

---

---

**HIED 76595: Special Topics (section 004, CRN 20654)**  
**Advanced Leadership in Higher Education**  
**Kent State University**  
**Spring 2011**

**(designated) Fridays, 4:25-9:35pm • 105 White Hall • 03 credits**

---

---

**Instructor:**

Dr. Susan V. Iverson, assistant professor  
Higher Education Administration and Student Personnel  
College of Education, Health, & Human Services  
Office: 411C White Hall                      E-mail: [siverson@kent.edu](mailto:siverson@kent.edu)

Office hours are Wednesdays 2-5 pm. You are also invited to arrange appointments with me at other times. Appointments can be made by contacting me via email.

---

---

**Syllabus**

**Course Overview**

Leading in the 21<sup>st</sup> century demands new practices and processes. Paradigmatic shifts in leadership theorizing have been identified, calling for a move from the industrial model to a post-industrial view of leadership as a socially constructed reality. Scholars argue for a rejection of simplistic, cause/effect conceptions of leadership to one that incorporates the complexities of social processes and human relationships. Alternative ways of leading and thinking about leadership have been advanced that draw upon evolutionary and adaptive principles and understand organizations as living organisms. Scholars posit that such new theory and practice of organizations are essential to meet the postmodern demands of the pluralistic nature of global society.

This course is designed to provide practitioners in colleges and universities with an opportunity to critically engage with theories and best practices in leadership; to increase one's capacity to lead with and without authority; to theorize about the practice of mobilizing people to thrive in changing and challenging times. We will clarify the relationship among key concepts – leadership, authority, power, followership – to construct a coherent theoretical framework. We will analyze the complexity of change in social systems and strategies for action.

Further, we will explore the question “leadership for what?” Some argue that leadership is enacted as an exercise in values and moral transformation, adding that no one would truly assume such a role if not believing in leadership an opportunity to enact purpose, passion, and social ideals. Thus, we will reflect upon what one is – what are you – trying to achieve through leadership. What does it mean to lead for (social) change?

This course assumes pre-requisite, foundational knowledge of the theoretical concepts, and general exposure to the practice of leadership. It is not intended for leadership training or development; students will be asked to apply what they are learning, but the focus of the course is not on skill development. This course seeks to facilitate understanding and analysis of leadership as a philosophy, a social science, a performing art, a civic duty, a discursive construction, a collective act, a moral imperative, and even a lifestyle.

Emphasis is given to manifestations of leadership in the higher education setting. The course draws upon sociological, business, historical, political and psychological constructs and approaches. Leadership is closely tied to administration/management, governance, and organizational theory, and we will intersect all of those domains. Finally, the scope of the course is focused on post-secondary, institutional level leadership in the U.S.

*The conventional view of leadership emphasizes positional power and conspicuous accomplishment.  
But true leadership is about creating a domain in which we continually learn  
and become more capable of participating in our unfolding future...  
This, then, is the deeper territory of leadership – collectively ‘listening’  
to what is wanting to emerge in the world, and then  
having the courage to do what is required.  
(Joseph Jaworski, 1998, p. 182)*

---

---

## **REQUIRED TEXTS:**

Burns, J.M. (1978). *Leadership*. New York: Harper & Row.

Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Cambridge, MA: Harvard Business School Publishing.

Wheatley, M.J. (1992). *Leadership and the new science: Learning about organization from an orderly universe*. San Francisco, CA: Berrett-Koehler Publishers.

*Publication Manual of the American Psychological Association*, 6<sup>th</sup> ed. (2010). Washington, D.C.: American Psychological Association. [2<sup>nd</sup> printing, October 2009. ISBN-10: 1-4338-0561-8]

## **Select one of the following texts (for book review)**

Allen, K.E. & Cherrey, C. (2000). *Systemic leadership: Enriching the meaning of our work*. American College Personnel Association and University Press.

Argyris, C. (1999). *On organizational learning*, 2<sup>nd</sup> ed. Wiley-Blackwell.

Argyris, C., & Schön, D.A. (1996). *Organizational Learning II*. Addison-Wesley.

- Argyris, C., & Schon, D.A. (1974). *Theory in practice: Increasing professional effectiveness*. San Francisco, CA: Jossey-Bass.
- Astin, H.S. & Leland, C. (1991). *Women of influence, women of vision: A cross-generational study of leaders and social change*. San Francisco, CA: Jossey-Bass.
- Bensimon, E.M. & Neumann, A. (1993). *Redesigning collegiate leadership: Teams and teamwork in higher education*. Baltimore, MD: Johns Hopkins University Press.
- Blackmore, J. (1999). *Troubling women: Feminism, leadership and educational change*. Philadelphia, PA: Open University Press.
- Bolman, L. G. & Deal, T. E. (2006). *The wizard and the warrior: Leading with passion and power*. San Francisco: Jossey-Bass.
- Bolman, L. G. & Deal, T. E. (2003). *Reframing organizations: Artistry, choice and leadership*, 3<sup>rd</sup> edition. San Francisco: Jossey-Bass.
- Hargreaves, A. & Fink, D. (2005). *Sustainable leadership*. San Francisco, CA: Jossey-Bass.
- Heifetz, R. (1994). *Leadership without easy answers*. Cambridge, MA: Belknap Press of Harvard University Press.
- Rost, J.C. (1993). *Leadership for the twenty-first century*. New York: Praeger.
- Senge, P.M. (2006). *The fifth discipline: The art and practice of the learning organization*, revised. New York: Random House.
- Shapiro, J. P., & Gross, S.J. (2008). *Ethical educational leadership in turbulent times: (Re)Solving moral dilemmas*. New York: Lawrence Erlbaum Associates.
- Stacey, R.D. (1992). *Managing the unknowable: Strategic boundaries between order and chaos in organizations*. San Francisco, CA: Jossey-Bass.
- Tierney, W.G. (Ed.). (1997). *The responsive university: Restructuring for high performance*. Baltimore, MD: John Hopkins University Press.
- Wheatley, M.J. (2005). *Finding our way: Leadership for an uncertain time*. San Francisco, CA: Berrett-Koehler Publishers.
- Zohar, D. (1997). *Rewiring the corporate brain: Using the new science to rethink how we structure and lead organizations*. San Francisco: Berrett-Koehler.

#### **Additional Resources:**

- Alfred, R. L. (2006). *Managing the big picture in colleges and universities*. Westport, CT: Praeger Publishers.

- Birnbaum R. (1988). *How colleges work*. San Francisco: Jossey Bass.
- Bowen, W.G. & Shapiro, H.T. (Eds.). (1998). *Universities and their leadership*. Princeton, NJ: Princeton University Press.
- Brown, M.C. (Ed.). (2000). *Organization and governance in higher education*, 5<sup>th</sup> ed. ASHE Reader Series. Pearson Custom Publishing.
- Clement, L.M. & Rickard, S.T. (1992). *Effective leadership in student services: Voices from the field*. San Francisco, CA: Jossey-Bass.
- Grint, K. (Ed.). (1997). *Leadership: Classical, contemporary, and critical approaches*. Oxford University Press.
- Kanter, R.M. (1977). *Men and women of the corporation*. Basic Books.
- Kellerman, B. & Rhode, D.L. (Eds.). (2007). *Women and leadership: The state of play and strategies for change*. San Francisco, CA: Jossey-Bass.
- Kezar, A.A., Carducci, R., & McGavin-Contreras, M. (2006). *Rethinking the "L" word in higher education: The revolution of research on leadership*. Hoboken, NJ: John Wiley & Sons. ISBN: 978-0-7879-8677-3
- Nidiffer, Jana & Bashaw, Carolyn Terry. (2001). *Women administrators in higher education: Historical and contemporary perspectives*. Albany, NY: State University of New York Press.
- Roberts, D.C. (Ed.) (1981). *Student leadership programs in higher education*. Washington, DC: American College Personnel Association.

---

---

## Course Requirements

### 1. Class Participation

Peer exchange is vital to achieving the goals of this course and as such, each student is expected to be prepared, having read and reflected on the material. The format for this class is 8 classroom meetings, supplemented with asynchronous learning via VISTA8. Participation is expected to include contributing to the creation of a learning community through active listening as well as stimulating discussion in class. Each student will make thoughtful contributions to critical dialogue that cultivates depth in our thinking about the complexity of the issues, problems, and ideas. The participation portion of the grade will be based on the richness of discussion, quality of analysis, initiative in connecting class concepts with work and current events, and the depth of engagement.

### 2. Thinking in Progress (T.I.P. Reflections)

On alternating weeks -- when we do not meet face-to-face (F2F), students will post to vista discussion board (by Sunday PM) their 'thinking in progress.' These TIP reflections will offer insight into students' thinking about what they've been reading. These are not a summary of 'what' one read; rather, TIP reflections might offer a particular quote from the

reading that has left one ruminating, and thus, a paragraph, following the quote, would share one's comments, critiques, questions. These are intended to be brief (i.e. 200 words); they provide the instructor and peers within a window into our thinking about what we're reading and a bridge into our subsequent discussion when we meet F2F. Virtual discussion is not required; however, the discussion board affords an outlet for dialogue should students wish to engage that option.

### **3. Discussant**

Each student will serve as a discussant to enhance our understanding of assigned concepts. Discussants will design and facilitate an interactive and engaging dialogue with the assigned topic/readings. Discussants are required to augment the assigned reading by drawing upon a minimum of five (5) scholarly sources from 2000 to the present (unless work is seminal). Additional guidelines articulating expectations will be distributed.

### **4. Book review DUE April 1**

Students will select and read, independently, a book of their choice (from the list of texts above) and write a review consistent with submission guidelines for *The Review of Higher Education* (not to exceed 1100 words). Additional guidelines will be distributed in class.

### **5. Final Paper DUE April 29**

Students will prepare a manuscript that responds to one of the following two 'calls for submissions.'

Option 1: manuscript for "Leaders in the 21<sup>st</sup> Century" CFP, <http://www.rapidintellect.com/AEQweb/7lead.htm> [Note: the submission deadline for this 'call' has passed; however, the topics for this journal are often cyclical, so watch for revised deadlines.]

Option 2: manuscript for "Leadership education in the context of wisdom and worldviews" CFP, <http://www.rapidintellect.com/AEQweb/5lead.htm> [Note: the submission deadline is May 2011, should one want to submit!]

Consistent with submission guidelines, manuscript must be 2000-3000 words.<sup>1</sup> While the journal, *Academic Exchange Quarterly*, does not adhere to a particular style guideline, the manuscript for this class must be consistent with APA style guidelines.

Manuscript proposal, with indication of option 1 or 2, is due by March 18. This 2-3 pg. proposal will provide a description of the subject, scope, coverage, and general research used for your proposed manuscript.

### **6. Peer Review**

Each student will be required to review a draft of another student's final manuscript and provide careful and thorough feedback prior to final submission. Rubric will be provided.

---

<sup>1</sup> See AEQ webpage for complete guidelines and submission procedures, <http://rapidintellect.com/AEQweb/rufen1.htm>

**Evaluation:**

<b>Class Participation</b>	<b>P/F</b>
<b>T.I.P. Reflections</b>	<b>15%</b>
<b>Discussant</b>	<b>25%</b>
<b>Book Review</b>	<b>20%</b>
<b>Final Manuscript</b>	<b>30%</b>
<b>Peer Review</b>	<b><u>10%</u></b>
<b>Total</b>	<b>100%</b>

Grades will be based upon the quality and completion of all work. An "A" represents written and oral work (including class participation) that is of exceptionally high quality and demonstrates superb understanding of leadership theory. A "B" represents written and oral work (including class participation) that is of good quality and demonstrates a sound understanding of leadership theories and their complexity. A "C" represents a minimally adequate completion of assignments and participation demonstrating a limited understanding of leadership theories. More specifically, the grading scale for the course is:

A	(93-100%)	A-	(90-92%)	B+	(87-89%)
B	(83-86%)	B-	(80-82%)	C+	(77-79%)
C	(73-76%)	C-	(70-72%)	D+	(67-69%)
D	(63-66%)	D-	(60-62%)	F	(below 60%)

---

**General Information**

**Attendance:** This class meets F2F only 8 times. Thus, any absence would significantly impact participation. Students, then, are expected to attend each F2F class session and interact as assigned on vista. Should emergency or an extenuating circumstance arise, it is the student's responsibility to contact the instructor in advance and make any necessary arrangements for lost participation. Although it is not possible to "make up" a class session, students may propose remedies to compensate for lost participation.

**Late Work:** It is expected that assigned work will be submitted on the date due. Any student with extenuating or emergency circumstances that prevent submission on the due date should discuss his/her situation individually with the instructor and make necessary arrangements. Late submissions will result in grade reduction.

**Electronic devices:** Out of courtesy to classmates, please remember to turn off cell phones and other electronic devices prior to class. As a discussion-based seminar, laptops are not necessary.

**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 the instructor at the beginning of the semester. Please note, you must first verify your eligibility for academic accommodation through Student Accessibility Services; they can be reached at 330-672-3391 and are located on the ground floor of the DeWeese Center. FMI about your rights and responsibilities, see <http://www.registrars.kent.edu/disability/Current/StudentHandbook/RightsReas.htm>

**Religious Observations:** 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 notify the instructor in advance.

**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; 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”)

The instructor of this course is committed to teaching equitably and inclusively, addressing the needs, concerns, and interests of each and every student, regardless of age, gender/sexual identity, race/ethnicity, class, sexual orientation, religion, English language experience, or disability.

**Writing:** Kent State has a Writing Commons designed to assist students with all kinds of writing issues, from grammar to transition sentences to writing thesis statements. It’s located on the 4<sup>th</sup> floor of the library. If you can’t physically visit the Commons, you can e-mail your paper and ask for feedback on a couple of specific problems. The Writing Center will NOT edit a paper for you, but can help you to improve your work. Check the website for details: [www.writingcommons.kent.edu](http://www.writingcommons.kent.edu) or contact at (330)-672-1787 or [writing@kent.edu](mailto:writing@kent.edu)

**Academic Integrity:** As members of the community of higher education, we are all subject to the standards of academic integrity. As a student, you are subject to the Code of Student Conduct. Using another person’s words, thoughts or ideas without proper attribution is plagiarism and a form of academic dishonesty. Academic dishonesty is a violation of University policy. All students must become familiar with and abide by the University’s policy on academic integrity, which prohibits cheating and plagiarism. You should review the Code as ignorance is not a defense should you face charges of academic dishonesty. For more information about University policy see The University Policy Register at <http://imagine.kent.edu/policyreg/> or download the Digest of Rules and Regulations from <http://www.kent.edu/CurrentStudents/> I further direct your attention to the APA style manual for a statement on plagiarism and a helpful example of how to paraphrase. Finally, Indiana University offers a useful guide regarding plagiarism: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

## CALENDAR OF TOPICS AND ASSIGNED READINGS

This is a working calendar and is subject to change.

DATE	TENTATIVE SCHEDULE	READINGS <sup>2</sup>
Week 1: <b>Jan. 14</b> <b>F2F</b>	Introductions, Course Overview What is leadership?	Rost & Barker article Gini article Burns, prologue Wheatley, introduction
Week 2: Jan 21	Origins of leadership	Burns, ch 3, 4, 5  TIP Reflection due Jan 23
Week 3: <b>Jan 28</b> <b>F2F</b>	The power and structure of leadership	Burns, ch 1, 2; vista selection
Week 4: Feb 4	Transactional leadership	Burns, ch 10, 11, 14  TIP Reflection due Feb 6
Week 5: <b>Feb 11</b> <b>F2F</b>	Transforming leadership   Discussants	Burns, ch 6, 9, 15
Week 6: Feb 18	Leadership as collective and purposeful	Burns, ch 16, 17  TIP Reflection due Feb 20
Week 7: <b>Feb 25</b> <b>F2F</b>	Hierarchy, power, authority, relationships  Discussants	Vista selections Wheatley, ch 4
Week 8: March 4	Paradigm shift, moving from individual to relationship	Wheatley, ch 1 & 2 Vista selections  TIP Reflection due March 6
Week 9: <b>March 11</b> <b>F2F</b>	Self-organizing systems Creativity, energy, in-formation  Discussants	Wheatley, ch 5-8; Selected articles

<sup>2</sup> Doctoral students read one additional chapter or article than what is assigned for 6000-level students.

Week 10: March 18	Adaptive leadership  Manuscript proposal due (submit to vista)	Wheatley, ch 3 Heifetz ch 2, and part 2  TIP Reflection due March 27
March 21-25	Spring Break	
Week 11: <b>April 1</b> <b>F2F</b>	The system: assumptions about organizations  Discussants	Heifetz, part 3; selected articles  Book review due
Week 12: April 8	Complexity and change: The need for creativity and org. learning	Vista selections  TIP Reflection due April 10
Week 13: <b>April 15</b> <b>F2F</b>	Systems thinking and organizational learning  Discussants	Heifetz, part 4; selected articles  Draft copy of final manuscript posted to peer-reviewer (and instructor)
Week 14: April 22	Leading with purpose: Taking risks; engaging courageously; inspiring people	Heifetz, part 5; vista selection  Reviewer provides feedback on draft manuscript to author (and instructor)  TIP Reflection due April 24
Week 15: <b>April 29</b> <b>F2F</b>	Critical approaches and post-modern perspectives  Leadership for the 21 <sup>st</sup> century	Selected articles  Manuscript/all final work due

**NOTE:** Portions of this syllabus are adapted from syllabi developed by Gordon Donaldson, University of Maine; Ronald Heifetz, Harvard University; Patrick Love, New York University.

1-09-11