

**Peabody Center for Education Policy  
Department of Leadership and Organizations  
Peabody College, Vanderbilt University**

**International Higher Education Leadership Institute**

**A Proposal for USAID/South Africa**

**Introduction**

The Peabody Education Policy Center at Vanderbilt University and the Department of Leadership and Organizations propose the following eight week institute for a delegation of 30 staff members from approximately 15 south African technical colleges and universities.

The Higher Education Leadership Institute will provide training to enable participants to make decisions for their home organizations grounded in theory and supported by data. The institute will be grounded in the intellectual core of the Department of Leadership and Organizations, which takes human learning as its central focus with connections to social, financial and political capital; organizational dynamics; leadership; instruction; curriculum; and decision analyses.

**Program Details**

The proposed program would begin on Monday, April 8 and run through Friday, May 31. This provides for a total of 40 training days within the eight week period. The training time would be divided into three modules: class lectures/presentations, site visitations and an internship placement. Each of these is described in detail below.

**Orientation to Campus and the Program – (1 Day)**

**Classroom Work – (20 Days)**

Participants will attend class for 20 of the institute's 40 days. On classroom days, participants will attend class sessions from 9 a.m. – 12 p.m. in the morning, and from 1 p.m. - 4 p.m. in the afternoon. Evenings will be used to prepare assignments and readings for the following day, and for informal discussion of the day's events with other institute participants.

These formal sessions will cover topics including (but not limited to): College and University Administration and Organization; Strategic Planning and Marketing; Communications and Public Relations; Leadership; Alumni Relations; College and University Finance; Student Affairs Planning and

Programming; Community Relations; Technology and Information Systems for Higher Education; Accreditation and Quality Assurance; Decision Analyses; Law, Democracy and Development; and Library Systems and Administration.

Institute lecturers will be drawn primarily from DLO faculty, but will be supplemented with faculty members from other campus departments (e.g., political science). The class session will consist of a series of lectures, in-depth examinations of each of the functional areas of university management outlined above, class discussions surrounding the application of theoretical literature to the practice of college and university administration, and individual and group presentations.

### Site Visits - (8 Days)

During the course of the institute, participants will spend seven days visiting institutions and organizations to learn first-hand about the operations of local education institutions.

These visits will include a local technical institute and community college, a government regulatory and quality assurance agencies, a mid-sized public comprehensive university, and small private masters institution. Additionally, participants will spend several days visiting various locations on the campuses of Vanderbilt and Peabody.

In addition to scheduled meetings with campus officials, participants will have time to ask questions relating to their home institutions.

A typical day on-site will include:

A meeting with the organization's Chief Operating Officer to discuss the organization's mission.

Meetings with mid level administrators (the following list is illustrative):

- Vice-Chancellor for Public Affairs
- Provost/Chief Academic Officer
- Chief Technology Officer
- Vice President for Student Affairs
- Vice President for Institutional Advancement
- General Counsel

Additional meetings will be scheduled with administrators holding direct responsibility for a functional areas discussed in class (the following list is illustrative):

- Community Relations Officer
- Dean of Libraries
- Director of Management Information System
- Director of Alumni Relations
- Director of Student Affairs

- Director of Residence Life
- Director of the office of Internal Audit/ Accounting
- Bursar/Registrar

Other organizations on the schedule will include the Tennessee Board of Regents, Tennessee Higher Education Commission, and state legislative bodies.

#### Internship Placement – (10 Days)

Each institute participant will be placed in an internship directly related to their interest. This placement will comprise ten of the institute's 40 days.

This experience will allow each participant to discover, develop and refine individual competencies. The nature of each placement will vary; ranging from skill acquisition to research; and from programming to professional development.

Possible internships might include:

- Analyzing data for the Tennessee Higher Education Commission
- Working with technology staff on a campus-wide upgrade
- Assisting with the preparation of press releases and special events
- Developing alumni relations strategies
- Drafting segments of a campaign case statement from collected university data
- Helping to formulate a departmental marketing strategy to attract new students
- Accompanying a regulatory officer on compliance visits to local education institutions

#### Final Session/ Wrap-up – (1 Day)

Participants will spend the final day of the institute making presentations on what they have learned during the course of the program and what they will be taking back to their home institutions. These presentations will integrate lessons from each of the three modules.

#### **Costs:**

Total instructional costs for the program total \$240,000.

The program cost is derived as follows:

30 participants x 40 training days = 1200 individual Training Days

\$200 per day training cost x 1200 individual training days = \$240,000

Program costs include university overhead, local transportation, instructional materials, and faculty.

This figure does not include meals, entertainment, lodging, transportation or health insurance.

### **Institute Faculty**

Faculty for the International Higher Education Institute will include the following individuals:

#### **Stephen Heyneman**

Steve Heyneman is professor of international educational policy in Peabody College's Department of Leadership and Organizations. He previously worked 20 years with the World Bank, serving as chief of its Economic Development Institute; chief of human resources for the Europe, Central Asia/Middle East, and North Africa regions; and as lead educator for the Europe and Central Asia Region of the human development department.

#### **James Guthrie**

James Guthrie is chair of the Department of Leadership and Organizations, professor of public policy and education, and director of the Peabody Center for Education Policy. His research concentrates on educational policy issues and resource-allocation consequences. Guthrie has consulted in the international arena on issues related to strategic planning my nations and the design of education-school finance systems in Armenia, Australia, Chile, Guyana, Hong Kong, Romania and South Africa

#### **Kenneth Wong**

Kenneth Wong is professor of public policy and education in the Department of Leadership and Organizations. His research interests include public policy redesign, implementation, and evaluation; politics of education; American politics; intergovernmental relations; and urban and state government. Wong is also a member of the OECD's Information and Communication Technologies Experimental Working Group.

#### **John Braxton**

John M. Braxton is a professor of education and is coordinator of the higher education administration program in the Department of Leadership and Organizations at Peabody College, Vanderbilt University. His research interests center on the college student experience, the sociology of the academic profession, and academic course-level processes. His current scholarly interests include research and theory development pertaining to college student departure, scientific misconduct, and the normative structure of undergraduate college teaching.

### Michael McLendon

Michael McLendon is an assistant professor of public policy and higher education at Vanderbilt. His research focuses on public policy for higher education, particularly on the campus-state governmental relationship. One area of Professor McLendon's research involves the processes and politics of higher education governance reform in the American states. A second area of research focuses on state-level policy innovation in higher education, with particular reference to the determinants and diffusion processes associated with higher education policy adoption by state governments.

### Kent Weeks

Kent Weeks, is a professor of the Practice of education. A practicing attorney and prime advocate for preventive legal planning, Weeks has conducted extensive research on college and university and public school compliance issues and on the relationship of law to social issues. He is the author of several books dealing with compliance obligations of educational institutions and has recently authored, with Nicholas Trott Long, *Strategic Legal Planning: The College and University Legal Audit*. He is active in school policymaking, is a former member and former chairperson of the Metropolitan Nashville Board of Public Education and of the Council of Great City Schools. He serves as counsel to several educational institutions and national and international educational organizations.

### Timothy Caboni

Timothy Caboni is a lecturer in higher education in the Department of Leadership and Organizations. Caboni is also director of the department's institutional advancement program, the only academic program in the nation designed to prepare individuals for alumni relations, public relations and fund raising careers within higher education. His research focuses include social control and stratification within higher education, and the relationships between postsecondary institutions and their external publics.

### John Geer

John Geer is a professor of political science in Vanderbilt's political science department. His research focuses on elections, public polling and the U.S. presidency. Geer also has been engaged recently in an analysis of public opinion regarding the state of education in Tennessee. He is also the author of *From Tea Leaves to Opinion Polls: A Theory of Democratic Leadership*.