

The University of North Carolina at Greensboro
Course Syllabus

Course Number: CUI 606

Course Title: Administration in Higher Education

Credits: 3:3

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Catalog Description:

Basic skills and theory of administrative behavior, organizational structure, governance and management of higher education; processes and factors influencing institutional decision making and higher education planning.

Student Learning Outcomes:

Graduate learners who take full advantage of this learning opportunity will:

1. Compare and contrast college and university organization with other forms of organization and discuss the roles of faculty, administration, and trustees in higher education governance;
2. Explain the function of organizational vision and mission and its relationship to organizational effectiveness;
3. Evaluate classic writings on organization theory as they relate to higher education;
4. Identify sources of law affecting higher education; discuss the rights of students, faculty, and other members of the campus community; and articulate the need for preventive law in higher education administration;
5. Identify sources of revenue and expenditures for colleges and universities; discuss various budget models; and discuss current policy issues related to higher education finance;
6. Apply understanding of transformational leadership toward analysis of case studies and critical incidents;
7. Explore possible applications of complexity theory to organizational leadership in higher education;
8. Contemplate and discuss critical and postmodern views of higher education organization;
9. Demonstrate critical analysis, time management, and academic writing skills;
10. Demonstrate effective group leadership and group membership skills.

Teaching Strategies:

Intensive reading, scholarly writing, group discussion, case study analysis, presentations

Evaluation Methods and Guidelines for Assignments:

Each learning activity listed below will be given equal weight (20%) in the calculation of the final grade. Each product must be delivered to the instructor on time for full credit. Please do not submit work early.

Written activities. No learning activity can dictate proper responses to a given administrative problem. Professionals must make judgment calls on a daily basis, and each day the context is different. In other words, there are no hard and fast solutions to administrative problems. On the other hand, talented leaders define problems within appropriate conceptual frameworks and base administrative action on state-of-the-art knowledge. The purpose of these assignments is to encourage course participants to reflect critically upon the readings and to apply the concepts therein toward resolution of an administrative problem. Prompts for each activity will be distributed to course participants at least one week before the due date. Responses should demonstrate graduate-level scholarly and professional communication skills, creative engagement with the concepts and ideas in the readings, accurately and concisely articulated knowledge, and arguments that transcend personal experience and are grounded in scholarship and empirical findings. See tentative calendar for due dates.

Group Mini-project. Administrators are often expected to articulate positions related to policy issues in higher education. Whether it is to the media, external constituents, or internal constituents, administrators must communicate with vision, clarity, and integrity. Quite often, these communiqués are political in nature and must be negotiated with multiple members of the campus community. For this activity, course participants should organize in groups of three or four (not one, not two, not five). The group members should then explore a current state or federal policy issue related to finance in higher education. Groups may utilize journalistic articles such as those in the *Chronicle of Higher Education* but must also draw from scholarship and the professional literature of higher education. The group should prepare a short presentation in which group members (a) define the issue, noting differing perspectives and ideologies among stakeholders, (b) present and support a concise position related to the issue, and (c) respond cordially to questions about the position. The group will have five minutes to complete a, b, and c above, for a total of 15 minutes. Each group member must submit to the instructor a one-page summary (single spaced) of his or her efforts in the preparation of the presentation as well as a one-page reflection on the overall experience. This two-page paper should be delivered to the instructor the week following the presentation (likely 03/01). Well-executed presentations will demonstrate thorough knowledge of the policy issue, recognition (and perhaps critique) of the arguments of various stakeholders, professionalism and diplomacy, clarity, and strict adherence to time limits.

Recommended Texts:

Barr, M. J., & Desler, M. K. (2000). *The handbook of student affairs administration* (2nd ed.). San Francisco: Jossey-Bass.

Birnbaum, R. (1988). *How colleges work: The cybernetics of academic organization and leadership* (1st ed.). San Francisco: Jossey-Bass.

Davis, J. R. (2003). *Learning to lead: A handbook for postsecondary administrators*. Westport, CT: Praeger.

Readings:

Readings will be made available in *.pdf format via Blackboard.

Departmental Attendance Policy (new):

Course participants must be present for a minimum of 11 of 15 class meetings to receive a grade other than “F” in the course and must be present for 13 of 15 class meetings to avoid a letter-grade reduction. Three early dismissals or late arrivals constitute an absence.

Expectations:

Course participants should check their eSpartan email regularly for class updates and course-related communications. Please contact the instructor by email (as opposed to phone) whenever possible. The reading schedule for this course is demanding, so please manage your time wisely. Course participants are responsible for the content presented in the readings on the date due. You must arrive to class prepared to discuss, summarize, or present on readings.

Tentative Calendar and Readings:

Date	Topic	Learning Activities Due
01/11	Introduction	
01/18	Governance	<ul style="list-style-type: none"> • AAUP Statement on Government of Colleges and Universities [http://www.aaup.org/statements/Redbook/Govern.htm] • Birnbaum, Chapter 1, Problems of Governance, Management, and Leadership in Academic Institutions • Barr, Desler, & Assoc., Chapter 3, Institutional Governance and the Role of Student Affairs
01/25	Mission	<ul style="list-style-type: none"> • Barr, Desler, & A soc., Chapter 2, The Importance of Institutional Mission • Davis, Chapter 2, Institutional Structure and Mission: Knowing Your Place in Time and Space
02/01	Classic Organization Theory	<ul style="list-style-type: none"> • ASHE Reader on Organization and Governance in Higher Education (5th ed.), Chapter 1, Evolution of University Organization • ASHE Reader on Organization and Governance in Higher Education (5th ed.), Chapter 2, Leadership in an Organized Anarchy • ASHE Reader on Organization and Governance in Higher Education (5th ed.), Chapter 4, The Professional Bureaucracy
02/08	Postsecondary Education Law	<ul style="list-style-type: none"> • Written Activity #1: Organization and Governance • Kaplin & Lee, pp. 1-65: Focus on sections 1.1, 1.2, 1.3, 1.5, 1.6, 1.7 • Davis, Chapter 6
02/15	Legal Authority / Tort Liability	<ul style="list-style-type: none"> • Barr, Desler, & Assoc., Chapter 19 • Kaplin & Lee, pp. 76-140: Focus on sections 2.1, 2.2, 2.3
02/22	Finance in Higher Education	<ul style="list-style-type: none"> • Davis, Chapter 7 • Barr, Desler, & Assoc., Chapter 11 • Barr, Desler, & Assoc., Chapter 18 • Group Mini-project: Position Statement on Current Policy Issue Related to Finance
03/01	Policy Issues	<ul style="list-style-type: none"> • Written Activity #2: Law and Finance
03/08	Spring Break	<ul style="list-style-type: none"> • Birnbaum—The rest of the book
03/15	Leadership	<ul style="list-style-type: none"> • Barr, Desler, & Assoc., Chapter 7, Organizational and Administrative Models • Davis, Chapter 1, Leadership and Administration: Building Practical Definitions
03/22	ACPA Conference	<ul style="list-style-type: none"> • Yukl, Chapter 1, Introduction: The nature or leadership • Yukl, Chapter 2, Transformational and cultural leadership
03/29	Transformational Leadership	<ul style="list-style-type: none"> • Written Activity #3: Transformational Leadership
04/05	Organizational Change and Renewal	<ul style="list-style-type: none"> • Review Birnbaum, Chapter 2, Thinking in Systems and Circles: The Structure and Dynamics of Academic Organizations • Ayers, D.F. (2002). Developing climates for renewal in the community college: A case study of dissipative self-organization. <i>Community College Journal of Research and Practice</i>, 26, 107-122. • Pascale, , R. T. (1999). Leading from a different place: Applying complexity theory to tap potential. In J. A. Conger, G. M. Spreitzer, & E. E. Lawler (Eds.), <i>The leader's change handbook: An essential guide to setting direction and taking action</i> (pp. xx-xx). San Francisco: Jossey-Bass. (Also available as e-book) • Davis, Chapter 8, Change: Moving Forward Gracefully
04/12	Postmodern and Critical Perspectives	<ul style="list-style-type: none"> • Bergquist, 1998, The Postmodern Challenge: Changing Our Community Colleges • Ayers, D.F. (2005). Organizational climate in its semiotic aspect: A postmodern community college undergoes renewal. <i>Community College Review</i>, 33, 1-21. • ASHE Reader (TBA)
04/19	Facilitating Integrated and Transformative Learning Experiences	<ul style="list-style-type: none"> • <i>Learning Reconsidered</i> [http://www.myacpa.org/pub/pub_othermedia.cfm#Learning%20Reconsidered] • Barr, Desler, & Assoc., Chapter 4, Understanding Campus Environments • Barr, Desler, & Assoc., Chapter 23, Developing Partnerships with academic Affairs to Enhance Student Learning • Barr, Desler, & Assoc., Chapter 13, An Overview of Relevant Theories and Models for Student Affairs Practice
04/26	Reflection and Analysis	<ul style="list-style-type: none"> • Written Activity #4: Cumulative Final Exam • TBA