



HIGHER EDUCATION LEADERSHIP CEAL9400

New Orleans Baptist Theological Seminary
Christian Education Division

Jody Dean, Ph.D.
Assistant Professor for Christian Education
Director for Mentoring Programs in Christian Education
jdean@nobts.edu
Office: (504) 282-4455 ext.3349

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Purpose of the Course

The purpose of this seminar is to provide quality theological education for students in the area of advanced research in the context of the Christian institution of higher education.

Core Value Focus

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

Mission Focus – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2015-2016 academic year that Core Value is *Mission Focus*.

Curriculum Competencies Addressed

This course will address the following curriculum competencies: (Include only those competencies address in your course.)

1. *Interpersonal Skills*: Understand how to build relationships with students *Theological and historical perspective*: The seminar will provide an apologetic for the foundational structure of Christian education as it has received its formation from Scriptural reference and applied historically to the modern day.
2. and other colleagues in the context of the institution of higher education.
3. *Servant Leadership*: Determine how the institution of higher education can serve one another while still providing the appropriate leadership and community interaction in the venue of the institution.

4. *Spiritual and Character Formation*: As a leader or member of a consortium of Christian educators, discover how the individual can intentionally “grow up in all things into Him who is the head – Christ” (Eph. 4:15b, NKJV).

Course Description

Leadership principles, philosophies of Christian higher education, and trends in curriculum are investigated through research and lectures. The roles of the principals in the context of higher education are explored. Papers are presented and discussed, and several leadership theories are evaluated.

Student Learning Outcomes

By the end of this seminar, the student should be able to:

1. Provide a historical context for the modern institution of higher education
2. Identify and define the roles of the leadership of an institution of higher education
3. Discuss the context and content of curriculum found in an institution of Christian higher education.
4. Identify and evaluate issues relating to contextual issues as they relate to student and institutional organization, management, and control.

Required Readings

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Required Texts

The following text and resources are required reading for class discussions of assignment one and are to be read prior to the first on-campus seminar meeting.

- Bolman, Lee G. and Joan Gallos. *Reframing Academic Leadership*. San Francisco: Jossey-Bass 2011.
- Brown, Christopher and Jason Lane. *Organization and Governance in Higher Education* 6th ed. Pearson's Leavey Solutions, 2010.
- Davis, Jeffrey C. and Philip G. Ryken. *Liberal Arts for the Christian Life*. Wheaton, IL: Crossway, 2012.
- Dayton, John. *Education Law: Principles, Policies and Practice*. CreateSpace Independent Publishing Platform an AMAZON Affiliate, 2012.
- Dockery, David. *Faith and Learning: A Handbook for Christian Higher Education*. Nashville, TN: B & H Publishers, 2012.
- Jung, Joanne J. *Character Formation in Online Education*. Grand Rapids, MI: Zondervan, 2015.
- Lancaster, James, Dian Waryold And Linda Timm. *Student Conduct Practice: The Complete Guide For Student Affairs Professionals (Reframing Campus Conflict / Student Conduct Practice)*. Sterling, VA: Stylus Publishing, 2008.
- Maurrasse, David J. *Beyond the Campus: How Colleges and Universities Form Partnerships with Their Communities*. New York: Routledge, 2001.
- McCaffery, Peter. *The Higher Education Manager's Handbook: Effective Leadership and Management in Universities and Colleges*. 2nd ed. Routledge, 2010.
- Sanders, Mavis and Will Jordan. *Schooling Students Placed at Risk*. Mahwah, NJ: Erlbaum Assoc Publishers, 2000.
- Seeman, Howard. *Preventing Disruptive Behavior in Colleges*. Lanham, MD: Rowman and Littlefield Publishers, 2010.

Optional Texts:

The resident will choose one of the following books to prepare a comprehensive book digest and oral report during the seminar. There will be no duplication of books chosen. Once the roll has been established by the ReDOC Office, an email will be sent by the professor asking for your choice of books.

Barr, M. J., Desler, M. K., & Associates. *Handbook of Student Affairs Administrators*, 2nd ed. San Francisco: Jossey-Bass, 2000.

Dockery, David and David Gushee. *The Future of Christian Higher Education*. Nashville, TN: Broadman and Holman, 1999.

Dockery, David, and Greg Thornbury ed. *Shaping a Christian Wordview: The Foundations of Christian Higher Education*. Nashville, TN: Broadman and Holman, 2002.

Gehrz, Christopher. *The Pietist Vision of Christian Higher Education*. Downers Grove, IL: IVP Academic, 2015.

Hughes, Richard, and William Adrian. *Models for Christian Higher Education: Strategies for Survival and Success in the 21st Century*. Grand Rapids, MI: Eerdmans Publishing, 1997.

Longman, Karen. *Thriving in Leadership: Strategies for Making a Difference in Christian Higher Education*. Abilene, TX: Abilene Christian University Press, 2012.

Organization for Economic Cooperation and Development. *Educational Facilities and Risk Management: Natural Disasters*. Paris, France: Organization for Economic Cooperation and Development, 2004.

Trump, Kenneth. *Proactive School Security and Emergency Preparedness Planning*. Thousand Oaks, CA: Sage Publishers, 2011.

If more than eight students enroll in the seminar, some then will be allowed to choose a book from the included expanded bibliography.

Course Teaching Methodology

Units of Study:

Unit One: The role of the Christian Institution of higher education, its history, philosophy and contemporary context.

Unit Two: The role of leadership in the modern institution of Christian higher education.

Unit Three: Contemporary issues in Christian higher education leadership.

Teaching Method. The format of the seminar will be that of student report and discussion, expert panel discussion from institutions, and professor engagement.

Assignments and Evaluation Criteria

All students must register for this course on Blackboard and complete all pre-work required on the site.

Directions for registering and submission of papers will be provided at the beginning of the semester.

Submission of the following assignments will be via Blackboard.

Unit One: The role of the Christian Institution of higher education, its history, philosophy and contemporary context: 30 percent of the grade. SLO#1&2

The resident will be prepared to report findings from assigned texts for this Unit of Study. This will include both the required and optional texts. In particular, questions relating to the historical context of a system of advanced learning as well as the evolution of that construct to the modern institution will be explored. The resident should be capable of discerning philosophical changes that have occurred in the past two centuries in the modern Christian institution.

To complete this assignment, residents will be assigned books to create a two-to-three page book review paper to be submitted to their colleagues at least one week before the first on-campus meeting of the seminar. Books will be assigned once the seminar has been established by the REDOC Office through an on-line meeting of the seminar.

The student will review 8 of the required texts and 1 option text. The following review methods should be used at least once to cover the 9 reviews.

Options for review (utilize each at least once):

- a. Traditional review: summary of content with analysis and evaluation of the text, and a conclusion.
- b. More to be written: what areas of the text could be expanded or the missing pieces that if you were to be the editor would be added or possibly removed from the work. Prepare a book proposal for a revision to a publisher utilizing your new insight and contribution.
- c. Redesign: if you were the author what areas would you conduct more academic research and thus provide more than personal stories or experiences in Christian Higher Education. Provide a review that shows the need for less pontification and more research and the method(s) required to obtain that research for publication.
- d. Should not be reprinted: The work should become out of print because you do not believe it makes a significant contribution to Christian Higher Education. Prepare a review that shows the academic reasons for the work disappearing from the shelves of future readers.

Unit Two: The role of leadership in the modern institution of Christian higher education: 35 percent of the grade SLO#2&3

- a. The content of the second on-campus session will involve a discussion of the various leadership positions that comprise the contemporary institution of Christian higher education. The resident should review texts assigned in Unit One for information that would lead them to be able to discuss the role of leadership from governance trustees through academic administration and the faculty. In order to assist the resident in discovery; three interviews will be conducted and reported to the rest of the seminar: (1) An Academic Administrator such as the President or Academic Vice President (Provost) of a college or university, (2) A Faculty Leader such as a Dean or Division Chairman of a college or university, and (3) A Tenured Faculty Member of a college or university. During these interviews questions will be asked by the resident that will ascertain the interviewee's perceived role, challenges, successes, interaction with other leaders, etc. These interviews will be posted one week before the second on-campus meeting of the seminar. Residents will make presentations during the seminar and lead in discussions relating to their findings. 15% percent of grade
- b. The role among the leadership of an institution in Christian higher education to maintain accreditation requirements as well as implement policies for successful compliance with the proper accrediting agencies for their institution. The resident should research an accreditation agency for an institution in Christian higher education for the role of a faculty member, dean or division chairman, and Academic Vice President (Provost). (10-15 page brief not paper) 20 % of grade

OR

Forecast the enrollment management plan to maintain a rotation for courses within a department or division area in an institution of Christian higher education with giving the students a cycles of courses and delivery methods that allows a student to graduate in a

timeline as stated by the academic catalogue for the degree a student seeks to obtain. (10-15 page brief not research paper) 20% of grade

Unit Three: Contemporary Research in the Context of the Christian Organization: 35 percent of the grade SLO#4

The resident will develop a 30-40 page research paper on a topic dealing with the Christian institution of higher education. The paper will include:

- a. A biblical rationale for leadership in general and as it relates to the particular area of study the student has chosen to research. Examples from Scripture should be used to demonstrate the principles.
- b. A complete discussion of the leadership management theory, principle, paradigm, or practice.
- c. Specific examples of effective application for the context for which the paper addresses. The student will post their paper on line in BlackBoard one week prior to the on-campus seminar meeting. The seminar presentation of the research will be a creative presentation and not a recitation of the paper (the paper will already have been read) and should seek to involve the seminar participants in a meaningful dialogue and discussion. The presentation and discussion should not last longer than one hour and half.

Course Policies

Classroom Decorum

Participation is required for every course session due to the interactive learning format of the seminar. A positive attitude can only enhance the learning experience. Therefore, for the purposes of this class, a *positive attitude* and *participation* are defined as productive and interactive engagement with classroom presentations and classroom dialogues throughout a full course session. You cannot participate effectively if you are not focused on the subject matter while in the classroom. Consequently, the student is expected:

- To come to class with a constructive point of view, prepared to interact with the readings and resources on the course topic in discussion groups and classroom dialogues.
- To dress appropriately and in accordance with the NOBTS Student Handbook.
- To turn off cell phones and not to accept any phone calls and text messages during class.
- To use laptops appropriately during class.
- ***Please remember you are Doctoral students!***

Absences and Late Assignments

Absences are not permitted and late assignments will not be accepted. Assignments must be submitted in the timeframe given in the assignments above. No grades of Incomplete will be issued for this seminar.

Assignment Format

Unless otherwise specified in this syllabus, all papers will be produced in a digital format using the writing style of Turabian 6th edition. Papers will be created in accordance with the standards established in the Doctoral Program Handbook. Copies of all papers will be distributed to each member of the seminar via BlackBoard. A copy of any PowerPoint presentation, in hand-out format, will be provided to the professor before the presentation begins.

Course Schedule

First Week of Semester: Introduction Blue Jean meeting January 22nd at 9:00 a.m. CST

Weekend 1: Unit 1 February 26th 1:00-9:00 and February 27th 8:00-11:00

Weekend 2: Unit 2 April 8th 1:00-9:00 and April 9th 8:00-11:00

Weekend 3: Unit 3 May 5th 1:00-9:00 and May 6th 8:00-11:00

Selected Expanded Bibliography

Published Works

- Altbach, P.G, and Patricia Gumport. *In Defense of American Higher Education*. Baltimore, MD: John Hopkins University Press, 2001.
- Anderson, L.W., & Krathwohl (Eds.). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman, 2001.
- Anthony, Michael and James Estep, Jr. *Management Essentials for Christian Ministry*. Nashville, TN: Broadman & Holman, 2005.
- Augsburger, David. *Caring Enough to Confront*. Scottsdale, PA: Herald Press, 1981.
- Balderston, Frederick E. *Managing Today's Universities*. San Francisco: Jossey-Bass, 1995.
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- Berkley, James D. *Leadership Handbook of Management and Administration*. Grand Rapids, MI: Baker Books, 2011.
- Bennett, Brian and Norman Deitch. *Preparing for OSHA's Voluntary Protection Programs*. Hoboken NJ: John Wiley and Sons, 2010.
- Bennis, Warren. *On Becoming a Leader*. Reading, PA: Addison-Wesley Publishing Company, Inc., 1989.
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- Bok, Derek. *Universities in the Market Place: The commercialization of higher education*. Princeton, NJ: Princeton University Press, 2003.
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- Bloss, Julie L. *The Church Guide to Employment Law*. 2nd ed. Matthews, NC.: Christian Ministry Resources, 1999.
- Brown, Christopher and Jason Lane. *Organizaion and Governance in Higher Education* 6th ed.

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- Bullock, Jane, George Haddow And Damon Coppola. *Introduction to Homeland Security, Third Edition: Principles Of All-Hazards Risk Management*. Burlington MA: Butterworth Heinemann Publishers, 2008.
- Cobble, James and Richard Hammar. *Risk Management Handbook for Schools and Churches*. Carrol Stream: Your Church Resources of Christianity Today International, 2007.
- Cook, C. E. "Role of a teaching center in curricular reform". In D. Lieberman & C. Wehlburg (Eds.), *To Improve the Academy*, 19, 217-231. Bolton, MA: Anker Publishing, 2001.
- Daft, Richard L. *Leadership Theory and Practice*. Fort Worth, TX: Harcourt, 1999.
- Dayton, John. *Education Law: Principles, policies and practice*. CreateSpace Independent Publishing Platform an AMAZON Affiliate, 2012.
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- Dockery, David, and Greg Thornbury ed. *Shaping a Christian Wordview: The Foundations of Christian Higher Education*. Nashville, TN: Broadman and Holman, 2002.
- Drucker, Peter F. *Managing the Nonprofit Organization: Practices and Principles*. New York: Harper Collins Publishers, 2006.
- Finnegan, D. E., D. Webster, and Z. F. Gamson (Eds.), *Faculty and Faculty Issues in Colleges and Universities*. Needham Heights, MA: Simon & Schuster, 1996.
- Fortune, Marie. *Sexual Violence: The sin revisited*. Cleveland OH: Pilgrim Press, 2005.
- Gallos, J. V. (Ed.), *Organizational Development: A Jossey-Bass reader*. San Francisco: Jossey-Bass, 2006.
- Gallant, Brian. *The Facility Manager's Guide to Environmental Health and Safety*. Lanham MD: Scarecrow Press, 2007.
- Gardiner, L. F. *Redesigning Higher Education: Producing dramatic gains in student learning* (ASHE-ERIC Higher Education Report, Vol. 23:7.) George Washington University Graduate School of Education and Human Development, 1995.
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- Gillespie, K. J. & Robertson, D., eds. *A Guide to Faculty Development (2nd Ed.)* San Francisco: Jossey-Bass, 2010.
- Goleman, Daniel. *Emotional Intelligence*. New York: Bantam Books, 1995.
- _____. *Social Intelligence: The Revolutionary New Science of Human Relationships*. New York: Bantam Dell, 2007.
- Guston, Joseph. *Disaster and Recovery Planning: A guide for facility managers*. Lilbum GA Fairmont Press, 2004.
- Hammar, Richard R. *Essential Guide to Copyright Law*. Grand Rapids, MI: Christianity Today International, 2010.
- Hersey, Paul, Kenneth H. Blanchard, and Dewey E. Johnson. *Management of Organizational Behavior: Utilizing human resources*. 7th ed. Upper Saddle River, NJ: Prentice Hall, 1996.
- Hesselbein, Francis, and Marshall Goldsmith. *The Leader of the Future 2: Visions, Strategies, and Practices for the New Era*. San Francisco: Jossey-Bass, 2006.

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- Oliver, Barbara. *Managing Facility Risks: 10 Steps to safety*. Leesburg VA: Nonprofit Risk Management Center, 2004.
- Organization for Economic Cooperation and Development. *Educational Facilities and Risk Management: Natural Disasters*. Paris France: Organization for Economic Cooperation and Development, 2004.
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- Senge, P. *The Fifth Discipline: The Art and Practice of the Learning Organization* (Revised Ed.) New York: Broadway Business, 2006.
- Sorcinielli, M. D., A. Austin, P. Eddy, and A. Beach, A. *Creating the Future of Faculty Development: Learning from the Past, Understanding the Present*. Bolton MA: Anker Publishing Company, 2006.
- Spengler, John, Dan Cottohaughton, and Andrew Pittman. *Risk Management in Sport and Recreation*. Champaign IL: Human Kinetics Publishers, 2006.
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- Wenger, E., r. McDermott, and W.M. Snyder. *Cultivating Communities of Practice: A guide to managing knowledge*. Cambridge, MA: Harvard Business School Press, 2002.
- Winston, R. B., D. G. Creamer, and T. K. Miller (Eds.). *The Professional Student Affairs Administrator: Educator, leader, and manager*. Philadelphia: Accelerated Development, 2001.

Unpublished work:

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- Clarke, H. M., & Bishop, P. E. (2006). Faculty competency by design: A model for institutional transformation. In S. Chadwick-Blossey & D. R. Robertson (Eds.), *To Improve the Academy*, 24, 291-311.
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- Scott, G. (2003). Effective change management in higher education. *EDUCAUSE Review*, 38(6), 64-78.
- Seldin, P. (2006). Tailoring faculty development programs to faculty career stages. . In S. Chadwick-Blossey & D. R. Robertson (Eds.), *To Improve the Academy*, 24, 137-146.
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