Instructor: Joe D. Forrester, Ed. D  
Office Hours: By Appointment  
Email: joe.forrester@ccbc.edu  
Phone: 724-312-7609

COURSE DESCRIPTION: Examines executive leadership and administrative practices in institutions of higher education. It includes consideration of roles, responsibilities, styles and differences in more than one organizational context. Focus is on standard conceptual tenets of administration from literature with the purpose of facilitating thinking about new paradigms that address administrative challenges.

COURSE OUTCOMES: In completing the course, students will develop the knowledge, skills and abilities enabling them to:
- Articulate the evolution of higher education in America;
- Understand the generally accepted administrative functions associated with institutions of higher education in the United States;
- Differentiate the mission and focus of the various sectors of higher education, including public two-year and four year institutions; private, not-for-profit institutions and private, for-profit institutions;
- Describe the varying governance models existing between and among the various sectors of higher education;
- Identify the challenges and opportunities facing institutions of higher education and their leaders; and
- Create models for effectively implementing institutional change.

INSTRUCTIONAL APPROACH AND ACTIVITIES: Since I have not been in the classroom other than as a guest lecturer since 1972, the conduct of this course will be a journey of exploration for all of us. It is my intent to create a learning environment that is challenging, engaging and responsive to your expectations for the course. My approach will be that of the practitioner. I will use a combination of lecture, assigned readings, case studies, research and writing assignments, guest lecturers, and application exercises in addressing the content of the course. With my background and experience in community colleges, you should anticipate a heavy emphasis on leadership within these institutions. You should know that I am approaching the current syllabus as a general outline of how the class will be conducted. Changes to the syllabus and the content will be made on the basis of emerging trends, conditions and student interests as we progress.

Required Readings:

Suggested Readings:


COURSE PROGRESSION:

SESSION # 1

Introductions and getting acquainted
Defining and clarifying course expectations
Learning Styles and Personality Inventory
Creating context
An extremely abbreviated and abridged review of the evolution of higher education in America
And the leadership challenges facing higher education at the middle of the second decade of the 21st Century.

Required Reading:

“Why America’s Middle Class is Lost,” Washington Post, 12/12/2014
(www.washingtonpost.com/sf/business/2014/12/12)

“The Devalued American Worker,” Washington Post, 12/14/2014
(www.washingtonpost.com/sf/business/2014/12/14)

“The Skills Trap That Keeps People Poor,” Washington Post, 12/15/2014
(www.washingtonpost.com/sf/business/2014/12/15)

“A Black Hole for our Best and Brightest,” Washington Post, 12/16/2014
(www.washingtonpost.com/sf/business/2014/12/16)

(www.washingtonpost.com/sf/business/2014/12/17)

(www.washingtonpost.com/sf/business/2014/12/18)

SESSION # 2

College and University Leadership: Issues and Challenges
Shared Governance and Leadership
Collective Bargaining Agreements (CBA’s)
Possible Guest Speaker
SESSION # 3

Possible Guest Speaker(s)
Characteristics and Attributes of Effective Higher Education Leaders
The Importance of Team
Developing Leadership Strategy
Building Leadership Capacity
When to Listen (and When Not to Listen)

SESSION # 4

The Practice and Challenges of Leadership
Leadership Tools
The Challenges We Face
   Accountability for Our Work
   Completion v. Access
   Performance Funding
   Should Everyone Have a College Degree? (Who Are Our Students)
   Is a Degree Worth the Cost?
   Is a Degree an Individual or a Public Good?
   Overcoming Inertia
   Others That Will Emerge

SESSION # 5

Leadership for Generation Next
   Our Colleges
   Our Structures
   Our Product
   Our Students

REQUIREMENTS: Development of this course is, for me, a work in progress and the requirements will evolve as I better understand your expectations of the learning experience that will derive from your participation in the course. That being said, the requirements, at the moment are rather loosely defined. Here’s the good news! There will be NO formal presentations or lengthy research papers!

Although there will not be a required text book for the course, there will be reading assignments, lots of reading assignments, and there will be writing requirements. Here’s what is expected:

EACH WEEK: Review whatever higher education trade journals you wish and identify an issue affecting the ability to provide leadership in higher education. Stay away from the low hanging fruit! Everyone understands there are issues surrounding budgets, enrollments, etc. and we will certainly talk about these in class. Pick something disruptive to the normal order of leading an institution, something that diverts attention
from the on-going leadership process. Examples include but are not limited to: sexual assault on campus, preparation for a pandemic, social media, academic dishonesty, athletic scandals and tons of other day-to-day disruptions that demand time and energy from educational leaders. In no more than 2 pages, identify the source of the article, summarize the central concern(s) as you understand it (them), describe why the issue was of interest to you and what you learned about its impact on leadership. Naturally, you will also need to include your name, etc. I expect your work to be submitted to me on Friday of each week, and I reserve the right to share your work with the class as may be appropriate.

Caution: Work independently on this assignment. I don’t want to see the same articles popping up from different students each week. It’s OK to talk among yourselves on what you are reading, but I’m not interested in this becoming a recycling program.

FOR EACH CLASS SESSION: I want you to tackle an issue of debate in higher education today. I will provide a partial list of topics for your consideration, but the list is not exhaustive by any means. If you have something you would add to the list, let me know what and why, and I will make a decision on its inclusion. In no more than 4 pages, identify the issue and why it is of interest to you, summarize the pros and cons of the issue use a variety of sources appropriately referenced, describe what you learned, and express your opinion on the topic with an explanation of your thinking. Again, identify yourself and submit these to me not later than one week prior to the class meeting. Again, I reserve the right to share the information with the class for discussion purposes, and the caution on recycling also applies.

A Partial List of Topics:

Do Captains of Industry, Politicians and/or Others Who Come from Outside Academe Make Effective College Leaders?

Should Everyone Have a College Degree?

Are Students Becoming Less Civil in Class and On Campus?

Are Faculty Becoming Less Civil in their Interactions with Students, Colleagues and Administrators?

Are Faculty Effective As Agents of Change?

Should a College Degree Focus on Building Knowledge and Capacity or on Specific Job Skills?

Are Colleges Overly Dependent on Part-Time, Adjunct Faculty?

Are Colleges/Universities Top Heavy with Administration?
Has Tenure Outlived its Usefulness?

Is the Trend Toward Accountability and Performance Funding a Threat to Higher Education?

What is Shared Governance and Does It Work?

Do State Statutes Allowing Concealed Weapons on College Campuses Have a Chilling Effect on Academic Freedom?

What Does a Faculty Vote of “No Confidence” in Presidential Leadership Mean?

Are Private, For Profit Institutions of Higher Education an Asset to Learners?

Others To Be Determined

IN CLASS PARTICIPATION: The major instructional approach for this class will be discussion. There are several reasons for this:

Leadership in higher education is not an exact science. For each issue affecting leadership, there are advocates and detractors. I expect you to be both. Outside of legal and ethical constraints, there is often no “clear cut” right and wrong answers and solutions are dependent on consensus which is reached through discussion.

Discussion gives you the opportunity to observe group dynamics, to practice your skills in influencing the thinking of others and to work toward consensus building.

Each of you brings your own unique background and experience to the conversation. You are valuable resources to one another, and by sharing your thoughts, questions and opinions you will each develop a broader perspective on leadership.

There will be specific reading assignments for each class, and I will generally distribute the assignments to you well in advance of each class meeting. Read the material, be prepared to ask questions, talk about what you learned, share your personal experiences, and your opinions. I expect the class to be highly interactive in order for us to cover the material most relevant to your learning needs.

Course Policies and Services:

Participation and Late Work Policy. Students should engage with the material as well as their colleagues. Learning occurs when people engage with new information and others’ ideas about this information. We need your voice and thoughts for our own learning to expand. Please be present and speak up. We are listening.
By meeting deadlines, students demonstrate they have regulated their time well. Doctoral students should rarely ask for extensions; they should exemplify meeting deadlines.

**Academic Integrity.** Your work is to be your own, and it is to be prepared originally for this course. It is considered academic dishonesty to present work done by someone else and to claim it as your own. Any borrowed information (from books, websites, and other sources) should include the correct documentation to identify it as originating elsewhere. Academic dishonesty of any type (plagiarism, cheating, preparing work for others, etc.) is unacceptable even if you do it accidentally.

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

**Americans with Disabilities Act.** The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, (501) 450-3613.

**Emergency Procedures Summary (EPS).** An emergency procedure plan for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at [http://uca.edu/mysafety/bep/](http://uca.edu/mysafety/bep/). Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

**Title IX Disclosure.** If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to "student-on-student" or "employee-on-student"), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: [https://uca.edu/titleix](https://uca.edu/titleix). *Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.*