

**NOVA SOUTHEASTERN UNIVERSITY
THE FISCHLER GRADUATE SCHOOL OF EDUCATION AND
HUMAN SERVICES**

**DOCTOR OF EDUCATION
IN ORGANIZATIONAL LEADERSHIP**

Study Guide

LDR 9810

Contemporary Challenges in Higher Education Leadership

**Online Delivery Format
Third Edition – May, 2003**

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PREFACE

LDR 9810 Contemporary Challenges in Higher Education Leadership is designed to prepare prospective and practicing professionals in colleges and universities to assume leadership roles within their organizations. Students who successfully complete this course will be able to link current concepts, issues, and theories in the field of higher education administration into a unified body of knowledge that will enable them to meet the complex challenges in contemporary higher education leadership. This course is one of three that compose the Higher Education specialization. The other courses in this specialization are LDR 9820, Legal and Ethical Issues in Higher Education Leadership and LDR 9830, Innovative Leadership Strategies in Higher Education.

This study guide serves as an overview of the topics to be studied in **LDR 9810 Contemporary Challenges in Higher Education Leadership**. The guide presents learning outcomes anticipated as a result of active engagement in the study area. The readings and assignments are organized around three major themes: the changing nature of higher education in the 21st century, political and social challenges of the 21st century, and current leadership challenges in the higher education enterprise.

LDR 9810 Contemporary Challenges in Higher Education Leadership is a practitioner-oriented, applied course in administrative leadership in institutions of higher education. The course will link leadership theories and approaches to current and evolving challenges in colleges and universities. In order to complete the requirements for this course, *participants must be affiliated* with a post-secondary institution. The affiliation may be full-time or part-time employment in the institution or service as a compensated or *pro bono* consultant to the institution.

As an active learner, your first task is to read this guide carefully and thoroughly. Your instructor will provide you with further areas for discussion, reflection, and collaboration with your course colleagues during the course.

The course incorporates a variety of learning resources including texts, articles, web sites and other Internet resources, and the experiences and expertise of the learners themselves. Learners are expected to contribute actively to the collaborative learning experience envisioned for this course. The instructor will serve as a facilitator, guide, and individual/group consultant in the learning process.

COURSE DESCRIPTION

LDR 9810 Contemporary Challenges in Higher Education Leadership

This course examines current issues, challenges, and controversies in higher education leadership. Topics include the changing nature of higher education, evolving organizational structures and models of governance, faculty roles and responsibilities, resource allocation, the challenges of diversity among students and faculty, and the challenges and opportunities of technology. A particular focus of the course is in developing an understanding of the evolution of higher education and the social/political/economic forces that impinge upon higher education.

INSTRUCTIONAL SEQUENCE

The instructional sequence of **LDR 9810** is divided into three major themes that will be examined over the 15-week period of the course. The guide, therefore, is divided into three topical areas:

The first topical area is the **Changing Nature of Higher Education**. This course component examines the forces that have shaped colleges and universities into the organizations they are today. Students will examine the organizational evolution of institutions of higher education from the perspectives of mission, constituencies, and services provided. An understanding of the different types of higher education institutions and their mission and mandate will be reviewed. Students will also research a specific topic and trace its historical evolution.

The second topical area is **Political and Social Challenges**. This component focuses on developing an understanding of the major social, political, economic, demographic, and technological forces that influence the practice of leadership in colleges and universities. Students will examine models of governance; issues surrounding diversity of both faculty and students, and the influence of technology on teaching, learning, resource allocation, and organizational interaction.

The third topical area is **Leadership Challenges in the Higher Education Enterprise**. This course component examines current and emerging challenges facing leaders in colleges and universities. Students will research a specific college or university in an attempt to understand the forces that have led to the development of the institution's mission, vision, and values. A focus in this area will be the identification of current issues facing leadership in higher education, including faculty; accountability; finance; the quality movement, restructuring, and reengineering; policy, stakeholders, and accreditation.

LEARNING OUTCOMES

The course objectives and learning outcomes from active engagement in the learning processes of LDR 9810 should enable students to:

Core Area I – Evolution and Changing Nature of Higher Education

- Understand the historical and organizational evolution of higher education.
- Identify, explore, and discuss differences among various models of public and private higher education, including community colleges, baccalaureate institutions, research universities, and proprietary postsecondary institutions.
- Select a topic and related issues of interest and trace the evolution historically, describe the current context, and suggest the future projections for the topic.

Core Area II – Political and Social Challenges

- Explore and develop an understanding of the major social, political, economic, demographic, and technological forces that influence actions and leadership decision-making processes in higher education.
- Understand the various governance practices, models, and challenges for higher education institutions.
- Understand issues of diversity and its impact on higher education.
- Recognize and discuss the influence of technology on teaching, learning, resource allocation, and organizational interaction.

Core Area III – Leadership Challenges in the Higher Education Enterprise

- Determine how institutional mission, vision, and values influence organizational leadership in higher education.
- Identify and describe current issues facing leadership in higher education and suggest strategies to address selected issues. The selected issues include:
 - Current faculty including tenure, adjuncts, unionization;
 - Approaches to institutional accountability;
 - Financial issues for institutions;
 - Organizational approaches such as the quality movement, restructuring, and reengineering;
 - The influence of education policy on institutions of various types (i.e., how the government is involved both for public and private institutions);
 - Roles of regional and professional accreditation and how these organizations influence leadership and institutional operations; and
 - Influences of various stakeholders including faculty, advisory/boards of trustees, employers, students, etc. have for different types of institutions.
- Understand the nature of change and transformation of higher education.

COURSE CONDUCT

LDR 9810 is conducted using WebCt, a web based course system. You will use your NSU E-mail login to log into the web site. All instruction is Internet based, the url is: <http://webct.nova.edu/>. This is a web-based site; there is no need to download any software.

You will also communicate with your instructor and your course colleagues through email. There are several “buttons” that are important. Under communication tools, you will find a “button” (that’s what they are called in WebCt) marked “communication.” There are 2 very important buttons in communications. The first is “mail,” which is a place to send and receive private email. Your assignments and the instructor’s feedback will be posted there. Grades will also be posted via private email. The bulletin board button is also critical—this is where we will be having our “class” discussions.

As previously stated, **LDR 9810 Contemporary Challenges in Higher Education Leadership** is divided into three major study areas: (a) the changing nature of higher education in the 21st century, (b) political and social challenges, and (c) current leadership challenges in the higher education enterprise.

These topics are organized over a 15-week term. You should plan to spend a minimum of five hours per week working online, exploring and examining Internet sites and related materials, engaging in the threaded discussions, working on the team presentation, and preparing written assignments. You should also plan to spend a minimum of four hours per week in off-line work. Off-line activities include reading the required texts and materials, doing the necessary background work to prepare for the discussions, and conducting the applied research required by the assignments. Written assignment information appears in the Course Requirements section of the study guide. The “lectures” for the course will be posted under the course content button. And there will be discussion questions posed in the Discussion area.

You are expected to log-in at least three times a week. While on, you are expected to read the appropriate “lecture” for the unit, read ALL messages in the discussion area, and respond to at least three messages a week in the discussion file. The WebCt software enables me to know when you’re logging and what you’re doing while you are logged in. Points will be given for “participation” in the discussion. And, you are expected to use the discussion board to further the discussion, please refrain from using the discussion board for personal matters (you can use private email for correspondence between students) and for responses that do not further the discussions.

WebCt allows us to also have synchronous chats. Once we have all gotten settled, I am going to suggest that we have a preliminary chat. The purpose of this chat will be to “meet” each other and deal with some administrative issues. I will also schedule “office hours” in the chat area. By this I mean that I will let you know when I am online and you may bring up any issues that you have. It’s the same thing as “real” office hours, we just

hold them online. No appointment is necessary. You may also use the chat line at any time to talk with each other. Many have found it useful when preparing the group assignment.

Reading assignments are found in the Course Assignment Outline within this Study Guide. You should strive to complete as much of the readings as soon as possible so that you will be adequately prepared for the course assignments.

As you progress through this course, you are encouraged to apply the concepts and principles that you are learning to everyday practice. Use this learning as an opportunity to apply, informally and immediately, your new learning within your work setting. More formal opportunities may arise as you progress through the program. The value you receive from this course is in direct proportion to your active engagement in reading assignments, writing assignments, and online chat sessions. Make the most of this experience.

REQUIRED TEXTS

Cohen, A. (1998). *The shaping of American higher education: Emergence and growth of the contemporary system*. San Francisco: Jossey-Bass. ISBN 0-7879-1029-5.

Duderstadt, J. (2000). *A university for the 21st century*. Ann Arbor, MI: University of Michigan Press. ISBN 0-472-11091-8.

Tierney, W. (Ed.) (1998). *The responsive university: Restructuring for high performance*. Baltimore: The Johns Hopkins University Press. ISBN 0-8018-6260-4.

RECOMMENDED READINGS

Course participants are referred to the extensive bibliography prepared for the Organizational Leadership program. Students will be expected to consult the *Chronicle of Higher Education* on a weekly basis as well as other related higher education periodical sources. Proposing at least three discussion topics from these readings will be expected. The annual *Chronicle of Higher Education Almanac* should also be reviewed. [Note: Access to the *Chronicle* is available through the NSU electronic library.] Other journals that are recommended include *Change*, and *The Community College Journal*.

In addition, the instructor may recommend additional readings during the course.

COURSE REQUIREMENTS

Learning activities for **LDR 9810** consist of readings, interactive learning experiences (threaded discussions), a team project, and major written assignments.

Readings: The readings are organized according to the three core study areas of this course. The reading assignments are essential for your understanding and completion of the written assignments. It is important that you complete all of the required reading as quickly as possible. You are expected to integrate the content of reading assignments into all of your work. Questions can be posed either to the discussion area (for everyone) or sent to me via private email. There will be opportunities for questions and clarification of the concepts presented during the asynchronous discussion. Reading assignments will be posted in the appropriate folder under Course Content.

Core Area I: Evolution and Changing Nature of Higher Education

Cohen, A. (1998). *The shaping of American higher education: Emergence and growth of the contemporary system*. Chapters 1 through 5.

Duderstadt, J. (2000). *A university for the 21st century*. Chapters 1 through 3.

Core Area II: Political and Social Challenges

Cohen, A. (1998). *The shaping of American higher education: Emergence and growth of the contemporary system*. Chapters 4, 5

Duderstadt, J. (2000). *A university for the 21st century*. Chapters 1, 2, 3, 7,8, 9, 11, Conclusion

Tierney, W. (Ed.) (1998). *The responsive university: Restructuring for high performance*. Chapters 1,2, 3, 4, Conclusion

Core Area III: Current Leadership Challenges in the Higher Education Enterprise.

Cohen, A. (1998). *The shaping of American higher education: Emergence and growth of the contemporary system*. Final chapter (Conclusion).

Duderstadt, J. (2000). *A university for the 21st century*. Chapters 4, 5, 6, 7, 8, Conclusion

Tierney, W. (Ed.) (1998). *The responsive university: Restructuring for high performance*. Introduction, Chapters 3, 5, Conclusion

From time to time additional reading assignments may be posted.

Lectures: Your instructor will post written lectures related to the readings, issues, concepts, and assignments for the course. You will be required to read the lectures and post written responses in the discussion folder. WebCt allows for threaded discussions, which means that we can all participate.

Discussions: You are required to participate in the threaded discussions. Please NEVER change the header in the message, leave that to me (otherwise we will quickly lose control over the discussion. Only the instructor can erase messages. So, when you see something you want to reply to, just hit reply. You are required to read all the discussion postings and to make a substantive response (one that furthers the discussion) to at least 3 points a week. Participation in the discussions, both quantity and quality, is part of your final course grade. (See Grading Criteria.)

Written Assignments: Unless otherwise indicated, written assignments are due by MIDNIGHT on Saturday of the specified week (If you have religious difficulties with the Saturday due date, please contact the instructor and an alternate due date will be set)... Assignments, other than the 4th assignment, should be posted as an email attachment to the appropriate discussion board. This is so that all of us may read the assignment and learn from each other. The final assignment will be sent to the instructor via private email. All assignments must be uploaded in Word format and will be returned to you with comments in Word format. All assignments must include a title page, formatted per Organizational Leadership form and style requirements. All assignments must conform to the requirements of the APA (5th edition) publication manual and the Organizational Leadership Form and Style Guide. All students are advised to keep a copy of all written assignments throughout their doctoral program.

ASSIGNMENTS

There are four formal written assignments for this course. In addition, there are other expectations and requirements relating to discussions, chats, and a team project. These components of the course are outlined and described in the following.

Assignment 1 – Changing Nature of Higher Education

As a starting point, this assignment draws heavily on Cohen's book: *The Shaping of American Higher Education*. After having read this book, select one of the topics and related issues from those below and trace it through the colonial to modern period and make comments relating to the future. The purpose of this assignment is to assist you to understand how the societal context influences the evolution of a particular concern and how the future of the issue will also be influenced by past, present, and projections for the future. You will need to seek out other references and sources of information (in addition to the texts) to complete this assignment. The "issues" or topics could include the following:

- Faculty—Investigate nature of the faculty and how this component of higher education has evolved with various concerns evident through the years. What about the future?
- Students—Identify who was served by higher education with consideration of access and how the nature of the student bodies changed over time and for evolving types of institutions. What about the future?
- Gender—Research the nature of education for women in relationship to the evolving status of women and how they are perceived in a societal context.

Include reviews of access issues, perceived differences, equity issues, legislative actions, and changes over time. Explore both student and faculty/staff issues now and for the future.

- Race—Consider this topic especially in terms of the history and evolution of education for African Americans, native people, and current minorities. Describe the impact of affirmative action/lack of affirmative action--access issues. Explore legislative and legal issues as well as future prospects for students and faculty/staff.
- Curriculum—Explore the nature of curriculum as it evolved with an emphasis on how the curriculum changes and in the context of needs of society. Discuss what may change in the future as well.
- Evolution of institutional types--Trace the development and rise/fall of institutions in the societal context and for regions of country. Give consideration to how "new" providers develop and succeed. What about the future?

Assignment 2 – Political and Social Challenges

This assignment focuses on the organization and governance of one's institution and how the factors in the societal context impinge on the organization and the leadership. In the first part of this assignment, describe your college or university in terms of the historical development of the institution. Show how the roots of the institution relate to Cohen's time periods and the context when it developed and how the mission and focus of the institution may have changed over the years. You will want to identify the key political, social, demographic, and economic forces that have been critical to the emergence of the institution in its current form and may have an impact for the future. As this paper is developed, consider how the three forces—the public (government/sponsors), the consumer (students, employers, and indirectly through the government/sponsors), and the guild (faculty and their affiliations professionally)—have impacted the decisions of the organization. Identify the challenges that the pressures from these three forces prompt for today and may suggest for the future.

[Note: Assignment 3 is a continuation of this assignment because it involves conducting an analysis of the current state of the institution and proposes several key initiatives that the organization leadership should implement to address the projected issues and priorities for the future.]

Assignment 3 – Future Challenges for Institutional Leadership

Leadership in higher education must be prepared to act to address the challenges of the 21st Century. Understanding the current status of an organization and the challenges to its leadership for the future is the purpose of this assignment. Suggesting the actions and strategies to address the challenges is also a focus of the assignment. Conduct an analysis of the institution and present a paper that addresses the following:

- Describe the results of the internal assessment and resource analysis.

- Describe the mission, vision, values, key goals, issues, and future priorities.
- Describe the primary threats and opportunities based on an external scan of current and projected future social, political, economic, demographic, and technological trends influencing decisions made by institutional leaders. Consider competition and market preferences as this analysis is developed.
- Analyze and assess institutional leadership congruence with these components of the analysis.
- Identify the major challenges facing the leadership of the institution.
- Propose a prioritized statement of potential strategies to address the major challenges for the future.

Assignment 4--The Synthesis Paper

This assignment calls for writing a paper that integrates and synthesizes all major course components into a unified whole. The paper will also include a personalized plan for meeting and surmounting an identified challenge in higher education leadership. The content of the paper should describe and summarize what was learned from the sources on the reading list of at least 10-12 additional readings. *[Note: You should be prepared to submit your proposed reading list by the 8th week of the class.]*

OTHER REQUIREMENTS

In addition to the formal assignments (1-4 above), the other requirements for the course include the following:

Introduction and Personal Background: At the beginning of the course, prepare a brief introduction and post to the discussion section of WebCt. This introduction should summarize your background education and professional experience as well as information about what courses you have completed in the program. Areas of professional interest and some personal interests should be included. A picture should be uploaded (optional but encouraged).

Discussion and Chats: Involvement in an online course is required. The strategies to encourage this outcome are active participation in the discussions for the course. You are expected to post responses to questions raised as well as react and respond to other postings including some of the assignments. Chat sessions may be scheduled by the instructor and active participation is expected. As well, the instructor may hold online office hours and you would be expected to make use of them.

Reading List: A proposed list of readings should be submitted by the end of week 8. The formal assignments require using various reading resources. A list of sources with reading objectives needs to be developed and submitted for review. When you complete assignment 4 (synthesis paper), the learning outcomes from your readings need to be discussed.

Current Information: Students will be expected to consult the *Chronicle of Higher Education* on a weekly basis as well as other related higher education periodical sources.

Proposing at least three discussion topics from these readings will be expected. The annual *Chronicle of Higher Education Almanac* should also be reviewed. [Note: Access to the *Chronicle* is available through the NSU electronic library.]

Team Report/Presentation: Teams of 3 to 5 persons will be asked to prepare a topical report and presentation to the class. The team members will agree on one of the following topics and obtain approval from the instructor (just to avoid duplication of a topic). The focus should be on present conditions and thinking and what is forecasted for the future. Examine information about the topic from current literature sources, periodicals, web sites, and the *Chronicle of Higher Education* to prepare this report. This is your chance to be creative. Possible topics could include: (a) faculty status and issues; (b) student status and issues; (c) diversity (race and gender); (d) learning and curriculum; (e) the changing nature of the student body; and (e) technology and learning at a distance.

GRADING CRITERIA

The assignments for LDR 9810 and their corresponding points are as follows:

<u>Assignment</u>	<u>Grading Points</u>
1. State of Higher Education	20
2. Political and Social Challenges	20
3. Institutional Leadership and Mission Audit	20
4. The Synthesis Paper	20
5. Team Assignment ¹	10
6. Discussion Participation	<u>10</u>
TOTAL	100

ASSIGNMENT PARAMETERS

Each of the papers should be between 12 and 16 pages in length. With the exception of the Synthesis Paper, all papers must refrain from using first or third person. Doctoral level writing is required for all assignments and each marking rubric gives points both for writing and APA. Please pay attention to the following

- Attention to APA specifications is essential – remember 3rd person and refer to various OL handouts. Visit the ARO office for form and style manuals that can be downloaded – <http://www.fgse.nova.edu/aro>.
- Refer to the Scoring Rubric associated with each assignment – does your assignment reflect these qualities? How will you fare in each category?

¹ More information about the team presentation will be given online. Participants will have the opportunity to work collaboratively with others with the same learning interests and present an issue to the entire class.

- Maintain length specifications – while I certainly believe that one gets out of something only what s/he puts into it, there ARE times when we cannot be as prolific as we might like –stick to the length guidelines for each paper.
- Say what you mean – mean what you say – be succinct and direct, clear and purposeful in your writing. Avoid flowery or entertaining verbiage.
- Include a fully completed title/cover page, all pages numbered, etc.
- Avoid plagiarism at all costs. In writing doctoral papers, “the one who dies with the most citations wins.” Indirect quotes (paraphrasing) must also be attributed as well as direct quotes. Plagiarism is a serious offense and the grade for a plagiarized paper will be 0 for the first offense. The 2nd offense will result in your being terminated from the program.
- However, it is not plagiarism to ask someone to proof a paper for you. No one can see their own mistakes after the first runthrough. Another good trick is to have someone read your paper out loud to you. Does the paper make sense? Is it coherent?
- Last, but not least, style sometimes beats substance. Let me explain what I mean. You can have the greatest ideas in the world, but if they are caught in the mire of poor writing, it is very difficult to pick them out. Conversely, if you write well, you can sometimes get by with less content. Sorry, but this is the way it is. So, please, concentrate on your writing. Enable your spell and grammar checkers in Word. If something is underlined, it means there is a problem with it. By the time the paper gets to me, nothing should be underlined. If you don't understand what you are seeing, then seek help with writing. There are some good online writing programs and labs. Check the web site.

OL 9810 –Weekly Outline

This course runs for 15 weeks. We will be spending 5 weeks on each of the core areas. At the end of each core area, there is a written assignment that is due.

Core Area I: The Evolution and Changing Nature of Higher Education in the 21st Century.

Five Weeks

Written Assignment I due end of the 5 week period

Introduction and Organization

Review and learn how to work with WebCt
 Post current personal/professional profile into email to all.
 Review 9810 Study Guide and become familiar with Course Requirements
 Review the OL Form and Style Guide, Review APA

Organizational Evolution of Higher Education

Shaping of American Higher Education, Introduction and Chapters 1-3
University for the 21st Century, Chapters 1-3

Models of Higher Education

Shaping of American Higher Education, Chapters 4-5
University for the 21st Century, Chapters 1-3

Core Area II: Political and Social Challenges

5 weeks

Written Assignment II due at the end of the 10th week.

Reading list for Synthesis Paper due end of the 8th week

Social, Political, Economic, and Demographic Trends Effecting Higher Education

University for the 21st Century, Chapters 1-3
Shaping of American Higher Education, Chapters 4, 5, Conclusion
The Responsive University, Introduction

Governance Models and Challenges

University for the 21st Century, Chapters 7, 8, 11,
The Responsive University, Chapter 2, 4

Diversity Issues in Higher Education

University for the 21st Century, Chapter 9
The Responsive University, Chapter 1

Technology Issues and Challenges

The Responsive University, Chapter 3, Conclusion
University for the 21st Century, Chapter 10,

Core Area III: Current Leadership Challenges in the Higher Education Enterprise.

5 weeks

Written Assignment III due end of the 14th week

Synthesis Paper due at end of course

Influence of Organizational Mission, Vision, and Values on Leadership Practices

University for the 21st Century, Chapters 4,5,6,7

Responsive University, Introduction

Institutional Assessment, Accountability, Accreditation, and Quality

University for the 21st Century, Chapters 4,5,6

Responsive University, Chapter 5, Conclusion

Financial Issues Affecting Higher Education

The Responsive University, Chapter 3

University for the 21st Century, Chapters 8

The Future of Higher Education

Responsive University, Conclusion

University for the 21st Century, Chapters 12-14

Shaping of American Higher Education, Conclusion

In addition, there will be a team presentation. Further details about this will be made available online.