**CTCH 792 Leadership in Higher Education**

**Monday 4:30-7:10pm**

**Nguyen Engineering Building 1109**

Instructor: Dr. Jaime Lester

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Office Hours: By appointment

1. **Introduction and Overview**

Course Description

This course will focus on the leadership of higher education and the role of leaders in institutional transformation. We will focus on the complex social and political environments and the current and future trends of higher education while providing a foundational grounding in the study of leadership theory and research. During this course you will engage in class activities and assignments that challenge you to employ multiple perspectives, and challenge your ideas regarding leadership in student affairs and higher education.

Course Objectives

1. To understand and apply major theories of leadership to higher education contexts.
2. To develop an understanding of the processes, practices and purposes of leadership in higher education institutions.
3. To consider various ways in which leadership is defined, the expectations those definitions create, and the ways in which leaders do and do not meet their own and others’ expectations.
4. To provide links between the theory and practice of higher education leadership.
5. To tap pluralist and diverse perspectives on higher education leadership.
6. To encourage personal reflection on students’ own leadership style tendencies and skill development needs.
7. To explore ways in which higher education situations create unique challenges to leadership.
8. To understand how leadership differs at different levels and in different types of institutions.
9. To learn to take multiple perspectives in examining both the theory and practice of leadership.
10. To acquire an understanding of ethical issues and considerations in leading institutions of higher education.
11. To learn several models of leadership development.

Course Policies

*Attendance:* All students are required to attend and actively participate in all scheduled course meetings. Part of your grade includes in-class participation. If for any reason that you cannot make it to a course meeting, you must contact the instructor immediately.

*Late Assignments:* All assignments must be turned in on the due date noted. Please contact the instructor before the due date is you cannot turn an assignment in at the scheduled time.

*Incompletes:* No incompletes will be granted for this class unless there is an extreme circumstance. All incompletes will be granted according to university policies found at: <http://www.gmu.edu/catalog/apolicies/>.

1. **Readings**

Required Books

Bolman, L. G. & Gallos, J. V. (2011). *Reframing Academic Leadership*. San Francisco: Jossey-Bass.

Kezar, A., Carducci, R., & Contreras-McGavin M. (2006). *Rethinking the “L” Word in Higher Education: The Revolution of Research on Leadership.* San Francisco: Jossey-Bass.

Northouse, P. G. (2006). *Leadership Theory and Practice* (4th edition). Thousand Oaks, CA: Sage Publications.

Kezar, A. & Lester, J. (2011). *Enhancing Campus Capacity for Leadership: An Examination of Grassroots Leadership in Higher Education*. Palo Alto, CA: Stanford University Press.

Kouzes, J. M. (2001). *The Leadership Practices Inventory (LPI): Self Participant's Workbook.* Pfeiffer. (Check Amazon.com for good deals on this book)

Suggested Supplemental Readings

*The Chronicle of Higher Education* – weekly newspaper for higher education. Sign-up to receive either the print copy or access to the online version. Found at: http://chronicle.com/

*Insiderhighered.org* – sign-up for this free daily newsletter highlighting current issues in higher education. Found at: http://www.insidehighered.com/news

*International Leadership Association* – international association dedicated to leadership issues. Found at: http://www.ila-net.org/

*MasonLeads* – A Mason committee that seeks to inspire the development, emergence, and recognition of leadership throughout the Mason community. Found at: http://masonleads.gmu.edu/

1. **Assignments and Grading**
	1. *Project Proposal* -- the first step to completion of your final paper in this course is to write a project proposal that outlines 1) a current leadership issue; 2) the theory/area of leadership you will examine; 3) the potential argument that you will explore; and, 4) the significance of your argument. The paper should be 3-4 pages. To chose a topic, consider the themes of each week outlined below, current news on leadership, and/or questions that you may have about your experiences with leadership. Tip: make sure that your topic is narrow enough to thoroughly address in 15 pages (the number of pages required for the final paper).
	2. *Leadership Reflection Paper* and *Leadership Self Assessment* – Because we all come to leadership with previous experiences, notions of leadership, and ideas about our own leadership potential, one of your first assignments is to write a 5-8 leadership reflection paper. As part of the assignment, you are required to complete a leadership self-assessment and reflect on the outcome of that assessment. A detailed outline will be provided in class. For self-assessment go to: http://www.lpionline.com/lpi\_individual.html
	3. *Literature Review* – the next step to completion of the final paper is to write an 8-10 page literature review to thoroughly examine the literature on your topic. Use the resources provided in class as well as your own literature searches to fully discuss the empirical record on your topic.
	4. *Job Shadowing* – This assignment requires you to choose one individual who is in a leadership position in higher education and shadow that person for 2-3 hours. Consider shadowing someone who is part of the university in which you are unfamiliar. For example, if you are in students affairs, shadowing a provost of academic affairs or president of the faculty senate would help you see a different part of the university. The shadowing experience should culminate in a 30 minute to 1 hour interview. A 5 page reflection will be turned into the instructor. You will also informally present your experiences to class. A sign-up sheet will be provided for a presentation date. Please email the instructor with the name and title of the individual for approval.
	5. *Peer Review* -- Near the end of the semester, you will submit a draft of your final paper to a partner who will provide you feedback within one week. The following are the criteria that should be used in the peer review process.
		1. Does the paper have a clear introduction?
		2. Does the author explain the significance of the leadership issue?
		3. Is the argument clear and focused?
		4. Does the author review the literature?
		5. Did the author chose appropriate literature given the argument and leadership issue?
		6. Is the explanation of the literature clear?
		7. Are conclusions well grounded in the analysis and solutions?
		8. Is the paper clearly organized?
		9. Is the paper well written?
		10. Does the paper have a logical flow? Does it provide justification for interpretations?
		11. Does the paper emphasize interpretation and not merely describe situations and issues?
		12. Is the paper explicit about assumptions and beliefs?
		13. Does the paper accurately reflect theories?
		14. Are there misunderstandings, naive comments, or mischaracterizations?

Your comments should be both constructive and critical. You will submit your draft to your partner on April 18 and you must provide your partner (and me) and copy of your feedback on April 25. That allows you one week to incorporate feedback into the final paper and for your presentation. The feedback should be between 2-3 single spaced pages.

* 1. *Final Paper* - The final paper is a 15 page document where you comprehensively analyze the leadership issue using the literature and theory on leadership. The paper will include an introduction, review of the literature, analysis of the leadership issue, and practical recommendations. You will use your proposal and literature review to construct this paper. Please do not just cut and paste the other papers; rather, you need to create a cohesive argument and use the text from the other papers to describe and support your argument. A more detailed outline will be provided during the semester.
	2. *Final Project Presentation* - For the final paper presentation: You will develop a presentation based on the paper, explaining your leadership issue, the literature and theory applied, your analysis of the issue, and your conclusions. Presentations should be in a professional manner using PowerPoint or handouts. You need to condense material into 10 minutes (I will cut you off if you go over and this will impact your grade, so practice).

Grading

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| **Assignment** | **Percent of total grade** |
| Leadership Reflection | 10 |
| Project Proposal | 10 |
| Literature Review | 15 |
| Job Shadowing  | 15 |
| Peer Review | 10 |
| Final Paper | 30 |
| Participation\* | 10 |

\*Participation includes active engagement in class discussions and attendance.

University Policies/Services

University Honor Code:

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**

Office of Disability Services:

If you have a documented learning disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with the Office of Disability Services (SUB I, Rm. 222; 993-2474; www.gmu.edu/student/drc) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs.

**IV: Weekly Schedule**

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| Week 1*Brief Introduction on Blackboard* | January 23 | **Introduction to Leadership** Readings: Northouse Ch. 1; Kezar, Carducci, and Contreras-McGavin pgs. 1 – 30 |
| Week 2 | January 30 | **History of Leadership Theories Part I**Trait and Behavior Theories & Skills and Style ApproachSituational ApproachReadings: Northouse Ch. 2, 3, 4, and 5; Kezar, Carducci, and Contreras-McGavin pgs. 103 – 106 |
| Week 3*Project Proposal Due* | February 6 | **History of Leadership Theories Part II**Path-Goal TheoryLeader-Member Exchange TheoryTransformational LeadershipReadings: Northouse Ch. 6, 7, 8, and 9; Kezar, Carducci, and Contreras-McGavin pgs. 108 – 111 |
| Week 4*Guest Speaker: Linda Schwartzstein* | February 13 | **Academic Leadership and the Role of Self-Reflection**Readings: Bolman Ch. 1, 2, and 3  |
| Week 5*LPI Due* | February 20 | **Social and Cultural Theories of Leadership**Readings: Northouse Ch. 13; Kezar, Carducci, and Contreras-McGavin pgs. 50-58; 123 – 131; Bess & Dee Ch. 11 (see blackboard); Bolman Ch. 7 |
| Week 6 | February 27 | **Mental Models, Organizational Learning, and Sensemaking**Readings: Kezar, Carducci, and Contreras-McGavin pgs. 45-50; 115-122; Lambert Ch. 1 (see blackboard); Senge (see blackboard) |
| Week 7 | March 5 | **Leadership Teams and Relational Leadership**Readings: Northouse Ch. 10; Kezar, Carducci, and Contreras-McGavin pgs. 62-69; 131 – 135; Komives Ch. 2 and 3 (see blackboard); Bolman Ch. 6 |
| Week 8*Literature Review Due by March 16th* | March 12 | **No Class – Spring Break** |
| Week 9 | March 19 | **Power and Influence Theories**Readings: Kezar, Carducci, and Contreras-McGavin pgs. 106-108; Pearce & Conger, Ch. 1 and 2 (see blackboard); Bolman Ch. 5 |
| Week 10*Guest Speaker: Nance Lucas* | March 26 | **Leadership Ethics, Spirituality, and Well-Being**Readings: Northouse Ch. 14; Kezar, Carducci, and Contreras-McGavin pgs. 71-72; 137 – 140; Seligman (see blackboard); Boyatzis (see blackboard) |
| Week 11 | April 2 | **Diversity and Emotions in Leadership**Readings: Northouse Ch. 12; TBD |
| Week 12*Paper Due to Peer Reviewer**Guest Speaker: Wendy Wagner* | April 9 | **Social Change and Social Movements**Readings: Kezar, Carducci, and Contreras-McGavin pgs. 81-84; 141-144; Kezar & Lester entire book; Kegan & Lahey (see blackboard) |
| Week 13*Peer Review Due to Instructor and Partner* | April 16 | **No Class – work on final paper** |
| Week 14 | April 23 | **Leadership Development and Self-Reflection**Readings: Readings in Pearce, 2007 (see blackboard); Bolman Ch. 12, 13; Revisit LPI results |
| Week 15*Final Paper Due* | April 30 | **Presentations** |