

SYLLABUS
INTRODUCTION TO HIGHER EDUCATION ADMINISTRATION
SPRING 2005

Instructor: Dr. Margaret A. Healy

Office: Education 207 – H

Office Phone: 777-4391

Fax: (701) 777-4365

Email: margaret.healy@und.nodak.edu

Office Hours: By appointment or email

Home Phone: 746-6363 (not after 9 p.m. please)

Office Hours

I am available to meet with you to discuss class work, your degree program and other topics. You can make an appointment by phone, email or after class. I will answer Email messages within one day when I have internet access.

Disability Statement

If you have emergency medical information to share with me, if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of a disability, please make an appointment with me. I will schedule a time with you either by email or by phone. If you plan to request disability accommodations, you are expected to register with the Disability Support Services (DSS) office (190 McCannel Hall, 777-3425 v/tty).

CATALOG DESCRIPTION:

An overview of administration of America's colleges and universities. Topics include roles of state and federal government, governing boards, institutional organization and culture, type of institutions, faculty, students, research about higher education, and the profession of administrator.

PURPOSE:

The course is designed to introduce the developing higher education practitioner to current theories and practices in the administration of higher education. Current issues and problems in higher education administration will also be examined. Within this context, students will be encouraged to develop and articulate their own, personal frameworks for understanding and influencing organizational behavior.

COURSE OUTCOMES

1. To become familiar with higher education as a field of study and to develop an understanding of the multiple perspectives that can be used to discuss higher education.
2. To begin to develop an understanding of the basic principles and philosophies that underlie the administration of higher education institutions and organizations.
3. To examine current issues and problems in higher education administration and to develop an understanding about how these issues and problems impact our current institutions and students.

4. To begin to develop an understanding of how the institutional context for higher education administration impacts practice.
5. To review and demonstrate a mastery of scholarly research writing including APA Style.
6. To become familiar with the journals and publications of higher education.
7. To begin to explore the literature of higher education.
8. To develop the practice of reflection on scholarship and its implications for administrative practice.

EXPECTATIONS FOR THE CLASSROOM ENVIRONMENT

Academic Integrity

As graduate students, it is assumed that you understand the concept of intellectual property and the ethical standards of scholarship. It is expected that the work you submit is your own, that it is only being submitted for this class, and that you have attributed credit to appropriate sources. I wish to remind students to properly attribute works. If you have questions about what behavior constitutes academic integrity, please raise questions in class or with me.

Attendance

Class participation is integral to your learning and the learning of others in the classroom. Since attendance is a prerequisite for participation, attendance is important. If you know you will miss a class session, please list the date and reason for the absence on your student information sheet. Prior notice is requested for an absence.

The classroom should be a safe place to express ideas, opinions, and beliefs as well as to ask questions relevant to the topics of the course. While challenge of ideas and debate are essential elements of an engaged learning environment, it is important that each student is free to hold differing opinions and to feel respected. Similarly, class participation is encouraged; participation is demonstrated through verbal contributions and active listening. At the same time, it is important to insure that each student has the opportunity to contribute and to learn. Please provide opportunities for each student to join the discussion..

Deadline on Homework Assignments

Homework is due on the assigned date at the start of class. If you know that you are unable to complete an assignment on the due date, please list the date and reason on your student information sheet.

Electronic Devices:

Please either disable cell phones, beepers pagers and other devices to ensure that the class is not disrupted. Family emergencies, of course, are understandable and acceptable disturbances, but personal phone calls are not. If you are on call for your job, please let me know at the start of the class session; if you receive a call that you must take, please step into the hall.

REQUIRED TEXTS:

Robert Birnbaum (1988). *How Colleges Work: The cybernetics of academic Organization and Leadership*. San Francisco: Jossey Bass Publishers.

Phillip Altbach, Robert O. Berdahl, and Patricia J. Gumpert (eds.). (1999) *American Higher Education in the Twenty-first Century: Social, Political, and Economic Challenges*. Baltimore: The Johns Hopkins University Press.

The Chronicle of Higher Education. (Available online at <http://www.chronicle.com>, username: 22144765; password: 2cflib65)

EVALUATION AND GRADING:

In order to meet the requirements of this course, each student will be expected to successfully complete the following:

1. A research paper that is related to the course purpose and outcomes. The paper should be between 8-12 pages (double-spaced, 12-pt. font) and is due on **April 25**. Use APA Style for references, formatting, and organization. See the supplemental handout on writing research papers.

In order to assist you in developing the topic appropriately as well as to develop your writing skills there are five assignments associated with the research paper. Some of the assignments are optional for doctoral students. The assignments are due on the date listed.

- A one page problem statement. **Due January 17 (by email or Digital Drop Box)**. Select a topic and define what you think the parameters are. List your key questions.
- A search strategy of one to three pages. **Due January 31**. (Optional for doctoral students.)
A plan for identifying the resources you will use to develop the bibliography for your paper.
- An annotated bibliography. **Due February 28**.
- An outline of the paper of two to four pages. **Due March 28**. (Optional for doctoral students.)
This will also allow you to identify where you may need to collect additional information.
- A research paper of 8-12 pages. **Due April 25**.
The title of the paper and your name should be on the cover sheet. On the paper (in the header) your name should be listed with the page numbers.

2. Follow the State Board of Higher Education or the state legislature over the course of the term. Identify one or more critical issues that they are currently addressing. In a four to six page memo detail one critical issue the group is debating, summarize the critical arguments, and makes a recommendation for institutional position or policy. **Due April 4**.

3. A group presentation of one of the organizational units (e.g., areas represented in the President's Cabinet) in the university **on May 2**. Each group will have a maximum of a half hour to present, answer questions, and facilitate a discussion of the topic. Each class member should provide class members with materials that they can use for reference purposes
4. Interview a faculty member. Ask him or her to describe their work. Ask them to talk about the time they work each week, what they do with their time, and how they are evaluated. Ask how they relate and work with students and what their skills and experience is for this work. Observations from the interview should be included in the journal. These interviews will be the basis of a class discussion on **April 11**.

OR

5. Attend a meeting of a university governance group (e.g., University Senate, Curriculum Committee). Submit a report of the activities and agendas of the group in your journal. Be ready to discuss what you have learned in class on 11 April. **Due April 11**.
6. Reflection is a critical skill for successful leadership and administration; to support the development of the skills for reflective practice students are encouraged to maintain a journal of your observations about higher education. Your journal entries may be reflections on the readings for class, readings from the Chronicle, class discussion, or events that are occurring in the workplace, the university, or the legislature. Note the source of your readings (e.g., *Chronicle of Higher Education*, *About Campus*, *Change*, *NCAA News*) each day. Make notations two to three times a week. **Due May 2**. NOTE: for students for whom journaling is not a productive tool for reflection, I am open to alternative proposals.
7. A final evaluation. Students will be asked to complete a self assessment of their learning using the course outcomes stated on page one of the syllabus. The final will be provided at the last class session and will be due **May 9**.

For all assignments be certain to include your name on each page; if they are submitted by email or via the drop box include your last name in the name of the document.

COURSE GRADING:

Possible point values for each course requirement are as follows:

Research Paper	25%	Policy Memo	15%
Presentation	20%	Journal	15%
Faculty Interview or Governance Group Report	5%	Final evaluation	5%
		Participation	15%

COURSE PLAN:

DATE	READING	TOPIC/ASSIGNMENT	ASSIGNMENT DUE
January 10		Introduction to the Course	
January 17		<i>No Class - MLK Holiday</i>	Problem Statement
January 24	B-Ch 1, 2, 3	Purpose of the University	
January 31	B-Ch 4, 5; A-Ch 1	Purpose of the University	Search Strategy
February 7	B-Ch 6, 7	Purpose of the University	
February 14	A-Ch 2	HISTORY??? <i>HLC Visit</i>	
February 21		<i>No Class – President Holiday</i>	
February 28	A-Ch 6, 7	External Stakeholders	Annotated Bibliography
March 7	A-Ch 8, 9	External Stakeholders	
March 14		<i>No Class – Spring Break</i>	
March 21	Materials to be provided by Prof Sun	Current Issues <i>NASPA</i>	
March 28		<i>No class – Easter Monday</i>	Outline
April 4	A-Ch 13, 16, 17	Current Issues	Policy Memo Due
April 11	A-Ch 4, 10	Internal Stakeholders <ul style="list-style-type: none"> • Faculty Panel 	Faculty Interview; Governance Group Observation Due
April 18	A-Ch 3, 11	Internal Stakeholders <ul style="list-style-type: none"> • University Governance 	
April 25	A-Ch 5, 12	Internal Stakeholders	Paper Due
May 2	B-Ch 8, 9	Role of Administrators <ul style="list-style-type: none"> • Group Presentations 	Journal Due
May 9		Role of Administrators	Final Evaluation

NOTE: B is the Birnbaum book; A is the Altbach book.