Learning Portfolio Requirements and Artifacts for MA Students with a focus in Higher Education Administration

The purpose of this document is to provide general guidelines and instruction related to completing essays that pertain to the standards established for MA students who have a focus in higher education administration.

Students are to write an essay that is specific to the language in each identified standard and each descriptor included under the standard. In each essay, students are to identify their knowledge and/or skills supported by theory, research, and related class assignments using appropriate APA citations and references.

For each standard, students are required to include a minimum of two artifacts, including the artifact cover sheets. Students may use a particular artifact no more than two times in the entire portfolio, and when used more one than once, students must explain the use of the artifact as it applies to the specific wording in the standard and/or descriptor. Specific content and artifact suggestions are made below. Students are not required to include all content and artifact suggestions in their essays. The sole purpose in providing the suggestions is to simply help guide the student in preparing each essay. Again, each essay must be specific to the applicable standard and descriptors.

**Domain 1: Organization and Leadership**

**Standard 1: Vision**: High performing leaders have a personal vision for their institution and the knowledge, skills, and dispositions to develop, articulate, and implement a shared vision that is supported by the governing body and the community. The leader:

1. Understands and clearly communicates the shared vision of the institution;
2. Uses critical thinking and problem solving techniques to define problems and identify solutions;
3. Engages in data analysis for instructional planning and improvement;
4. Utilizes, directs, and supports the administrative structures in place for strategic planning and institutional advancement;
5. Provides evidence of delegation and trust in subordinate leaders; and
6. Plans for succession management in key positions.

**Suggested Specific Content Requirements:**

1. On Task, On Time: The Development of Florida Gulf Coast University (McTarnaghan)
2. The Shaping of American Higher Education (Cohen & Kisker)
3. Carnegie Foundation for the Advancement of Teaching resources
4. Center for Postsecondary Research at Indiana University resources
5. Mission statements, institutional guiding principles, legislation, laws, strategic plans, planning documents and/or other related documents specific to institutional vision and communication of the same.

**Suggested Artifacts:**

1. Course assignments, activity/discussion forums, research papers, and related interviews/videos.
2. Organizational vision statements, guiding principles, reports, and/or speeches.

**Standard 2: Decision Making Strategies**: High performing leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous institutional improvement. The leader:

1. Generates a focus on student and professional learning in the institution that is clearly linked to the strategic plan;
2. Evaluates, monitors, and provides timely feedback to institutional constituencies on the effectiveness of the institution in achieving goals;
3. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed; and
4. Uses critical thinking and problem solving techniques to define problems and identify solutions.

**Suggested Specific Content Requirements:**

1. On Task, On Time: The Development of Florida Gulf Coast University
2. Data-based decision making
3. Carnegie Foundation for the Advancement of Teaching resources
4. Center for Postsecondary Research at Indiana University resources
5. Integrated Postsecondary Education Data System (IPEDS)
6. National Center for Education Statistics
7. Council for Higher Education Accreditation
8. Seduction of the Leader manuscript
9. Theories and decision making models
10. Communication strategies and practices
11. Strategic planning documents and/or other related documents specific to institutional decision making processes and communication of the same.

**Suggested Artifacts:**

1. Course assignments, activity/discussion forums, research papers, and related interviews/videos.
2. Reports generated that assist in making informed decisions.

**Standard 3: Financial Resources and Facilities**: Institutional programs and services must demonstrate efficient use and responsible stewardship of fiscal resources and facilities consistent with institutional protocols. The leader:

1. Assures that programs and services have adequate, accessible, and suitably located facilities and equipment to support the mission and goals of the institution;
2. Assures that programs and services have adequate fiscal resources to achieve goals of the institution;
3. Utilizes an effective, integrative, and broad based planning process for institutional budgeting;
4. Engages in continuous comprehensive analysis to track revenues, expenditures, unmet needs of a given unit, and the impact on students and the institution as a whole;
5. Maximizes budget flexibility to accommodate fluctuations in enrollment, revenues, expenditures, and contingencies;
6. Anticipate changes in economic, political, and regulatory environment that impacts institutional budgets; and
7. Adheres to rules and regulations as they pertain to various funding sources for the institution such as financial aid, grants and contracts, and tuition and fees.

**Suggested Specific Content Requirements:**

1. A Guide to College & University Budgeting
2. National Association of College & University Business Officers (NACUBO)
3. Budget Models
4. Laws, rules and regulatory requirements as they pertain to allowable expenditures
5. Strategic Planning documents
6. “Perspectives” series of articles
7. Financial Trends in Higher Education
8. Transitioning to a New Budget Model
9. Diagnosing Fiscal Fitness

**Suggested Artifacts:**

1. Course assignments, activity/discussion forums, and related interviews/videos.
2. Research paper
3. Reports, correspondence, planning documents, and/or other resources collected pertaining to university budgeting, funding sources, budget cycles, and continuous analysis.

**Domain 2: Institutional and External Relations**

**Standard 4: Community and Stakeholder Partnerships**: **High performing leaders collaborate with business and community members, respond to diverse community interests and needs, and work effectively within the larger organization to mobilize community resources.**

1. Actively listens to and learns from students, staff, parents, and community stakeholders;
2. Maintains high visibility in the community and regularly engages stakeholders in the work and plans of the institution;
3. Creates opportunities within the institution to engage students, faculty, and community stakeholders in constructive conversations about important institutional issues and initiatives;
4. Provides coordinated service activities that benefit community stakeholders and incorporates service learning in educational programs; and
5. Engages in fund raising that will benefit the institution.

**Suggested Specific Content Requirements:**

1. On Task, On Time: The Development of Florida Gulf Coast University
2. Communication strategies and mediums
3. Community and business partnerships
4. Fund raising campaigns
5. Interviews with University Advancement leaders
6. Partnership agreements and collaborative programs
7. Examples of fundraising campaign

**Suggested Artifacts:**

1. Course assignments, activity/discussion forums, research papers, and related interviews/videos.
2. Specific examples of institutional outreach programs and partnerships.

**Standard 5: Human Resource Development**: **High performing leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer. The leader:**

1. Employs an administration and faculty with the instructional and administrative proficiencies needed for the institution;
2. Identifies and cultivates potential and emerging leaders;
3. Promotes teacher-leadership functions focused on instructional proficiency and student learning;
4. Ensures that staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts;
5. Develops sustainable and supportive relationships between school leaders, parents, and community, higher education and business leaders;
6. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
7. Provides resources and time and engages faculty in effective individual and collaborative professional learning that will benefit instruction throughout the school year.

**Suggested Specific Content Requirements:**

1. Rentz’s Student Affairs Practices in Higher Education
2. The Shaping of American Higher Education (Cohen & Kisker)
3. On Task, On Time: The Development of Florida Gulf Coast University
4. Leadership theory and application
5. Evaluation
6. Speaker’s Bureau
7. Emergency response plans
8. Curriculum and hiring practices for disciplines
9. Succession planning

**Suggested Artifacts:**

1. Course assignments, activity/discussion forums, research papers, and related interviews/videos.
2. Institutional professional development programs for employees and students
3. Learning communities

**Standard 6: Technology:** High performing leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities. The leader:

1. Assures that the institution has adequate technology to support the achievement of mission and goals;
2. Explores the use of technology to enhance delivery of programs and services;
3. Maintains policies and procedures that address the security, confidentiality, and back-up of data, as well as compliance with privacy laws;
4. Develops plans for replacing and updating existing hardware and software as well as plans for integrating new technically-based or supported programs, including systems developed internally by the institution, systems available through professional associations, or private vendor-based systems; and
5. Utilizes appropriate technologies for communication and collaboration.

**Suggested Specific Content Requirements:**

1. Rentz’s Student Affairs Practices in Higher Education
2. The Shaping of American Higher Education (Cohen & Kisker)
3. Technology Support

**Suggested Artifacts:**

1. Course assignments, activity/discussion forums, research papers, and related interviews/videos.
2. Technology replacement plans
3. Examples of the use of technology in the classroom and at an institution

**Domain 3 Professional and Ethical Leadership**

**Standard 7 Ethical Leadership**: **High Performing leaders act with professionalism, integrity, fairness, and honesty in an ethical manner. The leader:**

1. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
2. Establishes appropriate deadlines for him/herself and the entire organization;
3. Manages schedules, delegates, and allocates resources to promote collegial efforts in institutional
4. improvement and faculty development;
5. Is fiscally responsible and maximizes the impact of fiscal resources on institutional priorities;
6. Adheres to the Code of Ethics established by the institution;
7. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the institution and community at large;
8. Demonstrates willingness to admit error and learn from it; and
9. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

**Suggested Specific Content Requirements:**

1. On Task, On Time: The Development of Florida Gulf Coast University
2. The Law of Higher Education (Kapan & Lee)
3. United States Constitution
4. Florida Constitution
5. Code of Ethics (both student and employee)
6. What is ethical leadership?

**Suggested Artifacts:**

1. Course assignments, activity/discussion forums, research papers, and related interviews/videos.
2. Examples of unethical behaviors
3. Legal cases/briefs, team projects, and/or article reviews

**Standard 8 Diversity**: **High Performing leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, institution, and community at large. The leader:**

1. Creates and maintains an educational and work environment that is welcoming, accessible, and inclusive to persons of diverse backgrounds;
2. Ensures an environment that is equitable, non-discriminatory, and free from harassment;
3. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
4. Advocates for greater sensitivity to multi-cultural and social justice concerns by the institution and its personnel;
5. Modifies or removes policies, practices, facilities, structures, systems, and technologies that limit access, discriminate, or produce inequities; and
6. Fosters communication that deepens understanding of identity, culture, self-expression, and heritage.

**Suggested Specific Content Requirements:**

1. Rentz’s Student Affairs Practices in Higher Education
2. The Shaping of American Higher Education (Cohen & Kisker)
3. United Nations Educational, Scientific, and Cultural Organization (UNESCO)
4. International Association of Universities (IAU)
5. Diversity Initiatives
6. The Law of Higher Education (Kapan & Lee)
7. United States Constitution
8. Florida Constitution

**Suggested Artifacts:**

1. Course assignments, activity/discussion forums, research papers, and related interviews/videos.
2. Legal cases/briefs, team projects, and/or article reviews
3. Programs and activities that promote diversity

**Domain 4 Student Success**

**Standard 9 Learning, Accountability and Assessment**: High performing leaders promote a positive learning culture, provide an effective instructional program, monitor the success of all students in the learning environment, and align the curriculum, instruction and assessment processes to promote effective student performance. The leader:

1. Promotes institutional programs composed of core knowledge and content that bridges practice to theory;
2. Enables faculty and staff to work as a system focused on student learning;
3. Generates high expectations for learning growth by all students;
4. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
5. Ensures student learning results are evidenced by the student performance and growth on assessments; faculty and administrative assessment of the curriculum; and other indicators of student success adopted by the applicable governing board(s), state, national, and international assessments;
6. Uses assessments that include direct and indirect evaluation and use of qualitative and quantitative methodologies, as appropriate, to determine whether and to what degree the stated mission, goals, and intended outcomes are being met as effectively and efficiently as possible; and
7. Provides recurring monitoring and feedback on the quality of the learning environment.

**Suggested Specific Content Requirements:**

1. Handbook of the undergraduate curriculum (Gaff & Ratcliff)
2. Letting our Presuppositions Think for Us (Egan)
3. Rentz’s Student Affairs Practices in Higher Education
4. Florida Board of Governors (Regulations and Academic Program Inventory)
5. Florida Statutes
6. Institutional processes and procedures for curriculum development and evaluation
7. Integrated Postsecondary Education Data System (IPEDS)
8. National Center for Education Statistics
9. Council for Higher Education Accreditation

**Suggested Artifacts:**

1. Course assignments, activity/discussion forums, research papers, and related interviews/videos.
2. Retention research in higher education
3. Reports, correspondence, planning documents, and/or other resources collected pertaining to learning communities, accountability, and/or assessment.
4. Student Assessment of Instruction

**Standard 10 Student Personnel Services**: High performing leaders ensure an efficient, coordinated and effective environment for students both in and out of the classroom that focuses on student success and satisfaction. The leader:

1. Structures and organizes a division of student affairs that is consistent with the overall mission and guiding principles of the institution;
2. Promotes collaboration among senior leadership in academic affairs, student affairs, administrative services, and advancement to enhance communication and solve problems;
3. Utilizes a variety of student personnel services that include, but are not limited to: admissions, academic advising, orientation, recreation services, multicultural student services, housing/residential life, student health, adaptive/disability services, leadership opportunities, and service learning programs;
4. Initiates and supports continuous improvement processes focused on the students’ opportunities for success and well-being; and
5. Promotes a campus climate that is welcoming, supportive, and supports student engagement.

**Suggested Specific Content Requirements:**

1. Rentz’s Student Affairs Practices in Higher Education
2. National Association for Student Personnel Administrators (NASPA)
3. American College Personnel Association
4. Competency Areas for Student Affairs
5. Principles of Good Practice in Student Affairs
6. Student Personnel Point of View (1937 & 1949)

**Suggested Artifacts:**

1. Course assignments, activity/discussion forums, research papers, and related interviews/videos.
2. Evolution of student personnel services
3. Research paper