



**Course Number:** HIED 7970 (Fall 2020)

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**Course Title**: Special Topics – Introduction to Higher Education Administration

**Credit Hours:** 3 semester hours

**Class Meetings:** Monday (select days), 5:00 pm -7:50 pm

**Class Location:** 2352 Haley

**Teaching Assistant:** Jessie Johns

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**Required Text:** A Presidents Perspective (digital text) XanEdu Press

**Course Description:** This course is designed to have selected class discussions with electronic interactions among students throughout the semester. The discussions will be driven by the specific questions that outline the skills and competences expected. Listed below are course segments with potential discussion questions.

**1. Class Discussion (August 17) (In Person):**

 A. Overview of the course

 B. History of Higher Education

* Be able to discuss some changes in higher education and predict additional changes that might

 occur during your career.

* Who established the early universities in the US?
* How has the skill set of a president changed over time?
* How can a university become a change agent in society in the 21st century?
* Are there additional “stakeholders” that will be important in the future?

 C. Public, Private, and For-Profit Universities (FPU)

* Briefly describe the differences between the three types of universities.
* Historically describe the origins of each.
* How do their organizational structures differ?
* Is the accreditation process and or standards different for each type of university?
* Discuss the differences in faculty among the three types. Why might the differences be appropriate?
* What are some operational aspects of university management that public universities have learned from the FPU?
* Compare student debt levels at FPU’s with public universities.
* Be able to name and discuss the current status of several FPU’s - University of Phoenix, Corinthian College, ITT, and Kaplan University.
* Explain the value of contingent faculty in a FPU model. What are some of the disadvantages?
* Should faculty at a public university be able to also teach on a part-time basis at a FPU?

 D. Land Grant University History

* How were these universities established?
* Explain the Hatch Act.
* What is the reason that these universities are often referred as land grant when they were established by the Morrill Act?
* Explain the 1890 land grant universities vs. the 1862 land grant universities.
* Explain the Smith-Lever Act.

 E. International Universities

* Compare and contrast US universities traditions with several other countries.
* How are governance structures different?
* Is the US tenure system used?
* Discuss admission standards.
* Selection of an academic major is a freedom that US students assume is common. Explain the logic of governmental determination of an academic major as opposed to freedom of choice.
* Compare and contrast tenure and promotion processes between the US and another country.
* What is often the distinguishing difference in governance at an international university and with a US public university?
* As an undergraduate at an international university, how would your course work likely differ from an undergraduate at a US university?

**2. Text Discussion (August 24): — Chapter 1 & 2 (ZOOM)**

**3. Class Discussion (August 31) (In Person):**

 A. External Governance - Boards of Trustees/Regents

* How are governing boards selected?
* Explain how selection can affect their role or view within the scope of responsibilities as a board member.
* Be able to discuss why boards are of various sizes.
* What are some differences in a public board and a private one?
* Explain the logic of a group of “lay” members on a board to effectively govern a university.

 B. External Governance - Commissions on Higher Education

* How are Commissioners of Higher Education selected and whom do they report?
* In general, what is the legal right of a “commission” to provide oversight?
* Explain the concept of geographic service areas.
* Why is “duplication” of effort often discussed at Commission meetings?
* What is the role of a Commission in financial oversight?

 C. External Governance - Accreditation bodies

* By what authority do regional accreditation bodies act?
* Explain several accreditation standards that universities often struggle with currently.
* What does fidelity to mission mean?
* How do specialized accreditation bodies differ from regional accreditation bodies?
* Explain the implications of failing to be regionally accredited.

 D. Internal Governance - Faculty, Staff, and Students and Parents of Students

* What are three internal groups with elected leadership that participate in the governance process?
* Explain where these internal groups have the greatest influence in governance.
* How do administrators receive input on policy issues?
* Suggest a strategy for working with various internal governance groups.
* Define shared governance.
* Explain the requirements of FERPA as related to parents.
* What are the top three concerns of parents based on national data?
* For the freshman student that is entering their first term, about when does the data show that parents should re-engage or visit with the student?
* How would you address a concern raised by a parent relative to a roommate issue or an international graduate student teaching a freshman class?
* What procedure would you use when giving bad news to a parent?
* Explain the differences between professors, lecturers, instructors, research professors, clinical professors, etc.
* Are rules and policies consistent in the US relative to the granting of tenure?
* Explain tenure and give a rational that would justify this practice to a politician.
* How long does it take for an associate professor to become a full professor?
* Explain the “chain of command” for a new assistant professor.

 E. Special “shareholder” groups — Elected Officials

* In state government, which committees and leadership positions are you most likely to work with on higher education issues?
* With the US Congress, who will you most interact with?
* Why is brevity so critical in DC?
* Discuss the pros and cons of your being affiliated with a particular political party as a university leader.
* How do ethics laws influence your ability to do your work in higher education?

 F. Special “shareholder” groups - Community

* Name several community groups that are interested in the activities of a university.
* How does the academic calendar affect a local community?
* What is the most common request that a city will make to a university?
* Suggest some common services that might be shared between a city and a university.
* What can a university do to strength city-university relations?

 G. Special “shareholder” groups - Athletics

* What are five “hallmarks” of a great athletic program?
* Explain Title IX.
* Explain APR and GRS.
* Provide logic that would explain high coaches’ salaries.
* Identify revenue producing sports vs. those that are highly subsidized.

 H. Special “shareholder” groups - Philanthropy

* Discuss the important of faculty and staff giving.
* What are planned gifts?
* Why are annual gifts important even when the level of money often raised is low?
* Describe who you would approach when a short term critical fund raising goal had to be achieved.
* Provide the relative percentages of various categories of giving, ie. individuals, corporations, foundations, etc.

 I. Special “shareholder” groups - Special Interest

* Define a special interest group and name several that are common in a university.
* What role does a special interest group have in the governance of a university?
* Those organizations that employ graduates are a special interest group — how do you produce graduates that reflect their needs when the skill might not be a typical college level skill?
* Performing arts interests are occasionally in conflict with community norms. How do you address this potential conflict?

 J. Special “shareholder” groups - Alumni

* What are the pros and cons of having an alumni association independent from the university?
* Alumni associations provide information, as do departments, colleges, and the university. How do you insure consistent information?
* What services do you expect an alumni association to provide for the membership?
* What are non-monetary activities that an alumni can provide in support of the university?
* Ideally when should the alumni association put the most focus on getting new members?

**4. Text Discussion (September 14): - Chapters 3, 4, & 6 (ZOOM)**

**5. Class Discussion (September 21): (In Person)**

* Class exercises that integrate governance and shareholder perceptions into decision making. Review of all material to date.

**6. Text Discussion (September 28): - Chapters 5 & 7 (ZOOM)**

**7. Class Discussion (October 5) : (In Person) (Mid-Term Exam)**

 A. Leadership vs. Management

* Provide a definition that explains the difference between leadership and management.
* What are five critical components of management?
* With decision making, explain the 10-10-10 rule.
* What is the first step that we discussed in leadership?
* Discuss the value of de-centralized decision making in academia.

 B. Budgets and Finance

* What are the five sources of funds that are used to operate a public university?
* What are several examples of auxiliaries within a university?
* What is typically the largest component of expenditures in a university budget?
* Describe how shared governance is critical in budget development.
* Discuss historical levels of state support for higher education and the change over time.

 C. Role of 501c3 Organizations

* Why do universities has such affiliated organizations (501c3)?
* Suppose you wanted to establish a 501c3 organization to help in fundraising. Who might you involve for the board?
* To meet IRS requirements what are accepted purposes of the 501c3?
* If a 501c3 organization is dissolved, what is the most likely disposition of the assets?

 D. State Funding Models

* Explain formula funding with details about different disciplines and level of degree pursued.
* Explain historically use of “incremental” funding.
* Why do universities with incremental funding models generally have lower levels of research funding?
* Describe performance funding.
* Why is enrollment growth important in formula funded universities?
* Explain non-academic components of funding formulas.

 E. Open meetings

* Most states have “open meeting” laws that are both helpful and problematic. Discuss the pros and cons of such laws.
* Be prepared to discuss the open meeting laws of Alabama.
* How do Universities inadvertently violate open meeting laws?
* From a governing board perspective, why are these laws troublesome for them to carry out their oversight responsibilities?
* How do these laws ensure that the public has the opportunity to know what is happening at a state university?

 F. Risk/Compliance

* Why does the violation of process often create issues in higher education?
* Explain the phrase often hear in universities that “process is more important than the product”.
* Describe a good process to create a new university wide policy.
* Why do University’s use committees as part of the process to make decisions?
* How do federal and state laws interface with institutional policies and procedures?

 G. Diversity

* Discuss three techniques or practices that are used by universities to increase minority faculty.
* Explain the concept of “critical mass” in obtaining ultimate campus diversity.
* Where will opposition come as you try to increase minority students or faculty?
* How can alumni scholarships hurt diversity efforts?
* How would you define “minority”?

 H. University Politics

* It is often said that “university politics is so intense because the stakes are so low”. What does this mean?
* Explain how being a political advocate for certain things can help or hurt your career.
* Weak academic departments tend to hire faculty that are below average. Why?
* How are faculty “votes of no-confidence” in administrators viewed?
* What is the best way to bring about change in a university?

**8. Text Discussion (October 12): - Chapter 8 (ZOOM)**

**9. Text Discussion (October 19): - Chapters 9 & 10 (ZOOM)**

**10. Class Discussion (October 26): (In Person)**

* Discussion and class exercise using national data set such as Delaware and Oklahoma for decision making. Review of all previous class and text discussions.
* What are some advantages and disadvantages of such data sets?
* How might you use Delaware data with a department head or chair that believes their department is not getting adequate resources?
* How can academic policies at a particular university influence data sets?
* Suppose that national data indicates that the average salary for an associate professor in your department is lower than national averages. Explain why this might be appropriate.
* Student enrollment in a department has increased over 100% in the past 10 years, but the number of faculty is the same. How might that still be appropriate?

**11. Text Discussion (November 2): - Chapter 11 (ZOOM)**

**12. Class Discussion (November 9): (In Person)**

 A. Job “hunting”

* Explain reference selection principles.
* What are several noticeable problems or issues that you might have to explain on a typical academic resume?
* Why are tailored resumes more effective than a generic one?
* Discuss the “homework” you should do prior to an interview.
* Why might you ask about bond ratings during an academic interview?

 B. Career Paths

* Outline a normal career path to become a president assuming you have a doctorate at age 30.
* If you have worked professionally outside of higher education, what is critical to negotiate upon returning to an academic position?
* There are many major national higher education organizations that are typically located in DC. Discuss several and the types of issues they address.
* Why might it be difficult to move from a research university to a leadership role in a traditional 4-year institution?
* If you were interviewing, how would you expect the questions to differ between a public and a private university?

 C. First steps in a new job

* What are things you should do prior to arrival to start a new job?
* What would you do on the first day as a new assistant professor?
* How do you find out about splits or divisions within a department?
* How do intellectual departmental splits affect you?
* What laws should you understand early in your career?

 D. Partners/spouses

* In administrative positions within a university, do partners/spouses have an expected role?
* Should the university expect your partner/spouse to work for free on behalf of the university?
* If your partner/spouse is convicted of a crime, will it affect your position?
* How does the use of partner/spouse “accommodations” affect your position?
* If you are a unit leader and your partner/spouse works in the same academic field and state laws prohibit nepotism, how would you address supervision?

 E. National Meetings/Mentors

* Why are national professional meetings in your field often referred to as the “market place”?
* Service in national organizations can be very time consuming - why is it so valuable to your career?
* Discuss selection of mentors.
* Should you serve as a mentor while you are being mentored in your first job?
* How do you handle a mentor’s advice when it disagrees with your views?

 F. Key Staff Selection

* Why is bringing staff from your previous employer to your new employer often a mistake?
* Do you want your second in command to be of the same view as yourself?
* Discuss the value and problems of internal appointments vs. external hires.
* Why is it often dangerous to your career to serve as an “interim” and become a candidate for the position?
* What does the perception of pre-selection do to the credibility of the selection process?

 G. Speeches in the “can”

* Give a 5 minute speech on the role of higher education in economic development.
* Defend research as critical to the mission of a university.
* Explain why your university uses tenure systems.
* Defend the importance of inter-collegiate athletics
* Explain the value of politicians in the success of higher education.

**13. Class Exercise (November 16): Written exercise with report due Nov. 23.**

**14. Course Discussion (November 23): (In Person)**

**15. Final Exam (December 7): (Given Remotely)**

Grading is determined by the weekly posting made relative to the material discussed or covered in the text, a mid-term exam and selected questions on the final exam. The mix is 25% based on quality postings, 25% on the mid-term exam and 50% based on final exam.

Notes: Chapter Topics in the digital text:

1. Introduction
2. Governance
3. Faculty
4. Town and Gown Relations
5. Diversity
6. Student Affairs
7. Athletics
8. Risk and Compliance
9. Governmental Relations
10. Advancement
11. Presidential Notes

**BERT (Bias Education & Response Team)**

Auburn University values freedom of expression and the open exchange of ideas. While openness protects the expression of controversial ideas, there are times when actions or conduct can negatively affect individuals or groups. A bias incident involves actions committed against or directed toward a person or property that are motivated, in whole or in part, by a bias against race, color, religion, sex, sexual orientation, gender, gender expression, gender identity, national or ethnic origin, age, disability, or other protected classes as required by law and that interferes with one’s educational opportunities or disrupts the learning environment.

Members of the university community who have been the targets of, or who witness a bias incident are encouraged to submit an online report via aub.ie/BERTReport. Reports will be reviewed during regular business hours when the university is open. Upon receipt of the form, a BERT member will contact the reporter and/or refer the reporter to the appropriate office or agency for assistance.

**What does Auburn’s BERT do?**

* **Ensures** that all members of the Auburn family have a means to report bias incidents.
* **Serves** as a safe resource for members of the Auburn family to raise concerns regarding bias-related incidents, acts of harassment, and discrimination on campus.
* **Collects** information about and provides an annual report of all reported bias-related incidents impacting the Auburn University community.
* **Advocates** for prevention and awareness programs which educate all Auburn family members about bias-related incidents and reporting options.
* **Connects** those affected by bias-related incidents with immediate and ongoing support systems.
* **Advocates** for prevention and awareness programs which educate all Auburn family members about bias-related incidents and reporting options.
* **Connects** those affected by bias-related incidents with immediate and ongoing support systems.
* **Works** with university stakeholders to ensure transparent and open communication following the report of a bias-related incident.
* **Supports** opportunities for dialogue and restorative justice, when possible, for those impacted by bias-related incidents.

**BERT does not:**

* **Replace** existing reporting and support mechanisms.
* **Initiate** disciplinary action or impose sanctions.
* **Supersede** the work of the police or established campus investigative units.
* **Provide** crisis or emergency services.