

**ENHANCING LEADERSHIP IN  
COLLEGES AND UNIVERSITIES**



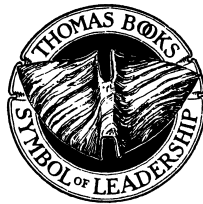
# ENHANCING LEADERSHIP IN COLLEGES AND UNIVERSITIES

A Case Approach

*By*

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## PREFACE

College and university administrators in 2011 face academic, financial, political, and personnel issues that make their jobs very challenging. The various constituents with whom they work frequently represent competing and contradictory agendas, placing these leaders in situations where they cannot possibly please everyone. Yet, despite these problems, talented and dedicated men and women continue to be attracted to administrative positions in colleges and universities.

Since the economic recession of 2008, the challenges facing college and university leaders have become even more daunting. In public and private institutions, budget shortfalls and declining endowments have forced academic administrators to make difficult decisions about the curriculum, facilities, departmental structures and organization, and, of course, faculty and staff. State legislatures, faculty, accrediting associations, parents, and alumni are also increasingly scrutinizing the decisions made by college and university leaders and holding them accountable for their actions. Governing boards of both public and private institutions are paying closer attention to the day-by-day operations of their campuses and, in particular, raising the performance expectations of their presidents.

In addition to the economic problems facing higher education leaders in 2011, the tragic shooting incidents at Virginia Tech University, Northern Illinois University, and other institutions have focused more public attention on the actions of campus officials. These events have increased the expectations for institutions to provide support services to students, faculty, and staff that could have scarcely been imagined only 10 years ago.

In view of the serious challenges facing college and university administrators, it is encouraging to note the increased interest in improving leadership knowledge and skills. Professional associations representing presidents, provosts, academic deans, and fundraising, student affairs, and administrative affairs officers all sponsor leadership seminars and conferences for their members. Moreover, the amount and quality of applied research on decision making, organizational cultures, assessment, and management have increased. Many senior officers in college and universities participate in

intensive, interactive leadership institutes designed to help them enhance their skills. Several informal associations of presidents, provosts, and other senior leaders exist, where groups of 15 to 20 administrators from similar institutions meet periodically to share mutual concerns and to explore solutions to their problems. It is also increasingly recognized that serving in a major leadership role in a college or university can be a very stressful experience, and more attention is being given to healthful strategies to support and retain successful administrators.

There is no evidence that there is only one approach to achieving success in college and university leadership. For some, reading in the vast literature on leadership is useful; for others, attending seminars or actually enrolling in a graduate academic program is preferable. Many leaders seek out their colleagues for advice and insights, while others find seminars and conferences more useful. Some leaders depend on long-time mentors to provide support and honest feedback about their work.

This book presents an additional option to college and university administrators in their efforts to enhance their leadership skills. The case study approach to improving insights and skills in leadership is predicated on the belief that leadership is learned, that it is a complex process demanding excellent analytic and personal skills, and that it often requires courage to act and to live with the consequences of one's actions. The book includes 18 cases on a variety of issues being faced by college and university leaders. Its purpose is to encourage administrators to enhance their ability to make decisions by focusing on the decision-making process and by thinking about the consequences of the various options available to them. These cases can be most valuable when discussed and debated in small groups, but they can also be read and studied individually. The options presented in each case can be expanded by those studying and discussing them or revised to meet their personal preferences. Questions to encourage further discussion are presented at the end of each case, as well as a brief list of suggested readings related to the case. No single option is intended to be the "correct" one; the options are presented to illustrate some of the choices leaders have in addressing the issue in the case study and to suggest the possible consequences involved.

The cases are organized into four sections: (1) Raising Money and Funding of Services, (2) Athletics and Facilities, (3) Academic Policies and Issues, and (4) Student Services Issues. The cases represent realistic but fictitious issues at a variety of colleges and universities. Of course, the issues, the names of the institutions, and the names of the various administrators mentioned in the book are fictitious. Any resemblance to any actual institution or person is entirely coincidental.

A.S.

## ACKNOWLEDGMENTS

**H**aving spent more than 40 years as an administrator and faculty member at three land-grant universities, I have a long-time interest in leadership and exploring new ways of learning more about it. I have learned from reading and studying leadership theories, from personal accounts of successful leaders, and from my own experience in responding to issues and initiating new programs and policies.

I have learned the most about leadership from my interactions with outstanding and dedicated colleagues in my work at Iowa State University, Michigan State University, and the University of Florida. I am grateful to my colleagues at these institutions for their insights and knowledge.

For many years, I have taught graduate students enrolled in educational leadership courses and seminars, and I continue to learn from these outstanding students. I have also enjoyed following their subsequent careers as leaders in many colleges and universities. This book is dedicated to these fine students, with sincere thanks for the privilege of being their teacher.





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## **Chapter 1**

### **CASE STUDIES I: RAISING MONEY AND FUNDING SERVICES**

CHANGING THE FUNDRAISING STRATEGY AT  
STANTOWNE UNIVERSITY

FUNDING PSYCHOLOGICAL SUPPORT SERVICES AT  
MASTERTOWN UNIVERSITY

RETHINKING BECKINGTOWN COLLEGE'S FINANCIAL  
AID POLICY

A FUNDRAISING DILEMMA AT PACKHURST COLLEGE

# **CHANGING THE FUNDRAISING STRATEGY AT STANTOWNE UNIVERSITY**

## **SUMMARY OF THE CASE**

**S**tantowne University is a large, private, research institution located in the Northeast. In 2010, its enrollment is 23,000 students, 5,000 of whom are in graduate and professional degree programs. The faculty are engaged in research and have been quite successful in attracting external funds for the past 20 years. While Stantowne has a good academic reputation, it has aspirations to become one of the nation's top research universities in the next 10 years. Its endowment is \$750 million, and its newly appointed president knows he will have to increase this endowment significantly if Stantowne University is going to achieve its objective of moving up the academic ladder. During his hiring process, he examined the fundraising structure of the university and decided this would be one of the first major issues he would address. In his first 6 months as president, he discovered several problems and concerns regarding the fundraising organization and knew he needed to make some changes.

## **A DESCRIPTION OF STANTOWNE UNIVERSITY**

Stantowne University was founded in 1835 by three Congregational ministers as a college to prepare young men for the clergy and for teaching. It is located in a city of 125,000. It grew slowly, and by 1910, it had increased its enrollment to 1,200 students mainly by expanding its curricular offerings. By 1950, the institution had become independent of any formal church affiliation, had grown to almost 8,000 students, and had developed graduate programs and new schools of

architecture, engineering, and law. By 1975, its enrollment had grown to 20,000 students, and the university became increasingly visible and respected in its region. Stantowne's board of trustees decided to cap its enrollment at 23,000 in 1982, feeling this was a size that was most manageable and one that would allow the institution to meet its academic goals.

Stantowne University is reasonably competitive in its undergraduate admissions, but it does not attract as many student applicants with outstanding academic records as its three main competitor institutions in its region do. For many years, the university has been viewed as a relatively safe backup institution for fairly affluent students whose first choice was a more selective institution than Stantowne. Its cost of attendance is in the mid-range for private institutions, and students come from mostly throughout the Northeast and mid-Atlantic states.

The university is governed by a 45-member board of trustees appointed to 8-year terms by the board itself. This large board only meets once per year, but a 12-member executive board meets more often, and it is this group that effectively oversees the institution. About half of the board members are Stantowne University graduates, and the institution is fortunate that it is able to attract and retain outstanding professional, business, and civic leaders as members of its governing board. After Stantowne's president of the past 10 years retired in 2009, the board successfully completed a search for a new leader and was pleased to attract Anton Porter to become the new president. Porter had served as the provost of another private research university in the Midwest. He is a chemist and had worked in academic and administrative positions at three other institutions before his 5-year stint as a provost.

The fundraising efforts of the university are coordinated by the vice president for development and a full-time staff of some 40 professionals. The Stantowne University Foundation was established in 1965, considerably later than such organizations were in place at similar institutions. The Foundation has its own board, and the institution's president assumes a major leadership role in working with the Foundation board.

Stantowne University is especially proud of the growth of its graduate programs in recent years. Its faculty have been successful in attracting research funds from the National Science Foundation, various federal governmental agencies, and large corporations. Its graduate pro-