

HIED 712: Administration of Higher Education
Bowling Green State University
Spring 2007

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Catalog description: This seminar involves an exploration of the functional areas/skills that contribute to the effective administration of higher education institutions. Emphasis will be placed on planning, leadership, personnel administration, and fiscal management. Prerequisite: HIED 711 recommended.

Goal of the course: This course is intended to help students learn about the administration of institutions of higher education in the United States so that they may be more effective managers and leaders in those institutions.

Course objectives: This course is designed to help students:

1. Comprehend significant issues, problems, and possibilities that confront administrators of higher education in the U.S.
2. Review some of the various management systems and models of leadership that are popular in higher education.
3. Reconcile the tension between management and leadership so as to make these concepts complementary in practice.
4. Gain an appreciation for the role that resource management plays in the achievement of educational outcomes.
5. Formulate a philosophy of financing educational programs that respects the need for prioritization and strategy in decision-making and advocacy.
6. Become a more reflective, ethical, and effective administrator within the context of higher education.
7. Communicate about the foregoing on a professional level in oral and written forms.

Required readings:

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

Kouzes, J.M. & Posner, B.Z. (2003). *Exemplary leadership*. San Francisco: Jossey-Bass Publishers

Walker, D. E. (1979). *The effective administrator*. San Francisco: Jossey-Bass Publishers.
Class Handouts as assigned

Course assignments:

Case analysis papers (2 x 10% each = 20%)

You will be provided with two cases to analyze in writing. The papers should be double spaced, with one-inch margins, pages numbered and stapled (please no covers or paper clips), and no more than 1000 words (approximately 4 pages). Please count and indicate the number of words at the end of the paper.

I will provide a list of questions you might consider as a guide to the content of these papers. Please bring enough copies of your papers to share with your fellow students. We will discuss each case in class.

Administrative Leadership Issue Interview & Presentation (Paper= 10%; Presentation = 10 % for total of 20%)

Interview a college/university administrator who you admire and/or from whom you have reason to believe you could learn. Write a reflective paper of around 1,500 words (six double-spaced pages) and give a class 15-20 minute presentation about the interview. You will identify the issue facing this administrator, how the administrator's approach to dealing with it illuminates the theories being espoused through the readings of this course, and your own reaction to what the administrator had to say. The due dates of this assignment will vary according to the topic functional area chosen. This will be determined by the end of the second class period.

Program Analysis Paper (30%)

The most significant assignment of the course is intended to develop your acuity in analyzing the extent to which a particular "program" within your area of administrative interest has succeeded in achieving its intended educational service outcomes. More specific details of this assignment will be handed out in class, but the central questions to be addressed include:

1. How are the intended outcomes of the program aligned with the institution's mission?
2. What champions were needed to advocate on behalf of launching this program?
3. What has been the importance of ownership in the administration of the program?
4. What has been the importance of collaboration in the achievement of the program?
5. What evidence is there that the program has been cost effective?
6. How has improvement of practice within the institution been documented?

There will not be length restrictions on this assignment, but the intention is for it to represent a comprehensive evaluation of a programmatic initiative and this will require interviewing key functionaries, reviewing documents, consulting with program users, and integrating administrative theory into your assessment.

Final examination: (20%)

The final exam will be a "take-home," set of prompts meant for you to crystallize your knowledge and perspective about administrative leadership in higher education.

Class discussion: (10%)

One of the paradoxes of most academic evaluation is the gap between that which makes a class function effectively and that which for which students are held accountable. Since this is designed to be a seminar in nature, it is the responsibility of each participant to become fully

engaged in the learning atmosphere rather than to expect to merely consider what the professor has to offer. For this reason, 10 percent of your final grade will depend on the level of your class contributions. Although this might not sound like a lot, the method of allocating this percent will begin with zero and work its way up as contributions are made rather than to begin with 10 and work its way down as it is determined that contributions have been lacking. The end result will be that it will be very difficult to earn an “A” as a final grade without significant contribution to class discussion.

Attendance and punctuality: Quite simply class attendance and punctuality are assumed to be necessary elements of good learning. When it does become necessary to miss a class, inform the professor before the fact is expected. It is up to the student make inquiry to the professor or other students as to what was missed (presumably there will be something).

Policy on due dates and times: All assigned work is expected at the beginning of the class period on the due date. Late assignments will be penalized; i.e., graded down. Exceptions will be granted only in truly extraordinary/emergency cases.

Academic honesty: “Academic honesty is the central value of an academic community. It is expected that graduate students will neither engage in nor facilitate cheating (using or attempting to use unauthorized materials, information, or study aids), fabrication (falsification or invention of any information or citation), or plagiarism (representing the words or ideas of others as one’s own) in their academic work. The Academic Honesty Policy is available at the following address: <http://www.bgsu.edu/offices/sa/judicial/>

The Academic Honesty Policy contains strict sanctions, including expulsion, for all forms of academic dishonesty. Students found guilty of violating other University regulations, such as engaging in moral and ethical misconduct, or in actions that are injurious to others or threaten the orderliness and well-being of the campus, are subject to equally strict sanctions in accordance with the provisions set forth in those regulations.” [Source: *Graduate College Handbook 2004-2005*; <http://www.bgsu.edu/colleges/gradcol/catalog04-05/academic%20regulations/acad%20honesty.html>]

Accommodations for persons with disabilities: If you have a documented physical or learning disability which may require an accommodation or other assistance in this course, please see the instructor within one week from the first class meeting.

Changes policy: The class schedule and assignments may change at the instructor’s discretion.

Tentative Course Outline and Readings for HIED 712

Session 1: Introduction to Course
(1/9)

Focus:

Leadership versus Management in H.E.
Implications of a Professional Bureaucracy
Case Study

Session 2: Power and Influence in Administration
(1/16)

Focus:

Attributes of Administrative Leadership
Institutional Mission and Nature

Readings for the Day: Walker, *The Effective Administrator**, Chapters 1 & 2; Davis, *Learning to Lead*, Chapter 1.

* Walker book to be handed out in class at first class session

Session 3: The Politics of Administration
(1/23)

Focus:

Centrality and Priority
Communicating Accountability
Symbolic Leadership

Readings for the Day: Walker, Chapter 3
Case analysis paper #1 due

Session 4: The New Climate of Administration
(1/30)

Focus:

Accountability as an Opportunity
The Role of Revenue
Success as the Enemy

Readings for the Day: DeBard, Handout Chapter

Session 5: Administrative Action Versus Reaction
(2/6)

Focus:

The Challenge of Change
Planning

Readings for the Day: Walker, Chapter 4; Davis, Chapter 3

Seminar Presentation: Mary Jo Geise & Jessica Turos on Institutional Research

Session 6: The Importance of Collaboration
(2/13)

Focus:

Team-Building
Meeting Management
Negotiation

Readings for the Day: Walker, Chapter 6; Davis, Chapter 5

Seminar Presentation: Denise Davidson & Paul Hoffman on Admissions

Session 7: Handling Conflict
(2/20)

Focus

Dealing with Difficult People
Paradigm Paralysis

Readings for the Day: Davis, Chapter 5; DeBard Chapter handout

Case analysis #2 due

Seminar Presentation: Nicole Hoefle & Brady Gaskins on Orientation and First-Year Programs

Session 8: Decision-Making
(2/27)

Focus:

Ethics
Problem Solving
Building Consensus
The Use of Muscle

Readings for the day: Walker, chapter 5; Davis, Chapter 6

Seminar Presentation: Gina Ondercin & Jonathon May on Residence Life

(3/6) Spring Break --No class

Session 9: Financial Management
(3/13)

Focus:

Budgeting
Prioritizing
Evaluating

Readings of the Day: Davis, Chapter 7;

Seminar Presentation: Leilani Kupo & Jeff Kegolis on Athletics

Session 10: Entrepreneurial Action
(3/20)

Focus:

Initiating Programs
 Gaining Internal Support
 Gaining External Support

Readings for the Day: DeBard, Chapter Handout

Seminar Presentation: Casey Sacks & Cynthia Fulford on Development

Session 11: Affecting Change
 (3/27))

Focus:

Choosing advertising or public relations
 Marketing the mission
 Generating publicity

Readings of the Day: Davis, Chapter 8

Seminar Presentation: Vanessa Elola & Lisa Root on VPSA

(4/3/) ACPA/NASPA No class

Session 12: The Human Element of Administration
 (4/10)

Focus:

Work Environments
 Human Relations
 Performance Productivity

Readings for the Day: Davis, Chapter 9; Walker, Chapter 7

Seminar Presentation: Evelyn Ashley & Christie Cruise on Advocacy Programs

Session 13: Exemplary Leadership
 (4/20)

Focus:

Leadership is a Relationship
 Model the Way
 Inspire a Shared Vision
 Challenge the Process

Program analysis paper due

Seminar Presentation: Sally Click & Pete Meagher on Incident Management

Readings of the Day: Kouzes & Posner, *Exemplary Leadership*, Chapters 1-4

Session 14: Exemplary Leadership
 (4/27)

Focus:

Enable Other to Act
 Encourage the Heart
 Leadership is Everyone's Business

Reading of the Day: Kouzes and Posner, Chapter 5-8

Session 15: Axioms of Administration
(5/1)

Focus:

Continuous Improvement
Common Anxieties
Uncommon Celebration

Readings of the Day: Walker, Chapter 8; Davis, Chapter 10

Finals due