



LOUISIANA STATE UNIVERSITY

ELRC 7603: Leadership in Higher Education Summer 2022 (July 6 – August 3, 2022)

Monday & Wednesday, 4:30 – 8:30 p.m.

Zoom Class Sessions (5): July 6, 13, 18, 27, & August 3

In-Person Class Sessions (4): July 11, 20, 25, & August 1

Allen Hall Room 19

Zoom Room: <https://lsu.zoom.us/j/95994754579>

Instructor

Ashley B. Clayton, Ph.D.

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Virtual Office Hours: Tuesdays 12:00 – 1:30 p.m.

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 6 - August 3, for a total of nine 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
- Develop a leadership case study and write a manuscript for publication

Course Website

The course website is located on Moodle: <https://moodle.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. (2021). *A guide for leaders in higher education: Core concepts, competencies, and tools* (2nd ed.). Stylus.

Supplemental Text

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Leadership and Higher Education Resources

- *The Chronicle of Higher Education*
<https://www.chronicle.com/>
- On Leadership – *The 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/>

Expectations

LSU's general policy states that for each credit hour, you (the student) should plan to spend at least two hours working on course related activities outside of class. Since this course is for three credit hours, you should expect to spend a minimum of six hours outside of class each week working on assignments for this course. For more information regarding general information for courses visit: <https://catalog.lsu.edu/content.php?catoid=12&navoid=822>

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). After one absence, you will lose 10 points off of your Participation and Reading Notes grade for each class missed. I ask that you please make your best effort to attend the 4 in-person sessions. However, you can have a peer Zoom you in for up to two class sessions, for special circumstances where you are unable to attend in-person. For all Zoom class sessions, please have your video turned on in order to be as virtually present as possible (in special circumstances, your video may be off with prior approval from the instructor).

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 124 Johnston Hall, 225-578-5919 or <https://www.lsu.edu/disability/>.

Diversity, Equity, & Inclusion Statement

We believe diversity, equity, and inclusion enrich the educational experience of our students, faculty, and staff, and are necessary to prepare all people to thrive personally and professionally in a global society. Therefore, LSU is firmly committed to an environment that affords respect to all members of our community. We will work to eliminate barriers that any members of our community experience. To make LSU a place where that can happen, we must recognize and reflect on the inglorious aspects of our history. We now acknowledge the need to confront the ways racism, sexism, ableism, ageism, classism, LGBTQ+ phobia, intolerance based on religion or on national origin, and all forms of bias and exploitation have shaped our everyday lives. We accept personal and professional responsibility to eliminate bias and oppression wherever they are found. We understand our obligation to speak up when we see bias whether it be in our teaching, study, or daily work. Our community will educate themselves proactively and continuously about how to intervene and bring bias to the attention of others with commitment and compassion. We will hold ourselves accountable for our actions and inactions, and for maintaining intentional, measurable, and meaningful efforts to enhance diversity, equity, and inclusion, including through ongoing evaluation of our policies, practices, and procedures.

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.

Nondiscrimination, Sexual Harassment, & Title IX

LSU provides equal opportunity for all qualified persons in admission to, participation in, or employment in the programs and activities which the university operates without regard to race, creed, color, marital status, sexual orientation, gender identity, gender expression, religion, sex, national origin, age, mental or physical disability, or veteran's status. LSU has implemented a procedure to address complaints for those who believe they have been subjected to discrimination and/or harassment in violation of this policy. Please know that your instructors are here to support you and listen to your experience. We also want you to know that we are mandatory reporters and must report what we know to the Office of Civil Rights and Title IX.

All LSU employees, with few exceptions, are required to report instances of sex-or gender-based harassment and discrimination, including sexual misconduct and power-based violence (e.g., sexual assault, stalking, dating violence, domestic violence, sexual exploitation, retaliation, etc.) for which they may not be the victim, but of which they are aware. The Office of Civil Rights & Title IX is the LSU office responsible for investigating complaints regarding any type of discrimination, sexual harassment, or power-based violence. The Office of Civil Rights & Title IX is located in 118 Himes Hall and the phone number is 225-578-9000. If you are aware of an individual who has been victimized, you are encouraged to contact the Office of Civil Rights & Title IX: www.lsu.edu/civil-rights. Or file an online report by going to www.lsu.edu/support and clicking the Report an Incident box. If you have been assaulted, harassed, or a victim of violence, we encourage you to contact the **Office of Civil Rights & Title IX**. Please reach out for help immediately.

Some excellent resources available to Baton Rouge residents include:

1. **Sexual Trauma Awareness & Response**; 24/7 hotline:1-855-435-STAR, <https://star.ngo/>
2. **IRIS Domestic Violence Center**; 24/7 hotline: 1-800-541-9706, <https://www.stopdv.org/>
3. **THE PHONE Baton Rouge**; 24/7 hotline: 225-924-3900, <https://www.brcic.org/>
4. **The Lighthouse Program**; 225-578-5718, <https://www.lsu.edu/shc/wellness/thelighthouse-program/index.php>

LSU's policies on sexual harassment (**PM 73**) and sexual harassment of students (**PS-95**) are available on the LSU website: <https://www.lsu.edu/policies/index.php>.

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 Reading Notes	20%	40 points
2. Higher Education Leadership Interview	25%	50 points
3. Personal Leadership Philosophy and Plan	20%	40 points
4. Capstone Assignment	35%	70 points
Totals	100%	200 points

Expectations for Written Assignments

All written work should adhere to APA style as described in the Publication Manual of the American Psychological Association (7th 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.

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 Reading Notes (20%)

Due: August 1 (Self-Assessment and 10 Reading Notes)

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. Professionals 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.

Reading Notes: To facilitate richer classroom discussions and encourage students to read, you will summarize the readings as part of your participation grade. Over four weeks, you are you assigned approximately 25 readings (e.g., 20 chapters plus articles). You will pick **10 readings** throughout the semester and write a full 1-page summary for each. These can follow any format that you prefer (e.g., paragraph, bulleted, etc.), but should show that you read and understand the main points of the reading. These notes will be helpful for your final case study project. You can either upload all files separately or in a single document at the end of the semester.

Self-Assessment: The instructor will assign participation points at their discretion; however, each student will submit a self-assessment of their class participation, professionalism, and reading notes to help inform the final participation grade.

2. Higher Education Leadership Interview (25%)

Due: July 18

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.

3. **Personal Leadership Philosophy and Plan (20%)**

Due: July 25

Effective leaders should have a guiding philosophy that shapes their approach and actions. You will write a 3-4-page leadership philosophy and plan, including the following two sections:

1. Leadership Philosophy (1.5-2 pages)

This first part of the assignment should be a leadership philosophy statement that you can share with others, use for job applications, and post on websites. Reference some readings, but the course and speakers should not be referenced. Also, do not follow the 4 bullets below in order, as these are not meant to be section headings.

- a. Define leadership in your own words.
- b. What makes a good leader in higher education?
- c. Focus on the tenets of your leadership philosophy. What are your beliefs and values related to leadership.
- d. Discuss at least 2 theories or approaches that guide your personal leadership philosophy.

2. Leadership Plan (1-2 pages)

- 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.

4. **Case Study in Higher Education Leadership (35%)**

Due: Friday, August 5 by midnight

Students will work independently or in small groups (two or three) on a manuscript 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. By July 13, you must provide a one-page overview of the topic and will receive feedback to assist you with your case study. 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

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 4		<i>No Class – 4th of July Holiday</i>	
	July 6	Zoom	Course Introduction	
2	July 11	In-Person	Leadership in Higher Education	APA Template
	July 13	Zoom	Leadership Concepts and Theories	1-page Case Study Overview
3	July 18	Zoom	Cross-Cultural and Strategic Communication	Higher Education Leadership Interview
	July 20	In-Person	Leadership Approaches	
4	July 25	In-Person	Personal Leadership Development	Personal Leadership Philosophy and Plan
	July 27	Zoom	Organizational Effectiveness	
5	Aug 1	In-Person	Leading Institutions through Crisis and Change	Participation Self-Assessment & Reading Notes
	Aug 3	Zoom	The Future of Leadership / Case Study Project Meetings	Case Study due Friday, August 5 at midnight

Detailed Course Schedule

Week 1

July 4 *No class - July 4th Holiday*

July 6
Zoom **Course Introduction**

Readings:

- Chapter 1
- Godfrey, J. F., Brown, A. M., Hubbard, R. E., & Clayton, A. B. (2020). "Posh Pipeline": Gaining college admission at any cost. *Journal of Cases in Educational Leadership*, 23(4), 139-150.

Week 2

July 11 **Leadership in Higher Education**

Readings:

- Chapter 2-4

Due:

- APA Template (not graded)

July 13
Zoom **Leadership Concepts and Theories**

Readings:

- Chapters 7 & 8
- Kezar, A. J., Carducci, R., & Contreras-McGavin, M. (2006). *Rethinking the "L" word in higher education: The revolution of research on leadership*. Jossey-Bass. (read pp. 1-14)
- Northouse, P. G. (2016). *Leadership: Theory and practice* (7th Ed.). Sage. (read pp. 1-18)

Due:

- 1-page Case Study Overview

Week 3

July 18 **Cross-Cultural and Strategic Communication**

Zoom

Guest Speaker: Dr. David English, Vice President for Academic Programs, Faculty, and Research - University of North Carolina System

Readings:

- Chapters 6, 10, & 11

Due:

- Higher Education Leadership Interview

July 20

Leadership Approaches

Readings:

- Chapters 5 & 9
- Kezar, A. J., & Holcombe, E. M. (2017). *Shared leadership in higher education: Important lessons from research and practice*. American Council on Education.

Week 4

July 25

Personal Leadership Development

Guest Speaker: Dr. Brandon Common

Associate Vice President & Dean of Students, Louisiana State University

Readings:

- Chapters 12 & 18

Due:

- Personal Leadership Philosophy and Plan

July 27

Zoom

Organizational Effectiveness

Guest Speaker: Dr. Libby Morris

Director, McBee Institute of Higher Education, University of Georgia

Readings:

- Chapters 13, 14, & 16

Week 5

August 1

Leading Institutions through Crisis and Change

Readings:

- Chapters 15, 17, & 19

Due:

- Participation Self-Assessment and Reading Notes

August 3

Zoom

The Future of Leadership

Guest Speaker: Dr. Roy Haggerty

Executive Vice President & Provost, Louisiana State University

Readings:

- Chapter 20

Due:

- *Case Study Manuscript due Friday, August 5 by midnight*