Instructor: Dr. Carin Barber

E-mail: cwbarber@wm.edu

I am always happy to meet with you. If you would like to schedule a time to meet please come see me after class or email me to make arrangements.

School of Education room 2000

Wednesdays – 7:15-9:45 pm

Course Description: This course is an introduction to the administration of higher education institutions in the United States. Students gain exposure to a broad survey of content areas within higher education administration to introduce them to the field of higher education as a discipline.

**EPPL 503: The Administration of Higher Education**

This course is a basic introduction to the administration of higher education institutions in the U.S. Course material includes an overview of management functions, governance, authority, organizational arrangements, and administrative style and behavior. Students examine in detail several administrative operations, including offices of academic affairs, student services, business/financial affairs, university advancement, institutional research, registrar, admissions, athletics, building and grounds, facility planning and construction, continuing education, and communications. In addition, students study various agencies of the state and federal governments that are primarily concerned with higher education.

Course Purposes:

- Provide you with an overview of administrative roles and functions in institutions of higher education – and the contexts (institutional, professional, and social) in which those roles and functions are performed.

- Become familiar with the literature in the field, including both scholarly and policy-oriented journals, national reports, and the major contributions of research from a variety of disciplines to a more substantial understanding of higher education.

- Familiarize you with both perennial and contemporary issues affecting particular offices and services within colleges and universities, including leadership and professional ethics.
- Provides a base knowledge from which students may draw in organizing their own programs of study in the field.

Course Outcomes

For Students:
1. To build professional competencies, including awareness of professional literature, writing skills, and presentation skills.
2. To understand the aspects of higher education, including institutional type, control, state policy environment.
3. To understand the basic functions that are part of most administrative offices, and how professionals manage those tasks.
4. To explore the pressing environmental and membership issues in higher education administration.
5. To understand and apply basic leadership concepts to higher education contexts.
6. To understand and self-reflect on issues of professional and personal ethics within higher education.

In the process of developing educational leaders, there are two fundamental components to consider; the leader and the educational organization. You, as the leader, are the first component. I will ask you to make explicit your interests, beliefs, values, attitudes, biases, ideologies, etc. It is essential that you have an awareness of yourself, as you are the instrument through which leadership takes place. In this course, you will be expected to develop your “voice” as a leader.

The second component is the organization. Your ability to analyze or “make sense” of educational organizations is an essential skill as this is the context in which leadership occurs. This course will seek to demystify organizations and facilitate your development of critical thinking skills. It is critical that you use the concepts from your readings and in-class experiences to organize your written work. Detailed instructions will be provided for each written assignment.

The course is designed to be a collaborative effort with each student responsible for her or his own learning. The instructor’s responsibility is to provide a structure within which the student is free to learn. To this end, class structure and processes will be based on student and instructor interests and are subject to change.

Texts (required):


Other assigned articles and book chapters will be posted on Blackboard.

**Student Responsibilities**
Your attendance is essential to a successful collective experience. Please notify me by email in advance if you are unable to attend any class session. The format of the class requires that each person comes prepared to take an active role in class. This means not only having read the assigned materials, but also being prepared to discuss the salient issues, questions, and problems emerging from the readings, to utilize your knowledge and professional experiences in addressing the readings and any class activities, case problems, etc. Class participation also involves opening oneself to challenge and to be challenged by the ideas and topics of the session. This includes posing problems, questions, issues and puzzles to the group.

In this class you are free to express your opinions and share your ideas. With that freedom comes the responsibility to treat one another with courtesy and respect. Students are expected to assist in creating an environment that is conducive to learning and protects the rights of all members of the University community.

**Academic Integrity**
The Honor Code is, as always, in effect in this course. The College places great value on honor and integrity, and the following sections explain what I expect from you in terms of meeting these standards. If you have any questions at all about these matters, please do not hesitate to ask me.

You are expected to support the atmosphere of academic integrity by avoiding acts of academic dishonesty. Participation in any of the following activities will qualify the student for failure in the class and possible disciplinary action:

- **Cheating**: Using or attempting to use materials, information, or study aids to gain an unfair grade advantage over other students in any academic exercise.

- **Plagiarism**: Representing another’s words or ideas as one’s own in any academic exercise.

- **Multiple Submissions**: Submitting the same assignment in two or more courses without obtaining the prior permission of the respective instructors.

- **Misrepresentation**: Presenting false excuses or using deception to receive a higher grade or to avoid fulfilling the requirements of any assignment or course.

I expect students to acknowledge in writing the intellectual work of others. In all work (written or presented) you will be required to use the **APA citation** format, which includes the use of a cover page (*Publication Manual of the American Psychological Association*, APAstyle.org).
Academic dishonesty, including all forms of cheating and/or plagiarism, will not be tolerated in this class. Penalties for an act of academic dishonesty may range from receiving a failing grade for a particular assignment to receiving a failing grade for the entire course. If you are not sure about whether something you are doing would be considered academic dishonesty, consult with the instructor.

Religious Observances
I respect the rights of all students to observe their religious holidays in accordance with their own traditions. By the second class of the term, please tell me in writing if you will not be attending class for religious reasons for any day in the term (and which specific day(s) you will miss).

Accommodations
If you require assistance or reasonable accommodations to complete your work, please speak with me. I will work with you on making this course, class activities, and exercises accessible for your full involvement.

Students who have a documented disability or who experience temporary or permanent medical or psychological conditions that interfere with their performance of at least one essential life function may qualify for accommodations under the Americans with Disabilities Act.

Disability Services is located in the Campus Center, Room 109. Hours are 8:00 a.m. to 5:00 p.m. Appointments may be scheduled in person or by calling 757-221-2510

Assignments
Papers/assignments are to be turned in (hard copy); the night they are due in class. Assignments are expected to be turned in on time; late papers will be deducted in point value.
ASSIGNMENT #1: Institutional Comparison
Several data-gathering assignments are sprinkled throughout the course, designed to help you think through the topic at hand prior to class time.

Pick two institutions to compare. For comparison, consider picking different type institutions.
1. A large public college or university
2. A community college
3. A private college or university
Each mini-assignment is designed so that you can reflect on similarities and differences between the same two institutions

Mini-assignment part 1 (Due September 5)
For both institutions, find an organizational chart for the entire institution if possible, and if not, for a major division (such as student affairs or academic affairs). Charts can usually be found on institutional websites.

Mini-assignment part 2 (Due September 12)
Using the same institutions chosen for #1, find the following information:
- Carnegie classification
- Control (is it public or private)
- Enrollment (grad/ungrad, as applicable)
- Mission statement

Mini-assignment part 3 (Due September 19):
Using the same institutions find the following information:
- The state in which your selected school is located
- What sort of state policy environment is it? (Coordinating board, advisory board, other?) [http://www.sheeo.org/agencies.asp](http://www.sheeo.org/agencies.asp)
- Basic state facts overview (what do you notice that seems significant?) [http://www.sheeo.org/sqf/sqf.htm](http://www.sheeo.org/sqf/sqf.htm)
- On what basis was the mandate for higher education in your state established? (See what you can find!)

Final Analysis (Due September 26) Turn in all mini assignments and final analysis:
Look at the "About Us" sections to get an idea of the history and founding of that college or university. Look at some of the departments like academic affairs and student life activities.

What did you find? What stood out?
Who seems to be the target audience of each college or university?
Does the intended audience make sense to you or is it a surprise?
What societal and/or cultural beliefs are being transmitted?

Items to consider to help answer the posed questions:
· What type of language is used?
· What shapes and symbols do you see?
· What artifacts from the main campus are most recognizable and what do they represent?
ASSIGNMENT #2: Administrator Interview
Write-up due October 17
(fulfills course outcomes #1, 3, 4, 5, & 6)
The purpose of this assignment is to provide you with the opportunity to gain insights into course topics from the perspective of a ranking administrator, using the interview questions listed below. You should select a mid or upper-level administrator (for example, a dean, a director, a vice president, or vice provost) to interview. Interviews must be conducted in person, unless you are interviewing someone at another campus.

Write up a summary of responses. I strongly suggest you use each of the interview question headers (“Goals of the office,” etc.) as a section header to structure your paper. The write-up should be done in paragraph form, not bullet-point or verbatim from your notes.

On several occasions throughout the semester we will discuss your findings on a particular subject, such as leadership (see course schedule for dates). You should be prepared to speak knowledgably about your interview subject’s perspectives on the given topic and offer your own thoughts on what you learned.

Record your interview: Consider audio recording the conversation. Swem Media center loans out audio recorders that are easy to use; you will need to reserve in advance.

Interview Questions
You do not need to ask each of these questions as listed, but you do need to gather information on all of them. Phrase them in a way that is useful.

- **Goals of the office.** What is the administrator trying to accomplish?
- **Planning.** Does the office have a strategic plan (ask for details, if so)? What kind of strategic planning process is used and what are the key elements?
- **Staffing.** What kind of people do they need to operate efficiently and effectively? What skills and qualities are most desirable?
- **Staffing evaluation.** How does this office evaluate their employees? By whom and how is your interview participant evaluated by his/her superiors?
- **Authority and reporting structure.** How does this office function relative to the rest of the institution? To whom does it report, with whom does it coordinate, and whom/what does it oversee? Is it subject to accreditation, auditing, or other oversight by any agency external to the institution? Does it act in an advisory capacity to any other body or administrator, or does any other body or administrator act in an advisory capacity to it? Does it belong to any consortia of institutions or groups that share its concerns?
- **Assessment.** How does the office and administrator know they are meeting their goals? How, if at all, is information gathered? How is that information used?
• Leadership: What does it mean to be a leader, according to your interview subject? Are there unique aspects of this office that shape the way this person views or exercises leadership? What models of leadership are important to them, or do they rely on, if any?

• Professional ethics: As a professional administrator, how does your interview subject think about and make ethical decisions in the work place – any guiding principles? What are areas of professional ethics that are of particular concern to this office and for this administrator? Ask for an example or two (no specifics or names) of ethical issues that have come up and how they were handled.

• Pressing professional issues: What are the most important issues facing your interview subject as an administrator, facing their office, and facing their professional field? In other words, what keeps them up at night? How do these issues relate to their strategic plan (if they have one)?

• Personal plan. How could you prepare yourself professionally to work in this functional area? How could you continue to develop professionally in this area?

ASSIGNMENT #3: Article Review
Due November 7
(fulfills course outcomes #1 & 4)
Find a research article from a professional journal related to the office you will study in your administrator interview. I am willing to grant some latitude on article styles due to the range of type of services, so long as they are not editorials and they are of sufficient depth to make them worthwhile – see me if you have questions. Part of the purpose of this assignment is to get you acclimated to professional literature and to searching for field-specific professional literature. If you need help locating a journal relevant to your topic, please ask for assistance.

Write a summary of the article (do not outline it, just give me the major ideas), including the central thesis of the piece, evidence offered, methods used (if a research article), and conclusions/recommendations reached. Be deliberate in how you organize the paper. Then, write a reaction and evaluation, considering the pertinence of the work, and what it contributes to the knowledge of the field and to the work of administrators. At least two pages for the summary, and at least one page for the analysis is expected.
ASSIGNMENT #4: Personal Perspective on Leadership and Ethics
Due December 12
(fulfills outcomes #1, 5, & 6)
Write a personal perspective paper on leadership, professional ethics, and how they relate to one another in your view, informed by scholarly and research perspectives. Your paper will draw from class readings, but should contain materials and resources you have found on your own that you find valuable. The purpose of this assignment is to provide the impetus for you to think through and establish a self-concept of leadership and professional ethics.

You have decided to apply for the position of [select a job] at Greenfield University, a mid-sized, private liberal arts university in the northwest. The packet of requested application materials includes your resume (or vita), a letter of introduction with names of three professional references, and a document discussing your views on leadership and professional ethics. You have all the items prepared, except for the last one. According to a friend who works at Greenfield U., recent ineffectual leadership and questionable professional ethics decisions in that office have precipitated a more proactive hiring process. The hiring committee wants to be sure their new hire has a strong sense of their role as leader and how to comport themselves properly in that role. Here is how the instructions read on the job posting:

“The successful job applicant will complete the following short writing assignment: drawing from your own experiences and from scholarly sources respond to the following questions:

1. What, in your view, constitutes an effective leader? How does your leadership perspective prepare you to work in this multi-dimensional, diverse, and quickly-changing workplace?
2. Discuss your views on professional ethics. In the context of this position and as the leader of this office, what ethical concerns might arise, what is important to know about these ethical dilemmas, and how will you work to ensure an ethically-responsible workplace?

Your paper will be judged on its organization, clarity, use of scholarly sources, and personal self-reflection. Please limit your response to between four and six pages. (cite and format in APA style)

In-class discussions on Leadership and Ethics
On-going (a portion of class participation)


Students will be in pairs or groups of three and lead an in class discussion on a chapter from Contested issues. We will select chapters which we will discuss throughout the term during the second & third class meetings. Students should beginning the discussion highlighting the main points in 3-4 minutes and then open up for a discussion. The week prior to the discussion, group
members should prepare and distribute three questions that class members should be prepared to discuss.
Grade Criteria

Weights of Assignments in Determining Final Grades: (100%)

#1: Institutional Comparison 25%
#2: Administrator Interview Paper 20%
#3: Article Review 20%
#4: Personal Perspective Paper 25%
#5: In class participation 10%

Total = 100%

Expectations: Students will be expected to prepare written assignments with care. Written work should reflect both a professional level of understanding and attention to clear and logical presentation. Questions posed in the assignment must be answered clearly and concisely.

The following list of criteria will also be considered when grading assignments.

(1) the extent to which performance follows the directions of the assignment
(2) the extent to which writing is free from grammatical errors, typos, etc.
(3) the extent to which performance reflects familiarity and thoughtful consideration of assigned readings
(4) the extent to which performance grounds opinions in substantive scholarship
(5) the extent to which performance reflects respectful, constructive questioning of perspectives, values, and evidence in others' thinking and scholarship, clarity of expression, and persuasiveness of arguments

A = Excellent work: well-conceived, logically developed, thoroughly documented, clearly written. Fully meets the Goal of the assignment.

B = Competent work: Needs further development on one or more of the above dimensions. Generally meets the Goal of the assignment.

C = Flawed work: One or more serious problems are noted; work is generally not acceptable at the graduate level.

Communication Skills. Writing and communication skills are important in the profession. Many people, e.g., editors, publish nothing without a review. Therefore, write clearly and concisely, and remember to re-write and re-edit.
SESSION BY SESSION OUTLINE

August 29: **Introduction to the Course: What You Need to Do, and What I Expect.**
Read: Barr: Making the Transition to a Professional Role (BB)

September 5: **Higher Education Universe Basics I:** Organizational Structures, Functions, and Origins.

**Assignments:**
Read: E. D. Duryea, chapter 1: Evolution of University Organization (BB)
Read: Bess and Dee, chapter 2: Colleges and Universities as Complex Organizations (BB)
To Do: **Mini-assignment #1**

September 12: **Higher Education Universe Basics II:** Institutional Type, Control, and Why It Matters.
(Guest Speaker– Paul Showalter, Library Instruction Coordinator, Earl Gregg Swem Library)

**Assignments:**
Read: McCormick and Zhao: Rethinking and Reframing the Carnegie Classification System (BB).
Read: Vaughan: The Community College Story (BB)
To do: **Mini-assignment #2**

September 19: **Higher Education Universe Basics III:** State Policy Environments, and How They Got That Way.

**Assignments:**
Read: McGuinness: The Changing Structure of State Higher Education Leadership
To do: **Mini-Assignment #3**
Contact your administrator for an interview by today

September 26: **Basic Organizational Functions I:** Staffing and Evaluation

**Assignments:**
Read: Sprung and Bernquist: Chapter 4, Staffing (BB)
Read: Evans and Chun: Are the Walls Really Down? Psychosocial Oppression and Diversity. (BB)
To do: **Institutional comparison assignment due**

October 3: **Basic Organizational Functions II:** Planning and Assessment
(Guest speaker: Susan Bosworth, Associate Provost, Office of Institutional Analysis & Effectiveness, College of William & Mary)
Assignments:
- Read: Sprunger and Burnquist: Chapter 1, Planning (BB)
- Read: Sprunger and Bernquist: Chapter 6, Assessment (BB)
- Read: Terenzini: Assessment with Open Eyes (BB)

October 10: Leadership, Part I: The Lay of the Leadership Land  
(Guest speaker: Patty O’Neal, Director of Development – School of Education, College of William & Mary)

Assignments:
- Read: Fullan: Leading in a Culture of Change, chapters 1 & 2
- Read: Kezar et al.: Higher Education Leadership in a New World (BB)

October 13-16 - FALL BREAK

October 17: Leadership, Part II: Experiences of Leadership  
- Read: Fullan: Leading in a Culture of Change, chapters 3, 4, & 5
- To Do: Administrative interview write up due
  
  Come prepared to discuss leadership topic responses from administrator interviews.

October 24: Leadership, Part III: Leading in a culture of change
Assignments: (Guest Speaker– Anna Martin, Vice President for Administration, College of W&M)

- Read: Fullan: Leading in a Culture of Change, chapters 6 & 7
- Read: Kezar el al.: A World Anew: The Latest Theories in Leadership (BB)
- Read: Kezar et al.: Practical Implications for the Leadership Revolution (BB)
- To Do: Locate an article that addresses ethics and higher education and be prepared to provide a summary of the article for the class. You will post the electronic version of the article on Blackboard for the class.

October 31: On-line week
Administration, Leadership and Ethics, Part I: Introduction to Ethics and the HR Side
Assignments:

November 7: Administration, Leadership, and Ethics, Part II: The Leadership Side
Assignments:
Read: Price: Explaining Ethical Failures of Leadership (BB)

Come to class prepared to discuss your administrator interview responses to questions about professional ethics.

To Do: Article review due

November 15 - 17: Professional Conference - Association for the Study of Higher Education; Charlotte, NC

November 22 – 25 Thanksgiving

November 28: Administration, Leadership and Ethics, Part III

Assignments:

Read: Fincher: Consciousness of Self (BB)

December 5

Pressing Administrative Issues I: Membership Issues & Responding to Changing Internal and External Environments.

(Guest Speaker – Samuel Sadler, former Vice President for Student Affairs, College of WM)

Assignments:

Read: Price and Wohlford: Equity in Educational Attainment: Race, Ethnic, and Gender Inequality in the 50 States. (BB)

Read: Orfield and Gandara: Conclusion: Fateful Decisions (BB)

To Do: Come prepared to report on pressing professional issues from admin interview.

December 12: Final Class: Discuss Personal Perspectives Paper

Turn in Personal Perspectives Paper