

ADMPS 2131—Higher Education Administration
University of Pittsburgh
Spring 2022
Tuesdays, 6:00-8:30
209 Lawrence Hall

Dr. Heather McCambly (Dr. M)

Assistant Professor

Pronouns used: she/her/ella mccambly@pitt.edu *

Teaching Assistant: Marialexia Zaragoza

Pronouns used: she/her/ella maz66@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.*

We acknowledge that the University of Pittsburgh occupies land that is home to the Adena culture, the Hopewell culture, and the Monongahela peoples, among others. ***We honor the legacies of these cultures and the many Indigenous people who call this land home - past, present, future.***

While we occupy, recognize, and honor our relations to the lands and waters here, ***we will also work collectively in this class to take and dream up space in the University of the People.*** The University of the People, as imagined by the late, great Mike Rose “is the [university] that’s conjured when people engage in social dreaming and intellectual struggle towards the good, change-making work of the world...”* In this spirit, we will come together--treating each other with dignity and curiosity--to transgress current systems, to struggle, and to dream about the just and equitable worlds and universities we hope to make together.



A sign in Grace Lee Boggs' home, by way of adrienne maree brown

*see "[Mike Rose and the University of the People.](#)"

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 in order to lead equitable change work
- 9) To develop capacity for critical thinking, problem solving, and effective communication

Required Textbooks – Buy or Borrow (less than \$20 on Amazon)--one hard copy for course reserve will be available soon. We will provide the first chapter you need for Week 2 to give you time.

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

Required Textbooks – Available on PITTCAT

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

https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/t51303/alma9996874223406236 *Note: only three can view at once, consider downloading some content.

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

https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/t51303/alma9998510967906236
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Schloss, P. J., & Cragg, K. M. (2013). *Organization and administration in higher education*. Taylor & Francis.

https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/g37671/alma9998678853606236

**Note--only one person at a time can access this PITTCAT holding. However, you do have enough download pages available to download the four chapters you need from this book. Because we are super helpful, we also

have a backup folder here from which you can download your chapters.

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. McCambly; please email her 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.

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). Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she 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 labs; each learning lab will complete lab activities and assignments together. In addition, students will be placed in a separate group to complete a case-study activity at some point in 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.

Class Participation:

This course requires participation from everyone to be successful. Each of us brings a wealth of knowledge which will enrich the learning environment. In addition to being present for each class meeting (after more than one absence a student cannot earn a full participation grade), it is important that all of us come prepared, having read all the assigned readings for the module, and having completed the homework and other module activities. Participation is not all about quantity, quality is also important. Quality engagement in the class sessions fosters the growth, understanding, and learning of everyone in the course and allows us to connect concepts to one another and deepen our knowledge.

Class Guidelines (we will add to these):

- 1) Our time together is limited and precious. Please be on time, be present, and prepared for

discussion. This includes having readings and advanced work done and ready to reference or share.

- 2) Participation involves not only our contributions, but also how we listen and engage with one another's ideas and questions. A few words from bell hooks (1994) to keep in mind:

“As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another's voices, in recognizing one another's presence.”

In this spirit, consider your participation in terms of the quality of your contribution, as well as the quality of your engagement with the materials and the words of your classmates. Monitor the cadence of the discussion, making contributions at times, and sitting back at others to make room for the quieter “instruments” in our orchestra. Let's approach each other with curiosity and generosity--some of the most valuable things you learn in graduate programs can come from your peers.

- 3) Be fluid and ready to adjust as needed. We are all learning together—if our needs and curiosities take us in new directions, we will flex and bend together!

Attendance

This course meets synchronously Tuesday 6-8:30 in person. 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. McCambly 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.

Note: I am willing to run a Zoom during class such that those who have COVID-19 and are in quarantine can access the course. However, I implore you to only take this option if absolutely necessary. That is—if you have a cold or some family emergency—please do take a day off to take care as needed. Also note: most of the class activity will not be captured by my running a Zoom as much/most will be happening in small groups—which of course you can arrange to attend, again only if necessary. Sitting on Zoom is not a healing experience.

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. McCambly 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

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.

Everyone who participates fully and strives to learn will do well in this class.

- I. **Critical Issues in Higher Education Policy, Organizations, and Finance (Learning Objectives 1-9) (50 points total):** To enhance our knowledge of critical issues in higher education and student affairs, students will become experts on a chosen topic that centers 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, equity in performance-based state funding, 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 instructional team by 11:59pm on Monday, January 24th via Canvas.**
 - b. **Analytic Brief of Topic (20 points):** Students will research their chosen topic and write a 3-4 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 (min. 7 references). *This type of brief should provide you with a structure for documents you may*

want to produce in your career when looking to improve existing programs/policies or to pitch new programs/policies. 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 instructional team by 11:59pm on Friday, March 4th via Canvas.**

- c. **Critical Dreaming--Digital Scholarship Presentation (25 points):** Based on your chosen topic and what you learned about your chosen topic, you will develop a project that expresses what you learned, but also brings your own lens and human insights to the topic in a way that is instructive to others and *that helps us dream together about the possibilities for the future*. This can take the form of an op-ed, a podcast, a short documentary, or any other form of digital format that inspires you (e.g., a piece of visual or performing art). The choice is yours.

Students will be organized into panels--think of a conference-style presentation--based on topic and will have no more than 5 minutes to share their own work in these panels in class on April 19th & 26th. Each panel will close with a Q&A. 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 digital scholarship piece. 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 19th and April 26th and we will create a living, digital showcase for these pieces online. However, ALL assignments are due on April 19th in Canvas.**

- II. **Student-led Case Study (25 points total) (Learning Outcomes 1-9):** You will work on this assignment in a separate group (from your learning lab). The purpose of this assignment is to do a deep dive on a topic of interest and work together to plan an in-class facilitated lesson on this topic for your peers. This project will both be graded on the quality of analysis that you assemble on your topic, as well as the effort and creativity you put into a facilitation plan for engaged learning among your peers. **Due dates vary depending on your case-study week.**

You will be provided with a Google Form in Week 1 where you can rank your top preferences. We will use these preferences to sort you into groups.

The assembled topics are designed to help us, collectively, make connections between lived experiences of higher education, research on levels of administration and policy, and levers for change. For your selected case, we want you to do a deep dive into the substantive topic and put together a lesson that helps your peers learn about key themes, and most importantly to walk away being able to talk about: 1) *What does this topic teach us about how higher education works?* 2) *How do power, privilege, and/or resources affect the administration of higher education?*, and 3) *How might we imagine our way out of current, inequitable relations in this domain--what could or would we create together?*

- The instructional team will provide each student group with two readings about the case topic. Group members are also expected to do their own research on the topic beyond these readings.

- Read the required readings alongside those that pertain to your case study and meet with your group to discuss. We encourage you to 1) meet at least 3 days before the class session and 2) have a free-flowing conversation about the texts before planning your lesson.
- Plan your lesson. Feel free to be creative in your teaching. Your classmates will not have read the readings about the case so be sure to communicate the main ideas clearly and compellingly, draw connections between the case and that week's required readings, and provide a structured opportunity for your classmates to discuss, interact with, and analyze the case.
- Set up a time to talk with Dr. M or Marialexia about your plan. Ideally this conversation will involve all members of your group. We should meet on the Friday before your lesson **at the latest** so that you have time to incorporate our feedback. We will provide you with a rubric before you present your case study.
- Have fun with it!

III. Learning Lab and Participation (Learning Outcomes 1-9) (35 points)

To find your group, go to "People" and then "Groups" in Canvas.

Students learn together over the semester as part of 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 labs 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 lab members will weigh in about each members' participation grades at the end of the semester. The following rubric will be used at the end of the semester for people to grade their participation and their learning lab members' participation.

- Unsatisfactory (5-10 points)** – Uninvolved in the course, including not being present or not contributing to the overall course and your learning lab.
- Minimally acceptable (10-13 points)** – Minimally involved, including being present but not attentive and late with deadlines and assignments.
- Below Average (14-16 points):** Passive participation including being present, awake, alert, attentive, but not actively involved in the overall course or the learninglab. Make irrelevant contributions that inhibit the progress of the others.
- Average (16-17 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.
- Above Average (18-19 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.
- Excellent (20 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.

Learning Lab Activities

1) **Higher Ed Admin & Policy Initial Reflection.** *Note, while this is part of your Lab grade, it is also independently worth an additional 5 points above and beyond*

the rubric listed above. After reviewing the first week's readings, you will complete a personal reflection (1.5-2.5 pages, double-spaced) about how you understand higher education policy and administration as salient to your own work--i.e., your own questions, frustrations, and learning goals related to the status quo of higher education policy and administration. These reflections, which should reference (where useful) Week 1's readings, will be shared in your during week 1's learning lab as part of your group's construction of learning goals and shared questions.

2) Group Annotations. Every week (starting in week 2), instead of a weekly reflection paper, each learning lab will be given a prompt to take into the readings. You will be asked to complete one weekly reading annotation--we will indicate which reading and provide that reading in Perusall (on Canvas). The prompt will typically ask you to bring one or more other readings into conversation with a final text where you will post your questions, reflections, or push back to the author. Your entire group will be doing the same, which means you can also reply to or expand on one another's insights as you go.

Please remember--do not group all of your comments on the first couple of pages--full participation here means engaging with the full text and with each other. Your participation on this piece will be marked as "complete" on Canvas based on your work in Perusall.

You can miss one of these annotations, total, throughout the semester without it affecting your grade--no need to notify the teaching team of when or why. Anything beyond that will affect your lab participation grade.

3) Facilitation. During week 1, you will create a schedule within your group for learning lab facilitation. That is, each week one lab member (or if you decide to work in pairs, you may do so) will be taking the lead on group facilitation. Your instructional team will give the class a heads-up the week before about how much time you will have in your learning lab the following week and any specific topics or activities we will be asking you to do in your labs. On average, we expect your lab leader to facilitate *at least 25 minutes* of robust discussion in your labs each week that brings your group back into the core texts and helps to synthesize key points of learning and tension. You can expect some form of share out or large group collaboration that you will contribute to from your learning labs.

You can also expect to participate in other, various activities using new text, data, or cases in these learning labs.

At the end of every meeting session your instructional team will provide a closing prompt for you to reflect on the week's learning. Your facilitator is in charge of taking thorough notes, although you may do so as a group in Google docs if you prefer. **Note: These notes will serve a purpose--each of you will complete a final writing assignment, independently, where you use your first reflection, as well as your group's weekly lab notes to reflect on the arc of your own and your lab's learning and generate key takeaways for your practice.**

We will ask lab leaders to submit two things at the end of each weekly meeting: 1) the notes you used going into lab facilitation that week (note: your peer's Perusall

content could be a useful resource for you), and 2) notes from the weekly close-out activity. *These should be submitted on Canvas as “Lab Notes” with your group’s closing prompt at the top of the submission.*

4) Lab Learning Reflections. Note, while this is part of your Lab grade, it is also independently worth an additional 10 points above and beyond the rubric listed above. This is your final assignment of the semester, due during finals week no later than **11:59 pm on April 27th**. In this individual, 4-5 page paper you will reflect and synthesize your lab-based learning over the course of the semester. You will use your initial individual lab paper and your weekly lab notes to trace the arc of your own learning about the intersection of higher education administration, policy, and inequities to surface *two or more themes you will take away, specifically about levers for change in your own practice and thinking*. We encourage you to cite readings that were influential to your learning, where appropriate. We expect to see 5-10 references in this paper, however this can and should include references to *your own week 1 paper and weekly lab notes (you can even quote them!)*. More details about the structure and form of this paper to come.

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

*All other readings come from either the Altbach & Gumport book *or* we will provide a direct link to the readings on the home page of canvas under the relevant week's materials.

Each week we will have two types of readings: 1) readings to familiarize ourselves with a specific domain of administration or policy, and 2) readings that give us critical tools to think with—how do/how have inequitable systems changed or stayed the same at this level? By what levers?

Wk	Date	Course Content	Assignments Due
1	January 11th	<p>Setting the Stage: A Study of Levels and Levers</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>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> <p>Levers for change</p> <p>+Kezar, A., & Posselt, J. (2020). Introduction: A call to just and equitable administrative practice. In A. Kezar & J. Posselt (Eds.), <i>Higher education administration for social justice and equity</i> (pp. 1- 18). Routledge. Chapter 1</p> <p>Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. <i>Educational Researcher</i>, 35(7), 3–12. Here.</p>	<p>Higher Ed Admin & Policy Initial Reflection.</p> <p>Due 1/11 @ 2pm</p>
2	January 18th	<p>Federal Context 1: Funding Students and Institutions</p> <p>+Mumper, M., Gladieux, L. E., King, J. E., & Corrigan, M. E. (2011). The federal government and higher education. In P. G. Altbach, P. J. Gumport, & R. O. Berdahl (Eds.), <i>American higher education in the Twenty-First Century</i> (3rd ed., pp. 113-138). The Johns Hopkins University Press. Chapter 5</p> <p>Charles H.F. Davis III., Jalil Mustaffa Bishop, Kyah King, and Ayan Jama. (2020). <i>Legislation, Policy, and the Black Student Debt Crisis</i>, NAACP. Available here.</p>	<p>Complete Case Study Poll due by 11:59 p.m. on Monday.</p> <p>Weekly Annotation due by 11:59 p.m. on Monday.</p>

		<p><u>Levers for Change</u></p> <p>Crazy Bull, C. (2015, May 2). An act of sovereignty: Governing tribal higher education. <i>Journal of American Indian Higher Education</i>, 26(4). [SLOI, SLOII, SLOIII, SLOIV]</p> <p>Bensimon, E.M. (2020). The Case for an Anti-Racist Stance Toward Paying Off Higher Education’s Racial Debt. <i>Change: The Magazine of Higher Learning</i>, 52(2), 7–11. Here.</p>	<p>Learning Lab notes due by 9 p.m. on Tuesday night during/after class.</p>
3	January 25 th	<p>Federal Context 2: Student Support, Civil Rights and Seeding Futures through Research</p> <p>McElroy, E. J., & 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>Jessup-Anger, J., Lopez, E., & Koss, M. P. (2018). History of sexual violence in higher education. <i>New Directions for Student Services</i>, 2018(161), 9-19.</p> <p><u>Levers for change</u></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>Taffe, M., & Gilpin, N. W. (2020, December 10). Racial Inequity in Federal Grant Funding.</p> <p>Optional: Horta, H., Huisman, J., & Heitor, M. (2008). Does competitive research funding encourage diversity in higher education?. <i>Science and public policy</i>, 35(3), 146-158.</p>	<p>Weekly Annotation due by 11:59 p.m. on Monday.</p> <p>Learning Lab notes due by 9 p.m. on Tuesday night during/after class.</p> <p>Critical Issues Topic of Interest Form due by 11:59 p.m. on January 24.</p>
4	February 1st	<p>National, Not Federal: Associations, Foundations, and Accreditors</p> <p>Ness, Erik C., David A. Tandberg, and Michael K. McLendon. “Interest Groups and State Policy for Higher Education: New Conceptual Understandings and Future Research Directions.” In <i>Higher Education: Handbook of Theory and Research: Volume 30</i>, edited by Michael B. Paulsen, 151–86. Higher Education: Handbook of</p>	<p>Weekly Annotation due by 11:59 p.m. on Monday.</p> <p>Learning Lab</p>

		<p>Theory and Research. Cham: Springer International Publishing, 2015. https://doi.org/10.1007/978-3-319-12835-1_4.</p> <p>Eaton, J. S. (2015). <i>An overview of U.S. accreditation</i>. Council for Higher Education Accreditation. https://www.chea.org/overview-us-accreditation</p> <p><u>Levers for change</u></p> <p>McCambly, H., & Anderson, E. R. (2020). Moving the Needle or Spinning Our Wheels? A Framework for Long-Lasting, Equitable Change in Education. <i>The Foundation Review</i>, 12(3), 7.</p> <p>McCambly (forthcoming 2022). There is no “J” in “ROI”: A Framework Toward Justice in the Era of Venture Philanthropy</p>	<p>notes due by 9 p.m. on Tuesday night during/after class.</p>
5	February 8th	<p>State Context 1: State Policy and Governance Systems</p> <p>+McGuinness Jr., A. C. (2011). The states and higher education. In P. G. Altbach, P. J. Gumport, & R. O. Berdahl (Eds.), <i>American higher education in the Twenty-First Century</i> (3rd ed., pp. 139-169). The Johns Hopkins University Press. Chapter 6</p> <p>Taylor, J. L., & Jain, D. (2017). The Multiple Dimensions of Transfer: Examining the Transfer Function in American Higher Education. <i>Community College Review</i>, 45(4), 273–293. https://doi.org/10.1177/0091552117725177</p> <p><u>Levers for Change</u></p> <p>Jones (2020) <u>Hard Truths: Why Only Race-Conscious Policies Can Fix Racism in Higher Education.</u></p> <p>Half your lab read: *Dougherty, K. J., Natow, R. S., Bork, R. H., Jones, S. M., & Vega, B. E. (2013). Accounting for higher education accountability: Political origins of state performance funding for higher education. <i>Teachers College Record</i>, 115(1), 1–50.</p> <p>Other half read: Gándara, Denisa, and Amanda Rutherford. “Completion at the Expense of Access? The Relationship Between Performance-Funding Policies and Access to Public 4-Year Universities.” <i>Educational Researcher</i>, 2020.</p>	<p>Weekly Annotation due by 11:59 p.m. on Monday.</p> <p>Learning Lab notes due by 9 p.m. on Tuesday night during/after class.</p>

6	February 15 th	<p>State Context 2: Funding, Affordability, and Student Aid</p> <p>Doyle, William R. “The Politics of Public College Tuition and State Financial Aid.” <i>The Journal of Higher Education</i> 83, no. 5 (September 1, 2012): 617–47. https://doi.org/10.1080/00221546.2012.11777260.</p> <p>Nienhuser, H. K. (2015). Undocumented immigrants and higher education policy: The policymaking environment of New York State. <i>The Review of Higher Education</i>, 38(2), 271-303.</p> <p>Broton, K., & Goldrick-Rab, S. (2016). The Dark Side of College (Un)Affordability: Food and Housing Insecurity in Higher Education. <i>Change: The Magazine of Higher Learning</i>, 48(1), 16–25. https://doi.org/10.1080/00091383.2016.1121081</p> <p><u>Levers for change</u></p> <p>Raza, S. S., Williams, Z., Katsiaficas, D., & 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>Weekly Annotation due by 11:59 p.m. on Monday.</p> <p>Learning Lab notes due by 9 p.m. on Tuesday night during/after class.</p> <p>Case Study: Free Community College</p>

7	February 22nd	<p>Institutional Context: Diversity, Mission, and Inequities</p> <p>+Hirt, J. B., & Robbins, C. K. (2016). The importance of institutional mission. In G. S. McClellan, J. Stringer, & Associates (Eds.), <i>The handbook of student affairs administration</i> (4th ed., pp. 25-47). Jossey-Bass. Chapter 2</p> <p>+Breneman, D. W., Pusser, B., & Turner, S. E. (2006). The contemporary provision of for-profit higher education. In D. W. Breneman, B. Pusser, & S. E. Turner (Eds.), <i>Earnings from learning: The rise of for-profit universities</i> (pp. 3-22). State University of New York Press. (Read Chapter 1) http://www.sunypress.edu/PDF/61312.pdf</p> <p>Gasman, M., Nguyen, T-H, & 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><u>Levers for change</u></p> <p>+Posselt, J., Hernandez, T., & Villarreal, C. D. (2020). Choose wisely: Making decisions with and for equity in higher education. In A. Kezar & J. Posselt (Eds.), <i>Higher education administration for social justice and equity</i> (pp. 43-66). Routledge. Chapter 3</p>	<p>Weekly Annotation due by 11:59 p.m. on Monday.</p> <p>Learning Lab notes due by 9 p.m. on Tuesday night during/after class.</p> <p>Case Study: College Completion Agenda(s)</p>
8	March 1 st	<p>Institutional Context: Leadership and Administration</p> <p>+Carpenter-Hubin, J., & Snover, L. (2013). Key leadership positions and performance expectations. In P. J. Schloss & K. M. Cragg (Eds.), <i>Organization and administration in higher education</i> (pp. 27-47). Routledge. Chapter 2</p> <p>Half the lab reads: +Melear, K. B. (2013). The role of internal governance, committees, and advisory groups. In P.J. Schloss & K. M. Cragg (Eds.), <i>Organization and administration in higher education</i> (pp. 50-65). Routledge. Chapter 3</p> <p>Other half reads:+Hu, S., Henderson, C. E., Iacino, J. (2013). Student governance and involvement in</p>	<p>Weekly Annotation due by 11:59 p.m. on Monday.</p> <p>Learning Lab notes due by 9 p.m. on Tuesday night during/after class.</p> <p>Analytic Brief of Topic for <i>Critical Issues</i> due by 11:59 p.m. on</p>

		<p>institutional leadership. In P. J. Schloss & K. M. Cragg (Eds.), <i>Organization and administration in higher education</i> (pp. 66-79). Routledge. Chapter 4</p> <p><u>Levers for change</u></p> <p>+Kezar, A., & Dizon, J. P. M. (2020). Renewing and revitalizing shared governance: A social justice and equity framework. In A. Kezar & J. Posselt (Eds.), <i>Higher education administration for social justice and equity</i> (pp. 21-42). Routledge. Chapter 2</p> <p>Cole, E. R. (2020). Race at the top: Historical insights on the college presidency and racial inequities. <i>Change: The Magazine of Higher Learning</i>, 52(2), 17–21.</p>	<p>Friday, March 4.</p> <p>Case Study: Student Activism & Change</p>
	March 8th	BREAK	

9	March 15th	<p>Institutional Context: Organizational Structures, Culture, and Transformation</p> <p>+Kuk, L. (2016). Organizational and administrative models within student affairs. In G. S. McClellan, J. Stringer, & Associates (Eds.), <i>The handbook of student affairs administration</i> (4th ed., pp. 367- 387). Jossey-Bass. Chapter 18</p> <p>+Museus, S., & Lepeau, L. A. (2020). Navigating neoliberal organizational cultures: Implications for higher education leaders advancing social justice agendas. In A. Kezar & J. Posselt (Eds.), <i>Higher education administration for social justice and equity</i> (pp. 209-224). Routledge. Chapter 13</p> <p>+Yeager, J. L., El-Ghali, H. A., & Kumar, S. (2013). A guide to the development of an institutional strategic plan. In P. J. Schloss & K. M. Cragg (Eds.), <i>Organization and administration in higher education</i> (pp. 127-147). Routledge. Chapter 7</p> <p><u>Levers for Change</u> TBD.</p>	<p>Weekly Annotation due by 11:59 p.m. on Monday.</p> <p>Learning Lab notes due by 9 p.m. on Tuesday night during/after class.</p> <p>Case Study: Transforming processes-- Holistic Admissions</p>
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10	March 22nd	<p>Institutional Context: Budgeting, Financial Management, and Sources of Revenue</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, & Associates (Eds.), <i>The handbook of student affairs administration</i> (4th ed., pp. 509- 534). Jossey-Bass. Chapter 25</p> <p>Varlotta, L. E. (2010). Becoming a leader in university budgeting. <i>New Directions for Student Services</i>, 129, 5-20.</p> <p><u>Levers for change</u></p> <p>+Mullin, C. M. (2020). Elevating equity through a strategic finance approach: Empowerment as the goal. In A. Kezar & J. Posselt (Eds.), <i>Higher education administration for social justice and equity</i> (pp. 67-81). Routledge. Chapter 4</p> <p><i>Return again to Bensimon piece from Week 2.</i></p>	<p>Weekly Annotation due by 11:59 p.m. on Monday.</p> <p>Learning Lab notes due by 9 p.m. on Tuesday night during/after class.</p> <p>Case Study: "Servingness" in Minority-Serving Institutions</p>
11	March 29th	<p>Institutional Context: Accountability and Crisis Management</p> <p>+Lowery, J. W. (2016). Addressing legal and risk management issues. In G. S. McClellan, J. Stringer, & Associates (Eds.), <i>The handbook of student affairs administration</i> (4th ed., pp. 535-560). Jossey-Bass. Chapter 26</p> <p>+Schmidtlein, F. A., & Berdahl, R. O. (2011). Autonomy and accountability: Who controls academe? In P. G. Altbach, P. J. Gumpert, & R. O. Berdahl (Eds.), <i>American higher education in the Twenty-First Century</i> (3rd ed., pp. 69-87). The Johns Hopkins University Press. Chapter 3</p> <p>+Zdziarski II, E. L. (2016). Campus crisis management. In G. S. McClellan, J. Stringer, & Associates (Eds.), <i>The handbook of student affairs administration</i> (4th ed., pp. 613-634). Jossey-Bass. Chapter 30</p>	<p>Weekly Annotation due by 11:59 p.m. on Monday.</p> <p>Learning Lab notes due by 9 p.m. on Tuesday night during/after class.</p> <p>Case Study: Accountability in Greek Life & Athletics</p>

		<p><i>Levers for change</i> +Sun, J. (2020). An examination of anti-sexual harassment policies and practices: Legal administration for socially conscious campuses. In A. Kezar & J. Posselt (Eds.), <i>Higher education administration for social justice and equity</i> (pp. 176-195). Routledge. Chapter 11</p> <p>TBD.</p>	
12	April 5th	<p>Staffing and Human Resources in Higher Education</p> <p>+Davenport, Z. R. (2016). Recruiting, selecting, supervising, and retaining staff. In G. S. McClellan, J. Stringer, & Associates (Eds.), <i>The handbook of student affairs administration</i> (4th ed., pp. 389- 409). Jossey-Bass. Chapter 19</p> <p>+Lester, J. (2020). Developing equitable work-life policies on campus: The importance of addressing power and hierarchy. In A. Kezar & J. Posselt (Eds.), <i>Higher education administration for social justice and equity: Critical perspectives for leadership</i> (pp. 225-237). Routledge. Chapter 14</p> <p>+Liera, R., & Ching, C. (2020). Reconceptualizing “merit” and “fit”: An equity-minded approach to hiring. In A. Kezar & J. Posselt (Eds.), <i>Higher education administration for social justice and equity</i> (pp. 111-131). Routledge. Chapter 7</p> <p><u>Levers for change</u> TBD</p>	<p>Weekly Annotation due by 11:59 p.m. on Monday.</p> <p>Learning Lab notes due by 9 p.m. on Tuesday night during/after class.</p>

13	April 12th	<p>Building Campus and Community Partnerships</p> <p>Bringle, R. G., & 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., & 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., & Gehrke, S. (2016). Supporting and enhancing student learning through partnerships with academic colleagues. In G. S. McClellan, J. Stringer, & Associates (Eds.), <i>The handbook of student affairs administration</i> (4th ed., pp. 433- 456). Jossey-Bass. Chapter 21</p> <p><u><i>Levers for change</i></u> TBD..</p>	<p>Weekly Annotation due by 11:59 p.m. on Monday.</p> <p>Learning Lab notes due by 9 p.m. on Tuesday night during/after class.</p>
14	April 19 th	<p>Part 1: Critical Issues in Higher Education Policy: Digital Scholarship Panels</p> <p>All submissions due April 19th.</p>	
15	April 26th	<p>Part 2: Critical Issues in Higher Education Policy: Digital Scholarship Panel</p> <p>Final Lab Reflections due April 27th.</p>	