

**ADMPS 2131—Higher Education Administration**  
**University of Pittsburgh**  
**Spring 2021**  
**Online Synchronous Class**  
**Synchronous Classes: Mondays, 6:00-8:30**

**Dr. Darris R. Means**

Associate Professor

Pronouns used: he, his, his

darris.means@pitt.edu

Office Hours: By Appointment (best arranged by email)

\* I will reply to all emails within 48 hours Monday-Friday when I am not out of the office. I do not check or respond to emails over the weekend.

**Course Description**

This course will introduce students to the organization, governance, and administration of higher education within the U.S. socio-economic and political context at the national, state, institutional, departmental, and/or programmatic levels. Students will examine the U.S. postsecondary system to understand how the external governance structures shape the decision-making of higher education administrators and staff. Furthermore, they will look at the internal structures of colleges and universities in order to understand how administrators and staff develop the leadership capacity to enact and respond to change. Using foundational higher education scholarship, students will observe organizational aspects of postsecondary institutions while remaining critical of the ways that they create and reinforce inequities for minoritized communities.

**Course Goals**

- 1) To examine the federal, state, and local contexts of U.S. higher education system
- 2) To explore the ways that colleges and universities are structured and governed
- 3) To scrutinize internal and external stakeholders
- 4) To investigate the ways that colleges and universities continue to include and exclude various groups and people
- 5) To remain up-to-date on current events happening in U.S. colleges and universities

**Course Learning Outcomes**

- 1) To understand the purpose and social responsibility of colleges and universities
- 2) To understand how postsecondary institutions in the United States operate as a system
- 3) To understand the federal, state, and external contexts that shape the system
- 4) To understand how state governing boards operate and function
- 5) To understand core aspects of institutional management structures, decision-making processes, and solution development
- 6) To develop an equity-minded approach to managing higher education
- 7) To develop a social justice orientation for leading within higher education
- 8) To develop a social justice orientation for analyzing organization, governance, and administration of higher education
- 9) To develop capacity for critical thinking, problem solving, and effective communication

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## **Required Textbooks – Available on PITTCAT**

Altbach, P. G., Gumport, P. J., & Berdahl, R. O. (2011). *American Higher Education in the 21<sup>st</sup> Century: Social, Political, and Economic Challenges* (3rd ed.). Johns Hopkins University.

Kezar, A. & Posselt, J. (2020). *Higher education administration for social justice and equity: Critical perspectives for leadership*. Routledge.

McClellan, G. S., Stringer, J., & Associates. (2016). *The handbook of student affairs administration* (4<sup>th</sup> ed.). John Wiley & Sons, Incorporated.

Schloss, P. J., & Cragg, K. M. (2013). *Organization and administration in higher education*. Taylor & Francis.

## **Supplemental Text**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

## **Course Website and Additional Readings:**

The course website is located on Canvas. The course website includes the syllabus, course materials, and course readings outside of readings available on PittCat. **You will submit all assignments via Canvas or email (directions are provided for each assignment). Please note that you SHOULD NOT use Canvas to email Dr. Means; please email him directly using the University of Pittsburgh's email system.**

## **Academic Accommodations:**

If you require special accommodations or classroom modifications, please notify both the instructor and Disability Resources and Services by the end of the first week of the term. The office of Disability Resources and Services is located in 140 William Pitt Union (412-648-7890 [voice or TDD]), and their website is at: [<http://www.drs.pitt.edu>].

## **Academic Integrity:**

All students are expected to adhere to the standards of academic honesty. Any student engaged in cheating, plagiarism, or other acts of academic dishonesty would be subject to disciplinary action. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity (<https://www.provost.pitt.edu/faculty/academic-integrity-freedom/academic-integrity-guidelines>). This may include, but is not limited to the confiscation of the examination of any individual suspected of violating the University Policy.

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### **Statement on Classroom Recordings:**

Please be aware that I will record all lectures and presentations that occur during synchronous courses via Zoom in order to meet the accommodation needs of all students.

### **Equity and Justice Statement:**

In this course, you will be challenged to consider and advance equity and justice in higher education. While you will be challenged, I also believe in providing support. If you are having any challenges with the readings or content in the course, please reach out to me so I can provide additional resources. My goal is to create an online learning environment where everyone, including myself, is challenged and supported to grow and learn. If you do not feel comfortable talking to me, you can contact the Office for Equity, Diversity, and Inclusion <http://www.diversity.pitt.edu/>.

Cases of discrimination and harassment based on protected identities should be reported to the Title IX office <https://www.titleix.pitt.edu/civil-rights-title-ix/make-report>.

### **Departmental Grievance Procedures:**

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in the Department of Educational Foundations, Organizations, and Policy believes that a faculty member has not met their obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (3) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer. Also, students are welcome to contact the School of Education's Ombudsperson., Dr. Laura Roop. More information about the role of the Ombudsperson can be found at the following website: <https://www.education.pitt.edu/student-services/ombudsperson>.

### **Basic Needs Security Statement:**

*Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact The Care and Resource Support Team (412-624-5756 or [PittCares@pitt.edu](mailto:PittCares@pitt.edu)). Furthermore, please notify the professor if you are comfortable in doing so. This will enable him to provide any resources that he may possess.*

### **Methods of Instruction and Course Expectations:**

The course will employ a variety of approaches to instruction, including small and large group discussion, activities, case studies, and lecture. Students will also be placed in learning circles; each learning circle will complete learning lab activities and assignments together. In addition, students will be placed in a separate group to complete a role-playing activity during the second

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half of the semester. Given the format employed in this course, student engagement in discussions and learning activities are imperative. Participation is valued when students build upon one another's contributions; provide meaningful connections to the readings; and increase the complexity and fruitfulness of the discussion. Therefore, your professional and active involvement in the process is essential for your successful completion of this course. In addition, I do not view myself with all the knowledge on higher education administration. Instead, I view myself as a facilitator of learning, and I am here to learn alongside you this semester. I believe you are responsible for your learning and development. If you are not being challenged, please let me know and I am happy to offer additional recommended readings. If you need additional support as you complete the course, please let me know and I am happy to meet with you.

### **Attendance**

This course meets synchronously Mondays from 6:00-8:30pm EST via Zoom. Class attendance is absolutely essential for your learning. You need to be present to engage fully in the course content. However, students can and should miss class in order to observe religious holidays not formally recognized by the University. Please notify Dr. Means prior to the start of class should you need to be absent.

### **My Thoughts on COVID-19 Pandemic and the Course:**

My primary concern as we move through the semester is your well-being and the well-being of your family members, friends, and your community. While I have high expectations that you will remain engaged in the course, you should communicate directly with me if you find yourself in a situation where you need additional support or accommodations. Recognizing the stress of the COVID-19 pandemic, I have made several decisions as an instructor to ensure an engaging yet reasonable course. For example, I have thought carefully about course readings and assignments and only included course readings and assignments that I believe are essential to meeting the learning objectives for the course.

### **Cell Phones/On Call/Laptops**

If you bring a cell phone to class, please be sure it is either off or set to a silent mode. Should you be on call as part of professional responsibilities, please advise Dr. Means at the start of each class. Please refrain from texting, emailing and internet browsing during class.

### **APA Writing Style**

For this course, the acceptable citation format is the *Publication Manual of the American Psychological Association* (7th edition). Students are also asked to check all submitted written works for grammar/spelling and syntax errors. You are encouraged to utilize the Pitt Writing Center (<https://www.writingcenter.pitt.edu/graduate-services>) for assistance with grammar, sentence structure, and organization.

### **Late Submissions**

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As a matter of fairness and courtesy to all students, penalties for late submission of student work may be assessed. Except in cases of acute emergencies, all late work is subject to a 10-percent reduction in grade for each day that it is late. If you find yourself needing more time on an assignment, we can discuss a potential extension if you contact me prior to the deadline. Please note this does not apply to short papers since you have twelve opportunities to complete three short papers this semester (more information is below).

**Course Assignments:**

Course requirements include oral and written assignments that involve individual and group work. Your final grade will be calculated using the following scale (%): A+ 97-100; A 94-96; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+77-79; C 74-76; C- 70-73; Less than 70 is an F.

**Please note I do not round up final grades.**

**I. Critical Issues in Higher Education Policy, Organizations, and Finance**

**(Learning Objectives 1-9) (45 points):** To enhance our knowledge of critical issues in higher education and student affairs, students will become experts on a chosen topic that center higher education policy (federal, state, or institutional), external pressures on higher education, higher education finance, higher education organizations. Here are some sample topics: Deferred Action for Early Childhood Arrivals, finance for public Historically Black Colleges and Universities, campus sexual assault, concealed firearms on college and university campuses, free speech on campus, student privacy, affirmative action, COVID-19 pandemic and impact on community colleges, SNAP benefits for college students, higher education consolidation, student loan forgiveness. The project has multiple components.

**a. Identification of Topic (5 points):** Students will complete a form provided by the instructor to identify their top two topics and connection between topics and the course. Students should not choose a topic they are working on for another course. The instructor will provide feedback on the topics. **The form is due to the instructor by 5:00pm on Monday, February 8th via Canvas.**

**b. Analysis of Topic (20 points):** Students will research their chosen topic and write a 2-4-page paper (not including the reference page) about their chosen topic. The following components are required: (a) a brief overview of the topic, (b) three lessons learned from the research about the topic, (c) two examples of how critical perspectives enhance your understanding of the topic or provide insights into how the topic can be addressed in higher education policy and/or organizations, and (d) references. Students will be graded on organization, clarity, integration of literature to support lessons learned and connections to critical perspectives, and use of APA format. **The paper is due to the instructor by 5:00pm on Monday, March 15<sup>th</sup> via Canvas.**

**c. Performance, Visual, and Digital Scholarship Presentation (20 points):** Based on your chosen topic and what you learned about your chosen topic, you will construct a visual or performing arts project. The final product could be a photograph, a drawing, a painting, a poem, a monologue, spoken word, an original song, a choreographed dance, a short documentary, etc. The choice is

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yours. Students will be organized into panels based on topic and will have no more than 5 minutes to share their work. In sharing your work, you will be asked to (a) provide a brief introduction to your topic; (b) share an example of one lesson learned from researching your topic and/or making connections between your topic and critical perspectives; and (c) showcase your visual art or performance. You will be graded on creativity, effort, organization, ability to stimulate engagement and learning, and, ability to present within the time limit (no more than 5 minutes). **Your projects will be showcased during class on April 19<sup>th</sup>.**

**II. Short Papers (Learning Outcomes 1-9) (10 points each):** Students will write **three** short analytic papers addressing the previous class' topic to be submitted by 5:00pm on the day of the next class. In other words, if a student is submitting a short paper addressing the topic and readings for Class 6, it is due by 5:00pm on the day of Class 7. Students may choose any week to write their short paper except for the final week the class will be devoted to presentations. Students are expected to critically engage an issue that came out of the reading, classroom discussion, or small group activity/discussion. This assignment **should not** be approached as a summary of the assigned readings and is not limited to the materials assigned for class. This assignment allows (a) me to gauge students' understanding of the content and (b) students to engage with the reading and communicate their ideas. **Students may submit the papers on the weeks of their choosing except for the final week since the final class is devoted to presentations.** These papers will be 1-2 pages double-spaced and formatted in APA style. Since students have 12 opportunities to complete three short papers, extensions will not be given on the assignments. **All short papers should be submitted via Canvas.**

**III. Learning Lab and Participation (Learning Outcomes 1-9) (15 points)**  
In learning circles, students will be asked to engage in a learning lab. As a part of the lab, students will complete a series of activities and assignments throughout the semester to make connections between theory and practice. Learning circles will be given time in class to work on the lab activities, and they will be asked to submit work during class or after the class if learning circles need more time to complete activities and assignments. The instructor, each student, and each student's learning circle member will give a participation grade on the learning at the end of the semester. In addition, the student and the instructor will also provide an overall participation grade for the course. For part of the instructor's assessment of your participation and learning lab work, the instructor will give a ✓+ for excellent/above average learning lab work, a ✓ for satisfactory work, and a ✓- for work that does not meet expectations. The following rubric will be used at the end of the semester for people to grade their participation and their learning circle members' participation.

- a. Unsatisfactory (0-5 points)** – Uninvolved in the course, including not being present or not contributing to the overall course and your learning circle.
- b. Minimally acceptable (6-9 points)** – Minimally involved, including being present but not attentive and late with deadlines and assignments.
- c. Below Average (10-11 points):** Passive participation including being present, awake, alert, attentive, but not actively involved in the overall course or the

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learning circle. Make irrelevant contributions that inhibit the progress of the others.

- d. **Average (12-13 points):** Reactive participation; only participated when instructor or colleagues asked for their help or support, but they do not provide supportive, follow-up contributions that are relevant and of value.
- e. **Above Average (14 points)** –Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others in the course and learning circle.
- f. **Excellent (15 points)** – Proactive participation through leading, originating, informing, and challenging contributions that reflect in-depth thought, and analysis of the topic under consideration. This does not mean dominating discussion or using a lot of words to say little.

#### IV. **Higher Education Organization Role-Playing (Learning Outcomes: 5-7, 9) (10 Points Total)**

In this assignment, students will have an opportunity to further engage in applying theory to practice. During the second half of the semester, students will be placed in four groups to complete a role-playing exercise, acting as senior administrators at a university. Each student will be assigned one of the following roles: (a) president; (b) provost; (c) vice president of student affairs and dean of students; (d) vice president of college admissions and financial aid; (e) vice president for human resources; (f) vice president for business, administration, and finance; (g) chief external affairs officer (governmental and legislative relations, community relations, alumni affairs, communications and marketing, development and fundraising); and (h) chief diversity officer. Students are asked to apply what they learn from the readings to make critical decisions about the institution. Students will be given scenarios to address by the instructor. While students are expected to use the readings to inform their decisions and operate within the context of their assigned roles, students are encouraged to be creative and develop a character for their assigned role. Students will complete the role-playing activities during class. As a part of this assignment, students are asked to make discussion posts related to the following:

- a. **Role Responsibilities (5 points; Due by 5:00pm on Monday, March 8<sup>th</sup>):**  
Based on your assigned role, each student will be asked to use course readings and outside readings to **share three key responsibilities of your assigned role on a Canvas discussion board**. The discussion board will also give students the opportunity to gain a better understanding of the roles and responsibilities for leadership roles in higher education and to get perspectives from other people playing your same role. You will be graded on thoroughness and clarity.
- b. **Reflection on Role-Playing (5 points; Due by 5:00pm on Monday, April 19<sup>th</sup>):**  
Each student will **share two lessons learned about leading higher education institutions from participating in the role-playing exercise this semester via the Canvas discussion board**. You will be graded on thoroughness and clarity.

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### Course Outline

\*\*In preparation for class, complete the readings that are assigned for each week prior to the class session\*\*

+Indicates the reading is available via PittCat

Wk	Date	Course Content	Assignments Due
1	January 25th	<p><b>Setting the Stage: Higher Education Challenges and Leadership</b></p> <p>Harnisch, T. L. (2020). <i>Top 10 higher education state policy issues for 2020</i>. American Association of State Colleges and Universities.  <a href="https://www.aascu.org/policy/publications/policy-matters/Top102020.pdf">https://www.aascu.org/policy/publications/policy-matters/Top102020.pdf</a></p> <p>Harper, S. R., &amp; Simmons, I. (2019). <i>Black students at public colleges and universities: A 50-state report card</i>. University of Southern California, Race and Equity Center.  <a href="https://www.luminafoundation.org/wp-content/uploads/2018/09/black-students-at-public-colleges-and-universities.pdf">https://www.luminafoundation.org/wp-content/uploads/2018/09/black-students-at-public-colleges-and-universities.pdf</a></p> <p>Ramaley, J. A. (2014). The changing role of higher education: Learning to deal with wicked problems. <i>Journal of Higher Education Outreach and Engagement</i>, 18(3), 7-22.</p>	
2	February 1st	<p><b>Critical Approaches to Disrupt and Transform Inequitable Structures, Practices, and Policies in Higher Education</b></p> <p>Diem, S., Young, M. D., Welton, A. D., Mansfield, K. C., &amp; Lee, P-L. (2014). The intellectual landscape of critical policy analysis. <i>International Journal of Qualitative Studies in Education</i>, 27(9), 1068-1090.</p> <p>Garcia, G. A. (2018). Decolonizing Hispanic-Serving Institutions: A framework for organizing. <i>Journal of Hispanic Higher Education</i>, 17(2), 132-147.</p> <p>+Kezar, A., &amp; Posselt, J. (2020). Introduction: A call to just and equitable administrative practice. In</p>	

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		A. Kezar & J. Posselt (Eds.), <i>Higher education administration for social justice and equity</i> (pp. 1-18). Routledge. <b>Chapter 1</b>	
<b>3</b>	<b>February 8th</b>	<p><b>Higher Education Context: Institutional Diversity, Mission, and Inequities</b></p> <p>+Breneman, D. W., Pusser, B., &amp; Turner, S. E. (2006). The contemporary provision of for-profit higher education. In D. W. Breneman, B. Pusser, &amp; S. E. Turner (Eds.), <i>Earnings from learning: The rise of for-profit universities</i> (pp. 3-22). State University of New York Press. <b>(Read Chapter 1)</b></p> <p>Gasman, M., Nguyen, T-H, &amp; Conrad, C. F. (2015). Lives intertwined: A primer on the history and emergence of minority serving institutions. <i>Journal of Diversity in Higher Education</i>, 8(2), 120-138.</p> <p>+Hirt, J. B., &amp; Robbins, C. K. (2016). The importance of institutional mission. In G. S. McClellan, J. Stringer, &amp; Associates (Eds.), <i>The handbook of student affairs administration</i> (4<sup>th</sup> ed., pp. 25-47). Jossey-Bass. <b>Chapter 2</b></p> <p>Yan, L., &amp; Rosen, H. S. (2016). Are universities becoming more unequal? <i>The Review of Higher Education</i>, 39(4), 479-514.</p>	<b>Critical Issues in Higher Education Policy, Organizations, and Finance: Identification of Topic</b>
<b>4</b>	<b>February 15th</b>	<p><b>Federal Context</b></p> <p>Jessup-Anger, J., Lopez, E., &amp; Koss, M. P. (2018). History of sexual violence in higher education. <i>New Directions for Student Services</i>, 2018(161), 9-19.</p> <p>McElroy, E. J., &amp; Armesto, M. (1998). TRIO and upward bound: History, programs, and issues—past, present, and future. <i>The Journal of Negro Education</i>, 67(4), 373-380.</p> <p>+Mumper, M., Gladieux, L. E., King, J. E., &amp; Corrigan, M. E. (2011). The federal government and higher education. In P. G. Altbach, P. J. Gumpert, &amp; R. O. Berdahl (Eds.), <i>American higher education in the Twenty-First Century</i> (3<sup>rd</sup> ed., pp. 113-138). The Johns Hopkins University Press. <b>Chapter 5</b></p>	

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		+Goldrick-Rab, S. (2017). <i>Paying the price: College costs, financial aid, and the betrayal of the American dream</i> . The University of Chicago Press. <b>(Read Chapters 2, 3, 10)</b>	
<b>5</b>	<b>February 22nd</b>	<p><b>State Context</b></p> <p>+McGuinness Jr., A. C. (2011). The states and higher education. In P. G. Altbach, P. J. Gumport, &amp; R. O. Berdahl (Eds.), <i>American higher education in the Twenty-First Century</i> (3<sup>rd</sup> ed., pp. 139-169). The Johns Hopkins University Press. <b>Chapter 6</b></p> <p>Raza, S. S., Williams, Z., Katsiaficas, D., &amp; Saravia, L. A. (2019). Interrupting the cycle of worrying: Financial implications of the California DREAM Act in the lives of undocumented college students. <i>The Review of Higher Education</i>, 43(1), 335-370.</p> <p>The Education Trust. (2019). <i>How affordable are public colleges in your state for low-income students?</i> <a href="https://edtrust.org/resource/affordability-gap/">https://edtrust.org/resource/affordability-gap/</a></p> <p>White, C. C. (2019). Higher education governance and the attainment agenda: Arrangements with benefits for community colleges? <i>Community College Review</i>, 47(3), 219-241.</p>	
<b>6</b>	<b>March 1st</b>	<p><b>External Contexts and Pressures in Higher Education</b></p> <p>Eaton, J. S. (2015). <i>An overview of U.S. accreditation</i>. Council for Higher Education Accreditation. <a href="https://www.chea.org/overview-us-accreditation">https://www.chea.org/overview-us-accreditation</a></p> <p>Kezar, A. J. (2004). Obtaining integrity? Reviewing and examining the charter between higher education and society. <i>The Review of Higher Education</i>, 27(4), 429-459.</p> <p>+Olivas, M. A., &amp; Baez, B. (2011). The legal environment: The implementation of legal change</p>	

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		<p>on campus. In P. G. Altbach, P. J. Gumport, &amp; R. O. Berdahl (Eds.), <i>American higher education in the Twenty-First Century</i> (3<sup>rd</sup> ed., pp. 170-194). The Johns Hopkins University Press. <b>Chapter 7</b></p> <p>+Harcleroad, F. F., &amp; Eaton, J. S. (2011). The hidden hand: External constituencies and their impact. In P. G. Altbach, P. J. Gumport, &amp; R. O. Berdahl (Eds.), <i>American higher education in the Twenty-First Century</i> (3<sup>rd</sup> ed., pp. 195-224). The Johns Hopkins University Press. <b>Chapter 8</b></p>	
7	March 8th	<p><b>Leadership and Administration in Higher Education: Leadership Positions and Governance</b></p> <p>+Carpenter-Hubin, J., &amp; Snover, L. (2013). Key leadership positions and performance expectations. In P. J. Schloss &amp; K. M. Cragg (Eds.), <i>Organization and administration in higher education</i> (pp. 27-47). Routledge. <b>Chapter 2</b></p> <p>+Melear, K. B. (2013). The role of internal governance, committees, and advisory groups. In P. J. Schloss &amp; K. M. Cragg (Eds.), <i>Organization and administration in higher education</i> (pp. 50-65). Routledge. <b>Chapter 3</b></p> <p>+Hu, S., Henderson, C. E., Iacino, J. (2013). Student governance and involvement in institutional leadership. In P. J. Schloss &amp; K. M. Cragg (Eds.), <i>Organization and administration in higher education</i> (pp. 66-79). Routledge. <b>Chapter 4</b></p> <p>+Kezar, A., &amp; Dizon, J. P. M. (2020). Renewing and revitalizing shared governance: A social justice and equity framework. In A. Kezar &amp; J. Posselt (Eds.), <i>Higher education administration for social justice and equity</i> (pp. 21-42). Routledge. <b>Chapter 2</b></p> <p>+Posselt, J., Hernandez, T., &amp; Villarreal, C. D. (2020). Choose wisely: Making decisions with and for equity in higher education. In A. Kezar &amp; J. Posselt (Eds.), <i>Higher education administration</i></p>	<p><b>Higher Education Organization Role-Playing: Role Responsibilities</b></p>

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		<i>for social justice and equity</i> (pp. 43-66). Routledge. <b>Chapter 3</b>	
<b>8</b>	<b>March 15th</b>	<p><b>Organizational Structures, Culture, and Transformation in Higher Education</b></p> <p>+Kuk, L. (2016). Organizational and administrative models within student affairs. In G. S. McClellan, J. Stringer, &amp; Associates (Eds.), <i>The handbook of student affairs administration</i> (4<sup>th</sup> ed., pp. 367-387). Jossey-Bass. <b>Chapter 18</b></p> <p>+Museus, S., &amp; Lepeau, L. A. (2020). Navigating neoliberal organizational cultures: Implications for higher education leaders advancing social justice agendas. In A. Kezar &amp; J. Posselt (Eds.), <i>Higher education administration for social justice and equity</i> (pp. 209-224). Routledge. <b>Chapter 13</b></p> <p>Sriram, R., &amp; Farley, J. H. (2014). Circular framing: A model for applying Bolman and Deal's four frames in student affairs. <i>Journal of Student Affairs</i>, 23, 103-112.</p> <p>+Yeager, J. L., El-Ghali, H. A., &amp; Kumar, S. (2013). A guide to the development of an institutional strategic plan. In P. J. Schloss &amp; K. M. Cragg (Eds.), <i>Organization and administration in higher education</i> (pp. 127-147). Routledge. <b>Chapter 7</b></p>	<b>Critical Issues in Higher Education Policy, Organizations, and Finance: Analysis of Topic</b>
<b>9</b>	<b>March 22nd</b>	<p><b>Budgeting, Financial Management, and Sources of Revenue in Higher Education</b></p> <p>Barr, M. J. (2002). Problems and pitfalls in fiscal management. In M. J. Barr, <i>Academic administrator's guide to budgets and financial management</i> (pp. 77-94). Jossey-Bass.</p> <p>+Barr, M. J. (2016). Budgeting and fiscal management for student affairs. In G. S. McClellan, J. Stringer, &amp; Associates (Eds.), <i>The handbook of student affairs administration</i> (4<sup>th</sup> ed., pp. 509-534). Jossey-Bass. <b>Chapter 25</b></p> <p>+Mullin, C. M. (2020). Elevating equity through a strategic finance approach: Empowerment as the</p>	

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		<p>goal. In A. Kezar &amp; J. Posselt (Eds.), <i>Higher education administration for social justice and equity</i> (pp. 67-81). Routledge. <b>Chapter 4</b></p> <p>Varlotta, L. E. (2010). Becoming a leader in university budgeting. <i>New Directions for Student Services</i>, 129, 5-20.</p>	
<b>10</b>	<b>March 29th</b>	<p><b>Accountability and Crisis Management in Higher Education</b></p> <p>+Lowery, J. W. (2016). Addressing legal and risk management issues. In G. S. McClellan, J. Stringer, &amp; Associates (Eds.), <i>The handbook of student affairs administration</i> (4<sup>th</sup> ed., pp. 535-560). Jossey-Bass. <b>Chapter 26</b></p> <p>+Schmidtlein, F. A., &amp; Berdahl, R. O. (2011). Autonomy and accountability: Who controls academe? In P. G. Altbach, P. J. Gumport, &amp; R. O. Berdahl (Eds.), <i>American higher education in the Twenty-First Century</i> (3<sup>rd</sup> ed., pp. 69-87). The Johns Hopkins University Press. <b>Chapter 3</b></p> <p>+Sun, J. (2020). An examination of anti-sexual harassment policies and practices: Legal administration for socially conscious campuses. In A. Kezar &amp; J. Posselt (Eds.), <i>Higher education administration for social justice and equity</i> (pp. 176-195). Routledge. <b>Chapter 11</b></p> <p>+Zdziarski II, E. L. (2016). Campus crisis management. In G. S. McClellan, J. Stringer, &amp; Associates (Eds.), <i>The handbook of student affairs administration</i> (4<sup>th</sup> ed., pp. 613-634). Jossey-Bass. <b>Chapter 30</b></p>	
<b>11</b>	<b>April 5th</b>	<p><b>Staffing and Human Resources in Higher Education</b></p> <p>+Davenport, Z. R. (2016). Recruiting, selecting, supervising, and retaining staff. In G. S. McClellan, J. Stringer, &amp; Associates (Eds.), <i>The handbook of student affairs administration</i> (4<sup>th</sup> ed., pp. 389-409). Jossey-Bass. <b>Chapter 19</b></p>	

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		<p>+Lester, J. (2020). Developing equitable work-life policies on campus: The importance of addressing power and hierarchy. In A. Kezar &amp; J. Posselt (Eds.), <i>Higher education administration for social justice and equity: Critical perspectives for leadership</i> (pp. 225-237). Routledge. <b>Chapter 14</b></p> <p>+Liera, R., &amp; Ching, C. (2020). Reconceptualizing “merit” and “fit”: An equity-minded approach to hiring. In A. Kezar &amp; J. Posselt (Eds.), <i>Higher education administration for social justice and equity</i> (pp. 111-131). Routledge. <b>Chapter 7</b></p>	
12	April 12th	<p><b>Building Campus and Community Partnerships</b></p> <p>Bringle, R. G., &amp; Hatcher, J. A. (2002). Campus–community partnerships: The terms of engagement. <i>Journal of Social Issues</i>, 58(3), 503-516.</p> <p>Cann, C. N., &amp; McCloskey, E. (2017). The poverty pimpin’ project: How whiteness profits from black and brown bodies in community service programs. <i>Race Ethnicity and Education</i>, 20(1), 72-86.</p> <p>+Kezar, A., &amp; Gehrke, S. (2016). Supporting and enhancing student learning through partnerships with academic colleagues. In G. S. McClellan, J. Stringer, &amp; Associates (Eds.), <i>The handbook of student affairs administration</i> (4<sup>th</sup> ed., pp. 433-456). Jossey-Bass. <b>Chapter 21</b></p> <p>Leiderman, S., Furco, A., Zapf, J., &amp; Goss, M. (2004). <i>Building partnerships with college campuses: Community perspectives</i>. The Council on Independent Colleges.</p>	
13	April 19 <sup>th</sup>	<p><b>Critical Issues in Higher Education Policy, Organizations, and Finance: Performance, Visual, and Digital Scholarship Presentation and Course Wrap-Up</b></p>	<p><b>Critical Issues in Higher Education Policy, Organizations, and Finance: Performance, Visual, and Digital</b></p>

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			<b>Scholarship Presentation</b>  <b>Higher Education Organization Role-Playing: Reflection on Role-Playing</b>
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### Learning Circle Assignments

- Learning Circle 1:** Friedman, McLean, O’Connell
- Learning Circle 2:** Blumenfeld, Long, White
- Learning Circle 3:** Chou, Hardie, Hayhurst
- Learning Circle 4:** Landers, Harlacher, McGrane, Schreckengost
- Learning Circle 5:** Edward, James, King
- Learning Circle 6:** Hilton, Miller, Rogers
- Learning Circle 7:** Hahn, Kauffman, Reynolds, Soltysiak
- Learning Circle 8:** Cawley, Langguth, Jones
- Learning Circle 9:** Johnson, Walsh, Wolfe

### Role-Playing Group Assignments

#### Group 1:

- Harlacher (Vice President of Student Affairs and Dean of Students)
- Long (Vice President of College Admissions and Financial Aid)
- Schreckengost (Vice President for Human Resources/Business, Administration, and Finance)
- Soltysiak (President)
- Walsh (Chief External Affairs Officer: governmental and legislative relations, community relations, alumni affairs, communications and marketing, development and fundraising)
- White (Provost)
- Wolfe (Chief Diversity Officer)

#### Group 2:

- Friedman (President)
- Hardie (Vice President for Human Resources/Business, Administration, and Finance)
- Johnson (Chief External Affairs Officer: governmental and legislative relations, community relations, alumni affairs, communications and marketing, development and fundraising)
- Kauffman (Chief Diversity Officer)

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- Langguth (Vice President of Student Affairs and Dean of Students)
- Miller (Provost)
- Reynolds (Vice President of College Admissions and Financial Aid)

**Group 3:**

- Blumenfeld (Chief External Affairs Officer: governmental and legislative relations, community relations, alumni affairs, communications and marketing, development and fundraising)
- Cawley (President)
- Edward (Vice President of College Admissions and Financial Aid)
- Hilton (Chief Diversity Officer)
- King (Vice President for Human Resources)
- Landers (Vice President for Business, Administration, and Finance)
- McGrane (Provost)
- Rogers (Vice President of Student Affairs and Dean of Students)

**Group 4:**

- Chou (Chief Diversity Officer)
- Hahn (Vice President for Human Resources/Business, Administration, and Finance)
- Hayhurst (Provost)
- James (Chief External Affairs Officer: governmental and legislative relations, community relations, alumni affairs, communications and marketing, development and fundraising)
- Jones (President)
- McLean (Vice President of Student Affairs and Dean of Students)
- O'Connell (Vice President of College Admissions and Financial Aid)

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