



AUBURN UNIVERSITY SYLLABUS

1. **Course Number:** **HIED 7210**
Instructors: Dr. Jose Llanes
Course Title: Leadership in Higher Education
Credit Hours: 3 semester hours
Class Meetings: Wednesdays 5:00-7:50 PM Haley 1456
 Hybrid Onsite and Online Meetings
Blackboard site: blackboard.auburn.edu

Office: Haley Center 4080, phone (334) 844-3074
Office Hours: Anytime by appointment
E-mail: jrllanes@auburn.edu
Pre-/Co-requisites: EDLD 7200 (Or see below)

2. **Date Syllabus Prepared:** May 2011

3. **Required Text:** Adrianna J. Kezar, Rozana Carducci and Melissa Contreras-McGavin. (2010). *Rethinking the "L" Word in Higher Education*. Wiley Interscience Online (Free pdf from Professor)

Case Studies: Contained in the Kezar Book

Required Reading for those students who did not take pre-requisite EDLD/HEID 7200 course: Steven Sample (2002) *The Contrarian's Guide to Leadership* Jossey-Bass Publishers

4. **Catalog Description:** This course involves exploration, discussion and application of theories, concepts and principles of leadership from a multi-disciplinary, multi-professional perspective, to higher education organizations.

5. Course Objectives: Upon completion of this course, students will be able to:

- I. Understand and discuss the underlying assumptions, beliefs, and values of the most significant paradigms in leadership research.
 - a. Leadership In a Changed Context
 - b. Key Terms and Theories
 - c. Challenges and Missed Opportunities in the Study of Leadership in Higher Education
 - d. New Directions in Higher Education Leadership
 - e. New Paradigms of Leadership
- II. Understand and discuss some of the main concepts that have emerged in the leadership research and literature such as ethics, empowerment, collaboration, and networks.
 - a. Latest Theories in Leadership
 - b. Revolutionary Concepts in Leadership
 - c. Cultural and Symbolic Theories
- III. Understand and discuss new concepts that have emerged in the leadership literature and how these have been pursued by higher education researchers.
 - a. Higher Education Leadership In a New World
 - b. Practical Implications for The Leadership Revolution
- IV. (For doctoral students) Understand and discuss the implications of this vast body of new research upon future research.
 - a. Framing Leadership Research in a New Era
- V. Student will be able to do this onsite with other students and by using online communications methods.

6. Course Methodology:

This course is designed to be delivered as a mixture of “in the same room” discussion among students under my direction and reading, thinking, writing and discussion online. This class should meet once a week for fifteen weeks but as a “hybrid” of experiences, it is only scheduled to physically meet once a week for eight weeks.

- I. **Regular attendance for those Onsite sessions and class participation** are essential for successful completion of the course. If you don't come to class at least 7 times you will not get an A. You can earn from 0 to 5 points per class period up to 35 points. See criteria below.
- II. **Online Participation in Discussion is a requirement for this course** and the student will earn an additional 35 points for engaging in it effectively. Increasingly professional communications in the workplace are taking place online. Even meetings being held on campuses today are being held through visual and asynchronous communications. You will be engaging in “meaning-building activities” with people you barely know, across thousands of miles of space and

great differences in time. You need to learn how to lead in a new way. This participation is evaluated in this way:

- a. **Active participation** includes posting critical analysis of theories and asking questions from the reading, as well as sharing experiences with the topics under discussion, engaging others with valid critical exchanges and contributing to the class community in general. The Outcome Objective is defined as follows: “Student is able to demonstrate through class discussion that he/she has read the assigned material and has drawn valid conclusions or raised good questions.” Such participation will earn up to 5 points per class.
- b. **Passive participation** involves piggyback discussion limited to the issues raised by others, lack of reading of materials is evident. 1 to 3 points per week.
- c. **No participation** obtains when a student is absent. 0 points per week.
- d. **Students may earn up to 80 points for both online and onsite participation.** Absences will be viewed as it would in a professional position. Extenuating circumstances will be considered on an individual basis, especially if negotiated ahead of time.
- e. NOTE: Essays and comments are posted in the Blackboard page for this course under Discussions, **no later than** Sunday at midnight, this will enable your colleagues to respond to your ideas.

III. Presentation on Assigned Reading Students will be assigned a portion of the readings to discuss with class and to present online. The student will develop at least three questions that flow from the reading and will lead the classroom/online discussion on these. Up to 10 points will be awarded for this effort depending upon a) how well the questions cover the topic, b) how well the questions are written from the perspective of understanding it and c) how well you manage the discussion from the students. Your performance will be evaluated by the other students and graded by me.

IV. Essay on Theories and Sample’s Contrarian Views *In order to avoid having fixed pre-requisites I have allowed student who have not taken EDLD/HIED 7200 to “catch up” to the rest of us. This involves reading “The Contrarian Guide to Leadership” by Onsite Session 3* Assignment is contained on Session XI Top grade 10 points

V. Student Defined Assignment (To be designed) 10 points

7. Grading and Evaluation Procedures:

The final grade for the course will be based on the following categories. All grades are computed on an individual basis.

Class participation in discussion/activities	onsite	35 pts.
Presentations on Assigned Reading	online	35 pts.
Presentation		10 pts
Essay		10 pts
Student-designed work		<u>10 pts</u>
Total.....		100 points

The following grading scale will be used:

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
Below 60	= F

*An essay is, for our purposes in this course, a short piece of writing, which is written from an author's point of view. An essay overlaps such forms as articles and short stories. In contrast to those, for me, brevity usually defines an essay. Essays may include a number of elements, substantive comment on the readings and class discussion, learned arguments, observations of leadership in action, recollections of appropriate case histories and comment on other student's work.

8. University Policy Statements:

- I. Students are expected to attend all class meetings and participate in all classroom exercises (Tiger Cub, p. 73). Should students need to be absent for any reasons, please contact the course instructor before missing that class meeting.
- II. Students are responsible for initiating arrangements for missed work due to excused absences (Tiger Cub, p. 74)
- III. Students who need special accommodations should make an appointment to discuss the Accommodation Memo during office hours as soon as possible. If you do not have an Accommodations Memo, contact the Program for Students with Disabilities, in 1244 Haley Center as soon as possible.
Telephone: 334-844-2096.
- IV. All portions of the Auburn University Honesty Code can be found in the Tiger Cub (Title XII) will apply in this class.
- V. A grade of incomplete will not be given except under extreme circumstances as determined by the instructor.

ATTENTION: In order to ensure that class discussions are open and truthful all students are held to the confidential nature of these comments and may not repeat them or otherwise use them for any purposes outside of the classroom purposes. Any violation of this code will result in an F score in this course.

9. Course Schedule for Fall 2011

Session I On Site Haley 1435 Wednesday August 17, 2011

Introductions, explanations of course objectives and expected outcomes, discussion on content and method of instruction.

Lecture: Overview of Leadership

- φ Socrate's Discovery of Generic Management
- φ Sun Tzu's 5 dimensions of strategic leadership

Discussion:

On the validity of Socrate's discovery and its most important observation about Generic Management.

On making sense of Sun Tzu's 5 dimensions of strategic leadership.

Assigned Reading Peruse all the chapters in Kezar's book so that you are aware of the content and read Pages 1-14

Question for Assignment: "Have we progressed very far, or at all from Socrates and Sun-Tzu's ideas back in the Fifth Century BC?"

NOTE: Individual students will be assigned **to read all** but to summarize and discuss **one administrative leadership theory** with the class. You will be asked to bring a one-pager that summarizes the points you want to make and engage the class is discussing. This process sometimes takes 10 minutes sometimes 30 minutes.

Session II Online

August 24, 2011

The following applies to all weekly posting activities and will not be repeated for each one:

1. Post a critical analysis of theories and ask questions from the reading, as well as sharing experiences with the topics under discussion, engaging others with valid critical exchanges and contributing to the class community in general.
2. Comment on posting made by others. The Outcome Objective is defined as follows: "Student is able to demonstrate through class and online discussion that he/she has read the assigned material and has drawn valid conclusions or raised good questions."

Assigned Reading: Kezar 15-29

We will discuss Figure 1 and questions raised by students from the assigned reading or Kezar's book in general. Students are invited to bring up topics and questions and lead the direction of the class discussion.

Assignment of Theories to students

Student presentation on one of the theories in the reading and class discussion to validate or invalidate ideas about these administrative leadership theories. Individual students will given the floor to summarize and discuss **one administrative leadership theory** with the class. You will share with us a one-pager that summarizes the points you want to make and engage the class is discussing. Students rate each other's presentations on the basis of a. Clarity and brevity of the presentation, b. leadership of discussion, c. reaching of consensus. Professor grades.

NOTE: Individual students will be assigned **to read all** but to summarize and discuss **one major paradigm** with the class. (Assignments will be made in previous class)

Assigned Reading for Online Discussion May 31 and on... Kezar 30-70

Prepare a reflection and engage in discussion on the topics of the assigned reading Kezar 30-70

Assign paradigms to students for discussion in class

Student presentation on one of the paradigms in the reading and class discussion to validate or invalidate ideas about these administrative leadership theories. Based on Kazar 15-29 Individual students will given the floor to summarize and discuss **one administrative leadership theory** with the class. You will share with us a one-pager that summarizes the points you want to make and engage the class is discussing. Students rate each other's presentations on the basis of a. Clarity and brevity of the presentation, b. leadership of discussion, c. reaching of consensus. Professor grades.

Plan Student Self-Assigned Work**Assigned Reading Kezar 71-99**

Session Number VII Online September 28

Select (or pose your own) case study included in the reading thus far and provide an analysis in terms of the leadership theories you have studied. The best analyses are those that contain more than one theory and include an effective interpretation of the case in terms of those theories.

Assigned Reading Kezar 100-136

Session Number VIII On Site October 5

Discussion of reading and reflections. Discuss student self-assigned work

Assigned Reading Kezar 137-178

Session Number IX Online October 12

***Download the discussion of Sample's book with Dr. Gogue.
Discuss via Blackboard the theories presented and see how they differ with the Contrarian View of Sample.***

Assigned Reading Appendix A: Three Case Studies 179--

Session Number X Onsite October 19

Discussion of the Three Cases in Appendix A

Session XI Online October 26

Here's where you prepare and submit a critical essay on the various theoretical paradigms that you have studied in relationship to Sample's work. It will be graded for a total of 10 points. The essay will be of publishable quality and should use references when appropriate, noted in APA Style.

Session XII (Online?) November 2

Session XIII (Onsite) November 9

Lecture by Keystone Leader in Residence

Session XIV (Online?) November 16

Session XV (Onsite) November 30

