This course examines the theory and practice of leadership at American colleges and universities. Through readings, class discussion, lectures, case studies, interactive activities, writing assignments, and engagement with guest speakers, students will gain grounding in leadership theory and its applications. Students will develop a greater appreciation of the complexity of academic institutions and the range of knowledge, skills, and expertise needed by effective leaders.

**STUDENT EVALUATION & WRITTEN ASSIGNMENTS**

This course will be graded based on the following criteria:

A. Classroom participation (30%). Contributions in class should reveal substantial familiarity with assigned readings, as well as an ability to synthesize and constructively critique the comments of classmates.

B. In-box Simulation Exercise (10%). Prepare a three page reaction paper, plan of attack, or memo in response to the assigned exercise. Due February 5.

C. Written analysis of an assigned case study (20%). For any one of the assigned cases, prepare a five page analysis that: (a) outlines the central issues or problems; (b) recommends an appropriate course of action and a rationale for that action, supported by readings; and (c) summarizes the learning points or conclusions drawn from the case. Do not restate the basic facts or context of the case. You may choose any case, however, you must submit your paper no later than the start of class on the day we discuss the case that you have analyzed.

D. Final paper and presentation (40%). 9-12 pages in length, on any topic of interest related to leadership in higher education. Presentations on April 23 and 30. Papers due on April 30.
Class I: Thursday, January 22
Introduction

Introductions to class and participants

In-box Simulation Exercise and discussion

Class II: Thursday, January 29
Leadership in Light of Organizational Culture

Reading:


Highly Recommended Reading:

Class III: Thursday, February 5
Leading Change in Higher Education: Theory, Part I

Reading:


*In-box Exercise Paper due.

Class IV: Thursday, February 12
Leading Change in Higher Education: Theory, Part II

Reading:


*Case:*
Landon University

**Class V: Thursday, February 19**

**Women and the University Presidency**

Viewing and Discussion of Panel Discussion:
2006–2007 Voices of Public Intellectuals Lecture Series, Radcliffe Institute for Advanced Study


Moderator Drew Gilpin Faust, president-elect, Harvard University and dean, Radcliffe Institute for Advanced Study

Panelists:
Amy Gutmann, president, University of Pennsylvania
Judith Rodin, president, Rockefeller Foundation and past president, University of Pennsylvania
Ruth J. Simmons, president, Brown University
Shirley Tilghman, president, Princeton University

**Class VI: Thursday, February 26**

**The University Presidency: Historical Perspectives**

*Guest Speaker:*
Tom Gerety, Collegiate Professor, NYU: Former President, Amherst College and Trinity College; Former Executive Director, Brennan Center for Justice, NYU Law School

*Reading:*


**Class VII: Thursday, March 5**

**The University Presidency: Modern Perspectives, Part I**
Reading:


Case:
The George Washington University: The College of Professional Studies

Class VIII: Thursday, March 12
The University Presidency: Modern Perspectives, Part II

Guest Speaker:
Stephen Joel Trachtenberg, President Emeritus, The George Washington University

Reading:

*Please complete the Myers Briggs Type Indicator and bring to class.

Class IX: Thursday, March 26
The University Board and its Relationship with the President

Guest Speaker:
Diane Yu, Chief of Staff and Deputy to the President; Executive Director, Sheikh Mohamed bin Zayed Scholars Program

Reading:


*Case:*
Abbott College

**Class X: Thursday, April 2**

**Leadership and Change in Small Liberal Arts Colleges**

*Reading:*


*Case:*
Bristol College

**Class XI: Thursday, April 9**

**Leadership in Student Life Administration**

*Reading:*


*Case:*
University of Central Arkansas

**Thursday, April 16**

**Assessing Your Own Leadership Style**
No Reading this week. Come prepared to reflect upon and discuss your own leadership style. Your Myers Briggs results will be provided and interpreted.

Thursday, April 23
Research Presentations

Thursday, April 30
Research Presentations

*Final Paper due