EDH 7635: HIGHER EDUCATION ADMINISTRATION

3 credit hours- 2014 Higher Ed LEAD
Spring Semester 2016

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COURSE DESCRIPTION:

Educational policies, functions and practices. Emphasizes the nature and function of governing structures, the basic frameworks for organizational analysis and the role of leadership in the decision making process in higher education with particular emphasis on universities.

COURSE RATIONALE:

This course is designed specifically for current or future administrators in higher education. This course fulfills part of the higher education core courses for the doctorate in higher education administration.
CHALLENGE:

Serving as an administrator in a college or university today is no picnic. It has never been an easy job, but it perhaps been made more difficult recently by a deluge of new technologies, merciless public scrutiny, critical consumers, intrusive government regulations, a decline in civil discourse, a growing sense of normlessness, and a creeping suspicion that the whole enterprise in no longer manageable. The list of current issues facing higher education is truly daunting: governance, finance, access, diversity, federal and state relations, planning, content, delivery, assessment, technology, and relationship with schools and schooling. Most of these issues suggest change, sometimes major change, for many campuses. How will the institutions respond to these challenges? What will their leaders do? And who are their leaders? (Davis, J. R. (2003). *Learning to lead: A handbook of postsecondary administrators*. Westport, CT: Praeger Publishers, xii.)

...universities and colleges can be a great better than they are—that their “respectable B” can be transformed into a “solid A” without massive infusion of funds. The case in a nutshell is this: Participation rates have soared, but schools have not fully embraced the educational needs and competencies of their broadened constituencies. Institutional behavior has become increasingly market driven, but the markers generally reward prestige—they don’t gauge the true quality of education, and therefore produce a perverse set of incentives. Policy-makers don’t understand the economic behavior of universities, and the universities themselves know too little about their costs and the degree of cross subsidy among programs. Faculty lack needed understanding of education quality and how to produce it at optimal cost levels, they don’t know how to measure it, and their incentive system doesn’t reward efforts to improve. Finally, technology is disrupting the status quo by changing everything from the production of education to the scope and intensity of competition . . . . (Massy, W. F. (2003). *Honoring the trust: Quality and cost containment in higher education*. Bolton, MA: Anker Publishing Company, Inc., 5.)

The first rule of business is the same as the first rule of life: Adapt or die.
COURSE OBJECTIVES:

1. To provide an overview of organizational structures, functions and dynamics of institutions of higher education.
2. To develop knowledge of organizational models and concepts that are useful in understanding higher education institutions.
3. To develop skill in applying those models and concepts to the analysis of the problems and the dynamics of higher education.

REQUIRED TEXTS AND OPTIONAL RESOURCES:

REQUIRED:


OPTIONAL:


Each student should establish a reading program that is broad-based and focuses on his/her own interest in higher education administration. Suggested periodicals include:

**RELATED WEB RESOURCES:**

- American Association of University Professors (AAUP)
- American Council on Education (ACE)
- Association of American Colleges and Universities (AAC&U)
- Association of Governing Boards of Universities and Colleges (AGB)
- The Chronicle of Higher Education
- College and University Personnel Association (CUPA)
- Department of Education
- Education Commission of the States
- EduCause
- National Association of College and University Business Officers (NACUBO)

**REQUIREMENTS:**

1. **Participation.** Participate in class, group activities, discussions in class and on the Internet discussion list, and roundtables. Report informally through feedback reports on your individual plan of growth, reaction to your readings and group learning activities. Become familiar with texts and other course materials as assigned. Review other contemporary literature on university administration.

2. **Roundtables.** Collaborate with the instructor in preparing the learning activities to facilitate the class' understanding of the issues and recommendations from the study of major topics in leading universities. You will coordinate a panel discussion or audio roundtable with university leaders as a portion of your presentation.

3. **Research.**

   *Learning Proposal*

   "The learning college engages learners as full partners in the learning process, with learners assuming primary responsibility for their own choices" (O'Banion, 1997, p. 49).

   Develop a learning proposal, consistent with your Individual Learning Plan, from the options below (but not limited to) in order to further your research and understanding in the instructional leadership field.
Options*

- Case study of the state delegations presenting at the Reverse Transfer Policy Summit
- Conference-type presentation
- Journal submission for possible publication
- Conduct a literature based analysis of a major topic

*Note that the final product for the above research options should be the equivalent of approximately 20-25 pages double spaced typed plus references.

4. Final Exam. Take home final exam will be distributed to you two weeks prior to the end of the semester. You will complete the examination at home and discuss your findings with the class during the last class meeting.

WEIGHT GIVEN TO PARTICIPATION AND ASSIGNMENTS
(A = 96-100, A- = 91-95, B+ = 86-90, B = 81-85, C+ = 76-80, C = 75 or Below)

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<tr>
<th>PRODUCTS FROM COURSE</th>
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<tr>
<td>Participation</td>
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<td>Roundtable Facilitation</td>
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<td>Research</td>
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<td>Final Exam</td>
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<td><strong>TOTAL</strong></td>
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Please note that for all work submitted by students at UF, the students pledge, "on my honor, I have neither given nor received aid in doing this assignment." (Except as requested by the instructor in conducting team projects.)

Students with disabilities who need reasonable modifications to successfully complete assignments and otherwise satisfy course criteria are encouraged to
meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students must supply a letter from the UF Office of Students with Disabilities to assist in planning modifications and accommodations.

EDH 7635 Spring 2016--Course Schedule

Course Outline and Tentative Schedule
This course will be taught in a blended format with three weekend face to face meetings and the remainder of the class online via Canvas. The weekend sessions are scheduled January 22-23 in Orlando, March 11-12 Location TBA and April 22-23rd in Gainesville. Meeting times for the online segments will be at a mutually agreed upon time.

Module 1 – Course Overview (January 23, Orlando)

1. Introduction -- University Administration

2. Researching Literature on Universities -- Students Identify Critical Issues to Explore

Remaining course schedule will be finalized after the first class meeting in Orlando.