EDU 475: Leadership and Management in Higher Education

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Course Description:
This course is intended for students who are pursuing an advanced degree in higher education or a related area. Students in this course will explore leadership and management in higher education. The purpose of this course is threefold: (1) Develop an understanding of existing leadership and management theories. (2) Apply leadership theory to the context of higher education. (3) To develop an experiential base upon which to engage in leadership in higher education at multiple organizational levels. Students will use course readings, assignments, in class activities, exams, personal scholarly papers and a group service project to develop their skills and competencies related to leadership and management in higher education.

Desired Learning Outcomes:
- Develop an understanding of leadership and management theory and research.
- Be able to apply leadership theory to the higher education context.
- Be able to articulate how leadership issues are inter-related to administrative practice in higher education.
- Develop a stance on leadership and management practices in higher education.
- Apply leadership theory and complete a project as a part of the course that relates to higher education.

Instructional Pedagogy and Expectations:

This course is designed to be a learning centered course with each student being responsible for maximizing their own experience. The instructional responsibility is to create a welcoming environment for all students where sharing differing views and intellectual intrigue are valued and respected. My commitment is to bring my very best in terms of resources, course organization and facilitation to create a high-quality learning experience. I have high expectations of students as to their (1) preparation for class; (2) engagement with course content: (3) performance on application assignments. I recognize that individuals learn and perform in a variety of ways and as such instructional approaches will be varied as will my appreciation for different learning and performance styles. In addition to this statement of instructional pedagogy and expectation I have found it useful to articulate the following expectations related to the class.
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**Attendance:**
You are expected to be present at all sessions, should you not be able to be present please contact me in advance of class (e-mail is fine).

**Assigned readings:**
All class sessions will involve discussion of assigned readings; it is my expectation that you will have prepared these readings in advance of class. I will assign two to four articles that you must read for each class period, other reading will be recommended but not required.

**Blackboard:**
Class members are expected to check Blackboard (on-line course management software) several times each week for e-mail, discussion, announcements and to access PDF course readings. Students are expected to actively post and participate on Blackboard each week during the semester.

**Group Activities:**
Part of working in higher education is working with diverse individuals; as such this course will provide a practical forum for developing group functioning skills. Each class member is expected to participate in group discussions, activities and projects that will be a part of each class.

**Assignments:**
All assignments should be submitted on or before the due date. All papers will be submitted via Blackboard.

**Required Books:**


Either:


Or
Assignments

1. **Class Participation and Preparation (14 points)** – At the end of the course you will self-assess your participation and preparation for the course. Your self-assessment of the extent to which you prepared and participated at a high-level will determine the points awarded in this assessment category.

2. **In Class Exam (20 points)** – This will be a short answer and essay exam that will focus on the six categories of theories and the four paradigms of leadership outlined in Kezar, Carducci and Contreras-McGavin (2007).

3. **Reflection Blogs (21 points)** – Write seven 1-2 pages reflection blogs that are 250 to 350 words in length (each worth three points). The reflection blog should reflect upon the application components of the course (case studies, group work, and service learning project). The blog entry should be written in formal academic style including citations as necessary and make explicit connections between leadership theory and experiential elements of the course. Please proofread your blog posts. You reaction should comment substantively on the blog entry of a colleague in an appropriate manner. Your reflection will be worth 4 points, your reaction will be worth 1 point for each entry. See the week-by-week class schedule for due dates.

4. **Case Study Question (10 points)** – Each class member will choose a current issue with leadership implications and develop a 3-4 pages case study scenario and question set. The case study should have a detailed description of the case context, the key challenges to be address and questions that should be answered. You must submit one peer reviewed article related to your case study as background reading with your question. Due March 31st.

5. **Peer Led Learning (10 points)** – The class will be divided into four groups. Each group will be responsible for helping the class learn about one of the four paradigms of leadership articulated by Kezar, Carducci and Contreras-McGavin (2007). The group must provide two articles related to the theory or theories that then help the group to learn about theory and application within that paradigm (they must be posted to Blackboard two weeks prior to your class presentation). The group should be creative in their approach to helping students learn about the paradigm of theories for which they are responsible. As this is a leadership class, how each group organizes, manages and leads their respective project will be a component of their grade. Due as assigned in first class meeting.

6. **End of class take home exam/ reflection (25 points)**
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**Grading**

1. Class Participation and Preparation (Self-Graded) 14 points
2. In Class Exam 20 points
2. Reflection Blogs (7 x3 points each) 21 points
4. Case Study Questions 10 points
5. Peer Led Learning 20 points
6. Final take home exam/ reflection 25 points

**Total** 100 points

A = 93 to 100 points
A- = 90-92
B+=87 to 89
B = 83 to 86 points
B-= 80 to 82
C = 70 to 79 points
D = 60 to 69 points
F = 59 points or less
Course Schedule

Class 1.1.1 – Introduction/ Examining Leadership
January 13 – Leadership and/or Management in Higher Education

- What do we bring to the discussion of leadership and management
- Definitions of leadership and management
- Course set-up
  - Blending theory and experience (Explicitly Dewey)
  - Service Learning Course
  - Utilizing Case Study as pedagogical approach
  - Student exploration of leadership approaches

Class 2.2.1 – The Categories and Paradigms of Leadership Theories – Understanding the Past and Emerging
January 20

Please read for class discussion/lecture:


In Class Activity - Case Study #1:

Class 3.2.2 – Revolutionary Ideas
January 27

Guest Speaker: Patty Waters, Assistant Director, Rochester Center for Community Leadership, Office of the Dean of Students

Please read for class discussion/lecture:


Class 4.2.3 – Application of New Leadership Research in Higher Education
February 5

Please read for class discussion/lecture:


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In Class Activity – Case Study #2

Blog Entry #1 Due

Class 5.2.4 – Exam and Organizing our Service Learning Project
February 10

In Class Exam Covering the Six Traditional Categories of Leadership Theories and the 4 paradigms of Leadership.

In Class Activity – Organizing our Service Learning Project

Class 6.3.1 - Applying Functionalist Approaches to Leadership
February 17

Please read for class:


Student Group Posted Articles

Student Led Learning #1: Presentation of the Functionalist Approaches to Leadership.

In Class Activity: Case Study 3

Blog Entry #2 Due

February 24 – NO CLASS THIS WEEK

7.3.2 – Applying Social Constructivist approaches to Leadership
March 3

Please read for class discussion/ lecture:

Student Group Posted Articles


Student Led Learning #2 – Presentation of Social Constructivist Approaches to Leadership.

In Class Activity: Advancing our Service Learning Project
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Blog Entry #3 Due

**8.3.3 – Applying Critical Approaches to Leadership**
**March 10**

Please read for class discussion/lecture:

Student Group Posted Articles

Begin either:


Or


Student Led Learning #3 – Presentation of Critical Approaches to Leadership

*In Class Activity: Case Study 4*

**9.3.4 – Applying Post Modern Approaches to Leadership**
**March 17**

Please read for class discussion/lecture:

Student Group Posted Articles

Read first half of either:


Or


Student Led Learning #4 – Applying Post Modern Approaches to Leadership
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In Class Activity: Advancing our Service Learning Project

Blog Entry #4 Due

10.3.5 – Leadership in the Organizational Context of Student Affairs
March 24

Please read for class discussion/lecture:

Please finish reading either.


Or


Case Study 5: Making Change in Higher Education

11.3.6 – New Leadership Models in Higher Education
March 31

Please review for class:


In Class Activity: Advancing our Service Learning Project

Case Study and Related Article Due

12.4.1 – Case Study Competition
April 7

In Class Activity: Case Study Competition

Blog Entry #5 Due

13.4.2 – Service Learning Focus
April 14
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Blog Entry #6 Due

14.4.2 – Service Learning Focus
April 21

Blog Entry #7 Due

15.4.3 – Final Examination and Service Learning Project Reflections
April 28