Higher Education Administration

University of Pittsburgh
Spring 2025
**Mondays, 6:00-8:30**
5404 Wesley W Posvar Hall

Dr. Sergio Gonzalez (él/he/him)
Assistant Professor
sagonzal@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.

BUILDING COMMUNITY IS TO THE COLLECTIVE AS SPIRITUAL PRACTICE IS TO THE INDIVIDUAL.
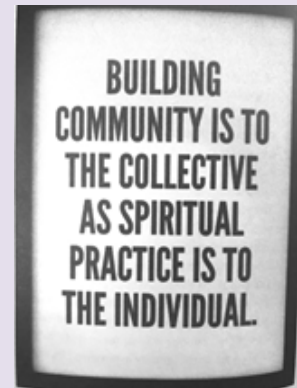
A sign in Grace Lee Boggs' home, by way of Shirin Vossoughi by way of adrienne maree brown

*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 – 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/t5l303/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/t5l303/alma99985109679062 36

Schloss, P. J., & Cragg, K. M. (2013). *Organization and administration in higher education*. Taylor & Francis. https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/g3767l/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. Gonzalez; 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.

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:

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 Monday 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. Gonzalez 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. Gonzalez 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) (60 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 (10 points):** Students will identify their top two topics and the connection between topics and the course. The instructor will provide feedback on the topics. **The identification of a topic is due by 11:59 pm on Monday, February 17th 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 by 11:59pm on Friday, March 7th via Canvas.**

   c. *Critical Dreaming*--**Scholarship Presentation (30 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, a poem, 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 10 minutes to share their own work in these panels in class on April 21st. 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 10 minutes). **Your projects will be showcased during class on April 21st and we will create a living, digital showcase for these pieces online. However,** *ALL* **assignments are due on April 21st in Canvas.**

II.   **Student-Led Case Study (30 points total) (Learning Outcomes 1-9):** 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 where you can sign up for a topic.

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, I 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?*

- I will provide each student with two readings about the case topic. You are also expected to do your own research on the topic beyond these readings.
- Read the required readings alongside those that pertain to your case study. I encourage you to 1) meet at least 3 days before the class session and 2) have a free-flowing conversation/reflection 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. Gonzalez about your plan. We should meet on the Friday before your lesson **at the latest** so that you have time to incorporate any feedback. I will provide you with a rubric before you present your case study.
- Have fun with it!

III.   **Participation (10 points)** Please note that participation comprises 10% of your final grade. While it is not expected that you speak in every class, it is expected that you be an active participant. Key elements of active participation include (but is not limited to):

a.   Being present both physically and mentally. Note that excessive absenteeism (for any reason) will result in points being deducted from your participation grade, which *may* result in lowering your overall grade. In addition to being physically present, you need to be mentally present, excessive use of your phone/computer during class not only mentally removes you from the class but also degrades the overall quality of discussion for course

participants.

b. Being prepared. Please come to class prepared to discuss the readings and analyze their content. We will rely upon different forms of print and visual media to provide context for our discussion, however; you should make every effort to relate the cases we discuss to the theories and methods presented in the readings.

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 13th**	**Setting the Stage: A Study of Levels and Levers** Brain Dumps Introduce Yourself: Who are you? What do you study and why? What is your intended MA thesis/capstone/dissertation about? What are your career goals? What do you do for fun outside the academy?	
2	***January 20th Holiday No Class**	**Federal Context 1: Funding Students and Institutions** +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.), ***American higher education in the Twenty-First Century* (3rd ed., pp. 113-138).** The Johns Hopkins University Press. **Chapter 5** Charles H.F. Davis III., Jalil Mustaffa Bishop, Kyah King, and Ayan Jama. (2020). *Legislation, Policy, and the Black Student Debt Crisis*, NAACP. Available here. **_Levers for Change_** Crazy Bull, C. (2015, May 2). An act of sovereignty: Governing tribal higher education. *Journal of American*	

		Indian Higher Education, 26(4). [SLOI, SLOII, SLOIII, SLOIV] Bensimon, E.M. (2020). The Case for an Anti-Racist Stance Toward Paying Off Higher Education's Racial Debt. *Change: The Magazine of Higher Learning*, *52*(2), 7–11. Here.	
3	January 27th	**Federal Context 2: Student Support, Civil Rights and Seeding Futures through Research** McElroy, E. J., & Armesto, M. (1998). TRIO and upward bound: History, programs, and issues— past, present, and future. *The Journal of Negro Education, 67*(4), 373-380. Jessup-Anger, J., Lopez, E., & Koss, M. P. (2018). History of sexual violence in higher education. *New Directions for Student Services, 2018*(161), 9-19. ***Levers for change*** Aguilar-Smith, S. (2021). Seeking to serve or $ erve? Hispanic-Serving Institutions' race-evasive pursuit of racialized funding. *AERA Open*, *7*. McCambly & Colyvas (2022). Institutionalizing Inequality Anew: Postsecondary Grantmaking and Racialization. *Review of Higher Education*	
4	February 3rd	**National, Not Federal: Associations, Foundations, and Accreditors** Gandara et al. (2017). Exploring the 'how' in policy diffusion: National intermediary organizations' roles in facilitating the spread of performance-based funding policies in the states. *The Journal of Higher Education, 88*(5), 701-725. Eaton, J. S. (2015). *An overview of U.S. accreditation*. Council for Higher Education Accreditation. https://www.chea.org/overview-us-accreditation ***Levers for change*** McCambly, H., & Anderson, E. R. (2020). Moving the Needle or Spinning Our Wheels? A Framework for Long-	

		Lasting, Equitable Change in Education. *The Foundation Review*, *12*(3), 7. Accreditors Are Sleeping on the Job. https://www.insidehighered.com/views/2023/01/25/accreditors-must-do-job-congress-assigned-them-opinion	
5	**February 10th**	**State Context 1: State Policy and Governance Systems** +McGuinness Jr., A. C. (2011). The states and higher education. In P. G. Altbach, P. J. Gumport, & R. O. Berdahl (Eds.), ***American higher education in the Twenty-First Century*** **(3rd ed., pp. 139-169).** The Johns Hopkins University Press. **Chapter 6** Taylor, J. L., & Jain, D. (2017). The Multiple Dimensions of Transfer: Examining the Transfer Function in American Higher Education. *Community College Review*, *45*(4), 273–293. https://doi.org/10.1177/0091552117725177 ***Levers for Change*** Jones (2020) Hard Truths: Why Only Race-Conscious Policies Can Fix Racism in Higher Education*.* **Half of class 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. Teachers College Record, 115(1), 1–50. **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." *Educational Researcher*, 2020.	

6	February 17th	**State Context 2: Funding, Affordability, and Student Aid**	
		Doyle, William R. "The Politics of Public College Tuition and State Financial Aid." *The Journal of Higher Education* 83, no. 5 (September 1, 2012): 617–47. https://doi.org/10.1080/00221546.2012.11777260.	
		Nienhusser, H. K. (2015). Undocumented immigrants and higher education policy: The policymaking environment of New York State. The Review of Higher Education, 38(2), 271-303.	
		Broton, K., & Goldrick-Rab, S. (2016). The Dark Side of College (Un)Affordability: Food and Housing Insecurity in Higher Education. *Change: The Magazine of Higher Learning*, *48*(1), 16–25. https://doi.org/10.1080/00091383.2016.1121081	
		Levers for change 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. *The Review of Higher Education*, *43*(1), 335-370	

7	February 24th	**Institutional Context: Diversity, Mission, and Inequities**	
		+Hirt, J. B., & Robbins, C. K. (2016). The importance of institutional mission. In G. S. McClellan, J. Stringer, & Associates (Eds.), ***The handbook of student affairs administration* (4th ed., pp. 25-47).** Jossey-Bass. **Chapter 2**	
		Dowd, A.C. & Elmore, B.D. (2016). Leadership for equity-minded data use toward racial equity in higher education. In A. Kezar & Posselt (Eds). Higher education administration for social justice and equity. Chapter 10.	
		Levers for change +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.), ***Higher education administration for social justice and equity* (pp. 43-66).** Routledge. **Chapter 3**	
		+Felix, E. & Castro on Community College Equity Plans	
8	March 3rd	**Spring Break – No Class**	
9	March 10	**Institutional Context: Leadership and Administration**	
		+Carpenter-Hubin, J., & Snover, L. (2013). Key leadership positions and performance expectations. In P. J. Schloss & K. M. Cragg (Eds.), ***Organization and administration in higher education* (pp. 27-47).** Routledge. **Chapter 2**	
		Half of class reads: +Melear, K. B. (2013). The role of internal governance, committees, and advisory groups. In P.J. Schloss & K. M. Cragg (Eds.), Organization and administration in higher education (pp. 50-65). Routledge. Chapter 3	
		Other half reads:+Hu, S., Henderson, C. E., Iacino, J.	

| | | (2013). Student governance and involvement in institutional leadership. In P. J. Schloss & K. M. Cragg (Eds.), Organization and administration in higher education (pp. 66-79). Routledge. Chapter 4

Levers for change
+Kezar, A., & Dizon, J. P. M. (2020). Renewing and revitalizing shared governance: A social justice and equity framework. In A. Kezar & J. Posselt (Eds.), Higher education administration for social justice and equity (pp. 21-42). Routledge. Chapter 2

Cole, E. R. (2020). Race at the top: Historical insights on the college presidency and racial inequities. *Change: The Magazine of Higher Learning*, *52*(2), 17–21. | |

| 10 | *March 17th (NASPA Conference) | **Institutional Context: Organizational Structures, Culture, and Transformation**

+Kuk, L. (2016). Organizational and administrative models within student affairs. In G. S. McClellan, J. Stringer, & Associates (Eds.), ***The handbook of student affairs administration (4th ed., pp. 367- 387).*** Jossey-Bass. **Chapter 18**

+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.), ***Organization and administration in higher education (pp. 127-147).*** Routledge.
Chapter 7

Bowman, N.A. & Bastedo, M.N. (2018). What role may admissions office diversity and practices play in equitable decisions? Research in Higher Education. 59(4), 430-447.

Levers for Change
.+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.), ***Higher education administration for social justice and equity (pp. 209-224)***. Routledge. **Chapter 13** | |
| 11 | March 24th | **Institutional Context: Budgeting, Financial Management, and Sources of Revenue**

+Barr, M. J. (2016). Budgeting and fiscal management for student affairs. In G. S. McClellan, J. Stringer, & Associates (Eds.), ***The handbook of student affairs administration (4th ed., pp. 509- 534).*** Jossey-Bass. **Chapter 25**

Varlotta, L. E. (2010). Becoming a leader in university budgeting. *New Directions for Student Services, 129,* 5-20.

Levers for change
+Mullin, C. M. (2020). Elevating equity through a strategic finance approach: Empowerment as the goal. In A. Kezar & J. Posselt (Eds.), ***Higher education administration for social justice and equity (pp. 67-81).*** Routledge. **Chapter 4** | |

		Return again to Bensimon piece from Week 2.	
12	March 31st	**Institutional Context: Accountability and Crisis Management** +Lowery, J. W. (2016). Addressing legal and risk management issues. In G. S. McClellan, J. Stringer, & Associates (Eds.), *The handbook of student affairs administration* **(4th ed., pp. 535-560).** Jossey-Bass. **Chapter 26** +Zdziarski II, E. L. (2016). Campus crisis management. In G. S. McClellan, J. Stringer, & Associates (Eds.), *The handbook of student affairs administration* **(4th ed., pp. 613-634).** Jossey-Bass. **Chapter 30** Carey, K. (2007). Truth without action: The myth of higher-education accountability. Change: The Magazine of Higher Education Learning, 39(5), 24-29. *Levers for change* +Sun, J. (2020). An examination of anti-sexual harassment policies and practices: Legal administration for socially conscious campuses. In A. Kezar & J. Posselt (Eds.), *Higher education administration for social justice and equity* **(pp. 176-195).** Routledge. **Chapter 11** TBD.	

13	April 7th	**Staffing and Human Resources in Higher Education**	
		+Davenport, Z. R. (2016). Recruiting, selecting, supervising, and retaining staff. In G. S. McClellan, J. Stringer, & Associates (Eds.), *The handbook of student affairs administration* **(4ᵗʰ ed., pp. 389- 409).** Jossey-Bass. **Chapter 19**	
		+Lester, J. (2020). Developing equitable work-life policies on campus: The importance of addressing power and hierarchy. In A. Kezar & J. Posselt (Eds.), *Higher education administration for social justice and equity: Critical perspectives for leadership* **(pp. 225-237).** Routledge. **Chapter 14**	
		+Liera, R., & Hernandez, T. E. (2021). Color-evasive Racism in the Final Stage of Faculty Searches: Examining Search Committee Hiring Practices that Jeopardize Racial Equity Policy. The Review of Higher Education, 45(2), 181–209.	
		<u>Levers for change</u> +Liera, R. & Ching, C. (2020). Reconceptualizing "merit" and "fit": An equity-minded approach to hiring. In A. Kezar & Posselt (Eds.) Higher education administration for social justice and equity. (pp. 111-131). Routledge. Chapter 7	
14	April 14th	**Building Campus and Community Partnerships**	
		Bringle, R. G., & Hatcher, J. A. (2002). Campus–community partnerships: The terms of engagement. *Journal of Social Issues*, *58*(3), 503- 516.	
		Cann, C. N., & McCloskey, E. (2017). The poverty pimpin' project: How whiteness profits from black and brown bodies in community service programs. *Race Ethnicity and Education*, *20*(1), 72- 86.	
		+Kezar, A., & Gehrke, S. (2016). Supporting and enhancing student learning through partnerships with academic colleagues. In G. S. McClellan, J. Stringer, & Associates (Eds.), *The handbook of student affairs administration* **(4ᵗʰ ed., pp. 433- 456).** Jossey-Bass. **Chapter 21**	
		Levers for change Anderson on Politics of RPPs	

15	April 21st	**Critical Issues in Higher Education Policy: Digital Scholarship Panels** **All submissions due April 21st.**	
16	April 28th	**No Class** **Final Lab Reflections due April 28th.**	

*This syllabus is a living document, and together, we will make changes as needed

For week one: fix this and address it

Kezar, A. J. (2004). Obtaining integrity? Reviewing and examining the charter between higher education and society. *The Review of Higher Education, 27*(4), 429-459.

Ramaley, J. A. (2014). The changing role of higher education: Learning to deal with wicked problems. *Journal of Higher Education Outreach and Engagement, 18*(3), 7-22.

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+Kezar, A., & Posselt, J. (2020). Introduction: A call to just and equitable administrative practice. In A. Kezar & J. Posselt (Eds.), Higher education administration for social justice and equity (pp. 1- 18). Routledge. Chapter 1

Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. *Educational Researcher*, *35*(7), 3–12. Here.