web-based questionnaire participants. The VSU Admissions Recruiting Staff consisted of three staff members and the recruitment supervisor. Our Focus group participants consisted of four freshmen, two females and two males, with three of them coming from the Atlanta metro area. The Web-based questionnaire participant group consisted of 16 enrolled first-year students who answered through e-mail and seven recently accepted non-enrolled students who answered through the V-State Connection Web site.

Before and during each of the focus groups, the team assured the participating students that their identities would be kept strictly confidential. The team had full access to demographic information of the potential participants through Banner. If any student, once the project had been explained to him or her, decided not to participate the research team simply chose another

person from the respective list. The Client Liaison explained the project fully to the Admissions staff. No social security numbers were collected or used in any part of this survey process.

Data Collection

The assessment team's collection of data ...

Focus groups were conducted in two instances for one hour intervals. These meetings were conducted by at least two team members. All assessment team members were responsible for administering questions and recording the activities of the group. Each session was recorded and transcribed by a member of the assessment team. Focus group participants who were present were asked to clarify any information not easily understood from the recording. Since limited participation was a problem in our focus groups, the assessment team implemented a version of our previously designed Web-based questionnaire to complete the study.

Instrumentation

Some participants took part in focus group interviews. Each session lasted approximately one hour. Invitations for these sessions were sent to 50 students anticipating that not all students would agree to participate in the focus group. The Assessment Team scheduled two focus groups with students and one with VSU Admissions professionals. Our goal was 6 – 10 participants per student focus group. No participants showed for our first student focus group, four came for our second, and four out of five the Admissions Office Recruiting Staff attended our professional focus group. Demographic characteristics of our participants were collected. All identifiable demographic information will be protected by the Assessment Team.

Our objective in developing the Web-based questionnaire was to ask questions that require more than a yes or no answer and to encourage discussion between the participants. This group was

chosen for the questionnaire specifically to determine why students from metropolitan areas decide to come to VSU ...

See highlighted area

Internship Reflection – Fall 2008

Josh Robertson

LEAD 7921

04 December 2008

Internship Reflection – Fall 2008

My Fall 2008 internship was spent in the Valdosta State University Office of Testing. I was under the guidance of Mr. Mike Gibbons, Director of Testing, and Ms. Rebecca Taylor, Assistant Director. I spent approximately ten hours in office per week with additional time spent assisting in Saturday testing sessions. My main tasks were administering tests in office [Georgia History/Constitution, eCore, etc.], proctoring tests during out of office testing sessions [Regents, ACT, LSAT, etc.], assisting with test setup [Regents, TOEFL], and assisting with test pack-up and mailing. I also helped schedule tests during peak testing periods.

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How will your experience in this internship aid you in your future career?

I am not sure if the intricacies of the internship will aid me, unless I choose to enter the world of testing, but the positive attitude within the office definitely will serve as an inspiration for me throughout my career. The individuals within the VSU Office of Testing genuinely care about the welfare of the students that they serve. Testing can be a very stressful experience for many students and the staff creates the best possible, least stressful atmosphere for each student, despite sometimes cramped conditions within the office and the low-profile nature of the job.

I write all of the above to say that the Office of Testing taught me that regardless of the area of higher education one works in, the student and his/her best interests should be the most important aspect of the job. I believe that my experience in the Office of Testing will always remind me of that need for keeping students first.

What do you view as the most valuable aspect of your internship?

There are actually two aspects that I would consider most valuable: student privacy and the high level of responsibility I was given. One of the most important aspects of the Office of Testing is complete privacy when it comes to student scores and personal information. The internship made me more aware of this need for privacy when it comes to the students being serviced by the office. This awareness will follow me forever, no matter the area of higher education in which I choose to pursue my career.

The second aspect that I view as most valuable is the high level of responsibility I was given at various times. Going in, Mr. Gibbons told me that he would conduct my internship as if he were training me to be an assistant director. This of course meant that there would be times when I would administer tests without direct supervision. One example that I will always remember is the day I administered the Regents Test for five students who received extra time based on requests from the Access Office. The Regents Test is the most important test any student at a Georgia higher education institution will take, as it directly influences whether a student will graduate or not. Yet there I was, responsible for making the test as stress free as possible for a group of students who were already at a disadvantage. I appreciate the Office of Testing's faith in me to not screw it up.

What do you view as the most invaluable aspect of your internship?

I experienced a fair amount of downtime in my internship. For the most part the Office of Testing is constantly conducting tests and some times were understandably more hectic than others, but there were also a few days when there really was not much to do. That is obviously not the fault of the office. Some days there just are not any people taking test.

Appendix F

Line Item Descriptions – Original Budget**Personal Services:**

1) Salaries – Professional:

Funds budgeted for payment for administrative positions; \$305,505.03.

2) Salaries – Staff:

Budgeted amount of payment for secretarial and non-administrative positions; \$118,627.08.

3) Salaries – Staff/Extra Comp:

Budgeted amount for job related compensations; \$230.00.

4) Salaries – Student Assistants:

Funds allocated to the payment of graduate and undergraduate employees; \$2,878.00.

5) Salaries – Casual Labor:

Budgeted amount for seasonal hires for 2004 and onward; \$34.74.

6) FICA –Employer:

Funds budgeted for federal payroll taxes; \$29,993.45.

7) FICA – Employer Medicare:

Budgeted federal payroll taxes concerning Medicare; \$5,612.31.

8) Teachers Retirement System:

Employer's payment into employee retirement plans; \$39,290.45.

9) Group Health Insurance – Indemnity BT:

Employer's payment into employee insurance plan to cover loss; \$8,939.76.

10) Group Health Insurance – PPOB:

Employer's payment into employee insurance plan for visits to medical professionals; \$67,122.91.

11) Group Health Insurance – Life:

Employer's payment into employee life insurance plan; \$78,614.72.

Travel

Costs associated with the travel of employees. May include travel to college fairs, professional development, etc; \$54,897.73.

Operating Supplies & Expenses

Funds allocated for the day to day operation of the department. Also includes publishing funds; \$119,898.42.

Production of a New Blazer University Recruitment Video

Line item description:

1) Filming Expenses:

Per Day Expenses: The cost of filming will be \$800.00 per day of shooting. Three days of filming is tentatively scheduled. The total cost for the actual filming will be \$2,400.00.

Pick-ups/Delays: In case of inclement weather or other delays that may require pick-up filming. If this money is ultimately deemed unnecessary it will be placed in the Editing Expenses. Total requested: \$400.00

2) Editing Expenses:

Per Hour Expenses: The cost of editing will be \$75.00 per hour of filmed footage. Each days shooting schedule will produce approximately two hours worth of footage. Approximately six hours of footage will be edited at a cost of \$2,250.00.

Total Initiative Budget Request: \$5,050.00

Production of a New Blazer University Recruitment Video

Funding is requested to produce a new recruitment video for the university. One of our university's proudest features is the beauty of our campus and the friendliness of our student body. With over 5,000 prospective students applying annually it is important for BU to have an up to date video brochure available to educate them about what we have to offer.

The funding will be used to cover the costs of production and the installation of the video onto the Blazer University website. Approximately \$2,400.00 will be used to pay the video production company for four days of filming. Another \$2,250.00 will be needed to cover the editing expenses. For the sake of economic efficiency, we believe that it is not necessary to produce multiple single copies for distribution since the internet is such a widely used and easily accessible tool.

Steve Dallas, Vice President of Academic Affairs, has requested a 3% growth goal for the upcoming year (approximately 300 new students). To meet this request it is imperative that the Office of Admissions maximize all of the tools at its disposal. A video of high production value that can offer a compact snapshot of our product will be one of the most powerful tools our department can possess.

Prospective students will benefit by being able to receive a compact overview of our campus at their leisure. For example, the Atlanta metro area accounts for two-thirds of the state's high school graduates. The growing presence of our Admissions representatives in this area (3.5 hours drive from our campus) makes it important for our prospective students to have an idea of what our campus offers before committing to a lengthy drive. Because our campus is one our greatest selling points we believe a new video will provide the prospective student an incentive to schedule an on-campus visit. Current students will benefit by being able to participate in the video through direct camera interviews and wide-angle shots. This participation will boost student morale by giving students a chance to express their pride in their school.

Departmental Action Plan: Make a new recruitment video 6 to 8 minutes in length to be used in student recruitment and placed on the website to give prospective students a better visual image of Blazer University.

Duration of Initiative: 1 Year – \$5,050.00

STUDENT SUCCESS INITIATIVE GRANT
Blazer University Recruitment Video Expense

Budget Manager:	Robertson, Joshua W.	Budget Period:	2008
Department:	1430000 Admissions	Acct Period From:	01 (JUL 2007)
Fund Code:	10000	Acct Period To:	12 (JUN 2008)

<u>Account</u>	<u>Operating Supplies & Expenses</u>	<u>Program/Class</u>	
727000	Other Operating Expenses	15500/11000	
	Filming Expenses		
	Per Day Expenses	\$800.00	(X 3 days)
	Pick-ups/Delays	\$400.00	
	Total	\$2,800.00	
	Editing Expenses		
	Per Hour Expenses	\$75.00	(X 5 hours editing time per approx. 2 hours daily footage)
	Total	\$2,250.00	
	Total Initiative Budget Request	\$5,050.00	

Appendix G



Recommended Books and Reading List for the Valdosta State Higher Education Program

Joshua W. Robertson

16 November 2008

Recommended Books and Reading List for the Valdosta State Higher Education Program

Task 12 of the Curriculum Project is drawn from the second section of CAS standard 7b: Resource Materials. The section specifically calls for readily available library resources for use by students in a higher education graduate program.

A higher education program must offer its students more than just quality classroom instruction. The program must also offer its students access to materials that will expand their understanding of the college student and higher education as a whole. A wide collection of monographs is the key to this standard.

The collection of works contained in the following pages cover numerous areas of higher education, from assessment to two-year institutions. They were drawn from the required reading of faculty members in various higher education programs, book publishers, and the required texts of our program's classes. The list is only a starting point and in no way comprehensive. All of the books will not find their way to the library stacks at Valdosta State, considering the present practices of tight budgeting and general cut backs, but the entire list can still serve the program. Hopefully, our program's students will be able to examine the list and use it as a suggested reading list to supplement their study of higher education.

Assessment

Banta, T. W., Lund, J. P., Black, K. E., & Oblander, F. W. (1995). *Assessment in practice: Putting principles to work on college campuses*. San Francisco: Jossey-Bass.

Schuh, J. H., & Upcraft, M. L. (2001). *Assessment practice in student affairs: An applications manual*. San Francisco: Jossey-Bass.

Tashakkori, A., & Teddlie, C. (2002). *Handbook of mixed methods in social and behavioral research*. Thousand Oaks, CA: Sage Publications.

Athletics

Dunderstadt, J. J. (2002). *Intercollegiate athletics and the American university: A university president's perspective*. Ann Arbor, MI: University of Michigan Press.

Howard-Hamilton, M. F., & Watt, S. K. (Eds.). (2001). *Student services for athletes (New directions for student services, no. 93)*. San Francisco: Jossey-Bass

Shulman, J. L., & Bowen, W. G. (2002). *The game of life: College sports and educational values*. Princeton, NJ: Princeton University Press.

Finance

Goldstein, L. (2005). *College and university budgeting: An introduction for faculty and academic administrators* (3rd ed.). Washington, DC: National Association of College and University Business Officers.

Paulsen, M. B., & Smart, J. C. (2001). *The finance of higher education: Theory, research, policy & practice*. New York: Agathon Press.

Schuh, J. H. (Ed.). (2003). *Contemporary financial issues in student affairs (New directions for student services, no. 103)*. San Francisco: Jossey-Bass.

St. John, E. P., & Parsons M. D. (Eds.). (2005). *Public funding of higher education: Changing contexts and new rationales*. Baltimore: The Johns Hopkins University Press.

Yeager, J. L. (2001). *Finance in higher education* (2nd ed.). Boston: Pearson.

History

Brubacher, J.S., & Rudy, W. (1997). *Higher education in transition: A history of American colleges and universities* (4th ed.). Edison, NJ: Transaction Publishers.

Roebuck, J. B., & Murty, K. S. (1993). *Historically black colleges and universities: Their place in American higher education*. Westport, CT: Praeger.

Rudolph, F. (1990). *American college and university: A history*. Athens, GA: University of Georgia Press.

Thelin, J. R. (2004). *A history of American higher education*. Baltimore: The Johns Hopkins University Press.

Veysey, L. R. (1970). *The emergence of the American university*. Chicago: University of Chicago Press.

Law

Hendrickson, R. M. (1999). *The colleges, their constituencies, and the courts* (2nd ed.). Dayton, OH:

Education Law Association.

Heumann, M., & Church, T. W. (Eds.). (1997). *Hate speech on campus: Cases, case studies, and commentary*.

Boston: Northeastern University Press.

Kaplin, W. A., & Lee, B. A. (1997). *A legal guide for student affairs professionals* (3rd ed.). San Francisco:

Jossey-Bass.¹

Organization and Governance

Altbach, P. G., Berdahl, R. O., & Gumport, P. J. (2005). *American higher education in the twenty-first*

century: Social, political, and economic challenges. Baltimore: Johns Hopkins University Press.

Birnbaum, R. (1991). *How colleges work: The cybernetics of academic organization and leadership*. San

Francisco: Jossey-Bass.

Brown, M. C. (2000). *Organization and governance in higher education*. Boston: Pearson.

Bolman, L. G., & Deal, T. E. (2003). *Reframing organizations: Artistry, choice, and leadership*.

San Francisco: Jossey-Bass.

Kerr, C. (2001). *The uses of the university* (5th ed.). Boston: Harvard University Press.

Kezar, A. J., Chambers, T. C., Burkhardt, J. C., & Associates. (2005). *Higher education for the public good:*

Emerging voices from a national movement. San Francisco: Jossey-Bass.

¹ 4th Edition due early 2009.

Maher, F. A., & Tetreault, M. K. T. (2006). *Privilege and diversity in the academy*. New York: Routledge.

Riesman, D. (1998). *On higher education: The academic enterprise in an era of rising student consumerism*.
Edison, NJ: Transaction Publishers.

Professional Development

Camara, W., & Kimmel, E. W. (Eds.) (2005). *Choosing students: Higher education admissions tools for the 21st century*. New York: Routledge.

Cook, J. H., & Lee, C. A. (Eds.). (2007). *Student and academic affairs collaboration: The divine comity*.
Washington, DC: NASPA Publications.

Flowers, L. A. (2004). *Diversity issues in American colleges and universities: Case studies for higher education and student affairs professionals*. Springfield, IL: Charles C. Thomas.

Hale, Jr., F. W. (Ed.). (2003). *What makes racial diversity work in higher education: Academic leaders present successful policies and strategies*. Sterling, VA: Stylus.

Hirt, J. B. (2006). *Where you work matters: Student affairs administration at different types of institutions*.
Lanham, MD: University Press of America.

Komives, S. R., Woodard, Jr., D. B., & Associates. (2003) *Student services: A handbook for the profession*
(4th ed.). San Francisco: Jossey-Bass.

Magolda, P. M., & Carnaghi, J. E. (Eds.) (2004). *Job one: Experiences of new professionals in student affairs*.

Lanham, MD: University Press of America.

Manning, K., Kinzie, J., & Schuh, J. H. (2006). *One size does not fit all: Traditional and innovative models of student affairs practice*. New York: Routledge.

Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2004). *Multicultural competence in student affairs*. San Francisco: Jossey-Bass.

Sandeen, A., & Barr, M. J. (2006). *Critical issues for student affairs: Challenges and opportunities*. San Francisco: Jossey-Bass.

Wall, V. A., & Evans, N. J. (2000). *Toward acceptance: Sexual orientation issues on campus*. Lanham, MD: University Press of America.

Student Development

Astin, A. W. (1985). *Achieving educational excellence*. San Francisco: Jossey-Bass.

Astin, A. W. (1997). *What matters in college? Four critical years revisited*. San Francisco: Jossey-Bass.

Barefoot, B. O., Gardner, J. N., Cutright, M., Morris, L. V., Schroeder, C. C., Schwartz, S. W., et al. (2005). *Achieving and sustaining institutional excellence for the first year of college*. San Francisco: Jossey-Bass.

Baxter Magolda, M. B. (1992). *Knowing and reasoning in college: Gender-related patterns in students' intellectual development*. San Francisco: Jossey-Bass.

- Baxter Magolda, M. B. (2001). *Making their own way: Narratives for transforming higher education to promote self-development*. Sterling, VA: Stylus.
- Blimling, G. S., Whitt, E. J., & Associates. (1999). *Good practice in student affairs: Principles to foster student learning*. San Francisco: Jossey-Bass.
- Chickering, A. W., & Reisser, L. (1993). *Education and identity* (2nd ed.). San Francisco: Jossey-Bass.
- Dunkel, N. W., & Schuh, J. H. (1998). *Advising student groups and organizations*. San Francisco: Jossey-Bass.
- Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass.
- Hamrick, F. A., Evans, N. J., & Schuh, J. H. (2002). *Foundations of student affairs practice: How philosophy, theory, and research strengthen educational outcomes*. San Francisco: Jossey-Bass.
- Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J., & Associates. (2005). *Student success in college: Creating conditions that matter*. San Francisco: Jossey-Bass.
- Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2006). *Learning in adulthood: A comprehensive guide* (3rd ed.). San Francisco: Jossey-Bass.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research, volume 2*. San Francisco: Jossey-Bass.

Perry, W. G., Jr. (1970). *Forms of intellectual and ethical development in the college years: A scheme*. New York: Holt, Rinehart and Winston.

Reason, R. D., Broido, E. M., Davis, T. L., & Evans, N. J., (Eds.). (2005) *Increasing students' development of social justice attitudes and actions (New directions for student services, no. 110)*. San Francisco: Jossey-Bass.

Schuh, J. H., & Whitt, E. J. (Eds.). (1999). *Creating successful partnerships between academic and student affairs*. San Francisco: Jossey-Bass.

Strange, C. C., & Banning, J. H. (2001). *Educating by design: Creating campus learning environments that work*. San Francisco: Jossey-Bass.

Wilson, M. E., & Wolf-Wendel, L. (Eds.). (2005). *ASHE reader on college student development theory*. Boston, MA: Pearson.

Upcraft, M. L., Gardner, J. N., & Barefoot, B. O. (Eds.). (2004) *Challenging and supporting the first-year student: A handbook for improving the first-year of college*. San Francisco: Jossey-Bass.

Two-Year Institutions

Cohen, A. M., & Brawer, F. B. (2008). *The American community college* (5th ed.). San Francisco: Jossey-Bass.

Laanan, F. S. (Ed.). (2006). *Understanding students in transition: Trends and issues (New directions for student services, no. 114)*. San Francisco: Jossey-Bass.

Townsend, B. K., & Bragg, D. D. (2005). *ASHE reader on community colleges* (3rd ed.). Boston: Pearson.

Appendix A: Current Library Holdings

The following works from the list are currently contained in the Odum Library collection:

TITLE	NOTE
<i>Assessment in Practice</i>	
<i>Assessment Practice in Student Affairs</i>	
<i>Higher Education in Transition</i>	Latest edition not in library
<i>American College and University</i>	Latest edition not in library
<i>The Emergence of the American University</i>	Latest edition not in library
<i>The Colleges, their Constituencies, and the Courts</i>	
<i>A Legal Guide for Student Affairs Professionals</i>	
<i>How Colleges Work</i>	
<i>Reframing Organizations</i>	
<i>The Uses of the University</i>	Latest edition not in library
<i>On Higher Education</i>	
<i>Student Services</i>	Latest edition not in library
<i>Achieving Educational Excellence</i>	
<i>What matters in College? Four Critical Years Revisited</i>	
<i>Knowing and Reasoning in College</i>	
<i>Education and Identity</i>	
<i>Advising Student Groups and Organizations</i>	
<i>Learning in Adulthood</i>	Latest edition not in library
<i>How College Affects Students</i>	Latest edition not in library
<i>Forms of Intellectual and Ethical Development in the College Years</i>	

<i>Creating Successful Partnerships Between Academic and Student Affairs</i>	
<i>Educating by Design</i>	

Appendix B: Resources

- Association for the Study of Higher Education (ASHE) Publications:
 - <http://www.ashe.ws/?page=69>

- National Association of Student Affairs Professionals (NASPA) Publications:
 - <http://naspa.org/pubs/default.cfm>

- Program Websites/Faculty Websites/Suggested reading lists from the following institutions:
 - Bowling Green State University:
<http://www.bgsu.edu/colleges/edhd/hesa/hied/main.html>

 - Iowa State University:
<http://www.elps.hs.iastate.edu/hged/homepage.php>

 - University of California – Los Angeles:
<http://www.gseis.ucla.edu/division/heoc/Reading%20Lists.htm>

 - University of Maryland:
<http://www.education.umd.edu/EDHI/>

- Publishing house Websites:
 - Jossey-Bass:
<http://www.josseybass.com/WileyCDA/Section/id-131451.html>

 - Pearson Higher Education:
<http://www.pearsonhighered.com/>

 - Routledge
<http://www.routledgeeducation.com/>

- Valdosta State University Higher Education Program required texts taken from course syllabi.

- 1) Josh Robertson
- 2) Task #12:
Recommend books and materials for the program.
- 3) **"Part 7b: Resource Materials**
Library resources must be provided for the program including current and historical books, periodicals, on-line journals, search mechanisms, and other media for the teaching and research aspects of the program. Library resources must be accessible to students and must be selected carefully, reviewed, and updated periodically by the program faculty."
- 4) "The library resources should be available days, evenings, and weekends and should include adequate interlibrary loan services, ERIC and similar data sources, computerized search capabilities, and photocopy services."
- 5) a. Current VSU Library holdings
b. Book lists from the following:
 - i. Other HE programs
 - ii. Publishers (Jossey-Bass, etc.)
 - iii. NASPA & ACPA
- 6) Action Plan:
 - a. Begin gathering lists from organizations and publishers [by 09/04]
 - b. Begin gathering lists from other HE program courses [by 09/09]
 - c. Complete gathering of lists [by 09/14]
 - d. Compare lists with current VSU Library holdings [by 09/16]
 - e. Complete first draft of project [by 09/22]
 - f. Revise first draft of project [by 09/26]
 - g. Determine other possible resources that may be included in project [by 10/10]
 - h. Complete second draft of project [by 10/20]
 - i. Revise second draft of project [by 10/24]
 - h. Finalize all project pieces [by 11/11]
 - j. Complete final project [by 11/17]