



LOUISIANA STATE UNIVERSITY

ELRC 7603: Leadership in Higher Education Summer 2019 (July 1 – 22, 2019)

Monday & Wednesday, 4:30 – 8:30 p.m.
7 class sessions: July 1, 3, 8, 10, 15, 17, & 22
Allen Hall Room 137

Instructor

Ashley B. Clayton, Ph.D.
Assistant Professor, Higher Education
School of Education
Office: 111Q Peabody Hall
Email: aclayton@lsu.edu | Phone: 225.578.1792
Office hours: by appointment (schedule with me via email)

Instructional Assistant

Amanda L. Martin, M.S.
Instructional Assistant
School of Education
Office: 146 Martin D. Woodin Hall
E-mail: amartin2@lsu.edu

Course Description

This course provides an overview of leadership issues and theories related to postsecondary education. A range of topics related to leadership in higher education will be covered, including challenges and opportunities facing institutions and their leaders, leadership concepts and competencies that inform practice, and strategies for both individual and organizational leadership effectiveness. University leaders from multiple institutions will be invited as guest speakers, to provide students an opportunity to ask questions and learn from their leadership experience. The course will meet on Monday and Wednesday evenings from July 1-22, for a total of seven class sessions.

Course Objectives

Upon completion of the course students will:

- Demonstrate an understanding of key leadership concepts, competencies, approaches, and theories that guide leaders in postsecondary education
- Become familiar with current and emerging issues of higher education leadership
- Analyze trends affecting the decisions of administrators/leaders in higher education
- Develop a personal philosophy of leadership

Course Website

The course website is located on Moodle: <http://moodle3.lsu.edu/>. The course website includes the syllabus, course materials, and assignments. You will submit all assignments via Moodle, except when directed to do otherwise. For help with Moodle, contact the ITS Help Desk at 225-578-3375 or helpdesk@lsu.edu.

Required Texts

Ruben, B. D., De Lisi, R., & Gigliotti, R. A. (2017). *A guide for leaders in higher education: Core concepts, competencies, and tools*. Sterling, VA: Stylus.

Supplemental Text

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Leadership and Higher Education Resources

- The Chronicle of Higher Education
<https://www.chronicle.com/>
- On Leadership – Chronicle of Higher Education
<https://www.chronicle.com/specialreport/On-Leadership/29>
- Inside Higher Ed
<https://www.insidehighered.com/>
- Higher Education Today – Leadership
<https://www.higheredtoday.org/leadership/>

LSU Code of Student Conduct and Commitment to Community

Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/saa. It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Students who are suspected of violating the Code of Conduct will be referred to the office of Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

Students with Disabilities

Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request.

Any student with a documented disability needing academic adjustments is requested to speak with Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact Disability Services in 115 Johnston Hall, 225-578-5919 or www.lsu.edu/disability.

Attendance Policy

As a courtesy to others, please arrive on time for class and let me know if you need to leave early or will be absent for any reason (e.g., illness, personal or family issue, or attendance at a professional conference). If you miss one class, you will be required to complete a make-up assignment (e.g. 4-5 page paper covering the topic from the missed week). **Students who miss two or more class sessions will not receive higher than a 'C' final grade.**

Laptops and Cell Phones

Laptops may be used at the discretion of the instructor. Using social media, emailing, and other communications are not allowed during class. If I judge computer usage distracting or if I notice students doing things other than course-related activities, I will ban computers from class temporarily or for the rest of the semester.

All mobile devices should be turned on silent/vibrate during class sessions and should be put away. Do not use cellphones (including texting) during class time. I know that some of you have jobs, family responsibilities, and/or personal situations that require you to be "on call." If you are in that situation, please put your phone on vibrate and leave the class if you receive a call.

Course Evaluation

Course assignments and their weight toward your final grade are below:

	Percentage	Points
1. Participation and Professionalism	10%	10 points
1. Weekly Reading Journal (5 required)	20%	20 points
2. Higher Education Leadership Interview	20%	20 points
3. Personal Leadership Philosophy and Plan	20%	20 points
4. Capstone Assignment	30%	30 points
	Totals	100%
		100 points

Expectations for Written Assignments

All written work should adhere to APA style as described in the Publication Manual of the American Psychological Association (6th Ed.). Use title pages in accordance with APA format. Assignments should be double-spaced, use 12-point Times New Roman font, have 1-inch margins on all sides, and be carefully edited prior to submission. All papers and journal entries should include appropriate running head, page numbers, title page, and reference page. Please submit all written assignments in a Word doc format (PDFs are not accepted).

Late Work

Late work will receive a 10% off per day beyond the due date (one letter grade). Late work will not be accepted three days past the due date. Note: Weekly Reading Journal entries and will not be accepted late.

Assignments

Unless otherwise noted, all assignments are due on Monday or Wednesday before class (4:30 p.m.) on the date specified. Submit all assignments on Moodle

1. Participation and Professionalism (10%)

Self-Assessment Due: July 22

Participation and professionalism points are determined through individual class attendance, participation, active listening, preparation, and contribution. Our class will function best when everyone contributes to the conversation. Professions in higher education value collaboration, civility, mutual assistance, and appreciation of differences, and students are expected to exhibit these characteristics. This includes paying attention when others are speaking or presenting, giving (& receiving) honest and appropriate feedback, and maintaining a positive attitude. To foster a meaningful learning environment and to develop habits that lead to success in the professional world of higher education administration, all students must engage in professional behavior. Please view this course as an opportunity to exercise and hone these skills and dispositions. Therefore, failure to adhere to class policies, excessive absences/tardiness, disruptive or distracting behavior, and failure to plan outside activities to avoid conflicts with the activities outlined in the syllabus will adversely impact your grade.

The instructor will assign participation and professionalism points at their discretion; however, each student will submit a self-assessment of their class participation and professionalism as well to help inform the final participation and professionalism score.

2. Weekly Reading Journal (20%)

Due: Weekly (5 journal entries required)

To facilitate richer classroom discussions and encourage students to read, you will submit a short summary of the readings each week. In your summary, you will discuss ALL of the readings and summarize key points of interest. You should also share your own thoughts about the readings (e.g. agree, disagree, like, dislike, etc.) and provide support and/or evidence for your arguments. In addition, provide at least one connection between the readings and a real-life leadership example and at least one discussion question based on the readings. We will utilize your discussion questions in class. Make sure you provide the appropriate citations and include page numbers in APA format. There are 7 opportunities to submit a journal entry, but only 5 are required. If you choose to submit all 7 entries, your lowest two grades will be dropped. The entries should be approximately 1.5 – 2 pages in length. Each journal entry is worth 4 points.

3. Higher Education Leadership Interview (20%)

Due: July 10

You will conduct an informational interview with one higher education leader. The interviewee must have worked professionally in higher education or student affairs for at least 5 years post-master's degree. Each interview must elicit responses to the posted interview questions in the course resource section of Moodle; however, you may ask additional questions. You should write down general responses to these questions to submit along with a 4-5 page written reflection about overall impressions of the interviews, areas of agreement and disagreements between the interviews, and any lingering ideas or questions you have.

*Adapted from Davis, T. J. (2017, Fall). *Interview with Higher Education Leaders*. ELCS 7354: Leadership for Change [Syllabus]. University of Houston.

4. Personal Leadership Philosophy and Plan (20%)

Due: July 17

Effective leaders must possess a capacity for self-awareness and the ability to reflect in critical and meaningful ways. For your final assignment, you are asked to write a 4-5 page integrative reflection essay on your personal definition of leadership and how it translates to practice. This essay should include the following four sections:

1. Personal Definition of Leadership
 - a. Define leadership in your own words.
 - b. What makes a good leader in higher education?
2. Leadership Beliefs and Values
 - a. Discuss your beliefs and values related to leadership
 - b. Discuss how your beliefs and values have been affirmed or challenged during the course of the semester.
3. Leadership Framework
 - a. Discuss at least 2 theories or approaches from the readings that guide your personal leadership philosophy.
4. Leadership Plan
 - a. Discuss what areas you want to grow in as it relates to leadership and articulate at least three (3) specific ways you can endeavor to do so before you graduate from this program. Be sure that your plan is both realistic and attainable.

*Adapted from Davis, T. J. (2017, Fall). *Personal Leadership Belief and Plan*. ELCS 7354: Leadership for Change [Syllabus]. University of Houston.

5. Capstone Paper (30%)

Due: July 27 by midnight

Each of you enrolled in this course because of a particular connection to the topic through your background and experience and/or a genuine desire to learn more about current issues related to leadership in higher education. The capstone paper will allow you to explore a topic of your interest in more depth. You may choose between several options for your capstone assignment: including a case study, issues paper, or alternative paper. The case study is the only option that you can work in groups of two or three students. Options 2 and 3 require at least 10 references. By July 8, you must decide which capstone paper you intend to complete. Prior to class on that day, you can submit an *optional* one-page overview of the topic and will receive feedback to assist you with your final paper.

Option 1: Case Study in Higher Education Leadership

Students will work independently or in small groups (two or three) on a paper that can result in a peer-reviewed journal article in the *Journal of Cases in Educational Leadership*. The manuscript should be 15 – 20 pages (including references) or 3,500 – 5,000 words. Sections of the manuscript typically include:

1. Title: Include a descriptive title.
2. Abstract: Include a short 100 word abstract describing the topic(s) of the case and a brief synopsis of the case.
3. Teaching Case Narrative: Include the elements described above: ambiguity, complexity, context, and relevance.
4. Teaching Notes: Include "Teaching Notes" that situate the case in relevant literature
5. Classroom Activities and Discussion Questions: Provide ideas for activities and prompts for discussion

Option 2: Issues in Higher Education Leadership Brief

Students will prepare an 8 – 12 page issue brief that integrates theory and practice, by exploring the background and context of a particular higher education leadership issue and providing recommendations for how to respond to this issue through policy, practice, or research. A well-developed issue brief should include the following components:

1. Title page
2. Statement of the issue/inequity/problem
3. Context and importance of the issue/inequity/problem
4. Review of current policies/approaches to issue
5. Policy/Practice/Research recommendations
6. Recommended Resources
7. References

Option 3: Alternative Capstone Project

In consultation with the professor, you may submit an alternative 8 – 12 page capstone project. The assignment must explore a topic related to higher education leadership. For example, your capstone project or paper could be a literature review on a leadership

topic, a position essay (pro/con/your position) of a current leadership issue in the field, or an alternative format that is pre-approved by the professor.

Grading Scale

A+	97-100%
A	93-96.9%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D	65-69.9%
F	below 65%
IN	incomplete

Grading Rubric

Each assignment will be given a letter grade and an associated point value in accordance with the quality it reflects:

- A+** Outstanding. Work at this level is extraordinary and exceeds expectations for the assignment. Work is without error.
- A** Excellent. Impressive work for a graduate student. Work at this level is thorough, well-reasoned, and creative. Work is of exceptional quality and has minimal errors.
- A-** Very Good. Strong work for a graduate student that shows signs of creativity and is generally thorough and well-reasoned, but evidences a few errors and/or minor conceptual weaknesses.
- B+** Good. Sound work for a graduate student that meets the basic objectives of the assignment and demonstrates a general understanding of and application of concepts. Work has some errors and/or conceptual weaknesses.
- B** Adequate. Competent work for a graduate student even though some weaknesses are evident. Demonstrates most of the basic objectives of the assignment, but indicates that understanding of some concepts is less than complete. Work evidences strengths in some areas, but these are offset by errors or conceptual weaknesses in other areas.
- B-** Borderline. Weak work for a graduate student. Work meets the minimal expectations for the assignment, but understanding of salient concepts is somewhat incomplete and work evidences errors in several areas.
- C** Inadequate. Work does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important concepts.

Anticipated Course Schedule

The course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary.

Week	Dates	Topic	Assignments Due
1	July 1	Introduction to Leadership	Journal 1 APA Template
	July 3	Leadership Concepts and Theories	Journal 2
2	July 8	Cross-Cultural and Strategic Communication	Journal 3 <i>Optional 1-page Capstone Overview</i>
	July 10	Leadership Approaches	Journal 4 Higher Education Leadership Interview
3	July 15	Personal Leadership Development	Journal 5
	July 17	Organizational Effectiveness	Journal 6 Personal Leadership Philosophy and Plan
4	July 22	Leading Institutions through Crisis and Change	Journal 7 Participation Self- Assessment
	<i>July 27</i>	<i>No Class – Exam Week</i>	Capstone Paper due July 27 th at midnight

Detailed Course Schedule

Week 1 – Introduction

July 1

Introduction to Leadership

Readings (62 total pages):

- Chapters 1 – 4 (pp. 3-64)

Due:

- Journal 1
- APA Template (not graded)

July 3

Leadership Concepts and Theories

Readings (60 total pages):

- Chapters 6 & 7 (pp. 86-113)
- Kezar, A. J., Carducci, R., & Contreras-McGavin, M. (2006). Rethinking the “L” word in higher education: The revolution of research on leadership. San Francisco, CA: Jossey-Bass. (read pp. 1-14)
- Northouse, P. G. (2016). Leadership: Theory and practice (7th Ed.). Thousand Oaks, CA: Sage. (read pp. 1-18)

Due:

- Journal 2

Week 2

July 8

Cross-Cultural and Strategic Communication

Guest Speakers:

Dr. Roland Mitchell, Interim Dean, LSU College of Human Sciences and Education;

Dr. William B. Richardson, Dean, LSU College of Agriculture and Vice President of Agriculture, LSU AgCenter

Readings (59 total pages):

- Chapters 5, 8, 13 (pp. 67-85, 114-129, & 200-223)

Due:

- Journal 3
- Optional 1-page Capstone Overview

July 10

Leadership Approaches

Guest Speaker: Dr. Jeremiah Shinn, Vice President, LSU Student Affairs

Readings (56 total pages – excluding references):

- Chapters 9 & 10 (pp. 130 - 163)
- Kezar, A. J., & Holcombe, E. M. (2017). Shared leadership in higher education: Important lessons from research and practice. Washington, DC: American Council on Education.

Due:

- Journal 4
- Higher Education Leadership Interview

Week 3

July 15

Personal Leadership Development

Guest Speaker: Dr. Stacia Haynie, LSU Provost & Exec. Vice President

Readings (36 total pages):

- Chapters 11 & 19 (pp. 167-180 & 343-364)

Due

- Journal 5

July 17

Organizational Effectiveness

Guest Speaker: Dr. James Henderson, President, University of Louisiana System

Readings (69 total pages):

- Chapters 12, 14, & 16 (pp.181-199, 224-248, & 274-298)

Due:

- Journal 6
- Personal Leadership Philosophy and Plan

Week 4

July 22

Leading Institutions through Crisis and Change

Readings (67 total pages):

- Chapters 15, 17, & 18 (pp. 249-273 & 299-340)

Due:

- Journal 7
- Participation Self-Assessment

July 27

Final Assignment Due by *Saturday, July 27 at midnight:*

- Capstone Paper