

GRADUATE PROGRAM IN HIGHER EDUCATION ADMINISTRATION

**MARXE SCHOOL OF PUBLIC AND INTERNATIONAL AFFAIRS
BARUCH COLLEGE
THE CITY UNIVERSITY OF NEW YORK**

**PROGRAM HANDBOOK
2019**

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1. OVERVIEW

The Master of Science in Education in Higher Education Administration (MSEd-HEA) at Baruch College's Marxe School of Public and International Affairs seeks to produce leaders and managers who are well-equipped to take on the challenges of the unique world of higher education. Our Program is ideally structured to meet the needs of people currently working in higher education who seek to advance their role and responsibilities. At the same time, the Program welcomes full-time students and those new to higher education. Whether you are currently in the field or looking to change careers, the program offers the framework needed to succeed in today's ever-changing higher education domain. Graduates pursue careers as executives, directors, coordinators, and analysts of programs and services on college campuses and beyond.

The Marxe Higher Education Program aspires not only to produce the talented leaders and managers who will effectively chart the futures of institutions of higher education, but also to produce leaders who will change public policy *writ large*; who will help develop educational systems and policies that promote equity in access to higher education and who will continue and enhance higher education's demonstrable successes in student learning and inquiry. Values of access, equity, excellence, diversity, and transparency infuse our programs and infuse the work of our graduates as well. We are especially interested in students gaining a deeper understanding of the role of higher education both in society and in their own lives.

The HEA Program takes full advantage of its location within one of the largest Schools of Public and International Affairs and the largest urban higher education system in the United States. Program offerings expose students not only to the more focused world of higher education administration, but also to the much broader and more comprehensive worlds of public and international affairs, and to the richness and complexity of the City University of New York. Students are encouraged to study with faculty from throughout the Marxe School, throughout Baruch, and throughout the City University of New York. The HEA Program's organizational location within the Marxe School, within Baruch, and within CUNY and its location in the heart of New York City make it an unparalleled opportunity for students interested in graduate study in higher education leadership.

The HEA Program focuses on four distinct substantive areas within higher education:

- The History and Structure of Higher Education

- Leadership in Higher Education

- Advancing the Academic Mission and Student Success, and

- Planning, Assessment and Institutional Research in Higher Education

Within – or across – these areas, students are asked to develop a “Personal Program Plan” that is particularly suited to their interests in higher education and to their aspirations for their future careers in higher education. The Program requires that students, early in their time at Baruch, prepare a formal statement of their personal goals for their program, and to specify the curricular path they plan to follow to achieve those goals. These statements can be revised as students progress through the HEA program. Students can also be guided through the development of this personal program plan by consulting the formal set of “Expected Competencies and Learning Objectives” developed by the HEA Program (and described in more detail below).

Students are also required to develop and maintain a “Portfolio” of their activities and accomplishments throughout the Program, one that demonstrates their progress towards – and ultimately their completion of – both their personal program plan and the formal competencies and learning objectives established by the Program. The HEA Program makes specific portfolio software available to students to assist them in organizing and preserving an example of their work in the programs. The completion of this portfolio is a critical element of the Program’s required Capstone course.

In the following sections, we provide additional detail on the Program’s Areas of Focus and Associated Courses, and on Competencies and Learning Outcomes that students completing the Program are expected to achieve upon graduating from the Program. We provide additional information on formal degree requirements, and admissions requirements for candidates interested in applying to the HEA Program.

2. AREAS OF FOCUS AND ASSOCIATED COURSES

Courses offered by the Graduate Program in Higher Education Administration are organized into six categories: the four substantive areas of focus described above, a set of courses associated with essential and fundamental skills for higher education leaders, and the Program’s forward-looking Capstone course.

The History and Structure of Higher Education

The History of U.S. Higher Education
Organizational Behavior in Colleges and Universities
Community Colleges
Global Higher Education (in development)

Fundamental Skills for Higher Education Leaders

Oral and Written Communication

Research for Educational Administrators
Research and Analysis

Leadership in Higher Education

Overview of Higher Education Leadership (in development)
Administrative Services in Higher Education
Public and Nonprofit Management
Higher Education Finance
Budgeting and Financial Analysis
Legal Issues in Higher Education
Collective Bargaining
Fundraising
Diversity in Higher Education
Higher Education, Politics and Public Policy

Advancing the Academic Mission and Student Success

Enrollment Management: Admissions and Retention (in development)
Student Affairs in Higher Education
Student Development
Curriculum and Instruction in Higher Education

Planning and Assessment in Higher Education

Planning, Accreditation, and Assessment in Higher Education (in development)

Looking Ahead

The Capstone, and The Future of Higher Education

3. THE STUDENT EXPERIENCE

How we offer instruction: Teaching and learning in Baruch's Program in Higher Education Administration take place in a variety of formats, and follow a variety of schedules. First and foremost, courses are offered at times and in formats that are responsive to the needs of students who are often juggling courses, job, and personal obligations. Courses are offered in traditional and technology-assisted formats, with traditional courses typically meeting once a week, in the early evening, for three-hour sessions. Courses are also offered in hybrid format, which usually consists of face-to-face meetings every other week, with online or individual work taking place at other times. Finally, some courses are offered fully online. Baruch HEA students can expect to experience each of these different course formats.

Furthermore, courses are offered throughout the calendar year, with the largest concentrations of courses offered in Fall and Spring semesters, from late August through December and again from late January through May. Smaller numbers of courses are offered during a January term, and two Summer terms. As students develop their “Personal Program Plans”, we strongly urge them to determine – in advance – the likely timing of courses in which they might be interested, to ensure that they are able to complete their desired Plan.

It is possible for a full-time student to complete the Program in 1½ calendar years, by taking advantage of both January and Summer offerings. Most students, however, attend part-time and typically complete the program in 2 to 3 calendar years.

Student Groups: The Marxe School offers several organized opportunities for students to informally gather to enhance their professional development. Student organizations at the Marxe School offer opportunities to network, build leadership skills, and form relationships that can last a lifetime. Each of our student clubs has its own Facebook page. We encourage you to “like” the page, and use it to sign up, engage, and maintain connections with other members.

Clubs include:

- The **Higher Education Administration Club** of Baruch College which promotes community building among Baruch and other students, alumni, and professionals in the field of higher education. The club meets and hosts events to provide opportunities for networking, educational and professional development. Learn more at: facebook.com/groups/baruchheaclub/
- The **IMPACT Club** brings awareness to political and social issues on campus, and offers its members various workshops on networking, career skills, and mentorship. Learn more at: facebook.com/baruch.impactclub
- **Baruch Grad Pride Society** promotes the representation of Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex and Straight-Allied graduate students in and around Baruch College to raise awareness about issues affecting the community through professional development, civic engagement and advocacy programming. For more information, contact baruchpride@gmail.com or look us up on Facebook at facebook.com/baruchpride

Student Opportunities: The Marxe School provides a wide range of student opportunities for professional development, employment, financial aid, internships and placements – in local, national and global settings. Updated descriptions of each of these types of opportunities can be found on the “Student Opportunities” page of the Marxe School web page: <http://www.baruch.cuny.edu/mspia/student-opportunities/index.html>

4. EXPECTED COMPETENCIES AND LEARNING GOALS:

The Program in Higher Education Administration at Baruch’s Marxe School has established sets of “competencies” and “learning goals” that all Program graduates are expected to achieve. The HEA Program is dedicated to the overarching value of transparency in higher education. Toward that end, we not only teach about accountability but we also embed accountability into the fabric of our program. The following sets of Competencies and Learning Goals not only serve to guide students through the Program, they also serve as the benchmarks against which the Program judges the effectiveness of our work.

HEA Program Learning Goals Students completing the HEA program will be able to:
1. Demonstrate a comprehensive understanding of higher education administration as a discipline.
<ul style="list-style-type: none"> A. Distinguish between the different types of academic institutions and understand the diverse organizations and units that function within. B. Demonstrate an understanding of policies and stakeholders within academic institutions. C. Articulate the processes related to the management of academic institutions. D. Articulate historical knowledge of higher education administration within the United States and its impact on the nation and abroad.
2. Analyze, think critically, and problem solve within higher education.
<ul style="list-style-type: none"> A. Analyze and draw valid conclusions from social science research such as policy, applied, or evaluation research related to higher education. B. Apply social science or evaluation research findings to public policy questions and decision making situations within higher education.
3. Communicate and interact effectively with a highly diverse set of constituencies within the field of higher education.
<ul style="list-style-type: none"> A. Produce oral presentations that articulate purpose, utilize evidence, and are tailored to an audience’s level of experience and needs. B. Write documents that articulate purpose, utilize evidence, and are tailored to an audience’s level of experience and needs. C. Demonstrate an understanding of the role of cultural competence in effective communication.
4. Articulate a full awareness of the values cultivating a positive and effective higher education environment.
Demonstrate an understanding of varied and conflicting values that are part of the higher education landscape and their relationship to management or decision making.

5. Demonstrate preparedness to lead and manage within the field of higher education.

Articulate knowledge of higher education administration issues and demonstrate the ability to use appropriate information, communication, and pertinent values to make recommendations toward a solution.

5. PROGRAM REQUIREMENTS

Each student must complete 36 credits (12 courses) to receive the MEd degree. These include 7 required courses and 5 elective courses.

Elective courses may be selected from among those listed above in the section on “Areas of Focus and Associated Courses”, or from other relevant courses offered throughout the Marxe School, Baruch or CUNY. Prior approval must be received from a student’s advisor before any course not on the above list can be approved as an elective. Proposed elective courses should be an integral part of each student’s “Personal Program Plan”.

All students are required to develop a personal program plan, before the end of their first year of enrollment, and to update that plan – as needed – throughout their enrollment. Students are also required to maintain a portfolio that contains examples of all their accomplishments while enrolled. Both this plan and the portfolio will form the foundation on which each student’s Capstone course will be built.

Students without at least one year of full time administrative work experience in higher education are also required to complete an additional 3-credit internship for a total of 39 credits.

Required Courses

The History of U.S. Higher Education (PAF 9330)

Public and Nonprofit Management (PAF 9120)

(or Organizational Behavior in Colleges and Universities (PAF 9302)

Student Affairs in Higher Education (PAF 9336)

The Financing of Higher Education (PAF 9339)

Research for the Educational Administrator (PAF 9317)

(or Research and Analysis I (PAF 9170)

Administrative Services in Colleges and Universities (PAF 9308)

Capstone Seminar and the Future of Higher Education (PAF 9390)

6. PROGRAM FACULTY

Full-time

WILLIAM CASEY BOLAND

Assistant Professor, PhD, University of Pennsylvania

Dr. William Casey Boland is an assistant professor in the Austin W. Marxe School of Public and International Affairs at Baruch College. Dr. Boland's research explores the impact of state and federal public policies on higher education, particularly minority serving institutions (MSIs). This includes how state accountability policies affect college outcomes, the relationship between finance public policies and social mobility, and the role of politics in policymaking for postsecondary education. His work has been published in the American Education Research Journal, Research in Higher Education, the British Journal of Sociology of Education, Educational Policy, Contemporary Issues in Higher Education: Core Concepts in Higher Education Series, and Education Sciences. He has presented at the annual meetings of the American Educational Research Association (AERA) and the Association for the Study of Higher Education (ASHE). Dr. Boland previously taught courses in higher education administration at the University of Pennsylvania. He also served in administrative roles in the Jerome Fisher Program in Management and Technology at the University of Pennsylvania and the Office of Special Programs in the School of Environmental and Biological Sciences at Rutgers University.

LIZA BOLITZER

Substitute Assistant Professor, PhD, Columbia University

Dr. Liza Ann Bolitzer is an adjunct assistant professor of higher education administration at Baruch College's Marxe School of Public and International Affairs. She received her doctorate in Higher and Postsecondary Education from Teachers College, Columbia University. Her research focuses on how college faculty and higher education professionals learn to advance college students' learning and development. She is particularly interested in the ways in which people who work at institutions that serve a diverse student body create their own opportunities for professional growth, and how colleges and universities can better support those efforts. Dr. Bolitzer has published in New Directions for Higher Education and The Encyclopedia of Diversity in Education, and presented at the annual conferences of the Association for the Study of Higher Education (ASHE), the American Educational Research Association (AERA) and the International Congress of Qualitative Inquiry (ICQI). Prior to completing her doctorate, she was the project manager for MetroCITI: A Multi-Institutional Professional Development Institute and served as an instructor of research methods in the Department of Organization and Leadership at Teachers College, Columbia University.

Dr. Bolitzer teaches courses on research methods, diversity in higher education, and teaching and learning in higher education, as well as both the Program's introductory and capstone courses.

JAMES MCCARTHY

Distinguished Lecturer

James McCarthy has held senior faculty and leadership positions at Johns Hopkins, Columbia, The University of New Hampshire, and Baruch, where he served as Provost and Senior Vice President for Academic Affairs. He also served as President of Suffolk University, and as a consultant for strategic planning and academic technology at universities throughout the United States.

He has conducted demographic and public health research in the United States, Europe, Latin America and the Middle East, and has published extensively in leading journals in a number of fields. He received his Ph.D. from Princeton; his M.A. from Indiana; and his A.B. from Holy Cross, all in Sociology.

He currently serves as the Director of the Higher Education Program, and as Interim Provost and Senior Vice President for Academic Affairs at Baruch.

Part-time**CHRISTOPHER ADAMS**

Adjunct Associate Professor

Christopher Adams is Vice President for Student Affairs, at Suffolk County Community College, on Long Island. Previous to this appointment he was Executive Assistant/Chief of Staff to the President at SCCC, Executive Administrator of the Teachers College Reading and Writing Project at Teachers College – Columbia University, Director of Event Management, Associate Director of Student Leadership Development, and Assistant Director of Student Activities at Hofstra University

He has extensive experience teaching a wide array of courses in the Higher Education Administration Program, including courses on Community Colleges, Student Development and Student Affairs,

He has a B.S. degree from Southern Connecticut State University; an M.S. from Hofstra University; and an Ed.D. from Hofstra University

HOWARD BUXBAUM

Howard Buxbaum is a Principal at PHB consulting which provides management consulting for colleges, universities and other not for profit organizations, He was Vice President for Finance and Administration at Bloomfield College prior to his retirement. He previously held senior finance and planning positions at Drew University, New Jersey City University, Bank Street College and the University of Medicine and Dentistry of New Jersey (now part of Rutgers). Mr. Buxbaum was active with the Eastern Association of College and University Business Officers, serving on the NYC Professional Development Committee, presenting at conferences and

authoring several articles.

Mr. Buxbaum also served in New York State Government in Albany. He was involved in major changes in State special education laws and the launch of the WIC program. Mr. Buxbaum is a board member of several community based not for profit organizations.

He holds a Masters Degree in Economics from Binghamton University and attended the higher education leadership program at Harvard University.

Mr. Buxbaum teaches The Financing of Higher Education

TERENCE PEAVY

Terence Peavy is currently the Assistant Vice President for Enrollment Management at Fashion Institute of Technology- State University of New York (SUNY). He has over 25 years of higher education experience and has held executive roles in enrollment management at Metropolitan College of New York, Saint Peter's University and The New School. He began his professional career at Fordham University as an admission counselor in 1993. Terence is a Board of Trustee member at York College of Pennsylvania and volunteers as a peer reviewer for Middle States Commission on Higher Education.

Terence obtained his BA degree from York College of Pennsylvania in Speech Communications. He holds a MSED degree in Educational Supervision and Leadership from Fordham University and is currently a doctoral student in the organizational leadership studies program at Northeastern University in Boston, MA.

LINDA SHATZER

Adjunct Lecturer

Linda Shatzer is currently the Director of Change Management in the CIS organization of CUNY. Prior to CUNY, she was a V.P. at AT&T in consumer marketing services. Her publications are in the field of distance learning. She has presented at national and international conferences of the topic of Change Management in Higher Education. She serves on the Board of Directors of the New York State ACE Women's Network as its public relations officer.

She holds a BA and MA in English from Brooklyn College, CUNY and Ph.D. in Communications from Rutgers University.

RONALD SPALTER

Adjunct Lecturer

In his 40 years as a CUNY administrator, Ron Spalter has served in key administrative capacities at Graduate, Baccalaureate, and Associate Degree granting institutions. In his current position,

he has responsibilities for pursuing the University's goals with respect to productivity and efficiencies, emergency management, sustainability, and change management relating to the introduction of new information systems and practices.

He has taught business management at Borough of Manhattan Community College and Higher Education Leadership at the graduate level at the Steinhardt School of Culture, Education and Human Development at New York University.

He holds a BS from Long Island University and a MBA from New York University.

JOHN WOLF

Adjunct Assistant Professor

John B. Wolf served for almost 30 years in the Office of General Counsel of Rutgers, the State University of New Jersey. During that time he was the University's chief labor counsel representing Rutgers in collective bargaining matters involving 13 bargaining units. He has appeared in state and federal courts and has argued before the New Jersey Supreme Court.

He also served as the University's Senior Vice President and General Counsel when the State of New Jersey passed the historic Medical and Health Sciences Education Restructuring Act. In that role he led the legal team that counseled Rutgers on all financial, governance, legal and policy issues involving the integration into Rutgers of most units of the University of Medicine and Dentistry of New Jersey

He has taught and lectured widely on higher education legal issues. He has served as a law school site evaluation team member for American Bar Association accreditation reviews. He currently serves on the board of trustees of two tax-exempt public charities.

In addition to teaching at the Marxe School of Public and International Affairs, Mr. Wolf serves on several labor arbitration and mediation panels.

He holds an A.B. in anthropology and political science from Vassar College and later served on its Board of Trustees. He holds a J.D. from Emory University.

7. ADMISSIONS POLICIES AND PROCEDURES

To apply to the Program, please consult the Admissions website for the Marxe School, which can be found at:

<http://www.baruch.cuny.edu/mspia/admissions/graduate-admissions/index.html>

The best and most current information on the entire graduate admissions process, including for the Higher Education Administration Programs, can be found at this link. This link provides

information on the MEd Programs in Higher Education, as well as on Master of Public Administration Programs and the Masters of International Affairs Program.

Please note that the MEd Program does not require applicants to submit GRE scores. Applicants do, however, have the option of submitting GRE scores with their application material. (THIS STATEMENT IS UNDER CONSIDERATION)

If you have questions, please contact the Austin W. Marxe School of Public and International Affairs' Office of Graduate Admissions and Enrollment Services at mSPIA.admissions@baruch.cuny.edu or call 646-660-6750.

8. CAREER SERVICES AND JOB PLACEMENT

Graduates of the Marxe School's Program in Higher Education Administration have moved on to very successful careers in a variety of higher education settings, as well as to further study of higher education at the doctoral level.

Detailed and current information on the extensive career services provided by the Marxe School can be found at the following link to the School's Graduate Career Services Office:

<http://www.baruch.cuny.edu/mSPIA/career-services/index.html>

HEA Career Outcomes and Trajectories

To demonstrate the immediate and long-term career success enjoyed by graduates of the Marxe Higher Education Program, we present three set of indicator below. First, we present the names of institutions at which HEA graduates from 2016-2017 are currently working, and the title of their positions. The vast majority of recent graduates, at the time of the most recent survey, were working (92% of graduates completed the survey and, of those, 95% were working). Many continue to work where they were working when they were students, but approximately 20% found new employment since graduating from the MEd Program.

Longer term, HEA alumni migrate to other institutions, in other locations, and with much more advanced positions. The second panel below presents – separately – a sample of institutions at which HEA grads currently work, and their job titles.

HEA grads also have pursued doctoral studies in higher education leadership. The third panel

OUTCOMES FOR GRADUATES FROM 2016-2017: EMPLOYERS AND JOB TITLES

Pace University – Coordinator, Student Affairs

University of Southern California – Career Advisor for the Annenberg School for Communication and Journalism
 Columbia University School of Professional Studies – Associate Director, Student Engagement and Operations
 Princeton University – Assistant, Office of the Dean, School of Architecture
 Macaulay Honors College at CUNY – Macaulay Academic Advisor Liaison
 Stevens Institute of Technology – Director of Pre-College Programs
 New York University – Recruitment Assistant
 Bronx Community College – Academic Success Coach
 Hostos Community College – Senior Success Coach
 Baruch College – Program Coordinator, Division of Continuing Education and Professional Studies
 ASA College – Executive Assistant to the President
 Queens College – Director of Undergraduate Recruitment
 CUNY Graduate Center – Assistant Program Officer, Speech Language Hearing Sciences
 Medgar Evers College – Enrollment Registrar Coordinator
 Institute of International Education – Advisor
 Mount Sinai Beth Israel – Academic Coordinator

LONG TERM EMPLOYMENT OUTCOMES FOR HEA GRADS

We have gathered the following data from the Marx School alumni database, which has detailed records of more than 300 HEA Program graduates who are currently working in higher education, the public sector, and non-profit and for-profit organizations. They represent large numbers of higher education managers and leaders throughout CUNY, SUNY, New York City area colleges and universities, and colleges and universities throughout the United States.

The examples presented below are selected from the larger database.

Selected Institutions at which HEA grads are currently employed

CUNY

Baruch	Kingsborough Community College
Baruch College Fund	LaGuardia Community College
Borough of Manhattan C C	Lehman College
Bronx Community College	Macaulay Honors College
Brooklyn College	Medgar Evers College
City College of New York	Newmark School of Journalism
College of Staten Island	NYC College of Technology
CUNY Central	Queens College
CUNY Graduate Center	Queensborough Community College
Guttman Community College	Research Foundation of CUNY
Hostos Community College	School of Professional Studies
Hunter College	Sophie Davis Medical School
John Jay College	York College

SUNY

Fashion Institute of Technology
College of Optometry
Delhi
Downstate Med Center

Empire State College
Nassau County Comm College
Old Westbury
Ulster

TRI-STATE AREA COLLEGES AND UNIVERSITIES

Adelphi University
Bank Street College
Barnard College
Berkeley College
Concordia College
Farleigh Dickenson University
LIM
Long Island University
Marymount Manhattan College
Mercy College
Metropolitan College
Middlesex County Comm College
Monroe College
Montclair State University
New York Institute of Technology
New York Law School
New York University
New York Presbyterian Med Center
Pace University

Princeton Theological Seminary
Polytechnic University
Raritan Valley Comm College
Rutgers University
Sacred Heart University
St. Francis College
St. John's University
St. Joseph's College
School of Visual Arts
Teachers College
Cooper Union
The Julliard School
The New School
Touro College
UMDNJ
Vaughn College
Wagner College
Weill Cornell Med Center
William Patterson University

NATIONAL COLLEGES AND UNIVERSITIES

The Johns Hopkins University
Johnson and Wales University
LaTrobe University
Mass Coll of Pharm and Health Sci
University of Missouri-Columbia
University of Maryland
University of Central Missouri

University of Illinois – Chicago
University of Indianapolis
UMASS – Lowell
University of Minnesota-Twin Cities
University of Rhode Island
Wayne State University

Selected Current Senior Position Titles of HEA grads

Admissions Director	Director of Alumni Relations
Assistant Dean	Director of Graduate Admissions
Associate Director of Campus Life	Director of Research
Associate Director of Financial Aid	Director of Student Activities
Assistant Vice President – Student Success	Director of Student Life
Associate Vice President	Director of Student Services
Chair of the Board	Registrar
Chief of Staff	Senior Manager
Dean of University College	Vice President for Administration and Planning
Director of Academic Achievement	Vice President for Student Affairs
Director of Admissions	Vice President for IT

GRADUATES PURSUING ADVANCED DEGREES

In addition to careers in higher education administration and leadership, some students – either directly after completing their MEd, or after working for some time – have completed doctoral studies in higher education, usually professional doctoral studies that open up more senior leadership opportunities in colleges, universities, and systems of higher education. In recent years, HEA students have ~~been~~ pursued doctoral studies at the following institutions.

City University of New York (Urban Education)

Hofstra University (Education Policy and Leadership)

Iowa State University (Social and Cultural Studies of Education)

Northeastern University (Higher Education Administration and Organizational Leadership Studies)

SUNY - Stony Brook (Cultural Analysis and Theory)

University of Maryland (Student Affairs)

University of Pennsylvania (Higher Education)

University of Twente, The Netherlands (Higher Education Policy Studies)