# Course Description

This course examines current issues and challenges in higher education administration and leadership. The course is an overview of the essential knowledge, skills, characteristics and models of academic, institutional and student-life governance. Various activities provide opportunities for developing the skills needed to evaluate and resolve current challenges.

# University Learning Outcomes (ULO)

* **ULO1:**Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:**Intellectual and Practical Skills
* **ULO3:**Personal and Social Responsibility
* **ULO4:**Integrative and Applied Learning­
* **ULO5:**Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1**: Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others.
* **PLO2**: Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice.
* **PLO3**: Given scenarios of conflict, choose ethical courses of action consistent with Gospel values.
* **PLO4**: Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information.
* **PLO5**: View problems and challenges through the lens of a scientist, seeking evidence-based conclusions.
* **PLO6**: Practice and model steward leadership in transforming organizations to better serve all constituents.
* **PLO7**: Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information.

# Course Learning Outcomes

* **CLO1**: Analyze leadership in higher education as it relates to current models in practice.
* **CLO2**: Apply frameworks of leadership for solving challenges and implementing effective institutional management.
* **CLO3**: Assess the roles of academic, institutional, and student leadership as it relates to the effective administration of the institution.
* **CLO4**: Synthesize the concepts and behaviors of leadership to build a culture of innovative leadership for the future.

# Student Expectations

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

* Bolman, L. G., & Gallos, J. V. (2011). *Reframing Academic Leadership*. San Francisco, CA: Jossey-Bass.
  + ISBN-13: 978-0787988067
  + ISBN-10: 0787988065
* Buller, J. L. (2013). *Positive Academic Leadership: How to Stop Putting Out Fires and Start Making a Difference*. San Francisco, CA: Jossey-Bass.
  + ISBN-13: 978-1118531921
  + ISBN-10: 1118531922
* Trachtenberg, S., Kauvar, G., & Gee, E. (2018). *Leading Colleges and Universities: Lessons from Higher Education Leaders*. Baltimore, MD: Johns Hopkins University Press.
  + ISBN-10: 1421424924
  + ISBN-13: 978-1421424927
* Green, W. & Leonard, E. (2018). A Field Book for Higher Education Leaders: Improving Your Leadership Intelligence. Lanham, MD: Rowman & Littlefield.
  + ISBN-13: 978-1475839036
  + ISBN-10: 1475839030

# Suggested Point Values

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| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Administration Models | 25 |  |
| Strategic Leadership Plan: Part 1 | 75 |  |
| Current Event Article Review: Week One | 25 |  |
| **Week 2** |  |  |
| Discussion: Reframing Situations | 25 |  |
| Multi-Frame Thinking Reflection Paper | 50 |  |
| Current Event Article: Week Two | 25 |  |
| **Week 3** |  |  |
| Positive Leadership Discussion Forum | 25 |  |
| Scenario Analysis: Academic Leadership | 50 |  |
| Academic Program Leader Interview | 50 |  |
| Current Event Article: Week Three | 25 |  |
| **Week 4** |  |  |
| Building Relationships Discussion Forum | 25 |  |
| Institutional Administrator Interview | 50 |  |
| Scenario Analysis: Institutional Leadership | 50 |  |
| Current Event Article: Week Four | 25 |  |
| **Week 5** |  |  |
| Addressing Challenges Discussion Forum | 25 |  |
| Strategic Leadership Plan Part Two | 75 |  |
| Current Event Article: Week Five | 25 |  |
| **Week 6** |  |  |
| Student-Life Issues Discussion Forum | 25 |  |
| Student-Life Administrator Interview | 50 |  |
| Scenario Analysis: Student-Life Leadership | 50 |  |
| Current Event Article: Week Six | 25 |  |
| **Week 7** |  |  |
| Impact of Leadership Discussion Forum | 25 |  |
| Reflection of Leadership Interviews | 50 |  |
| Strategic Leadership Plan Part Three | 125 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

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| **Grade** | **Range** |
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 82-80 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 59 |

# Course Schedule

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| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| **Week One: Introduction to Higher Education Leadership and Administration** | | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Explain the current models of higher education administration. | CLO3 | |
| * 1. Analyze the current models of leadership in higher education. | CLO1 | |
| * 1. Determine the criteria for effective leadership in higher education. | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200-to 250-words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100-to 150-words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback, located on Blackboard. |  |  |

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| **Readings**  **Read** the following:   * Shared Leadership for Higher Education * [The Whys and Hows of Shared Leadership](https://www.higheredtoday.org/2017/05/10/whys-hows-shared-leadership-higher-education/)” by Elizabeth Holcombe & Adrianna Kezar * Imminent Crisis in College Leadership by Richard Ekman from The Chronicle of Higher Education * An Overview of Higher Education in the United States * Evolving Higher Education Business Models * [Five Higher Ed Leaders to Watch in 2018 and Beyond](https://www.educationdive.com/news/5-higher-ed-leaders-to-watch-in-2018-and-beyond/514752/) * [What Experienced Leaders Need to Know to Succeed](https://www.ccl.org/articles/leading-effectively-articles/senior-level-trade-offs-what-experienced-leaders-need-to-know/) | |  |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  Note: A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| **Discussion:** **Institutional Leadership Interviews**  During this course, you will be required to conduct interviews of people in key institutional roles at higher education institutions.  Prepare to schedule three interviews of people in the following roles:   * Academic program leader (Week Three) * Institutional administrator (Week Four) * Student-life administrator (Week Six)   Review the instructions in each week for more detail.  Note. If you are having difficulty scheduling the interviews, contact your course instructor as soon as possible to identify possible solutions or alternatives. | | 1.1 |  |
| **Strategic Leadership Plan: Part One**  **Identify** issues or challenges for leaders in future changes that are anticipated in the next 5–10 years. **Evaluate** your current field in higher education, or one you are interested in working in, related to the issues you identified. **Include** a minimum of 10 resources outside of course readings and the interviews.  **Create** a PowerPoint presentation with 5-7 slides and post to the Discussion Forum by Thursday. Respond to two classmates by Sunday.  **Part Two: Week Five**  **Conduct** a personal SWOT analysis of yourself based on the information researched in Part One. Use the template.  **Include** a 150-200-word summary of your SWOT analyses that identifies your level of preparedness to assume a senior level leadership position in the next 5–10 years.  **Utilize** the following resources, if needed, to conduct your personal SWOT analysis:   * “Personal SWOT Analysis: Making the Most of Your Talents and Opportunities” from Mind Tools, located at <http://www.mindtools.com/pages/article/newTMC_05_1.htm> * “How to Conduct a Personal SWOT Analysis” from Forbes, located at <http://www.forbes.com/sites/lisaquast/2013/04/15/how-to-conduct-a-personal-s-w-o-t-analysis/> * “My Personal SWOT Analysis” by Jeremy Caroglanian, located at <https://sites.google.com/site/jeremycaroglanian/deliverables> * “[How to do a personal SWOT analysis and why you need one](https://www.inc.com/andy-molinsky/how-to-do-a-swot-analysis-on-yourself-and-why-you-need-one.html)” by Andy Molinsky, Inc.com   **Part Three: Week Seven**  **Review** the “Leadership Development: Building Your Personal Plan” document, located on Blackboard, for how to create a strategic plan.  **Create** a strategic leadership plan for yourself that identifies the new skills and experiences you will need to prepare for future threats and opportunities in your field.  **Include** the following components in your plan:   * Personal goals * Career goals * Key components of self-leadership * Self-analysis * Insights from the following course activities:   + Article reviews   + Interviews * Three outside scholarly sources   **Submit** all three parts of the strategic leadership plan in a 1,000-word paper by Sunday. The paper may be written in first person and must include references using appropriate APA style guidelines. | | 1.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Administration Models Discussion**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * From the reading and your experience, you can see there are many models of higher education administration in the US and around the world today. Research several models of administration at colleges and universities. Briefly explain two of models. How effective do you think each model is? What are the advantages and disadvantages to each model?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 1.1 | Discussion = **1 hour** |
| **Current Event Article Review: Week One**  **Find** a current news article about higher education administration. Look for an article from a trustworthy source that provides a balanced-approached to the issue. You may also refer to the Higher Education News Sources document for additional resources.  **Select** one article that relates to the administration of a higher education institution.  **Analyze** the article using the following questions as a guideline:   * What are the leadership skills addressed? * What is the problem facing the leader? What is the solution? * What would you have done differently to solve the problem? * What insights does it provide for the effective administration of higher education institutions?     **Post** your analysis and a link to the article and pose one question to classmates to the Current Event discussion forum by Thursday. Review the questions posed and respond to at least two classmates with a detailed answer supported by current research or a theoretical approach. | | 1.2 |  |
| **Strategic Leadership Plan Part 1**  **Evaluate** your current field in higher education, or one you are interested in working in, for the major issues or challenges facing leaders in the field today.  **Create** a PowerPoint presentation with 5-7 slides and post to the Discussion Forum by Thursday. Your presentation should:   * Identify issues or challenges for leaders in future changes that are anticipated in the next 5–10 years. * Include a minimum of 10 resources outside of course readings and the interviews.   **Respond** to the questions posed by at least two classmates with a thorough and thoughtful response supported by current research, leadership theory, or connections to the text. | | 1.3 |  |
| **Total** |  |  |  |

# Faculty Notes

**Course Setup**

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and monitor and post regularly to build engagement.

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Reframing Academic Leadership | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Develop conceptual knowledge and skills needed to view academic challenges and make decisions. | | CLO4 | |
| * 1. Strengthen leadership skills needed to analyze the higher education landscape. | | CLO1 | |
| * 1. Analyze higher education leadership challenges through the lens of Bolman’s Four Frames Model. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Read** the following resources:   * Ch. 1-7 in *Reframing Academic Leadership* by Lee Bolman and Joan Gallos. * Lessons on Credibility in *A Field Book for Higher Education Leaders* by Wanda Maulding Green and Edward E. Leonard. * [Why Reframing is Important to Great Leadership](https://www.leadershipnow.com/leadingblog/2014/09/why_reframing_is_important_to.html) by Michael McKinney in the Leading Blog. * [How Higher Education Leaders are making great teaching a priority on their campuses](http://www.higheredtoday.org/2017/03/15/higher-education-leaders-making-great-teaching-priority-campuses/)     **Watch** [Lee Bolman explains reframing organizations](https://www.youtube.com/watch?v=tQDJfYPG5Ho) (3:43). | |  |  |
| **Complete** the [online assessment](http://fs25.formsite.com/josseybass/form29/index.html) to learn your frame preferences. The assessment is free but you will need to enter your email address to get your results. | |  |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Reframing Situations**  Bolman and Gallos explain the four frames, structural, human resources, political and symbolic, allow leaders to build capacity and quickly identify and determine the needs of a situation.  Choose an issue facing the leadership of higher education. Using all four frames, explain the situation and the best ways in which to view the situation. Then answer the question posed below.  **Respond** to the following in the Reframing Situations discussion forum by Thursday: Provide specific examples to support your answers:     * Why is the art of reframing situations critical in understanding and developing effective leadership?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 2.3 | Discussion = **1 hour** |
| **Current Event Article Review: Week Two**  **Select** one article that relates to a leader of a higher education institution.  **Explain** how the four frames guide the perspective of the issue. Analyze the article using the following questions as a guideline:   * What are the leadership skills addressed? * What is the problem facing the leader? What is the solution? * What would you have done differently to solve the problem? * What insights does it provide for the effective administration of higher education institutions?     **Post** your analysis and a link to the article.  **Post** one question to classmates to the Current Event discussion forum by Thursday. Review the questions posed and respond to at least two classmates with a detailed answer supported by current research or a theoretical approach. | | 2.2 |  |
| **Multi-Frame Reflection Paper**  **Write** a 400-500 word analysis considering some of the following questions:   * Is multi-frame thinking an essential tool of the effective leader in higher education? Why or why not? * How difficult is it to achieve? What would you need to do, learn or understand more clearly to become a multi-frame thinker? Evaluate your skills, knowledge and abilities at this point related to multi-frame thinking.   **Submit** this assignment by 11:59PM (EST) on Sunday. | | 2.1 |  |
| **Total** |  |  |  |

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| Week Three: Exploring Positive Academic Leadership | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the models of positive academic leadership in higher education. | | **CLO2** | |
| **3.2** Evaluate academic leadership from a positive leadership approach. | | **CLO3** | |
| **3.3** Explore strategies to apply positive leadership through managing conflict and communicating effectively as a leader in higher education. | | **CLO4** | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Video**  **Read**   * C. 1-9 in *Positive Academic Leadership*. * Lessons on Competence in *A Field Book for Higher Education Leaders*   **Read** “[Achieving a culture of communication on campus](https://www.chronicle.com/article/Achieving-a-Culture-of/237120)”  **Watch** “[5 Ways to be a more positive leader](https://www.michellemcquaid.com/5-ways-positive-leader/)” by Michelle McQuaid | |  |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Positive Leadership**  Buller explains, “many people in leadership roles are frustrated in their positions because they are trained in management strategies that emphasizing fixing what’s broken, not nurturing what’s best.” Consider your leadership style, experiences, and professional training.    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * How would you rate your own leadership skills, in your present position, in terms of positive leadership? * Do you find any conflict between the theoretical and experiential description of positive leadership and what you observe in your daily work?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 3.1 |  |
| **Current Event Article Review: Week Three**  **Select** one article that relates to a leadership challenge at a higher education institution.  **Analyze** the article using the following questions as a guideline:   * What are the leadership skills addressed? * What is the problem facing the leader? What is the solution? * What would you have done differently to solve the problem? * What insights does it provide for the effective administration of higher education institutions?     **Post** your analysis and a link to the article and pose one question to classmates to the Current Event discussion forum by Thursday. Review the questions posed and respond to at least two classmates with a detailed answer supported by current research or a theoretical approach. | | 3.1 |  |
| **Academic Program Leader Interview**  **Conduct** an interview with an academic program leader such as the chief academic officer, academic dean, or discipline chair.  **Identify** the following in your interview:   * What are two major challenges this leader faces today? * How does this leader approach decision-making? * How does this leader communicate with different constituents? * In what ways are the terms academic leader, institutional leader, and student-life leader similar and different? How does the participant describe their role? * What are the most important leadership behaviors?   **Evaluate** what frame or frames the academic program leader works in from the interview.  **Submit** a 250-350-word summary of your interview by 11:59 p.m. (EST) on Sunday. | | 3.3 |  |
| **Scenario Analysis**  **Respond** to the following question by Sunday 11:59 p.m. (EST).   * Choose one of the scenarios from Chapter 1: Lessons on Credibility or Chapter 2: Lessons on Competence from A Field Book for Higher Education Leaders.   **Answer** the question, “What would you do?” with a 250-word reflection supported by your reading, your leadership practice and your professional experience. | | 3.2 |  |
| **Total** |  |  |  |

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| Week Four: Leading Colleges and Universities | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Develop the tools and strategies for building relationships as a leader in higher education. | | CLO4 | |
| * 1. Analyze the roles and responsibilities of higher education leaders. | | CLO1 | |
| * 1. Evaluate the skills needed to be effective leaders at colleges and universities. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Read** the following:   * *Leading Colleges and Universities* Chapter 1-6 * Lessons on the Ability to Inspire in *A Field Book for Higher Education Leaders* * Lessons on Vision in *A Field Book for Higher Education Leaders*   **Choose** three videos to watch in the Chronicle of Higher Education’s [On Leadership](https://www.chronicle.com/specialreport/On-Leadership/29) series. | |  |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Building Relationship**  In Leading Colleges and Universities, the presidents’ essays often discuss the importance of building relationships among different constituents.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * How should a president build a team? * What is the best way to deal with conflict? * How can the leader communicate most effectively? * How should an academic dean or chief academic officer relate to faculty to build healthy relationships? * What happens when there is tension between the academic leadership or administrative leadership and faculty?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 4.1 |  |
| **Current Event Article Review: Week Four**  **Select** one article that relates to the leadership and administration of a higher education institution.  **Analyze** the article using the following questions as a guideline:   * What are the leadership skills addressed? * What is the problem facing the leader? What is the solution? * What would you have done differently to solve the problem? * What insights does it provide for the effective administration of higher education institutions?     **Post** your analysis and a link to the article and pose one question to classmates to the Current Event discussion forum by Thursday. Review the questions posed and respond to at least two classmates with a detailed answer supported by current research or a theoretical approach. | | 4.3 |  |
| **Institutional Administrator Interview**  **Conduct** an interview with an institutional administrator such as the president, VP of finance, VP of institutional advancement, director of alumni affairs, director of development, director of public relations, director of marketing, VP of operations, or director of public safety.  **Identify** the following in your interview:   * What two major challenges does this leader face today? * How does this leader approach decision-making? * What are the most important leadership behaviors? * How does this leader interact with the academic program leadership? * How does this leader communicate with different constituents? * In what ways are the terms academic leader, institutional leader, and student-life leader similar and different? How does the participant describe their role?   **Evaluate** what frame or frames the institutional leader operates in from the interview.  **Submit** a 250-350-word summary of your interview with your evaluation by 11:59 p.m. (EST) on Sunday. | | 4.2 |  |
| **Scenario Analysis**  **Respond** to the following question by Sunday 11:59 p.m. (EST).   * **Choose** one of the scenarios from Chapter 3: Lessons on the Ability to Inspire or Chapter 4: Lessons on Vision from *A Field Book for Higher Education Leaders*.   **Answer** the question, “What would you do?” with a 250-word reflection supported by your reading, your leadership practice and your professional experience. | | 4.1 |  |
| **Total** |  |  |  |

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| --- | --- | --- | --- |
| Week Five: Internal and External Challenges facing Higher Education Leaders | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate current issues that challenge higher education leaders. | | CLO3 | |
| * 1. Analyze internal and external challenges facing higher education leaders. | | CLO1 | |
| * 1. Assess personal strengths, challenges, and opportunities to develop professional leadership competence. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Podcast**  **Read** Trachtenberg, S., Kauvar, G. & Gee, E.(2018). *Leading Colleges and Universities,* Chapter 7-19  **Read** the following articles:   * Craig, R. (2017). [The Top Ten Higher Education Issues We Can Agree On](https://www.forbes.com/sites/ryancraig/2017/01/20/the-top-10-higher-education-issues-we-all-agree-on/). *Forbes Magazine, Jan. 20*. * Higher Education Issues and Challenges * Elmes, J. (2017). [Six significant challenges for technology in higher education in 2017](https://www.timeshighereducation.com/features/six-significant-challenges-technology-higher-education-2017#survey-answer). *Times Higher Education: World University Rankings*, February 16.   **Listen** [Lessons in University Leadership with Stephen Trachtenberg, on the Higher Ed Now podcast from Feb. 10, 2017](https://www.goacta.org/higher_ed_now/lessons_in_university_leadership_with_stephen_trachtenberg). You can download a podcast through your phone, computer or tablet. | |  |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Current Event Article Review: Week Five**  **Select** one article that relates to the student services/student life administration of a higher education institution.  **Analyze** the article using the following questions as a guideline:   * Which leadership role does it address? * What insights does it provide for the effective administration of higher education institutions? * How does the impact each constituent group (faculty, staff, students, community, alumni, etc.) effect the potential solutions? * What would you have done differently to solve the issue?   **Post** your analysis and a link to the article to the Current Event discussion forum by Thursday. Pose one question to your classmates.  **Review** the analyses and articles posted by your classmates. Respond to two classmates’ questions with a thorough and thoughtful response that connects the article with the text, current research and theoretical frameworks. | | 5.1 |  |
| **Addressing Challenges Discussion Forum**  In higher education, leaders face significant internal and external challenges daily.  **Consider** the readings this week and the interviews you conducted before responding to the following in the Addressing Challenges discussion forum by Thursday:   * What do you see as the most difficult challenge to solve at this point in time? * How would you approach re-framing the challenge to be able to move forward? * Would approaching the challenge from a positive leadership perspective be useful? Why or why not?   **Include** specific examples to support your point of view.  **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | | 5.2 |  |
| **Strategic Plan Part Two**  **Conduct** a personal SWOT analysis of yourself based on the information researched in Part One. Use the **SWOT** **template** provided.  **Include** a 150-200-word summary of your SWOT analyses that identifies your level of preparedness to assume a senior level leadership position in the next 5–10 years.  **Utilize** the following resources, if needed, to conduct your personal SWOT analysis:   * “Personal SWOT Analysis: Making the Most of Your Talents and Opportunities” from Mind Tools, located at <http://www.mindtools.com/pages/article/newTMC_05_1.htm> * “How to Conduct a Personal SWOT Analysis” from Forbes, located at <http://www.forbes.com/sites/lisaquast/2013/04/15/how-to-conduct-a-personal-s-w-o-t-analysis/> * “My Personal SWOT Analysis” by Jeremy Caroglanian, located at <https://sites.google.com/site/jeremycaroglanian/deliverables> * “[How to do a personal SWOT analysis and why you need one](https://www.inc.com/andy-molinsky/how-to-do-a-swot-analysis-on-yourself-and-why-you-need-one.html)” by Andy Molinsky, Inc.com | | 5.4 |  |
| **Total** |  |  |  |

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| Week Six: Sustaining Higher Education Leaders | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine student-life leadership challenges facing leaders at institutions today. | | CLO1 | |
| * 1. Assess leadership skills necessary to sustain a healthy organization as a student-life leader. | | CLO3 | |
| * 1. Evaluate the importance of diverse perspectives and cultural competence in higher education leadership. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following resources:   * *Reframing Academic Leadership* Chapters 8-13 * *Royal, P. & O’Boyle, C. (2013).* Sustaining Academic Leadership in Higher Education. *Institute of Leadership Articles*. * Lessons on Emotional Intelligence/Soft Skills in *A Field Book for Higher Education Leaders*   **Read** the following article:   * Easter, R., Gunsalus, C., Wraight, S., Burbules, N., & Meuser, J. (2018)*.* [Creating and sustaining a culture of excellence](https://www.insidehighered.com/advice/2018/03/22/how-administrator-can-build-culture-excellence-their-academic-unit-opinion)*. Inside Higher Ed, March 22, 2018.* * *Davis, G.* (n.d.) [Institutional Capacity: Preparing Future Leaders](https://epubs.rcsi.ie/cgi/viewcontent.cgi?article=1017&context=ilhmart)3. *American Council on Education.* * Gangone, L. (2016). [On diversifying the higher education pipeline](https://www.higheredtoday.org/2016/03/30/lynn-gangone-on-leadership/). *American Council on Education.* | |  |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Current Event Article Review: Week Six**  **Select** one article that relates to the administration of a higher education institution.  **Analyze** the article using the following questions as a guideline:   * What are the leadership skills addressed? * What is the problem facing the leader? What is the solution? * What would you have done differently to solve the problem? * What insights does it provide for the effective administration of higher education institutions?     **Post** your analysis and a link to the article and pose one question to classmates to the Current Event discussion forum by Thursday. Review the questions posed and respond to at least two classmates with a detailed answer supported by current research or a theoretical approach. | | 6.2 |  |
| **Discussion: Student-Life Issues**    NASPA, the Student Affairs Administrators in Higher Education national organization, published a report for Chief Student Affairs Officers [Responsibilities, Opinions, and Professional Pathways of Leaders in Student Affairs](file:///C:\Users\tiffanycresswell\Desktop\CSAO_2014_ExecSum_Download2.pdf). Review the document to give you background on the work of the student affairs professional.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * Student-life issues are often life or death situations, requiring immediate action. How would you balance the need for immediate decision-making with the attributes of positive decision-making as defined by Buller in *Positive Academic Leadership*?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 6.1 |  |
| **Student-Life Administrator Interview**  **Conduct** an interview with a student-life administrator such as the vice president or dean of students, director of residence life, chaplain, director of student activities, director of counseling services, career services, and director of athletics or other student-life leadership role present at your institution.  **Identify** the following in your interview:   * What two major challenges does this leader face today? * How does this leader approach decision-making? * What are the most important leadership behaviors? * How does this leader interact with the academic program leadership? * How does this leader communicate with different constituents? * In what ways are the terms academic leader, institutional leader, and student-life leader similar and different? How does the participant describe their role? * What is the most difficult situation this leader ever faced? What was the solution? Would the leader do anything different looking back?   **Evaluate** what frame or frames the student-life leader works in from the interview.  **Submit** a 250-350-word summary of your interview with your evaluation. | | 6.2 |  |
| **Scenario Analysis**  **Respond** to the following question by Sunday 11:59 p.m. (EST).   * Choose one of the scenarios from Chapter 9 Lessons on Emotional Intelligence/Soft Skills from *A Field Book for Higher Education Leaders.*   **Answer** the question, “What would you do?” with a 250-word reflection supported by your reading, your leadership practice and your professional experience. | | 6.3 |  |
| **Total** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Seven: Positive Approaches to Transformational Higher Education Leadership | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Assess the skills that contribute to effective leadership in academic, institutional and student leadership in higher education. | | CLO3 | |
| * 1. Determine the impact of positive leadership on institutional effectiveness. | | CLO2 | |
| * 1. Evaluate personal challenges facing leaders at colleges and universities and examine solutions that could improve leadership. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Read** the following resources:   * Positive Academic Leadership Chapters 10-12 * Leading Colleges and Universities Chapters 20-21   **Read** the following article:   * Douglas-Gabriel, D. & Svriuga, S. (2016, March 10). A liberal arts college pinned its hopes on a corporate leader, and a culture class ensued. *The Washington. Post.*   **Watch** 4-5 clips from the 2018 [Higher Ed Leaders Forum](https://www.nythigheredleaders.com/helf2018/gallery?reg_type_id=17616) from the New York Times. | |  |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Impact of Leadership**  Leadership style and theory impacts decision-making at all levels in higher education. Individuals that want to achieve a leadership position at a higher education institution must assess, evaluate and understand the skills, knowledge and behaviors that are most important to effectiveness.    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * What impact does the leadership style of senior level administrators have on the success of a higher learning institution? * What impact might that style have for the future of the institution?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 7.2 | Discussion = **1 hour** |
| **Reflection on Leadership Interviews**  **Evaluate** the interviews you conducted in this course for the following:   * Which of the Bolman’s four frames of leadership were most prevalent? * Were they governed more by internal or external forces?   **Identify** the following   * Skills needed for effective leadership * Behaviors that lead to effective administration * Contribution of those skills to institutional effectiveness   **Submit** a 500-word reflection on what you learned from the interviews. Draw conclusions based on the text, theoretical frameworks, and current research by 11:59 p.m. (EST) on Sunday. | | 7.1 |  |
| **Strategic Leadership Plan Part Three**  **Review** the “Leadership Development: Building Your Personal Plan” document, located on Blackboard, for how to create a strategic plan. You may also refer to the Strategic Plan Initiatives Template and Preliminary Planning Process Outline.  **Create** a strategic leadership plan for yourself that identifies the new skills and experiences you will need to prepare for future threats and opportunities in your field.  **Include** the following components in your plan:   * Personal goals * Career goals * Key components of self-leadership * Self-analysis (300 to 400 words) * Insights from the following course activities (200 words):   + Article reviews   + Interviews * Three outside scholarly sources   **Submit** all three parts of the strategic leadership plan by 11:59 p.m. (EST) on Sunday. The paper may be written in first person and must include references using appropriate APA style guidelines. | | 7.2, 7.3 |  |
| **Total** |  |  |  |

# Breakdown of Academic Instructional Equivalencies

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required |  |
| Supplemental |  |
| **Week 2** |  |
| Required |  |
| Supplemental |  |
| **Week 3** |  |
| Required |  |
| Supplemental |  |
| **Week 4** |  |
| Required |  |
| Supplemental |  |
| **Week5** |  |
| Required |  |
| Supplemental |  |
| **Week 6** |  |
| Required |  |
| Supplemental |  |
| **Week 7** |  |
| Required |  |
| Supplemental |  |
|  |  |
| **Total Required Hours** |  |
| **Total Supplemental Hours** |  |
| **Total Hours** |  |