



HIGHER EDUCATION LEADERSHIP CEAL9400

New Orleans Baptist Theological Seminary
Christian Education Division

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*New Orleans Baptist Theological Seminary and Leavell College prepare servants
to walk with Christ, proclaim His truth, and fulfill His mission.*

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 2019 - 2020 academic year that Core Value is *Spiritual Vitality*.

Curriculum Competencies Addressed

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

1. *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. *Interpersonal Skills:* Understand how to build relationships with students 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. Identify and define the roles of the leadership of an institution of higher education
2. Discuss the context and content of curriculum found in an institution of Christian higher education.
3. Provide a historical context for the modern institution of 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 texts and resources are required reading for class discussions for assignment one and are to be read in their entirety prior to the first day of class.

Glanszer, Perry L., Nathan F. Alleman, and Todd C. Ream. *Restoring the Soul of the University: Unifying Christian Higher Education in a Fragmented Age*. Downers Grove, IL: InterVarsity Press, 2017.

Lombardi, John V. *How Universities Work*. Baltimore: John Hopkins University Press, 2013.

Lukianoff, Greg and Jonathan Haidt. *The Coddling of the American Mind: How Good Intentions and Bad Ideas Are Setting up a Generation for Failure*. New York: Penguin House, 2018.

McCaffery, Peter. *The Higher Education Manager’s Handbook: Effective Leadership and Management in Universities and Colleges*. 3rd ed. New York: Routledge, 2019.

Optional Assigned Texts:

The resident will choose one additional book to prepare a comprehensive book digest and oral report during the seminar. There will be no duplication of books chosen. Once the ReDOC Office has finalized the student roster for the seminar, the professor(s) will send a request via email asking for your choice from the following list.

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

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. Pearsons Leavey Solutions, 2010.

Dayton, John. *Education Law: Principles, Policies and Practice*. CreateSpace Independent Publishing Platform an AMAZON Affiliate, 2012.

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.

Maurrasse, David J. *Beyond the Campus: How Colleges and Universities Form Partnerships with Their Communities*. New York: Routledge, 2001.

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 ten students enroll in the seminar, students may request a book from the included expanded bibliography.

Course Teaching Methodology

Units of Study:

Unit One: The role of leadership in the modern institution of Christian higher education. The context and content of curriculum found in an institution of Christian higher education.

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

Unit Three: Contemporary issues in Christian higher education leadership.

Unit Four: Challenges for Higher Education in the next decade.

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. A student can focus their course work through research toward a private K-12 Christian school. The professor will help a student tweak assignments to reflect a K-12 focus.

Meeting 1

Unit One: The role of leadership in the modern institution of Christian higher education. The context and content of curriculum found in an institution of Christian higher education. SLO#1&2 Pick from the following two options for your first assignment and seminar meeting

- a. The content of the first 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 the four textbooks for information that would lead them to be able to intelligently 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. Interviews questions asked by the resident will seek to ascertain the interviewee's perceived role, challenges, successes, interaction with other leaders, etc. Post interview reports one week before the on-campus seminar meeting. Residents will discuss their findings during the seminar. 25% percent of grade. **Hint:** Seek and include interviews outside the NOBTS community.
- b. One crucial role among the leadership of an institution in Christian higher education is the process 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 and identify the steps of assessment necessary for a college or seminary to maintain accreditation. Provide examples of rubrics to measure administrative, student services, and degree program assessment. (7 page brief - not formal paper) 25 % of grade

Meeting 2

Unit Two: The role of the Christian Institution of higher education, its history, philosophy and contemporary context: 20 percent of the grade. SLO#3

Students will be assigned a specific period of higher education history to research and report in meeting two. Students will be expected to synthesize the required text as a foundation for determining a research question. Additionally, students should come prepared with a research question for the major paper (**Unit 3**)

- a. The resident will be prepared to report findings from exploration of an assigned historical period relating to the historical context of a system of advanced learning. The student should be capable of discerning philosophical influences on higher education and their impact on modern Christian institution. Report will be presented in a ppt or (or similar) with accompanying handout. 20 % of grade.

The Colonial Period

Higher Education in the New United States

The mid-nineteenth century.

Higher education's gilded age: 1870 to 1910.

Higher education between the world wars.

Higher education's golden age: 1945 to 1970.

Tensions and transitions: 1970 to 1985.

(<https://education.stateuniversity.com/pages/2044/Higher-Education-in-United-States.html>)

- b. Students will also present one assigned text from the optional texts list. To complete this assignment, residents will create a two-to-three page book digest report on an assigned book and submit it to colleagues via Blackboard at least one week before the second on-campus meeting of the seminar. Books will be assigned once the REDOC Office has established the student enrollment for the seminar. 15 % of grade.

Meetings 3 & 4

Unit Three: Contemporary Research in the Context of the Christian Higher Education Institution: 40 percent of the grade SLO#4

The resident will develop a 20-25 page research paper on a topic dealing with the Christian institution of higher education. The paper will include:

- a. A biblical rationale for leadership 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 in relation to leadership within an institution of Higher Education.
- 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.

Course Schedule

Meeting 1: Meeting June 3rd 8:00-5:00

Meeting 2: June 17th 8:00-5:00

Meeting 3 July 8th 8:00-5:00

Meeting 4: July 22nd 8:00-5:00

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 9th 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.

https://www.nobts.edu/_resources/pdf/writing/StyleGuide.pdf

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.
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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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- Bloss, Julie L. *The Church Guide to Employment Law*. 2nd ed. Matthews, NC.: Christian Ministry Resources, 1999.
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- Cobble, James and Richard Hammar. *Risk Management Handbook for Schools and Churches*. Carrol Stream: Your Church Resources of Christianity Today International, 2007.
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- 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.
- Giles, Timothy. *How to Develop and Implement a Security Master Plan*. Boca Raton, FL: Auerbach Publications, 2009.
- Gillespie, K. J. & Robertson, D., eds. *A Guide to Faculty Development (2nd Ed.)* San Francisco: Jossey-Bass, 2010.
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- _____. *Social Intelligence: The Revolutionary New Science of Human Relationships*. New York: Bantam Dell, 2007.
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- 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.
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