Executive Doctorate in Higher Education Management

Curriculum Guide

The Executive Doctorate in Higher Education Management Program consists of six consecutive terms, starting with a late summer term and culminating in a spring-term Commencement 22 months later. Degrees are conferred in August. All students must transfer the equivalent of eight courses of graduate coursework from a previous master’s degree, first professional degree or other doctoral degree. Below you will find an abbreviated sample of course descriptions. This list is not exhaustive and is subject to change.

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Evidenced-Based Management Courses

**Dissertation Workshop/Kaplan**

Designed to support students through the dissertation process, this course will cover topics such as: submitting to the IRB; selecting an analytic strategy; data collection and management; coding and data analysis; and structuring dissertation chapters. Students will use a structured timeline in order to successfully defend their dissertations in the spring of their second year of the program.

**Proseminar/Hartley**

The purpose of Proseminar is to introduce students to the fundamentals of doctoral study: how to read scholarly materials critically, how to systematically review literature relevant to an area of inquiry, and how to formulate a focused research question (or set of interrelated questions). This course will help students conceptualize their research projects for their dissertations and assist them in formulating rough drafts of dissertation proposals. During monthly meetings, students spend much of their time developing literature reviews on their topics of interest and preparing for their dissertation proposal hearings.

**Qualitative Methods/Ravitch**

Intended to provide a survey of the field of qualitative research, this course focuses on foundational philosophies of qualitative inquiry and develops tools needed to conduct qualitative research. The course is designed to support students in developing a critical understanding of the various stages of qualitative research including the development of researchable questions, theoretical and conceptual frameworks, methodological stances and approaches, data collection and analysis plans as well as instrument design and implementation.
Quantitative Methods/Perna

This course provides an overview of basic quantitative methods applicable to applied research in higher education. Students will develop the ability to recognize ‘good’ data and ‘good’ evidence, including the distinctions between data and evidence within the context of institutional decision-making. The course includes attention to basic approaches to quantitative research, methods of collecting and analyzing data, and usefulness of data and analyses for decision-making, and will draw on the real problems students in the class are facing in their current jobs.

Strategic Management Research/Eckel and Zemsky

Through exploring key issues related to strategic management, students will come to an understanding of the types of possible research questions that might be pursued to enhance decision-making. This module will cover a set of topics at the heart of strategic management including management, governance, leadership, and strategic planning while maintaining focus on how the changing context of higher education influences these topics.

Institutional Context Modules

Contemporary Issues/Zemsky

By introducing the key issues confronting (primarily American) higher education, this course will encourage students to develop the capacity to identify, summarize and critique arguments and perspectives on these issues. Students will think concretely about the key research questions that need to be asked and answered to move these issues forward, and will begin to develop an appreciation for the kinds of data that are available to describe and analyze these issues.

Equity and Diversity/Harper

The goal for this course is to provide students with a critical understanding of issues of diversity in American higher education. The module is designed around functions of higher education and its success is dependent on open and mature conversations about sometimes difficult and sensitive issues that ultimately inform students’ research and practice.

Globalization/Eynon

Following a field research project outside the United States, students reflect on the continuing globalization of higher education and institutional implications. By exploring current issues higher education faces outside the United States, students develop a more informed understanding of domestic challenges and how these challenges might be addressed.
Higher Education in International Contexts/Varies

The Higher Education in International Contexts course provides students with exposure to issues facing international higher education and uses this exposure to reflect on higher education in the United States. The course will be centered on an experiential field research project. Students will travel to another country to meet and collaborate with higher education leaders there to learn firsthand about the challenges and opportunities associated with developing and transforming higher education.

New Models for Post-secondary Education/Pritchett

This is a period of great innovation in the field of post-secondary education. Facilitated by the maturation of new educational technologies and spurred by growing demands for reform in higher education, institutional leaders, policy makers, entrepreneurs, and activists are all proposing and implementing new approaches with the goal of increasing educational attainment. This course will create a foundation to understand the push for reform in higher education, examine in depth several new approaches to post-secondary education in the United States, and develop frameworks for assessing new models of post-secondary education.

The push for reform in higher education comes in many disparate and contradictory forms. Critics have complained that higher education institutions, among other flaws: 1) are too expensive and inefficient; 2) deny access to large groups of students; 3) do not promote student degree attainment; 4) do not provide students the skills they need for success in the economy, and; 5) are not equipped to meet the needs of 21st century society. One of the things that almost all critiques have in common is the complaint that institutions of higher education have not exploited the strengths of new technologies to solve the problems that they are facing. Theorists such as Clayton Christensen have argued that technology has the ability to dramatically reshape the higher education model, and new institutions will adopt these models at the expense of existing ones.

In response to one or more of these critiques, innovators have developed several new educational models over the past two decades. Some these models are reaching maturity, while others are just reaching the implementation phase and others are still ideas. Among these new models are: 1) online and blended education; 2) competency-based education; 3) Massively Open Online Courses (MOOCs); 4) Certificates and Badges and unbundling of degree programs. An increasing number of existing and new institutions have adopted one or more of these approaches to change the mechanism for providing higher education. In this course, we will assess the critiques of the current educations system, examine proposals for new frameworks to provide post-secondary education, and assess new models for higher education.
Preventative Law/Roth

This module explores topics such as contract law, employment law, Constitutional law (freedom of speech, due process, equal protection), tort law (liability for negligence), anti-discrimination laws, and administrative law. The premise of this module is that a successful higher education executive has an understanding of the legal environment in which colleges and universities must function today. The objective of the module is to provide this understanding. From a pragmatic perspective, this knowledge enables a higher education administrator to employ preventive legal strategies in institutional decision-making. Stated another way, the goal is to provide the analytic framework needed to recognize potential legal issues and problems arising in a college or university setting. Equipped with this knowledge, one can anticipate the implications of legal requirements for institutional decision-making so that: (a) compliance with the law is ensured; (b) unnecessary legal problems are avoided; and (c) effective methods can be employed for the fair and effective resolution of legal disputes.

Public Policy and Higher Education/Finney

By the end of this module, students embrace a better understanding of the broad economic/political pressures facing colleges/universities today, the role of the state and federal governments and how these roles have changed over time, the public and institutional tradeoffs related to changing policy environments at the state/federal level, and the political context of higher education and emerging issues related to public accountability. Through coursework, students will examine one or more states in-depth, in terms of the demographic, economic and policy context as it relates to higher education. Frequently this course meets off-site.

Strategic Finance in Higher Education/Wellman

The Strategic Finance module approaches the university as a complex system and focuses on understanding the relationship between resource allocation and academic performance. The module also includes discussion of strategic finance concepts like long-run financial equilibrium, endowment payout, and debt policy.

Teaching and Learning/Hinton

By the end of this course, students will be able to articulate the importance of student learning from a variety of perspectives; explain the role of organizational culture and how it interfaces with student learning; understand how issues of diversity and inclusive excellence support student learning; clarify what responsibilities administrators have as campus leaders to ensure student learning; identify existing barriers to student learning; and develop strategies to overcome those barriers.
The University and its Community/Harkavy and Grossman

This course will focus on the past, present, and likely future of university-community relationships. It will provide an overview of university-community conflict, cooperation and collaboration from the colonial college to the present. Particular emphasis will be placed on developments since the early 1990s and the birth of what might be termed the “engaged, democratic, civic university responsibility movement.” Various approaches to university-community partnerships in the US and abroad will be discussed. Through readings, discussion, and written assignments students will develop strategies for developing effective democratic partnerships that would positively impact the community and the university and powerfully contribute to student learning and development.

Why History Matters/Gasman

How an institution remembers its history, what use it makes of its important historical moments, and how the interpretation of those events divide or coalesce an institution’s stakeholders shape our understanding of the past and, often quite powerfully, shape the present. The task in Why History Matters is to use contemporary writing and original documents to sort through historical events as historians understand them and simultaneously to ask how those events shape our current views of higher education. The module argues that historical moments are rarely simply events that once happened. They matter because interpretations of the events—some of which occurred over long periods of time—are both controversial and become part of the institutional culture at an institution.
Institutional Leadership Modules

Advancement/Caboni

In this course, students will develop an in-depth understanding of institutional advancement and an ability to relate it to the broader management of colleges and universities. The course focuses primarily on how colleges and universities attract voluntary support, and will begin with an overview of advancement and external relations before moving on to fundraising specific issues. The history of fundraising, fundraising theory, fundraising ethics, fundraising tactics and other related topics will be discussed.

Enrollment Management/Kaplan and Rickard

Enrollment management is an organizational concept with a varying set of associated strategies for achieving institutional goals. Based on institutional type and mission, these goals can range from increasing and diversifying enrollment to optimizing tuition revenue. The impact of enrollment management over the last several decades has caused institutional leaders and the public to recast their strategic foci and reexamine their values regarding higher education. This course will provide an overview of multiple enrollment management models. Students will be asked to consider the evolution and maturation of these models, the related implications of these organizational structures and strategies, and the benefits and drawbacks of enrollment management on institutions and the marketplace.

Ethics and Leadership/Armacost

The goal of this module is to introduce some models of organizational and leadership ethics and to use case discussions and personal experiences to explore and better understand the ethical dilemmas that face leaders in higher education. The module includes an overview of the key dimensions of ethics, ethical decision-making, and power dynamics. A model for building an organization of integrity is the focus for taking the philosophical debate to a real and practical level. This module broadens the idea of ethics as decisions of “right and wrong” to issues that cover the wide spectrum of choices and options that are part of organizational dynamics. Leaders are often put in positions of making decisions about the needs of the community vs. an individual, of truth vs. loyalty, of long-term vs. short-term benefits. The goal of this module is to offer insight into navigating these gray areas in a way that is perceived as fair, consistent, and transparent.

Managing Intercollegiate Athletics/Weaver

Students will review a number of issues that resonate in higher education such as athletic department “right-sizing” (dropping or adding sports), leading through a PR crisis involving athletics, and strategizing whether the investment a campus is making in athletics is appropriate. Students will also clarify their understanding of the philosophical arguments surrounding an institution’s organizational and Divisional classification, the roles and responsibilities of the governing bodies, the expectations and challenges that confront today’s student athletes, and the
market forces that drive big time college sports.

**Negotiating & Bargaining/Cappelli**

Through role-plays and exercises in class, the module addresses conflict management and negotiations through focusing on behavioral skills rather than substantive knowledge, putting relatively straightforward conceptual material to use in the context of real situations. Topics covered include: finding joint gains while protecting your bottom line; identifying your individual negotiating style; and mediation as a solution to workplace conflicts. Students develop and work with cases involving a conflict situation at their own institutions, both ones that were resolved amicably and ones that were not, considering what prompted a resolution or what would have been necessary to achieve a resolution.

**Organizational Leadership & Change**

In this unit, students specifically examine the skills and conceptual tools needed by leaders to create change. Following this module, students will have learned to examine concepts, theories and models of change. This reading helps to both analyze a change process and provide strategies for change. Students will learn to analyze the key aspects of the change process, including type of change, context for change, and leadership resources, and to draw on and apply appropriate strategies based on this analysis. This course will also encourage students to reflect upon their leadership attributes and consider where their strengths lie.

**Leading Small Colleges/Armacost**

This module focuses on strategies for the sustainability and growth of small colleges, asking what is required to improve competitive standing, particularly among top colleges. Students analyze real data from an institution to develop an action plan to address this question, with the assumptions made and questions asked to arrive at this plan carefully scrutinized during class discussion.

**Student and Campus Services/Moneta**

A scan of most any American college or university will reveal a wide variety of services, functions and activities offered in support of student learning, student expectations and student life. Such functions include robust athletic and recreation programs, comprehensive health care and comprehensive arts, culture, diversity and community service programs. Many argue the essential nature of these functions; other decry the excessive ‘hand-holding’ of students and the substantial expense of these services and functions. In this module, students will review the complex landscape of campus services intended predominantly for student support and engagement.