

The University of Maryland
College of Education
Education Leadership, Higher Education and International Education
Leadership and Change in Higher Education
EDHI 853, Spring 2016

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Introduction

The primary purpose of this course is to introduce you to some of the research and theoretical perspectives that have shaped the study of leadership in higher education. Readings will cover traditional, contemporary and critical approaches to understanding leadership. Particular attention will be paid to understanding leadership within the context of higher education organization and administration. Understanding the context and culture of higher education is key to understanding the leadership styles and decisions observed in higher education. In the 21st century higher education leaders will be faced with numerous challenges and opportunities including budgetary constraints, assessment and accountability, organizational change, personnel management, curriculum/academic issues, and changing demographics.

Class discussions and assignments will provide an opportunity to explore many of these topics as well as your own leadership experiences. Assignments are designed to engage you in both the scholarship and practice of leadership. It is essential that students are actively engaged in discussions of the readings and willing to critique and debate the points in class. Again, the materials in this course will help you to understand other areas in higher education such as administration, policy and the college environment; and how these areas impact leadership in higher education. Finally, it is anticipated that as you learn about various leadership theories and styles you will be able to apply these frameworks to inform your current work and practice as a leader in the field.

What students can expect to gain from this course:

1. An understanding of the leading theories that have shaped the field of leadership studies in higher education.
2. An understanding of how leadership relates to a range of issues in higher education organization and administration.

3. Opportunities to explore individual leadership through new knowledge, theories and reflection.

Academic Integrity

Your work should be characterized by academic integrity and honesty. All students are expected to abide by the code of academic integrity throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to the Student Honor Council. The full text of the code is available on the web at www.inform.umd.edu/JPO. If you have any questions regarding the university's policy on academic integrity, please talk to me.

Academic Accommodations for Students with Disabilities

If you have a documented disability that is relevant to the work that you will do in this course, please contact me as soon as possible so that appropriate accommodations can be made.

Religious Beliefs and Practices

Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student's responsibility to inform the instructor as soon as possible of any intended absences for religious observances.

Required Readings

Books Required

1. Birnbaum, R. (1992). How academic leadership works. San Francisco: Jossey Bass Press.
2. Bess, J.L. & Dee, J.R. (2008). Understanding college and university organization: Theories for effective policy and practice, Volume II--Dynamics of the system. Sterling, VA: Stylus Publishing.
3. Bolman L.G & Gallos, J.V. (2011) Reframing Academic Leadership.
4. Kezar, A.J., Carducci, R., Contreras-McGavin (2006). Rethinking the "L" Word in Higher Education. The revolution of Research on Leadership. ASHE Higher Education Report
5. **Selected book:** Each student will select an additional book related to final research project to be approved in advanced. The book can address any aspect of leadership and should be useful in helping you reflect on your own leadership style.

Course Requirements

The requirements of the course include a number of activities, as described below.

Participation in Class (10% of grade)

Students are expected to share their perspectives on the required readings and to participate in class discussions and assignments extensively. Your reactions, thoughts and comments on the readings are critical. This class is highly interactive with round table discussions on the readings.

Leadership Profile Project (40% of grade)

Each student will prepare a leadership profile project 12-15 pages. For this project you will select a current leader in higher education and/or a national/political leader. Please be sure to select someone who has a public profile where you can find adequate information about the decisions they have made as a leader. You can also seek insight about this individual from other relevant individuals. The Chronicle of Higher Education and Inside Higher Education are both useful resources for higher education leaders as well as the national media for many others. It is ok if you conduct a profile of a leader that someone else has selected because you may decide to write about a different aspect of his or her leadership. Additional information will be provided in a separate document about this project. This paper will be due March 31st each student will discuss their final profile of their leader during class. Power point slides are optional.

Leadership Research Paper (40% of grade)

The field of higher education is challenged by a number of leadership issues. In this paper students are asked to select at least one major leadership topic that impacts senior leaders in higher education (e.g. finances, assessment & accountability, technology, changing demographics, globalization). There is also the option to examine more than one topic however no more than three are advised. Keep in mind that examining multiple topics in the paper means that you must provide clear connections and analysis across all of the topics fully supported by the literature.

Part one: This paper should clearly identify the leadership topic and the themes and issues that you plan to cover. Your paper should provide a broad context of the issues as well as specific subthemes in the literature. Again there are numerous topics that you can potentially examine including those that impact all leaders as well as specific issues impacting women/ethnic minority leaders. You may also decide to examine issues pertaining to the study of leadership and the development of leadership theory. Be sure that your topic can be fully supported by the literature and all final topics must be approved in advance. Please submit your topic no later than March 24th.

Part two: A final segment of this paper includes a personal reflection (no more than 5 pages) of your own leadership style. How would you describe the type of leader that you currently are and how have the readings challenged you to think about your leadership? What challenges do you anticipate encountering over the course of your career as a leader in higher education? There may also be other issue that you want to include as part of your personal reflection. Including parts 1 and 2 this paper should not exceed 25 pages. Paper will be due on May 9th.

Individual presentations (10%)

Each student will be required to present his/her work to the class at the end of the class.

Class Schedule

January 28	<u>Introduction and overview of the course</u> Introductions, discuss the purpose and focus of the course, review reading, assignments and grading method.
February 4	<u>Understanding Academic Leadership</u> Readings & Assignments: Kezar pg. 1-29; Birnbaum pg. 1-47;
February 11	Leadership Profile Project (independent study time) Selection of leader; data collection; development of brief power point slides
February 18	<u>Understanding Academic Leadership</u> Readings & Assignments: Kezar pg. 31-136; Birnbaum pg.48-147; Bess & Dee pg. 826-877 Each student will briefly introduce his/her leadership Profile project (Power Point Slides required).
February 25	Leadership Profile Project (Independent study time)
March 3	<u>The Higher Education Context: Leading Within Higher Education</u> Organizational theories and paradigms Conflicts in Organizations Power and Politics in Higher Education Readings & Assignments: Bess and Dee pg. 464-582
March 10	<u>The Higher Education Context: Leading Within Higher Education</u> Organizational Decision Making Individual Decision Making Organizational Learning Readings & Assignments: Bess and Dee pg. 584-700
March 17	Spring Break

- March 24** The Higher Education Context: Leading Within Higher Education
Organizational strategy
Organizational Goals, Effectiveness and Efficiency
Organizational Change
Readings & Assignments: Bess and Dee pg. 706-822
- Final Research topics are due** (submit brief outline)
- March 31** Theory to Practice
Leadership Profile Project is due: Final Presentations
Roundtable Discussion
- Readings & Assignments:** Kezar pg. 137-176; Birnbaum pg.151-196;
Read selected book.
- April 7** Reframing Academic Leadership
Readings & Assignments: Bolman & Gallos, pg. 1-126; Read selected
book.
- April 14** Reframing Academic Leadership
Readings & Assignments: Bolman & Gallos, pg. 127-218; Read selected
book.
- April 21** **No Class**
- April 28** Individual Research Paper Presentations
Final research paper presentations and discussion of selected book
- May 5** Final class celebration TBA
- Note:** We may need to complete individual research presentations on the
final day.
Final Papers Due May9th