



Master of Arts in Higher Education Program

STRATEGIC PLANNING IN HIGHER EDUCATION (HIED 515)

Professor: Robert Pepper, PhD

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Course Dates: 1/12/14 – 3/9/14

Phone: 717-766-2511 ext. 7278

Faculty Availability

Office Hours by appointment (Old Main 301)

Emails & phone calls returned within 48 hours

Faculty Expectations of Students

Announcements:

At the beginning of each week, I will post an announcement that will give an overview of your requirements for that particular week. Also, be sure to read through the entire course schedule so you can plan ahead for assignments. Please make sure that you read the announcements every time you log in to the course. These will be updated regularly with important course information. Any time I post an announcement I will also send an email notification for the announcement.

Instructional Time:

Plan on spending approximately 5.25 hours (on average) per week reading resources that I might post on-line, as well as reading posts and submitting posts online in the discussion forums (roughly equivalent to classroom time). Additional time will be required for text reading and assignment completion (roughly equivalent to graduate level, out of class work time).

Asynchronous/Synchronous Learning:

This course will require primarily asynchronous learning, which means that you will work independently at your own pace within certain schedule constraints/limitations. At least two synchronous learning experiences (via Adobe Connect) will be scheduled during this eight week course (see course schedule). You will be required to log on simultaneously so that the class can discuss the topic together. You should perform a systems check with our student computer services office prior to your first session to make sure your equipment is functioning properly.

Course Description:

This course provides a working knowledge of strategic planning and resource management in higher education, with attention to the pragmatic skills and tools relevant to educational and administrative leaders. Students develop model strategic plans that demonstrate the interplay between planning and resource management (human, financial, and intellectual) in higher

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education. The course stresses the importance of fostering a culture of innovative, data-driven decision-making.

Course Objectives (with related CWEOs):

At the end of this course, students will be able to:

1. Assess organizational culture in order to navigate organizational structures and demands effectively. (1c)
2. Understand the theoretical and practical principles for effective leadership, including the articulation of a personal philosophy of leadership and the ability to foster leadership development in others. (1d)
3. Understand higher education finance and funding structures as well as be able to construct and manage institutional as well as departmental budgets. (2b)
4. Demonstrate proficiency in writing measurable goals and outcomes and an ability to link these outcomes to broader institutional and departmental goals.
5. Apply content knowledge to real-world strategic decisions in ways that enhance institutional effectiveness. (2g)
6. Analyze the influence of leadership style on the application of organizational planning and change.
7. Prepare an institutional planning document and system for outcomes evaluation.

Required Textbooks and Course Materials

- Rowley, D. J., Lujan, H. D., & Dolence, M. G. (2001). *Strategic Change in Colleges and Universities*. San Francisco, CA: Jossey-Bass.
- Dickeson, R.C. (2010). *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance*. San Francisco, CA: Jossey-Bass.
- Kouzes, J.M. & Posner, B.Z. (2012). *The Leadership Challenge*. Fifth Edition. San Francisco, CA: Jossey-Bass.
- Additional materials will be made available in the resources section of CANVAS.

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Graded Course Requirements/Projects**Forums****(Course Objectives 1-7)****80 points (10 points a week)/15% of the Course Grade**

The course is 8 weeks of interaction. Participation in forums is mandatory and is an essential aspect of this course. Forums are scheduled over a seven-day week to provide structure for students. The quality of the learning experience depends upon the full participation of all persons enrolled in the course. The weekly schedule begins on Mondays and ends on Sunday at 11:55PM US ET. The program neither suggests nor encourages that students work seven days per week. Rather, in respect for the various traditions to honor a given day of rest during the week, all seven days are included in the schedule so students may elect which days they will participate. It is expected that students will log into the course site at least three times a week, prepared to offer new insights, add good questions to the discussion, and demonstrate a mastery of the larger emerging themes of the course.

Each week you will be assigned to a smaller discussion group. Weekly 2-3 students will be assigned to offer an initial post/observation to a predetermined discussion question/thread. These initial posts must be completed by noon on Tuesday of each week. This will give the rest of the class ample time to respond to the initial posts. The remaining students in the class will be required to write and post three responses during the rest of the week. You are given freedom to respond to any of the topics/initial posts that you want to. Those students that posted the initial post/observation must respond two times during the rest of the week to comments made in the thread that they started.

In short, we will have two groups going at the same time and 2-3 initial posters (assigned by me) and then the rest of the class will respond. The week you are an initial poster, you will have 3 posts (the one that you initiated and 2 responses to that post. The other weeks, you will have freedom to respond to any post/thread of your choice. The minimal expectations on those weeks are 3 posts in any of the topics listed. There will be a few weeks when we are all in the same conversation – just follow the guidelines on CANVAS.

Forum Guidelines:

- Prior to posting, read what others have posted, we do not need multiple threads of the same material.
- If you respond to someone else's posting(s), consider the following rules:
 - Summarize or quote what the student has said (you might want to mention the student's name for clarification purposes)
 - State your position clearly
 - Offer a clear rationale for each position you take, this is not a chat room that provides a virtual soap box; please defend your positions with evidence.
- Offering personal ideas and thoughts is encouraged; however, it is preferred that students make clear connections between readings and personal experiences and beliefs.
- You must site all of sources according to APA guidelines.
- Postings should be no shorter than 175 words and no longer than 250 words. Students should use proper grammar; check spelling, etc. before posting.

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Contemporary Issue Case Study Proposal

(Course Objectives 1-7)

20 Points/5% of the course grade

Due Sunday, January 26 by 11:55pm (EST) – submit through CANVAS.

The full details of the Contemporary Issue Case Study Project are listed below. As this is an in-depth project, it is imperative that you begin to work on this as soon as possible. For this assignment you are being required to submit a two page word document that outlines the following:

- The proposed site/institution/department
- Rationale for this site/institution/deaprtment
- Data gathering plan
- Required resources needed to complete this project
- A proposed timeline for gathering data and completing the project
- Any questions that you may have for me regarding this project

Personal Leadership Philosophy Project

(Course Objectives 2 and 7)

100 Points/20% of the course grade

Due Sunday, February 2 by 11:55pm (EST) – submit through CANVAS.

This assignment is designed for you to develop a personal leadership statement that articulates the principles, values, beliefs and behaviors that will influence you as you engage in the process of educational leadership. This is a PERSONAL statement and should represent your UNIQUE philosophy of leadership, both in content and form. There are no format restrictions for this assignment and you are encouraged to utilize your creative energy in the expression of your thoughts and ideas. With that being said, your project should include a short statement that identifies your audience (ie application employment, personal vocational reflection, the functional area, etc). It should address your personal values, principles, beliefs and experiences that shape your educational practice. It is expected that you integrate course material, as appropriate, with your paper.

Higher Education Leader Profile

(Course Objectives 1,2,6,7)

100 Points/20% of the course grade

Due Sunday, February 16 by 11:55 p.m. (EST) – submit through CANVAS.

One of the best ways to study leadership and administration is through case studies of individuals. Each of you will choose one leader in a functional area within the field of higher education that interests you and conduct an interview of this person. This can be done in person or virtually. You will write a five page paper that addresses the following: why you selected this person, how their personality, experience, values and context has influenced their current decisions. You must identify the issues/challenges they are facing and how they aim to overcome them. Your paper should reference course materials/readings as well as five additional scholarly resources. Finally, you must also include your own critique of the administrator's actions and possible alternative solutions.

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Contemporary Issue Case Study

(Course Objectives 1-7)

200 points/40% of the course grade

Due Friday, March 9 by 11:55 p.m. (EST) – submit through CANVAS.

Over the course of the semester, you will conduct a case study of a functional area within the field of higher education that interests you. You are encouraged to select a case that will be of use to an institution. Your analysis should include a clear explanation of the situational factors affecting the organization/department; a proposed strategic plan (including measurable goals) a thorough review of the resources (financial, human, intellectual, technology, etc) required to achieve the goals outlined in the plan, and proposed methods for evaluating the success of the plan’s implementation. The focus of this assignment is for you to apply course materials, content, and knowledge to actual problems and a strategic plan. It is not expected that you implement the changes, but rather that solid research results in a strategic plan that could be implemented in the specific context selected.

Grading:

| Method | Total Points | % of Total | Due Date |
|---------------------------------------|---------------------|-------------------|-----------------|
| Class Participation/On-Line Dialogues | 80 | 15% | Weekly |
| Proposal for Contemporary Case Study | 20 | 5% | Jan 26 |
| Personal Leadership Philosophy | 100 | 20% | Feb 2 |
| Higher Education Leader Profile | 100 | 20% | Feb 16 |
| Contemporary Issue Case Study | 200 | 40% | March 9 |
| TOTAL | 500 | 100% | |

At the completion of the course, students will receive a letter grade reflecting their overall performance. Letter grades are awarded according to the existing policies of the Graduate School at Messiah College. A final course grade is computed according to the total number of points earned for all assignments as shown by percentage of points earned:

| | | | |
|----|---------|----|--------|
| A | 93-100% | B- | 80-82% |
| A- | 90-92% | C+ | 77-79% |
| B+ | 87-89% | C | 73-76% |
| B | 83-86% | F | >76% |

Criteria for Grading Papers/Projects

- A/A-: Assignment is well-written with no errors (spelling, sentence fragments, unclear sentences, etc). Analysis is excellent and conclusions are well-supported, demonstrating understanding of the topic and familiarity with supporting sources (readings, discussion). Questions are fully and clearly addressed.
- B/B-: Assignment is moderately well-written with few errors. Analysis is good and conclusions are supported. Paper demonstrates a correct understanding of topic and familiarity with most supporting sources (readings, discussion).
- C Content shows either less than correct familiarity with the topic or supporting sources, is not fully responsive to the question(s) asked, or is poorly written (major mistakes made).
- C- Any combination below the levels described above.

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Extra Credit: Extra credit is not awarded for this course.

Criteria for Grading Class Participation/On-Line Dialogues

- Postings must comply with the aforementioned suggestions.
- Students can earn a maximum of 10 points a week (80 points a semester)
- Students will earn a weekly grade that will reflect the postings for the week.

Late Assignments

Assignments received by the instructor later than the posted time will be docked 10 points for each 24-hour period late. All assignments must be submitted through CANVAS.

Returned Assignments

The instructor will read and critically assess students' assignments, grade the assignment, and provide feedback in a timely manner. Student e-mails and calls will be acknowledged within 48 hours of receipt.

Academic Integrity

The [Academic Integrity Policy for Graduate Students](#) is found in the graduate student handbook. Primary responsibility for knowledge of and compliance with this policy rests with the student.

Americans with Disabilities Act

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact DisabilityServices@messiah.edu, (717) 796-5382.

Library and Librarian Assistance

The Library is an obvious source of information for research, presentations and projects. Currently, Beth Mark is the specific library liaison assigned to the social sciences disciplines. Although any librarian is trained and prepared to assist you, Beth works specifically with the social sciences and is most familiar with the resources and databases that relate to this field. Do not hesitate to contact her if you are having trouble locating specific sources for your assignments, as she is more than willing to help you. For her specific work schedule, contact her directly at BMark@Messiah.edu or by calling ext. (717) 796-1800, ext. 3590.

Writing Center

The [Writing Center](#) is available to any graduate student who has a desire to improve his/her writing. The role of the center is to provide feedback (not editing) on written work. Feedback alerts you to the kinds of errors you are making, lets you know when something is not clear, and suggests that you have not fully supported an argument. Feedback does NOT correct your grammatical errors, rewrite your sentences, or provide you with the specific points to support your argument. Ultimately, it is your responsibility to find and use the resources you need to improve your writing but connecting with our Writing Center, either online or face-to-face, is a good place to start.

Hardware and Software Recommendations

Student [technology recommendations](#) are found on the Information Technology Services website. These guidelines have been put in place to best equip you to have an optimal technological experience in our online programs.

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Technical Support for Students

[Technological support](#) is available to all students during the days and times listed on the Information Technology Services homepage. Students also have access to technical support (i.e. tutorials, help functions, etc.) through the College's portal, MCSquare, and through the College's Learning Management System.

Statement of Copyright Protection

The materials on this course web site are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

Statement of Confidentiality

Students may be asked to post written work and to engage in written dialog with other class members within an LMS. The student should be aware that although confidentiality within the course environment is encouraged, it is possible that users in and outside the course may have access to course content.

Assignments with Suggested Time Requirements and Connections to Course Objectives

| Week/Dates | Assignments | Instructional Hours | Non-Instructional Hours | Course Objectives |
|-----------------|---|---------------------|-------------------------|-------------------|
| One: 1/12-1/19 | Kouzes & Posner Intro and Chs 1 –3 | | 3 | 1,2,4,5,6,7 |
| | Dickeson, Chs 1-2 | | 3 | |
| | Rowley Chs 1-3 | | 3 | |
| | Read, Post and Respond to Forum | 6 | | |
| | | | | |
| Two: 1/20-1/26 | Kouzes & Posner Chs 4-7 | | 4 | 1,2,3,4,5,6,7 |
| | Rowley Chs 4-5 | | 1 | |
| | Dickeson, Chs 3-4 | | 1 | |
| | Read, Post and Respond to Forum | 6 | | |
| | Proposal for Contemporary Case Study Due 1/26 | | 4 | |
| | Begin Personal Leadership Paper | | 2 | |
| | | | | |
| Three: 1/27-2/2 | Kouzes & Posner Chs 8-12 | | 4 | 2,5,6,7 |
| | Rowley Chs 6-8 | | 2 | |
| | Dickeson, Chapter 5 | | 1 | |
| | Read, Post and Respond to Forum | 5 | | |
| | Personal Leadership Paper Due 2/2 | | 10 | |
| | Work on Case Studies | | 4 | |
| | | | | |
| Four: 2/3-2/9 | Rowley Chs 9-10 | | 1 | 2,5,6,7 |
| | Dickeson, Chapter 6 | | 1 | |
| | Read, Post and Respond to Forum | 5 | | |
| | Work on Case Studies | | 2 | |
| | | | | |
| | | | | |

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| Week/Dates | Assignments | IT Hours | N-IT Hours | Course Objectives |
|-------------------|--|-----------------|-------------------|--------------------------|
| Five: 2/10-2/16 | Rowley Chs 9-11 | | 2 | 1,2,3,4,5,6,7 |
| | Dickeson Chapter 7 | | 1 | |
| | Work on Case Studies | | 8 | |
| | Read, Post and Respond to Forum | 5 | | |
| | Higher Education Leader Profile Due 2/16 | | 10 | |
| | | | | |
| Six: 2/17-2/23 | Rowley Chapter 13 | | 2 | 1,2,4,5,6,7 |
| | Dickeson Chapter 8 | | 1 | |
| | Read, Post and Respond to Forum | 5 | | |
| | Work on Case Study | | 5 | |
| | | | | |
| Seven: 2/24-3/2 | Rowley Chapter 14 | | 1 | 1,4,5,6,7 |
| | Dickeson Chapter 9 | | 1 | |
| | Read, Post and Respond to 2 Forums | 5 | | |
| | Work on Case Study | | 10 | |
| | | | | |
| Eight: 3/3-3/9 | Rowley Chapter 15 | | 1 | 1,3,5,6,7 |
| | Read, Post and Respond to Forum | 5 | | |
| | Contemporary Case Study Due 3/9 | | 10 | |
| Totals: | | 42 | 99 | |

NOTES:

Reading times are based on an approx. 30 pages per hour

Writing and research for papers based on 3-4 hours of finished pages/project