EDUC 674 - Leadership in Higher Education
Fall 2013 • University of Massachusetts Amherst
Mondays, 3:35-6:05 p.m. • 367 Hills South

Instructor
Kate Hudson, khudson@educ.umass.edu, 257 Hills South
Office hours (either in person or virtual) are by appointment.

Textbook & Readings
Two books are required for the course - they are:

Additional readings are available on the course Web site.

Purpose
This is a survey course on leadership and leading organizations in higher education. We will cover the conceptual foundations and practical applications of major theories of leadership from a wide variety of social science perspectives. Building upon this foundation, we will focus on contemporary perspectives on organizational leadership and investigate current issues associated with the study and practice of leadership in higher education. We will also cover the application of organizational leadership theory in higher education as it relates to students, faculty and administrators, incorporating the perspective of individuals, groups, institutions, and higher education systems.

Objectives
At the conclusion of this course, you should have developed an understanding of:

• The historical development and theoretical underpinnings of leadership and organization theory;
• Multiple perspectives on organizational leadership;
• The application of organizational leadership theory to real-life settings at various levels of analysis (individual, group, organizational, and systemic);
• Current issues and future trends in the study and practice of organizational leadership in higher education;
• Your own personal leadership perspectives and capacities.

Expectations for Participation
You are responsible for your own learning and for helping create a learning community!
This includes

• Being ready to start class (promptly!) at the beginning of scheduled class meetings;
• Reading and studying assigned material in a thoughtful, critical, and reflective manner;
• Engaging with each other in meaningful dialogue in which participants openly examine ideas and assumptions in a manner that leads to fuller understanding of the issues;
• Submitting written assignments that are complete and properly formatted (conforming to APA guideline standards - this is an absolute must!) and on time.
The Role of Writing
This class requires considerable writing of different kinds, including papers, blog entries, and participation in discussion boards. We are committed to helping you become better writers, including giving you useful feedback on your writing. If you have general questions or concerns about your writing, please talk to us (early in the semester is better!).

Evaluated Activities and Experiences
The following evaluated activities and experiences are structured to facilitate learning opportunities for each student. As a learner you are expected to complete:

Class Participation (25 points)
A mutually supportive, yet challenging and informed, dialogue with others facilitates the development of individual knowledge, attitudes, and values. Each of you is expected to engage in meaningful discourse at every in-person class meeting and through on-line interactions.

Attendance is essential, as is careful preparation through thoughtful and integrative reading (reading means thorough studying, not mere skimming) of assigned materials. Class members are encouraged to bring questions, issues, critiques, and insights from the readings and other relevant materials to every class meeting and to the Moodle-based activities.

Online participation is also essential. Expectations in this regard include:

- Provide feedback to your peers by commenting regularly on the case studies posted by colleagues in your peer working group. You are expected to post at least three extended responses over the course of the semester (see case study rubric for guidance) as well as offering more brief, ongoing commentary to each member of your group.

Please feel free to check with me during the semester if you wish to know the status of your class participation grade.

Individual Case Study (50 points)
You will be responsible for developing a case study during the course of the semester by applying the concepts we are reading about in a specific context. In addition to incorporating the course readings you will want to find and use resources related to your particular case. Throughout the semester you will work in small groups (on-line and in-class), offering support, critiquing each other’s ideas and discussing the development of each other’s cases.

This project will be completed in three stages. First you will submit an initial topic idea. Second, over the course of the semester you will post case study installments in Moodle that relate your case study to the content for the current course module. The final case study will include a summary of the case along with recommendations and an implementation plan. A hand-out with more detailed information will be provided in class and on the Moodle site.

First draft of initial topic due: September 23
Case study installments (posted on Moodle): October 7 & 28; November 18
Feedback on colleagues’ case study installments: Oct. 15; November 4 & 25
Final paper due: December 9
Points for each part of the case study:
- Initial case: ungraded
- 1st installment: 5 points
- 2nd & 3rd installments: 10 points each
- Final case: 25 points

Included as part of your participation grade
- Feedback to colleagues on their case studies

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**Personal Leadership Statement/Analysis (25 points)**

This is a two-part assignment.

**Leadership Statement Part I - due September 16**

Prepare a brief essay that explores how you understand the concept of leadership. For Part I you are not expected to refer to outside references or to have done any of the course readings. Post your assignment to Moodle Assignments. Some of the questions you may want to reflect upon include:

- What is your view of leadership?
- Why is leadership important?
- What kind of a leader do you want to be?
- Who are the leaders you have most admired and why?
- How does leadership relate to your current work and future goals?
- Remember this is an essay, not a list of unconnected responses to the questions above!

There are two purposes for this assignment. It is an opportunity for you to begin reflecting about leadership and for the instructors to get a better idea of your interests and needs as we explore this complex topic together. Please note that there are no right or wrong answers to these questions—this part is NOT graded. It is pass/fail and if you turn it in on time you pass. This paper should be approximately 5 pages in length.

**Leadership Statement Part II - due December 2**

In Part II, you will analyze/critique your original statement as well as reflect on what you learned about leadership in higher education through your case study. You should make specific references to both the case and related literature, and should be at least 8-10 pages in length. Post to Moodle Assignments.

Some questions you will want to cover in this section include:

- How has your perspective changed over the course of the semester based on the readings and discussions from this course?
- What theories, models or perspectives are most useful to you?
- What more do you want to know about leadership?
- How do you plan to keep learning how to apply what you have learned in professional or other settings?
- What did you learn about leadership in higher education from your case?
- How did your thinking about your case evolve over the course of the semester?
- What did you learn that surprised you?
- What questions remain unanswered about your case?
Grading Scale

A = 93 - 100
A- = 90 - 92.5
B+ = 87.5 - 89.5
B = 83-87
B- = 80 - 82.5
C+ = 77.5 - 79.5
C = 73-77
C- = 70 - 72.5

Academic Honesty

Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty.

Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair.

Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent.

Access

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify the instructors within the first two weeks of the semester so that we may make appropriate arrangements early in the semester.

Observance Of Religious Holidays

University policy and Massachusetts State law permits students to miss class in order to observe religious holidays. Students who need to miss a class must notify the instructors in advance.
# Course Modules & Readings

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<tr>
<th>Section</th>
<th>Module</th>
<th>Date</th>
<th>Notes</th>
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<tr>
<td>Introduction</td>
<td>Northouse, Ch. 1 (pp. 1-18)</td>
<td>9/16</td>
<td>Leadership Statement I due</td>
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<tr>
<td><strong>Section One: Achievement-Oriented Leadership</strong></td>
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<td>Individual Leadership</td>
<td>Northouse, Ch. 2 &amp; 3 (pp. 19-74)</td>
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<td>Behavioral Leadership</td>
<td>Northouse, Ch. 4 &amp; 5 (pp. pp. 75-122)</td>
<td>9/23</td>
<td>Initial Case Study due</td>
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<td>Contingent Leadership</td>
<td>Northouse, Ch. 6 &amp; 7 (pp. 111-146)</td>
<td>9/30</td>
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<tr>
<td><strong>Section Two: Relationship-Oriented Leadership</strong></td>
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<tr>
<td>Transactional Leadership</td>
<td>Northouse, Ch. 8 (pp. 161-184)</td>
<td>10/7</td>
<td>Case Study Installment #1 due</td>
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<td>Inclusive Leadership</td>
<td>Northouse, Ch. 15 (pp. 383-422)</td>
<td>10/15</td>
<td>Feedback on Case Study due</td>
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<td>Feminist Leadership</td>
<td>Northouse, Ch. 14 (pp. 349-382)</td>
<td>10/21</td>
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<td><strong>Section Three: Values-Oriented Leadership</strong></td>
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<td>Ethical Leadership</td>
<td>Northouse, Ch. 16 (pp. 423-452)</td>
<td>10/28</td>
<td>Case Study Installment #2 due</td>
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<td>Transformational Leadership</td>
<td>Northouse, Ch. 9 (pp. 185-215)</td>
<td>11/4</td>
<td>Feedback on Case Study due</td>
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<td>Authentic Leadership</td>
<td>Northouse, Ch. 11 (pp. 253-286)</td>
<td>11/13</td>
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### References for Course Readings


