

**LEADERSHIP IN EDUCATION ORGANIZATIONS**  
**HIED 6/76657 ~ Section 001 ~ Fall 2011**  
**Dr. Martha C. Merrill**

**CONTACT INFORMATION:**

Class meets: Thursdays, 5:30 – 8:15 pm, White Hall 207

Office hours: Monday 2-3, Wednesday 1-2, Thursday 4-5 and by appointment

Contact information for Dr. Merrill:

White Hall 411B

[mmerril@kent.edu](mailto:mmerril@kent.edu) (Note: One “L” in my e-mail, two “Ls” in my name.)

330-672-0646

**Catalogue course description:**

By learning to appraise their own leadership styles, students improve their leadership effectiveness and explore the relationship between leadership and college and university effectiveness. [Note that the description says “styles” in the plural – if you have only one style, you will have difficulty being effective in the rapidly-changing higher education environment!]

**COURSE OBJECTIVES:**

When they have successfully completed this course, students will be able to:

1. Explain and critique classic and contemporary leadership theories that have been applied in higher education institutions in the US, including:
  - a. Trait theory
  - b. Behavioral theories
  - c. Power and influence theories (including transformational leadership)
  - d. Contingency theories, defined both narrowly (situational variables) and broadly (processual leadership)
  - e. Cognitive theories (including organizational learning)
  - f. Cultural and symbolic theories (including analysis of cultural contexts)
  - g. Complexity and chaos theories
  - h. Collaborative leadership and the work of teams; relational leadership
2. Explain why analysts think that classic theories may not apply in the changing higher education and social environment, and why new conceptions of leadership were needed.
3. Explain and critique the paradigms in which leadership theories are embedded, including:
  - a. Functionalist
  - b. Social constructionist
  - c. Critical
  - d. Postmodern
4. Explain and be able to apply the ethical paradigms which may influence leaders’ decisions:
  - a. The ethic of justice
  - b. The ethic of critique
  - c. The ethic of care
  - d. The ethic of the profession

5. Describe and reflect on the roles of values, ethics, and spirituality in leadership.
6. With regard to values, reflect on the purposes of higher education: What's the point? What, on a fundamental level, are you trying to achieve in your work in higher education?
7. Explain how and why the organizational and governance structures of higher education institutions in the US developed, and reflect on their appropriateness for 21<sup>st</sup> century contexts.
8. Describe the organizational characteristics of colleges and universities in the US that make them different from other kinds of complex organizations, and reflect on the implications of those differences for the leadership and governance of higher education organizations.
9. Explain both the public good and the private good functions of higher education, and consider appropriate emphases on each one in the context in which you are planning to work.
10. Describe the effects of the following trends on the leadership of US higher education institutions, and understand current events in higher education in terms of those trends:
  - a. Massification
  - b. Institutional diversification in higher education systems
  - c. Privatization
  - d. Changes in technology and in communication systems
  - e. Student and staff diversity
  - f. Globalization and institutional internationalization as a response to it
  - g. The shift from quality assessment to quality assurance
11. Explain turbulence theory and reflect upon the ways in which different levels of turbulence call for different kinds of responses and how different responses can be analyzed in terms of their ability to increase or decrease turbulence in an organization.
12. Apply relevant theories, paradigms, and ideas to practical contexts, including one's own career.
13. Have skills in analyzing events in academe and elsewhere for their implications for change and their potential effects on your planned career.
14. Listen respectfully to peers with different ideas and understand what can be gained by networking with colleagues within and outside of the HIED program.

### **GENERAL INFORMATION**

**Academic Integrity:** The HIED program Student Handbook provides you with information about and links to Kent State's policies on academic honesty. Academic integrity, using the definitions common in Western academic institutions, is taken very seriously in this class. Failure to observe appropriate standards of academic integrity can mean failure in the class – and failure in your career. If you have any concerns about APA style and the kinds of citations that are needed, please visit KSU's Writing Center or consult the APA's website (see <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx> for a tutorial on the basics) or Purdue's Online Writing Lab section on APA. <http://owl.english.purdue.edu/owl/resource/560/01/>

**Accommodation:** University Policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact Dr. Merrill at the beginning of the semester. Please note, you must first verify your eligibility for academic accommodation through Student Accessibility Services; this office can be reached at 330-672-3391 and is located on the ground floor of the DeWeese Center on the Kent campus. For more information about your rights and responsibilities on this issue, see:

<http://www.registrars.kent.edu/disability/Current/StudentHandbook/RightsReas.htm>

**Electronics:** Out of courtesy to classmates, please remember to turn off cell phones and other electronic devices prior to class. Laptops are welcome for note-taking and doing research related to class, but not for non-course-related work.

**Holidays:** If you will be observing any religious holidays that fall on a class date, and will be unable to participate in class on those days, please let Dr. Merrill know in advance.

- Fall 2011 Thursday holidays:
  - September 29 – Rosh Hashanah (starts at sundown Wednesday)

**Statement of Inclusion:** Kent State University, as an equal opportunity educational institution, encourages an atmosphere in which the diversity of its members is understood and appreciated, and an atmosphere that is free of discrimination and harassment based on identity categories. Thus, all members of the university are expected to join in creating a positive atmosphere in which individuals can learn and work, an environment that is sympathetic, respectful and supportive. (See “University Policy Register”)

**Technology:** This course is supported by WebCT VISTA. I will post selected readings and other materials on Vista. You and your classmates may use Vista to e-mail each other. In particular, when you send out your “Implications of this event” article to your classmates, you can do so through Vista. (Please remember to click “all instructors” as well as “all students” so that I receive a copy, too!). If you will not be on Vista on a daily basis, you may wish to change your e-mail address in Vista so that your mail comes to an account you use regularly. Vista mail stays in Vista; it does not come to your Kent account. If you want to change the e-mail address that your Vista mail comes to, log on to Vista, go to “My Settings,” then to “My Profile,” and then you can “Edit Profile,” including changing your e-mail address.

**Writing Commons:** Kent State has a Writing Commons designed to help you with all kinds of writing issues, from grammar to transition sentences to writing thesis statements. It’s located on the fourth floor of the library. You can schedule an appointment online. If you can’t get there, you can e-mail your paper and ask for feedback on a couple of specific problems. The Writing Center will NOT edit your paper for you, but will work with you to help you improve your work. Check the website for details. Contact information:

- (330)-672-1787
- E-mail: [writing@kent.edu](mailto:writing@kent.edu)
- [www.writingcommons.kent.edu](http://www.writingcommons.kent.edu)

## **HIED and Class Policies**

**Absences and extensions:** Because of the class Teaching and Learning Philosophy described below, in which we use everyone's expertise and perspectives, everyone depends upon everyone else being in class. I am aware that life happens, that it snows in Ohio, and that it is possible that upon occasion you may be *forced* to miss a class. Please contact me *in advance* if at all possible, and please also contact any of your classmates who may be affected by your absence. *You* are responsible for finding out what happened in class. Please also contact me if for some *unavoidable* reason you wish to hand in an assignment late. Lateness *will* affect your grade, because it *will* affect you in your professional life.

**Citations:** The HIED Program, like most programs in the social sciences, uses APA style. (In the social sciences, the date something was published is important; for example, for an analysis of higher education trends in Europe, you would care whether the book or article was published before the Bologna Declaration was signed [1999], or after. In the humanities, where MLA style is generally used, the date of publication is not quite so important; an analysis of Mozart's works, or Tolstoy's, that's fifty or even a hundred years old still may have valuable insights.) The new edition of the APA *Publication Manual* (6<sup>th</sup> ed.) came out in July 2009. It had many mistakes and has since been reissued. If you do not have a copy, I strongly suggest that you buy one. *Be sure you get the second printing, which corrects the mistakes that were in the first edition.* In August 2011, new copies of the *Manual* were available on Amazon for \$21.34. (The Amazon site says that a Kindle version is available, but what Amazon lists there are three books by other people explaining APA style, not the *Manual* itself. On the APA website, the *Manual* costs \$28.95. <http://www.apa.org/pubs/books/4200066.aspx> ) You will use APA style not only for classes, but also in your professional writing. You can find information online (Purdue's "OWL" – Online Writing Lab – is particularly well known. <http://owl.english.purdue.edu/> ), but having the original source is helpful. (The APA's own website I find rather cumbersome for looking up answers to specific style questions.)

American Psychological Association. (2009) *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.) Washington, DC: APA [2<sup>nd</sup> printing, October 2009. ISBN-10: 1-4338-0561-8]

You *must* cite the sources you have used; otherwise, you are a thief: you have stolen someone else's work. Your in-text citation must provide enough information for the reader to find the full reference in your Reference List (usually the author and publication date). Your Reference List must provide enough information for the reader to find a copy of your source. If you cite an author's general line of argument, put the author's name and the publication date of the work in parentheses. If you quote an author's exact words, you must add the page number, or, if you are using electronic material that does not have page numbers, you should use paragraph numbers or other identifying marks, so your reader can find that exact quote.

**Sources for research:** You must use scholarly journals and other scholarly sources for your research in this class. In general, you will want to use *peer-reviewed* periodicals, which means that other experts in the field (academic peers of the writer) have read the article before it was published and believe it has sufficient merit to warrant publication. (You will use professional newspapers in the higher education field, such as *The Chronicle of Higher Education* and *Inside*

*Higher Education*, for your “Implications of this Event” assignment. These are not peer-reviewed scholarly journals, but they are reliable news sources in the profession.) For books, you should look at the author’s biography to determine his or her expertise on the topic you are interested in. Wikipedia is *never* an acceptable source, since anyone, with any degree of knowledge or lack of knowledge, can add material to an entry. (In late August 2009, Wikipedia announced that it would provide editorial oversight of some entries. This does *not* mean that the entries will be written by experts in the field. You still should *never* use Wikipedia in your research, for this class or any other class in the HIED program.) We will discuss the idea of “the cult of the amateur” (Keen, 2007) and the question of what counts as knowledge in a postmodern era in this class.

**Case Studies class:** Remember that among the last classes you will take in the HIED Master’s program is the Case Studies class, in which you reflect on all that you have learned and the skills you have gained in the program, and try to synthesize your learning across all of your classes and experiences. You apply both theory and practical knowledge and skills to specific case studies in higher education administration, and you create an electronic portfolio of your work. Therefore, you will want to *keep copies* of all of your syllabi, papers, postings to Vista, etc., and periodically to reflect on your own learning and to how this course and others connect with what you are learning elsewhere in the program and with your own professional goals.

Dr. Iverson, who teaches the Case Studies class, adds:

In students’ final semester of the HIED program, they enroll in the capstone requirement, Case Studies in Higher Education (HIED 66655). A component of this course is to compile a graduate portfolio - a retrospective of one’s experience in the program and thoughts regarding one’s job search and future professional development. One part of the portfolio is to prepare a course work summary. In order to best prepare, students are advised to draft and retain a brief reflection of this course at the end of the semester, and encouraged to retain copies of syllabi and course materials such as papers or projects.

In addition, I will ask you, both in the middle of the semester and at the end of the course, what readings and activities have most helped your learning. Please keep notes on what works for you – not what you “like,” but what made you learn the most. I change my syllabi every semester, based on both new material in the field and on what previous students have told me helped them to learn. Help your colleagues who will take this class next time – please give me thoughtful and specific feedback!

### **TEACHING & LEARNING PHILOSOPHY:**

In August of 1994, when I was one of the “Founding Faculty” planning the New College for Global Studies at Radford University in Virginia (it never came into existence, but that’s another story), I attended a workshop given by Dr. Barbara Walvoord, an expert on teaching and learning in US colleges and universities, who has consulted at more than 300 higher education institutions. (See a brief biography at <http://www.theideacenter.org/helpful-resources/consulting-consultant/barbara-walvoord/00283-about-barbara-e-walvoord-phd.>) Dr. Walvoord said that learning takes place in many spaces: when a student is working alone, reading, writing, or

researching; when a student is working with other students, listening to their ideas and responding with his or her own; when the student is meeting one-on-one with the professor; when the professor is meeting with a group of students; and, finally, when the whole class and the professor are meeting together. She stated further that *class time thus should be used for learning activities that can not take place in any of those other spaces*, and that the implication of that is that class time should never be used to introduce new material, since students can read or watch or find new material on their own. Class time should be used to *do something* with the material: debate it with classmates, apply it to a real or hypothetical case, contrast it with other material, combine it with other material to come up with an abstract principle, etc. – something that makes use of all of the minds that are in the room, both the students' and the professor's. This is what Bob Barr and John Tagg, the creators of "The Learning Paradigm" have called "teaching as if the students were present." (See [http://fpdc.kent.edu/johntagg\\_files/From%20Teaching%20to%20Learning.pdf](http://fpdc.kent.edu/johntagg_files/From%20Teaching%20to%20Learning.pdf)) Whether or not you are in class makes a difference. YOU are part of the teaching and learning for all of us.

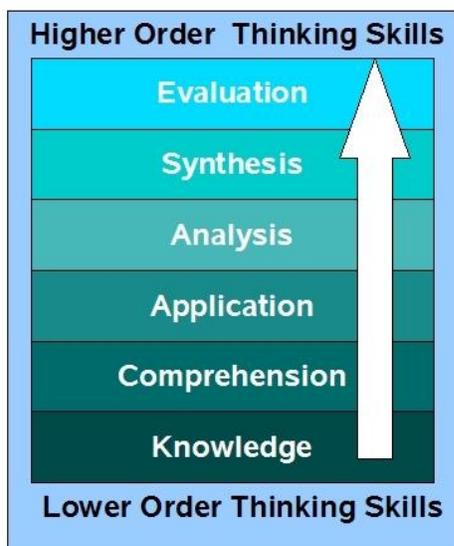
What "doing something with the course material in class" of course means is that you must come to class having done the reading and other assignments, so that you can *participate* in class, including bringing your own perspectives and experience to the discussion. Mary Field Belenky and her colleagues, in *Women's Ways of Knowing* (1986,1997), distinguished between *received knowledge* and *constructed knowledge*. *Received knowledge* means that you sit passively, like an empty glass, and knowledge is poured into you. *Constructed knowledge* means that you combine what you read and hear in class with your own knowledge from other sources and your professional and personal experience, and you *construct* knowledge, together with your classmates, subject to rigorous (but kind!) questioning and challenges from all of us, to help you strengthen and refine your thinking.

What we are aiming for is what Chris Argyris (in the *Harvard Business Review*, September-October 1977) has termed "double-loop learning" – that is, challenging and perhaps changing the *underlying assumptions* of actions, as well as changing the actions themselves. To see how John Tagg applies these ideas to higher education administration, look at his 2007 *Change* magazine article:

[http://fpdc.kent.edu/johntagg\\_files/Double-Loop%20Learning%20in%20Higher%20Education.pdf](http://fpdc.kent.edu/johntagg_files/Double-Loop%20Learning%20in%20Higher%20Education.pdf)

These concepts, in turn, suggest two more ideas about your learning.

First, to construct knowledge, you need to engage the higher order thinking skills suggested in Bloom et al's *Taxonomy of Educational Objectives* (1956):



Source: [http://blogs.wsd1.org/etr/files/blooms\\_taxonomy.jpg](http://blogs.wsd1.org/etr/files/blooms_taxonomy.jpg) Derived from:

Bloom, B. S. et al (eds.) (1956) *Taxonomy of Educational Objectives. Vol. 1: Cognitive Domain*. New York: McKay

Second, in order to comprehend ideas as well as to simply recall facts, to apply knowledge to new situations, to analyze those situations, to synthesize material from multiple sources, and to evaluate the quality of the materials and the results in your own work and that of others, you need to listen to and collaborate with your classmates. (Therefore, you need to attend class!) You all have different ideas and experiences, and we all can learn from each other.

What follows from this notion of collaboration and sharing -- education is not a competitive sport! -- is my use of *criterion-referenced* grading. That is, I have constructed criteria for what I would like you to know and be able to do by the end of the semester (and we can discuss whether the criteria, or learning outcomes, I have listed reflect your learning goals as well, and perhaps modify them if not). It is entirely possible that everyone in the class will meet all of those criteria (achieve all of those learning outcomes) in an exemplary way, and that everyone therefore will receive an A. In *norm-referenced* grading, the students who do "best" receive an A, and the rest receive lower grades, with the grades often distributed in a bell-shaped curve. That is, "the norm" for the class would be a B or a C, and those who do better than "the norm" get As. This leads to student competition, as only a few students can receive that top grade. That is not how this class works. The field of higher education changes every day. No one person can know everything you need to know. You need your classmates and their brains, not just now, but as a continuing network throughout your career. Cooperation and not competition will help everyone to learn and to contribute more in his or her career.

**Primary sources of readings for this class:**

Kezar, A. J., Carducci, R., and Contreras-McGavin, M. (2006) *Rethinking the “L” Word in Higher Education: The Revolution of Research on Leadership* ASHE Higher Education Report: vol. 31, no. 6. San Francisco: Jossey-Bass/Wiley

Shapiro, J.P., and Gross, S. J. (2008) *Ethical Educational Leadership in Turbulent Times: (Re)Solving Moral Dilemmas* New York: Lawrence Erlbaum Associates

Both of these and most of the other books for the course are on reserve at the library. You may go to <http://kentlink.kent.edu/search/p> and type in my name to see what is on reserve for the course. You will need the course number, HIED 6/76657.

**Sources of readings not in the books listed above:**

(full citations for periodical sources are given in the week-by-week assignments)

Allan, E. J., Iverson, S. V. D., and Ropers-Huilman, R., eds. (2010) *Reconstructing Policy in Higher Education: Feminist Poststructuralist Perspectives* New York: Routledge

Altbach, P., Reisberg, L., and Rumbley, L. (2009) *Trends in Global Higher Education: Tracking an Academic Revolution* Chestnut Hill, MA: Boston College Center for Higher Education

Bordas, J. (2007) *Salsa, Soul, and Spirit: Leadership for a Multicultural Age* San Francisco: Berrett-Koehler Publishers, Inc.

Brown, M.C., ed. (2000) *Organization and Governance in Higher Education*. (5e) ASHE Reader Series. Boston: Pearson Custom Press

Harper, S. R. and Jackson, J.F.L. , eds. (2011) *Introduction to American Higher Education* New York and London: Routledge

Hirt, J. B. (2006) *Where You Work Matters: Student Affairs Administration at Different Types of Institutions* Lanham, MD: ACPA/University Press of America

Kamenetz, A. (2010) *DIY U: Edupunks, Edupreneurs, and the Coming Transformation of Higher Education* White River Junction, VT: Chelsea Green Publishing

Keen, A. (2007) *The Cult of the Amateur: How Today’s Internet is Killing Our Culture* New York: Doubleday/Currency

Welkener, M. M., Kalish, A., and Bandeen, H. M. (2010) *Teaching and Learning in the College Classroom* (3e) ASHE Reader Series. New York: Pearson Learning Solutions

## WEEK-BY-WEEK CLASS PLAN

Everything listed under a particular week is due on the date listed – it's not for the next week.

### WEEK 1: September 1

- Introductions
- Review of syllabus
- Metaphors for leadership
- Purposes of higher education
- Preliminary choice of dates for “Implications of this event” presentation

#### Assignments:

- Sign up to receive daily e-mails from at least two of the following:
  - *The Chronicle of Higher Education* <http://chronicle.com> (Go to “Newsletters” at the bottom of the page and then click on “Academe Today” – and anything else that interests you! You can get the daily headlines for free – but to read full articles, you will need either a subscription of your own, or you will need to access the KSU Library’s subscription.)
  - *Inside Higher Education* <http://www.insidehighered.com/newsletter/signup>
  - *Academic Impressions*  
[http://www.academicimpressions.com/about\\_news.php?q=6246r272055jD](http://www.academicimpressions.com/about_news.php?q=6246r272055jD)
  - *The NAICU News Room Daily Update* <http://www.naicu.edu/rss/newsroom.asp>
  - *Diverse Issues in Higher Education* <http://diverseeducation.com/>
- Sign up to receive weekly e-mails from *University World News*  
<http://www.universityworldnews.com/forms/subscribe.php?mode=subscribe&publication=UWorld>

### WEEK 2: September 8

The Higher Education Context and Your Context: Major Issues, How Governance Systems Evolved in the US, How HEIs Differ from Other Complex Organizations, and How Student Affairs Work in Different Kinds of HEIs Differs

- We'll finalize dates for your “Implications of this event” presentation. Bring your calendars!
- Doctoral students: E-mail me your preliminary thoughts on what you might want to do for a doctoral project.
- Your “My context is ...” essay is due next week. You may want to get started!
- Reading:
  - Altbach, Reisberg, and Rumbley (2009) “Introduction: Twenty-First-Century Global Directions” (pp. 1-21).
    - Be sure you understand the concepts of massification, the difference between center and periphery, what is ranked in rankings, public and private good, privatization, the tensions between isomorphism and

- system diversification, and the impacts of massification and privatization on the academic profession.
- Hirt, J. B. (2006) “What Do We Really Know About Student Affairs Work?” (pp. 1-17) and “Where You Work Matters” (pp. 185-209 from *Where You Work Matters: Student Affairs Administration at Different Types of Institutions* Lanham, MD: ACPA/University Press of America
    - Hirt gives a very brief history of how the US HE system developed, which is useful for you in understanding the missions of different kinds of institutions. Many other sources are available on the history of US HE if you want to know more. Be sure you understand what literature Hirt says is and is not available on the student affairs profession. (Doctoral students, this is what you will do in your dissertation: identify the research that exists, see what is missing, and design your study to answer a question that has not yet been answered.) How did Hirt design her research to answer her questions? What caveats does she give you?
    - Based on her research, Hirt categorizes student affairs professionals at different kinds of institutions as follows:
      - Liberal arts colleges: Standard Bearers
      - Religiously-affiliated institutions: Interpreters
      - Comprehensive institutions: Generalists
      - Research universities: Specialists
      - HBCUs: Guardians
      - Community colleges: Producers
      - Hispanic-serving institutions: Change agents

Which kind of position appeals to you, and why? What do you think you might find difficult to deal with, and why? What might you not be learning by working at Kent State (or whatever other institution you may be working at) for your internships or GA-ships? What kinds of skills might you need to develop in order to work at your chosen type of institution? (Those of you who are planning to work outside of the US will find her descriptions of only certain kinds of institutions relevant.)
  - Birnbaum, R. (1988) “Problems of Governance, Management, and Leadership in Academic Institutions” (Harper and Jackson, Ch. 16, pp. 298-314)
    - Birnbaum cites a seeming paradox: he quotes observers who think US HEIs are poorly managed, yet he also writes that US HEIs are considered “highly effective” and “the envy of the world” (298). How does he explain this paradox? What three problems of organization does he identify in HEIs? What institutional and organizational constraints limit the discretion of campus leaders? Does Birnbaum believe a college president is more likely to be a symbolic leader or an instrumental leader? On what basis does he argue that?
  - From the following readings, if your last name starts with A-D, read Baldrige et al. If your name starts with E-M, read Cohen and March. And if your name starts with O-Z, read Duryea.

- Baldrige, Curtis, Ecker, and Riley (1977/2000). “Alternative Models of Governance in Higher Education” (ASHE Reader, Ch. 10, pp. 128-142).
  - In what ways are higher education institutions different from other complex organizations? What are the three models of academic governance the authors have observed? Which one do they think best describes contemporary higher education institutions, and why? How do the models or characteristics of a leader differ in each model?
- Cohen, M.D. and March, J. G. (1974) “Leadership in Organized Anarchy.” (ASHE Reader, Ch. 2, pp. 16-35).
  - What do Cohen and March mean by “organized anarchy”? What are the four kinds of ambiguities they see in HEIs? What does this mean for you as a leader in an HEI?
- Duryea, E. D. (1973/2000). “Evolution of University Organization” (ASHE Reader, Ch. 1, pp. 3-15).
  - Why did the notion of “university as corporation” come into existence? What is the significance of the Dartmouth College case? Why do US higher education institutions have lay governing boards? What was the median number of administrators at a US university in the 1880’s? What was the median number by 1930? What accounted for the change? Who was Ephriam W. Gurney and why should you care about him? In what ways did higher education administration in the US change in the 20<sup>th</sup> century, and why? What does Duryea consider to be the “three pervasive organizational inadequacies” of higher education administration?

### WEEK 3 – September 15: Reflecting on your own context

- “My context is ...” essay due (e-mail to [mmerril@kent.edu](mailto:mmerril@kent.edu) with “Context Essay” in the subject line).
- Come to class ready to discuss with your classmates your context, what you know and what you need to know to be successful in that context, what your skills are and what skills you want to develop, etc. The more we all know about each other’s plans, the more useful we can be to each other.

### WEEK 4 – September 22: The Complexity of Contexts and the Ambiguity of Leadership

- “Implications of this event” presentations 1, 2, 3, and 4
- Pfeffer thought leadership in HEIs was an ambiguous concept when he wrote about it thirty years ago. Given the trends that Altbach et al (2009) describe, plus the issues the authors below bring up, leadership has become an even more diffuse and malleable concept. When you consider both those issues and your chosen context within higher education, what do you think you need to learn about, and why? Who or what can help you?
- Read:

- Pfeffer, J. (1977/2000) “The Ambiguity of Leadership” (ASHE Reader, Ch. 16, pp. 205-213)
  - In what ways does Pfeffer think leadership is an ambiguous concept? Why? Why is leadership difficult to study? What do his insights mean for you?
- Kamenetz, A. (2010) “Introduction” (pp. vii – xiv)
  - In what four ways does Kamenetz think higher education in the US will be transformed? Do you agree with her? What are the implications of the four trends she identifies for your higher education context?
- Adelman, C., Ewell, P., Gaston, P., Schneider, C. G. (2011) *The Degree Qualifications Profile* Indianapolis: Lumina Foundation (29 pp). Available for download at:
  - [http://www.luminafoundation.org/publications/The\\_Degree\\_Qualifications\\_Profile.pdf](http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf)
    - What is a degree profile (or qualifications framework) and why do the authors think degree profiles are needed? What are the five basic areas of learning they consider to be important in all degrees? Can you do everything the authors think someone with a Bachelor’s degree should be able to do?
- If your last name begins with A-D, read:
  - Kamenetz, A. (2011, July 31) *The Edupunk’s Guide to a DIY Credential*. Bill and Melinda Gates Foundation/ Smashwords (Available for free at <http://www.smashwords.com/books/view/77938>. You may download it in the format of your choice; the site gives you ten options.) It’s 79 pages long, so browse what is of interest to you. You may find it useful to read the first Kamenetz reading before you read this one.
- If your name begins with E-M, read:
  - Hamilton, R. (2011, July 12) “Crusading from Outside to Lower College Costs” *New York Times*
  - And visit the related website: <http://www.myedu.com/> You do not need to sign up! Browse the site and look up an institution that is of interest to you (Home page → Schools (at the top) → Campus Directory → map. Click on the state you’re interested in, and then the name of the institution.)
  - How does this reading connect with the Adelman reading?
- If your name begins with O-Z, read:
  - Markoff, J. (2011, August 15 [online] and 16 [print]) “Virtual and Artificial, but 58,000 Want Course” *New York Times* (The course web site [below] has a clickable link that will take you to this article.)
  - And go to the course web page <http://www.ai-class.com/> to look around. Watch the 4-minute video about how the course works. Would you want to take the course? Why or why not?

#### WEEK 5 --September 29: Classic Leadership Theories

- “Implications of this event” presentations 5,6,7, and 8
- Read:

- Bensimon, Neumann, and Birnbaum (1989/2000). "Higher Education and Leadership Theory." (ASHE Reader, Chapter 17, pp. 214-222).
  - Be sure you can define and describe Trait Theories, Power and Influence Theories (Social Power Theory, Social Exchange or Transactional Theory, Transformational Theory), Behavioral Theories, Contingency Theories, Cultural and Symbolic Theories, and Cognitive Theories. This reading is relatively short, but dense – be sure you understand and can explain all of these theories. These are "classic" theories, which many contemporary writers find problematic in one way or another for the world in 2011. Be sure you understand all of them, as you will also need to understand why Kezar et al and others have critiqued them.
- Kezar, Carducci, and Contreras-McGavin (2006). "The Revolution in Leadership" (pp. 1-14).
  - Why do these authors think that new research and new concepts of leadership are needed? Do you agree? How relevant are these ideas for your context?
- The readings for next week are substantial. You may wish to read ahead.

#### WEEK 6 – October 6: New Paradigms: Assumptions Underlying Leadership Theories

- "Implications of this event" presentations 9, 10, 11, and 12
- Read:
  - Kezar, Carducci, and Contreras-McGavin (2006). "A World Apart: New Paradigms of Leadership" (pp. 15-29). (I recommend that you read this first; it will give you an overview that will help you contextualize the Boland reading.)
    - What are the major assumptions of the functionalist/positivist, social constructivist, critical, and postmodern paradigms? What did researchers and observers see as the limitations of the functionalist/positivist paradigm? What are some of the critiques of the new paradigms?
    - How does this relate to you and your context?
  - Boland, H. (1995/2000) "Postmodernism and Higher Education" (ASHE Reader, Ch. 39, pp. 566-588)
    - How is modernism defined? What is postmodernism? What are Derrida's main ideas and how do they affect the governance of higher education? What does Foucault see as the relationship between knowledge and power? What is a "metanarrative"? What does Lyotard think the role of higher education has become in contemporary society? What is "performativity"? What is simulation? What is Baudrillard's idea of the collapsing of boundaries? How does that affect higher education? What are some ways higher education has responded to all this? What does it mean for you in your context?
  - Recommended: Tierney, W. G. (1993/2000) "Critical Leadership and Decision Making in a Postmodern World" (ASHE Reader, Ch. 37, pp. 537-549)
    - Tierney examines strategic planning at "Huntsville College," a pseudonym, analyzing a campus where the president tried to implement

collective decision making, with quite negative results. Tierney suggests that if one uses a critical postmodern paradigm to reflect on the underlying assumptions of the strategic planning process, some of the reasons for the dissatisfaction become clear.

WEEK 7 – October 13: Thinking about thinking: How do you know what you know? Discourse analysis and epistemology in a postmodern world (Additional contexts for the new theories)

- “Implications of this event” presentations 13, 14, 15, and 16
- Your mid-semester reflection is due next week. Think about what made you think!
- Reading:
  - Gordon, Iverson, and Allan (2010) “The Discursive Framing of Women Leaders in Higher Education”
    - What is discourse analysis? What is involved in a feminist analysis of gender? What is a “dominant gender discourse”? How do these ideas affect you in your context?
  - Ben-Moshe, L. (2005) “ ‘Lame Idea’ – Disabling Language in the Classroom” from Welkener, Kalish, and Bandeen, (pp. 495-498)
    - Why is Ben-Moshe opposed to using disability as a metaphor or as an analogy? What does “Disability Denotes Deficiency” mean? What does Ben-Moshe say are some of the false beliefs that are contained in disabling phrases? What does “Disability is socially constructed” mean? How does that connect with her discussion of the word “challenged”?
  - Keen, A. (2007) “Introduction” and selections from Ch. 1 of *The Cult of the Amateur: How Today’s Internet is Killing Our Culture*
    - Does “truth” exist? Is everything just opinion? In a postmodern era, does the idea of an author still exist? What effects might these ideas have on higher education?
  - Cohen, P. (2010) Scholars Test Web Alternative to Peer Review. *New York Times* August 23, 2010.
    - Who should evaluate the work that goes into academic journals? How do you, as a higher education professional, think professors’ scholarship should be evaluated? How do students know that what they are learning is worthwhile?
  - Lattuca, L. R. and Stark, J. S. (2009) “Understandings of Learning and Knowledge” (pp. 168-174)
    - Be sure that you can define “metacognition.” You should be able to describe Perry’s four stages and the main ideas of Belenky et al and of Baxter Magolda. King and Kitchner describe “ill-structured problems” – do we have any of those in higher education? ☺ How do your beliefs about knowledge affect the way you think about such problems? How might cultural background affect learning preferences?

### WEEK 8 – October 20: NO CLASS meeting

- Dr. Merrill will be en route to Dubrovnik, Croatia for the Board Meeting and Conference of the Alliance of Universities for Democracy [www.audem.org](http://www.audem.org)
- Mid-semester reflection: “The idea or theory or reading or topic that has caused me to think the most so far is \_\_\_\_\_ because \_\_\_\_\_.” (E-mail to [mmerril@kent.edu](mailto:mmerril@kent.edu) with “Made me think” in the subject line).
- Be ready to discuss the idea that made you think in class the next time we meet.
- Doctoral students: E-mail me an update (just a page or so) of where you are with your project. Please be ready to mention what you’re working on in class the next time we meet – other students may have resources, connections, and ideas for you!
- Please look at the following selected case studies from the Shapiro and Gross book. Read all of these and come to class next week with a first and second choice of which one you would like to work on, with a group of classmates. Your group will apply the four ethical paradigms to the case you choose, and will analyze possible choices in terms of the turbulence they might create. Your group will make a class presentation in which you will recommend a course of action.
  - Achieving a Culturally Sensitive Teaching Approach (pp. 78-82)
  - An Elite Curriculum vs. an Appropriate Curriculum (pp. 82-85)
  - Coaching Intercollegiate Athletics (pp. 115-117)
  - Mission or Money Bound: A Dilemma of University-Based Community Service (pp. 125-128)
  - Affirmative Action and the Urban, African-American Student Experience on Rural, Predominantly White Campuses (pp. 128-134)
  - Storm Warnings (pp. 147-150)

### WEEK 9 – October 27: Contemporary Leadership Theories

- Be ready to discuss the idea that made you think (and what you thought!)
- Doctoral students: be ready to discuss where you are with your project.
- “Implications of this event” presentations 17, 18, 19, and 20
- Mid-semester feedback
- Choose groups and case studies for the Ethical Paradigms and Turbulence Theory
- Reading:
  - Kezar, Carducci, and Contreras-McGavin (2006). A World Anew: The Latest Theories of Leadership (pp. 31-70)
    - What do the authors think are the major shifts that have occurred in concepts of leadership in the last several decades? Why have these shifts occurred? Be sure that you can define and understand the assumptions of Transformational Leadership, Complexity and Chaos Theory, the newer Cognitive Theories, expanded ideas of Cultural and Symbolic Leadership, the ways in which Processual Leadership differs from older Contingency Theories, and the advantages and problems of “teams-as-cultures” and Relational Leadership. Reflect on how these

- concepts may affect you in the higher education context you anticipate working in.
- Kezar, Carducci, and Contreras-McGavin (2006). *Revolutionary Concepts of Leadership* (pp. 71-99)
    - Why have the concepts of ethics, spirituality, collaboration, and empowerment become important in contemporary discussions of leadership? How might these ideas play out in the context you are thinking about working in? The authors note (2006:81), “Historically, leadership has served the role of social control” but that “the emphasis in many of the newer theories ... is social change.” Why is this? Do you think this is appropriate? Do you like your higher ed context the way it is, or do you want to change it? How important and internal and external emotional intelligence in the context you see for yourself? How will globalization and entrepreneurialism affect you? To whom and for what will you be accountable in your position?
  - Recommended, particularly for those interested in the effects of globalization on HEIs: Merrill, M. (October 2010) Public good, private good, positional good: Globalization and paradigms of purposes in US higher education. *AUDEM: International Journal of Higher Education and Democracy*. (23 pp)
    - How is globalization changing how public good, private good, and positional good are conceptualized in US institutions of higher education? Do the leaders of all HEIs think that increased student access is a good thing? What are a higher education institution’s sources of legitimacy when other institutions can perform some of the same functions? (Would Kamenetz agree with Marga?) How do definitions of knowledge differ from one society to another? Why might imagination be an important intellectual skill to possess?
  - Recommended: Neumann, A. (1995/2000) *The Social Construction of Resource Stress*. (ASHE Reader, Ch. 29, pp. 389-405).
    - Contingency theory was the prevailing way of looking at resource stress, but Neumann suggests that it may also be looked at through the lens of social constructivism. The two kinds of analyses give an observer different kinds of information. Neumann grounds her analysis in two detailed case studies, which may be useful to those of you who learn well from pragmatic examples. Note also her explanation of why she uses the first person in writing up this research (pp. 390-391).

### WEEK 10 – November 3: Ethical Paradigms and Turbulence Theory

- “Implications of this event” presentations 21, 22, 23, and 24
- Reading:
  - From Shapiro and Gross (2008):
    - Ch. 1 – Overview of the book. (pp 3-18)
      - The authors introduce the Ethics of Justice, Critique, Care, and the Profession. These are described in more detail in Ch. 2, but

get the general idea here so you can understand how they are used to analyze the “What in God’s Name?” case study that is included in the chapter. You also want to understand what constitutes light, moderate, severe, and extreme turbulence. Think about the context you are going into and about how much turbulence you think is there. What is your evidence that there’s that level of turbulence?

- Ch. 2 – The Multiple Ethical Paradigms (pp. 19-35), examined in more depth.
  - Remember that in analyzing a case study (or a real problem!) you don’t want to choose one ethical paradigm and apply it; rather, you want to examine the case in light of the assumptions of each of the four for the insights they give.
- Ch. 3 – Turbulence Theory. (pp. 38-52)
  - Why might different levels of turbulence in an institution require different kinds of solutions? What is positionality? How does it differ from Standpoint Theory? What is cascading? How does Turbulence Theory differ from Chaos Theory? Note that the chapter ends by giving you some ideas about how to apply these ideas to case studies or real problems you are experiencing.
- Selected case studies:
  - Achieving a Culturally Sensitive Teaching Approach (pp. 78-82)
  - An Elite Curriculum vs. an Appropriate Curriculum (pp. 82-85)
  - Coaching Intercollegiate Athletics (pp. 115-117)
  - Mission or Money Bound: A Dilemma of University-Based Community Service (pp. 125-128)
  - Affirmative Action and the Urban, African-American Student Experience on Rural, Predominantly White Campuses (pp. 128-134)
  - Storm Warnings (pp. 147-150)

### WEEK 11 – November 10: Application of Ethical Paradigms and Turbulence Theory to Case Studies

- Case study analysis. Work with your group on an analysis of your particular case, using the Multiple Ethical Paradigms and Turbulence Theory approach, plus any other concepts, ideas, and theories from the class that you find useful.
- Group presentations of case study analyses in class
- *Everyone should read all the cases in advance, so that presentation time is used for analysis and not summarizing.*

### WEEK 12 – November 17: NO CLASS

- Dr. Merrill will be in Antwerp, Belgium, for the European Quality Assurance Forum. <http://www.eua.be/eqaf-antwerp.aspx> How would you define quality in higher education? Is it the same in every context? If not, how does it differ and why does it differ?
- Work on your final reflection paper.
- Doctoral students: Work on your projects.
- Read ahead!

### WEEK 13 -- NOVEMBER 24 – THANKSGIVING – NO CLASS

### WEEK 14 – December 1: Leadership for Diversity

- “Implications of this event” presentations 25, 26, and any make-ups
- Reading:
  - Cardenas Ramirez, B. (1996/2000) “Creating a New Kind of Leadership for Campus Diversity” (ASHE Reader, Ch. 30, pp. 406-414).
    - Cardenas Ramirez believes that leadership for diversity involves “self-invention” and that self-invention can not be achieved through reading and thinking; competence in leadership for diversity requires the experience of diversity. She also believes that leaders must shape their organizational culture, understanding the organizational assumptions that prevent change. What are some of the assumptions she thinks might be present in specific contexts? Do you think they will be present in the context you are going into? Why or why not?
  - Bordas, J. (2007) “Diversity is Transforming Leadership” (pp. 1-21)
    - Bordas uses salsa, soul, and spirit, the title of her book, to represent the contributions of Latino, African American, and Native American communities to concepts of leadership. She also draws out eight principles of leadership drawn on the values of these communities. Do these values resonate with your values? Does the context you are thinking about exclude people with these values? If you think back to Cardenas Ramirez’s idea of analyzing organizational culture, what is it in the culture of the organization you are thinking of that would support these values, and what would thwart them?
  - Recommended: Nemetz, P. L. and Christensen, S.L. (1996/2000) “Harnessing a Diversity of Views to Understand Multiculturalism” (ASHE Reader, Ch. 33, pp. 470-489)
    - Nemetz and Christensen think that organizational leaders need to understand that resistance to diversity training is complex. Individuals differ in their ideas about the nature of society and the ideal state of multiculturalism in society. In the latter category, they examine population variation, cultural variation, and moral philosophy. The researchers attempt to balance the “polarization” of “Balkanization” with the “tyranny”

of “universalism,” in order to reach a place where the organization can function.

### WEEK 15 – December 8: Pulling it all together

- Doctoral students: Presentations of the results of your work
- Doctoral students: E-mail me your final projects by class time.
- Be ready to discuss the theories and issues we have discussed in class and how they relate to your context. What ideas have you/will you use?
- Review the course objectives. Did we cover all of them? Is anything unclear? Would you add anything?
- Dr. Merrill’s feedback form (in class)
- Final reflection: (E-mail to [mmerril@kent.edu](mailto:mmerril@kent.edu) with “Final reflection” in the subject line. Due by the beginning of class.)
- KSU course evaluation forms (in class)

### **Assignments**

1. Come to class with the readings done and thoughts about how they apply to your particular context. Be ready to participate!
2. “Implications of this event” presentations:
  - a. The purpose of these presentations is to get you looking “below the surface” at events occurring in higher education, and to begin to see how events connect to each other and may be significant in the context in which you plan to work. Do *not* summarize your article; your classmates will have read it. Instead, look at the significance of the event and its implications for you and for higher education in general.
  - b. Your presentation is meant to be SHORT (5 minutes). Do not use Power Point. Assume your classmates have read the article and discuss its implications.
  - c. You should choose a story from one of the higher ed list-servs I asked you to sign up for. If you find an article from another source that you want to use, please check with me first.
  - d. The general format of your presentation should be: “Here’s the context I’m thinking of. In that context, I think this event/trend/idea is significant because ... . As I think about my future work in higher education, what this event/trend/idea means is that I should learn/think about/be prepared to ... .”
  - e. By 10 a.m. on the Monday before your presentation, e-mail to your classmates the article you have chosen.
  - f. We will take the time for a few short responses to each presentation. Since we have four presentations per class, we can not take more than 10 minutes for comments on each one. When you are not the presenter, make notes on your reactions as you read, so you are ready to speak concisely. Think about how the situation described in the article might affect you in your context.
3. Essays and reflections:
  - a. “My context is ...” essay (4-6 pp)

- i. Consider what you want to do in the future in higher education. For the Master's students, this might be the position you'd like when you graduate; for the doctoral students, it might be a position that would come before you finish your degree, or you might want to analyze where you are now.
  - ii. Describe your context, current or desired. What kind of position do you hold, who are you responsible to, what kinds of people do you work with and for (describe them using categories you see as relevant), what kind of institution do you work in, where is it located, what is its mission, and how does your work contribute to its mission?
  - iii. Refer to Hirt and her characterization of work at the kind of institution you are interested in, the intrinsic and extrinsic rewards of such work, what you see as attractive and not attractive about the context you are thinking about, etc. (Those of you who are planning to work outside of the US will find her descriptions of only certain kinds of institutions relevant.)
  - iv. Find at least three position announcements from the *Chronicle*, *Inside Higher Education*, *Diverse Issues in Higher Education* or other relevant publications for positions similar to the one you are interested in. What are the skills, knowledge, and other qualifications the advertisers seem to think a person in that position needs? What do those qualifications imply about the issues and problems the advertisers think a person in that position will encounter? Include the three advertisements as an appendix to your paper.
  - v. What do you need to learn? What skills do you need to develop?
- b. "Made me think" essay (4-6 pages)
- i. If what made you think was a specific reading or article, or if you refer to other articles or chapters, please use APA format for both in-text citations and your list of references.
  - ii. If what made you think was a comment by a classmate, give him or her credit in your paper, and cite the date.
  - iii. "Made me think" doesn't mean you "liked" a reading. It means you thought about it on the way home, that you used an idea from it at work, that you talked to your partner or friends about it.
  - iv. Please be sure that you describe or explain as specifically as you can what it was that made you think. Don't say "the Duryea reading made me think." Say something like "Duryea's discussion of how the administrative structures of higher education in the US grew out of specific conditions that existed at particular times in US history made me think because ... ."
  - v. Please describe any way in which your behavior, thoughts, plans, or work changed as a result of what you've thought about.
  - vi. Add, if appropriate, what more you want to know or what questions you still have.
- c. Final reflection:
- i. This paper should be 8-10 pages long.

- ii. Use APA style.
  - iii. Briefly describe the context you're thinking about and what you know about the work and people there, particularly as your ideas about these may have changed since your first paper.
  - iv. As you consider the course as a whole, what ideas, readings, discussions, or presentations made you think the most? Be sure to give credit to any classmates whose ideas made you think!
  - v. Revisit the metaphor you chose at the beginning of the semester. Would you still use it? Why or why not? If not, what is now a more appropriate metaphor for you as a leader? No metaphor is perfect, as Shapiro and Gross noted in their discussion of turbulence theory. However, the metaphor you choose can make you think about both how it fits and how it doesn't. You may describe both, if appropriate.
  - vi. Please refer to at least 3-5 ideas you encountered in this class in your paper, even if you rejected them. You should explain why you accepted or rejected any particular idea.
4. Group presentation: Case study analysis
- a. Working in a small group, you will apply the four ethical paradigms and turbulence theory to a case study of decision-making in higher education. You are free to bring in any other theories or perspectives or ideas you have encountered in the class, but you are required to examine the case from the point of view of the four ethical perspectives and turbulence theory.
  - b. Reach a collective decision. What do you think the main character in your case should do, and why?
  - c. You do not have to submit a written paper. If you use PowerPoint, please send me a copy. If you have handouts, please be sure that I receive a copy.
  - d. In line with the idea that different people have different strengths, not everyone has to speak. If Person A is expert at creating PowerPoints, use Person A's skills that way. *Please send me an e-mail from the whole group explaining how you organized the work – who did what.*
  - e. We probably will have five or six groups. Please aim at a 10-12 minute presentation, with time for Q&A afterward. All of the cases will be posted on Vista before class. *Everyone should read all the cases, so that presentation time is used for analysis and not summarizing.*
5. Doctoral student assignment. In order to receive doctoral-level (7-level) credit for this course, students must complete an additional assignment. This assignment may take any form that is useful to the student, provided that it meets the following characteristics:
- a. It is in some way connected with the concept of leadership in a higher education setting.
  - b. It reflects approximately 20 hours of work.
  - c. It has some kind of scholarly or theoretical basis.

In the past, students have used this additional assignment to begin the literature review for their dissertations, to compile an annotated bibliography on a particular topic of

interest, to write a book review of publishable quality, to explore an idea or concept in more depth than we have been able to in class, or to consider its application in a particular work context. Because at the doctoral level you are preparing to design and carry out an independent research project, you are welcome to design and carry out an assignment here that is to your benefit. Dates to be aware of:

- a. Week 2 – send me an e-mail with the tentative idea you’re thinking of
- b. Week 8 – send me a brief update (1 page) of where you are.
- c. Week 9 --Be ready to discuss briefly (5 minutes maximum) what you’re working on in class. Note any problems or issues you’d like to get others’ thinking on.
- d. Week 15 – brief verbal summary to the class of what you learned (about 7-8 minutes)
- e. Week 15 – e-mail your project to me.

### **Weighting of grades**

#### MASTER’S

- 25% Class participation, with evidence of having done the readings; respectful engagement with classmates and their ideas
- 10% “Implications of this event” presentation, including getting the reading to your classmates ahead of time
- 15% “My context is” essay
- 15% “Made me think” essay
- 20% Final reflective essay
- 15% Group presentation (case study)

#### DOCTORAL

- 20% Class participation, with evidence of having done the readings; respectful engagement with classmates and their ideas
- 5% “Implications of this event” presentation, including getting the reading to your classmates ahead of time
- 15% “My context is” essay
- 15% “Made me think” essay
- 20% Final reflective essay
- 10% Group presentation (case study)
- 15% Doctoral project