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Course Syllabus

Rutgers University – New Brunswick
Ph.D. in Higher Education Program
Course Title: Higher Education Leadership: Theory, Research, Practice
Instructors: Brent Ruben, Ph.D. and Richard De Lisi, Ph.D.
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Sakai link: xxxxxxxxxxx

Course Number: 16: 507: 530
Semester: Fall 2016
Meeting Days/Times: Monday 4:50 – 7:30 pm

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Course synopsis:

What is leadership? What are the foundational leadership theories and concepts? What pressing issues and opportunities exist for leaders in the current higher educational landscape? What are the critical capabilities and core competencies needed for effective leadership in higher education? To what extent do these capabilities differ from those required in other sectors? Do these competencies differ for positions of academic vs. administrative staff leadership? What leadership tools have proven to be effective in higher education? These questions will be addressed by review and discussion of: (a) scholarly treatments of leadership theories and concepts, (b) original empirical research on leadership, and (c) consideration of case studies and problems of practice in higher education.

Student learning objectives include the following:

- Gain an understanding of fundamental theories of organizational leadership.
- Gain an understanding of the distinctive organizational characteristics of colleges and universities and their implications for theory and research focused on leadership in these contexts.
- Apply analytical/critical perspectives relative to leadership theory and research, and their implications for practice within the higher education context.
- Identify challenges and issues facing academic leaders in higher education and practices commonly employed to address these challenges.
- Be able to assess group and organizational leadership practices, dynamics and situations.
- Be able to assess personal and professional leadership competencies; demonstrate the skills and commitment necessary for self-assessing their own leadership performance.
- Improve professional presentation skills.

These learning objectives will be assessed in three ways:

- Student performance on in-class assignments, presentations, and discussions. (25% of final grade)
- Student performance on 3 short papers (3-5 pages) pertaining to higher education leadership theory and research challenges. (25% of final grade)
- Student performance on a 20-25 page paper that includes the identification of a relevant question or problem pertaining to leadership in higher education, an explanation as to why this is an important issue/problem, a review of the relevant literature and formulation of research questions and research design. (50% of final grade)

Policies, Guidelines, and Resources

Academic integrity. The University adopted a new academic integrity policy on September 1, 2013. The new policy can be found at http://academicintegrity.rutgers.edu/academic-integrity-policy. Other sites of interest are:

- http://www.academicintegrity.rutgers.edu
- http://gsnb.rutgers.edu/academic-integrity-grad-students
- http://www.rackham.umich.edu/downloads/publications/AcademicIntegrity.pdf
- http://gradschool.unc.edu/publications/ethics.html

A Rutgers professor, David Shreibercreated created a tutorial (https://youtu.be/Ee6LfhvR0zQ) that explains how anyone can use Turnitin in Sakai to check their work for plagiarism. You should use this tool for all your submissions.

Please review these sources and tools pertaining to academic integrity.

In writing papers avoid plagiarism by being very careful that it is clear to the instructor that your work is your own and not anyone else's. Among other things, this means writing up your own assignments and showing in detail where the materials you use in your papers come from. Be sure always to show source and page number (e.g., Giddens, 1992, p. 43, and then a list of references at the back of the paper). If you find yourself paraphrasing an author, include a footnote or some other reference to show the source of the material you are using, also citing source and page number. If you are doubtful about issues regarding plagiarism or scholastic dishonesty, please feel free to discuss them with the faculty. The consequences of scholastic dishonesty are very serious.

Special accommodations. Any request for special accommodations must be made in writing provided with the Letter of Accommodations issued by the Coordinator of Services for Students with Disabilities. You can apply for University support services can be found at https://ods.rutgers.edu/students/applying-for-services The Office of Disability Services can be reached at https://ods.rutgers.edu

Course Expectations

- Required Writing Style – American Psychological Association (APA style). See http://www.apastyle.org/ for on-line resources. You must cite your sources in the pages of PowerPoint and in text of any paper, and along with a reference page. Papers must be double spaced, with numbered pages, and your name on the footer of each page. Pay close attention to the format for assignments. Some require electronic submission, some paper, some paper with copies for the class, and some all of the above.

- Submit all papers using Word; presentations using PPT. Please do not use PDF, as they limit possibilities for "track changes" feedback.

- Electronic Communication: Check the SAKAI course site and/or your email at least twice weekly for course/instructor messages. Please respond to email queries within 48 hours. If you do not receive a reply to an email query within 48 hours, you should resend.

- Use of technology: Do not use cell phones in the classroom. Laptops or similar devices may be used for note taking and for group presentations or group planning/work sessions. Use of laptops or similar devices for purposes unrelated to class, including email and visiting websites not for use in class is not permitted. A break will be provided during each class period at which time cellphones and emailing are permitted.

- Attendance, preparation and participation. Your preparation and active participation are important to ensure a supportive and stimulating environment for all of us. You are expected to attend every class, be prepared, complete assignments on time and participate in class activities. Your participation will not only improve your abilities as an effective learner, but also contribute to the learning of other students. If you know you will miss a class, you must inform the instructor prior to class.

- Classroom guidelines. The classroom is a place for open and honest participation and discussion. You are entitled to your own opinions, and feel free to disagree with the opinions expressed by others, but please do so in a respectful manner and be courteous.

Primary Texts:

Required:

Northouse, Peter. (2016). *Leadership: Theory and Practice.* (7th ed.). Thousand Oaks, CA: Sage.

Ruben, B. D, De Lisi, R., & Gigliotti, R. A. (*In press). A Guide for Leaders in Higher Education: Core Concepts, Competencies, and Tools.* Sterling, VA: Stylus. [Students pay publisher Stylus for access to prepublication copies of the book. Hard copies sent to students when the book is published. Instructors will adhere to Rutgers policies concerning author royalties for required textbooks.]

Recommended/Supplemental:

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

Weekly Topics and Assignments

September 12: Introduction: Critical issues, questions, challenges, and opportunities for scholars and practitioners

1. The higher education landscape

2. Leadership: What is it?

Readings:
- Northouse chapter 1.
- Ruben, et al. Foreword and chapters 1-4, 7.
- Selingo, J. J. (2016). 2026. The decade ahead. *The Chronicle of Higher Education.*

September 19: Leadership theory, research and practice.

1. Role conflicts in higher education leadership positions.

Readings:
- Ruben et al. chapter 6.
- Bennis, W. (2007). The challenges of leadership in the modern world. *American Psychologist,* 62(1), 2-5.

- Hackman, J. R., & Wageman, R. (2007). Asking the right questions about leadership. *American Psychologist, 62*(1), 43-67.
- Wolverton, M., Wolverton, M. L., & Gmelch, W. H. (1999). The impact of role conflict and ambiguity on academic deans. *The Journal of Higher Education, 70,* (No. 1), 80-106.

2. Fundamental issues in studying leadership

Oct 3, 10, and 17, the focus will be on major theoretical orientations to leadership. For each, focus will be on:
- How is leadership defined and conceptualized by each perspective?
- What are the similarities and differences among perspectives?
- What particular benefits and limitations are associated with each perspective?
- What are the research and professional development/practice implications of each perspective?

September 26 Ethics in leadership. Class project on ethics. A case example of a higher education study

Readings:

- Northouse chapter 13
- Heyler, S. G., Armenakis A. A., Walker, A.G., & Collier, D. Y. (in press). A qualitative study investigating the ethical decision making process: A proposed model. *The Leadership Quarterly.*

- Review "Perceived Leadership Integrity Scale" (PLIS) for use/review in class. Assignment.

Fundamental issues in studying leadership: A Case Study

Doctoral candidate Ralph Gigliotti will present and discuss his dissertation research:" Crisis Leadership in Higher Education: A Multi-Method Study of Crisis Proclamation, Prevention, Preparation, and Practice."

Key issues to consider related to this (and other) research projects:
- Is this an important area for higher education leadership research? What problem(s) does it address theoretically, practically?
- How is this project informed by existing theory and research and how is it relevant to contemporary leadership practice? How might the project to advance theory, research and practice as a result of this work?
- What method(s) are being used, and are these appropriate to the topic?
- What are possible limitations of the study and approach?

October 3 History and evolution of leadership theory: Trait, skills, behavioral, situation approaches.

Readings:

- Northouse chapters 2-5.
- Zaccaro, S. J. (2007). Trait-based perspectives of leadership. *American Psychologist, 62*(1), 6-16.
- Vroom, V. H., & Jago, A. G. (2007). The role of situation in leadership. *American Psychologist, 62*(1), 17-24.
- Cavazotte, F., Moreno, V., & Hickmann, M. (2012). Effects of leader intelligence, personality and emotional intelligence on transformational leadership and managerial performance. *The Leadership*

Quarterly, 23, 443–455.

October 10 History and evolution of leadership theory: path-goal, leader-member theories; transformational, authentic leadership.

Readings:

- Northouse chapters 6-9.
- Wallis, N. C.,Yammarino, F. J., & Feyerherm, A. (2011). Individualized leadership: A qualitative study of senior executive leaders. *The Leadership Quarterly, 22*, 182–206.

October 17 History and evolution of leadership theory: servant, adaptive, team leadership. Gender and leadership. Informal leadership.

Readings:

- Northouse chapters 10, 11, 14, 15.
- Ruben, et al. chapter 10.
- Neubert, M. J., & Taggar, S. (2004). Pathways to informal leadership: The moderating role of gender on the relationship of individual differences and team member network centrality to informal leadership emergence. *The Leadership Quarterly, 15,* 175-194.
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October 24 Culture and leadership. Implications of higher education culture for leaders.

Readings:

- Northouse chapter 16
- Ruben et al. Chapter 5, 11.
- Guetterman, T., C., & Mitchell, N. (2016). The role of leadership and culture in creating meaningful assessment: A mixed methods case study. *Innovative Higher Education, 41,* 43-57.

October 31 The Competency approach to higher education leadership study. The Distinctiveness of colleges and universities as sites for leadership theory, research, and practice.

Readings:

- Ruben, et al, Chapter 9, 12

- Ruben, B. D. (2006). *What leaders need to know and do.* Washington, D.C.: National Association of College and University Business Officers. Chs. 1-2.

- Smith, Z. (2007). Creating and testing the higher education leadership competencies (HELC) model: A study of athletics directors, senior student affairs officers, and chief academic officers. (Unpublished doctoral dissertation). University of Nevada, Reno.

- Smith, Z. A., & Wolverton, M. (2010). Higher education competencies: Quantitatively refining a qualitative model. *Journal of Leadership and Organizational Studies*, *17*(1), 61–70.

- Wisniewski, M. A. (1999). Leadership competencies in continuing higher education: Implications for leadership education. *Continuing Higher Education*, 14–23.

November 7 Critical and meta-theoretical perspectives on leadership theory and practice.

Readings:

- Eberly, M. B., Johnson, M. D., Hernandez, M., & Avokio, B. (2013). An integrative process model of leadership. Examining loci, mechanisms, and event cycles. *American Psychologist, 68,* No. 6, 427-443.

- Islam, G. (2014). Leadership as a dominant cultural myth: A strain-based perspective on leadership approaches. *Social and Personality Compass*, *8* (3), 91-103.

- Hernandez, M., Eberly, M. B., Avolio, B. J., & Johnson, M. D. (2011). The loci and mechanisms of leadership: Exploring a more comprehensive view of leadership theory. *The Leadership Quarterly, 22,* 1165-1185

November 14 & Nov 21 Communication perspectives on leadership

Review and discuss primary characteristics and the evolution of approaches to human communication, along with their implications for leadership study and practice.

Readings:

- Fairhurst, G. T., & Connaughton, S. L. (2014). Leadership: A communicative perspective. *Leadership, 10* (1), 7-35.

- Ruben, et al. Chapters 8, 13.

- Barge, J. K., & Fairhurst, G. T. (2008). Living leadership: A systematic constructivist approach. *Leadership, 43,* (3), 227-251.

- Ruben, B. D. & Gigliotti, R. A. (2017) Communication: Sine qua non of organizational leadership theory and practice. *International Journal of Business Communication.* Special Issue on Leadership Communication (in press).

November 28 Leading and managing organizational change. Succession planning.

Readings:

- Ruben, et al. Chapters 15, 18
- Battilana, J., Gilmartinb, M., Sengul, M., Pache, A-C., & Alexander, J. A. (2010). Leadership competencies for implementing planned organizational change. *The Leadership Quarterly,* 422–438.

- Leih, S., & Teece, D. (2016). Campus leadership and the entrepreneurial university: A dynamic capabilities perspective. *Academy of Management Perspectives, 30* (No. 2), 182-210.

December 5 Leadership Development

Readings:

Ruben, et al. Chapters 11 and 19.

December 12 Term paper PPT presentations. Course wrap-up.