

College of Education

Department of Adult, Career and Higher Education

EDH 7632 Leadership in Higher Education

Important Statement for All USF Students:

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

DRAFT Course Syllabus

Class Location: EDU 258

Class Dates and Times: Tuesdays 5:15-8:00 PM

Reference Number: EDH 7632

Instructor: Donald A. Dellow
Office Location: College of Education – EDU 151
Telephone: Office – (813) 974-9696
FAX: (813) 974-3366
Mailing Address: University of South Florida
4202 East Fowler Avenue, EDU 162
Tampa, FL 33620
E-mail: dellow@coedu.usf.edu

Course Description: This course is planned for current and prospective leaders who seek to learn more about leadership in higher education in this new global era. Students will study several theoretical perspectives that have gained some credibility and research basis over the last several decades. In addition, students will read about or hear first person accounts of leaders' experiences in administrative roles. Participants will be asked to relate course material to their own current experience and personal goals. The ultimate goal of the course will be to create a personal knowledge base from which to create a plan for developing or refining one's own leadership perspective. In effect, the theme for the course will be: *How can someone utilize current theory and literature and the experiences of practicing leaders to become a more effective leader?*

This class will be in a seminar format where the participants will be encouraged to relate course content to their own personal experience and professional goals. Classes may meet at other locations where administrators will share their perspectives on what they believe to be the major elements of successful leadership

Objectives:

At the end of the course, the participant should be able to:

1. Describe at a general level some of the classical and contemporary theoretical approaches to leadership.
2. Describe the literature relative to current leadership issues in higher education.
3. Describe how the changing global economy and cultural diversity in the U.S. may be impacting leadership roles.
4. Understand how some current leaders describe their own leadership development experiences.
5. Describe the validity, reliability and purposes of several instruments that purport to measure some aspect of leadership.
6. Describe your current leadership skills and identify areas in need of improvement.
7. Articulate, in writing, a personal leadership philosophy and leadership development plan.

Primary Textbooks:

The following two books have been ordered and are in the campus bookstore:

- Bennis, W. (Any edition) *On Becoming A Leader*. Cambridge, MA: Perseus Books.
- Kouzes, J. M. and Posner, B. Z. (1990). *The Leadership Challenge*. San Francisco: Jossey-Bass.

Please order the following books through Amazon.com or your favorite on-line bookstore. There are so many used copies of these books available for under \$10, it seems much better for you to do your own ordering of these books. They are required and we will be using them.

- Kotter, J. (1996) *Leading change*. Harvard Business School Press. Boston, MA
- Collins, J. (2001) *Good to Great*. NY: Harper Collins,

Other readings will be assigned, as appropriate. You will be expected to read the following newsletter on at least a weekly basis: <http://www.insidehighered.com/newsletter/html>

Course Requirements

This course is structured to challenge each student to get involved and learn about being a leader. There are as many perspectives on leadership as there are leaders and theorists. Students will need to read, observe, participate and personalize the content and experiences in this course. The course requirements are developed with this in mind.

1. General class participation (25%): Active learning requires that you engage with the subject matter in a very personal way. In effect, you have to internalize ideas to make them your own. Most educators believe you need to test your “ideas and thoughts on issues” against those of your colleagues to know whether your own “theories” hold up. I certainly believe that to be the case. So you will be expected to be actively involved in the classroom and the on-line discussion: that means being an informed and active participant, sharing an informed perspective.

The class will be run as a forum for colleagues and professionals. That means we give our colleagues the courtesy of listening when they are speaking, not texting, checking e-mail or

talking with those sitting next to us. If you wish to partake in those activities, you should leave the class. If you have a need to twitter, then it's better to flitter.

Purpose of class discussion: exploring and probing personal perspectives on leadership and continue to build an information network of colleagues

2. Leadership Log: (30%): The LL is a written document of your reflections and feelings about your "leadership journey." It is a place to record your self reflection on your leadership and professional development. The log will be helpful in seeing progress in your leadership skills, your thinking about leadership and your own movement toward a leadership vision for yourself. You should write in diary or log format in Microsoft Word and send it to me five times during the semester. This is not meant to be shared with the class, but you can if you wish. Your final log should present your leadership philosophy and plan for leadership development.

- Explain your current "personal theory" about leadership.
- What is your assessment of your current strengths and weaknesses relative to leadership? What have you learned about yourself this semester? Include the results of any leadership skill inventories that we completed this semester and provide an analysis of what they tell you.
- What is your plan for developing your leadership skills?
- What is your next step toward assuming a leadership position?

Purpose: Analyze and reflect in written format your "leadership" growth and demonstrate enough knowledge of the literature on leadership to select a preferred perspective and formulate a plan for improving your own leadership skills

3. Class presentations on a Leadership Dissertation in Higher Education (25%): Find a dissertation that has investigated some dimension of "leadership" in higher education, preferably in an area in which you are focusing your professional future (community college, university, student affairs, etc.). As you read the dissertation for the second time, prepare responses to the following questions:

- a. Provide a brief critique of the literature review. Does the literature review present cogent, recent and relevant studies to support the ultimate research question(s)?
- b. Critique the research questions, are they relevant and well defined?
- c. Critique the methodology and instrumentation. Is the methodology sound? How adequately do you think the instruments "measure" what they are intended to measure?
- d. What are the major findings?
- e. What is your overall assessment of the study? Is it useful to practitioners?
- f. How would you modify the research if you wanted to build on this study for your own research?

Write up your responses to the questions above and **prepare a 20 minute** presentation for the class on your findings.

The purpose of this activity is to have you further familiarize yourself with a literature review, research methodology and the instrumentation that might be utilized in a leadership study in higher education.

4. Class presentation on leadership behaviors and practices and other class presentations (20%)

In an effort to bring the material alive, each of you will have the responsibility of ferreting out examples of each of the Kouzes and Posner leadership behaviors. In some cases you may be citing positives and negatives. Three of you will be addressing one of the Kouzes and Posner leadership behaviors in each of several classes. You will need to sign up for one of the classes and assume responsibility for bringing into our class specific examples of the particular behavior being discussed that night. These examples should be specific enough and with sufficient detail that we can add them to our repertoire of behaviors we should emulate or behaviors we should avoid.

Communicating with the Instructor

In addition to the regularly scheduled class sessions, you may contact the instructor through a variety of means. E-mail may be the simplest mode for communication because I usually check my e-mail numerous times throughout the day and evening. **Please note there are two e-mail addresses for the instructor.**

Instructional Methods: In this course, instruction will involve lecture, discussion, and collaborative projects, with emphasis on discussion. Students will participate in a variety of collaborative learning techniques to become actively engaged with the course content. Students will be involved with some group projects and activities and problem-solving sessions, in addition to a substantial amount of in-class discussion.

Determination of Final Grade:

The grade for attendance, discussion and participation will be based on the quality of your participation in class and on-line. "Quality" will be defined by the degree to which your questions and responses indicate careful reading, critical thinking, and logical formulation of responses.

Grades for **all** written assignments will be based primarily on the substantive content of the work. Accuracy, clarity, logic, conciseness, and completeness of the writing, as well as appropriate documentation using APA for materials cited, will also be considered in determining the grade.

Note: All work must be submitted on time and no incomplete grades will be awarded except in the case of illness or other personal calamity.

Criteria for assignment of final grades

95 – 100 points = A	90 – 94 points = A-	
85 – 89 points = B+	80 – 84 points = B	75 – 79 points = B-
70 – 74 points = C+	65 – 69 points = C	60 – 64 points = C-
50 – 60 points = D	00 – 49 points = F	

Policy on Academic Misconduct

This class will follow the procedures for academic misconduct set by the University of South Florida. Substantive and procedural due process will be afforded students charged with violations of cheating, plagiarism, fabrication, and misrepresentation.

Plagiarism

Plagiarism involves borrowing someone else's words and writing them as your own. Plagiarism is wrong and will not be tolerated. See the American Psychological Association (APA) manual for a discussion of plagiarism and how to recognize it. Because it can be confusing to make decisions about how and when to quote and how much paraphrasing is allowable, please read the section on plagiarism in the APA manual.

Statement on Equal Treatment and Disabilities

The instructor and students will act with integrity and engage in equitable and respectful verbal and nonverbal behavior with respect to differences of any kind including age, gender, race, disability, or religion.

Please notify the instructor within the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from USF Student Disability Services Office must accompany the request. The Student Disability Services office is located in the Student Services Building, Room 1133 on the Tampa campus, telephone 813-974-4309.