

LDST 383-01: Leadership and the Future of Higher Education

Spring 2024

Professor: Dr. Ronald A. Crutcher

Class Details: Wednesdays

3:00-5:40 pm

Jepson Room 108

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Office hours by appointment: Please contact Ms. Joy Caporale at jcaporal@richmond.edu

Course Description:

This course is designed to provide students with an understanding of leadership in higher education, with particular emphasis on the role of the university president. Theories and concepts of leadership will be applied to case studies of pivotal presidents. In addition, these theories and concepts will be applied to a final project devoted to designing a new university in which the students will craft the mission, values, and organizational framework. The course will be conducted as a seminar with classroom discussion and small group projects.

Requirements:

Class participation (including class presentations)	15%
Exam I	25%
Exam II	25%
Final Project (7-10 pages)	35%

Learning Objectives:

Students will learn how theories and concepts of leadership apply to the role of university president. Specifically, they will learn how presidents:

1. achieve and maintain legitimacy through authenticity
2. shape plans and guide operations
3. make decisions
4. manage strategic communications
5. influence the long-term evolution of their universities

Each student will closely examine the case study of a single presidency to learn how theories and concepts apply to one institutional context. In addition, students will craft the design of a new university by simulating the role of the university's founding president. This will enable students to apply their learning about presidents and universities to future circumstances. The final project will require a combination of creative thinking, analysis, and synthesis and will make use of university and global forecasting as well as students' introspections about how they would seek to optimize the college experience of a sibling or young friend who will enroll as a first-year college student five years hence. Class participation will provide opportunities for oral expression and learning to work on small group exercises. Students should emerge from this course with (a) a clear understanding of how theories and concepts of leadership apply to the role of university president, (b) understanding how universities are designed and developed, (c) improved strategic thinking and moral reasoning, and (d) improved ability to think creatively, write and speak clearly on issues of leadership and universities.

Required Books:

Bastedo, M.; Altbach, P; and Gumport, P., editors. *American Higher Education in the 21st Century: Social, Political, and Economic Challenges, 4th Edition*. Baltimore, Md.: Johns Hopkins University Press, 2016

Gallos, J. and Bolman, L.G. *Reframing Academic Leadership*. San Francisco, Ca.: Jossey-Bass, 2021

Padilla, A. *Portraits in Leadership: Six Extraordinary University Presidents*. Westport, CT: Praeger, 2005

Optional Book:

Mitchell, B. and King, W.J. *How to Run a College*. Baltimore, Md.: Johns Hopkins University Press, 2018

CLASS SCHEDULE AND READING ASSIGNMENTS

January 17th:

Prior to the first class meeting you will be expected to complete *Perspectives*, a program designed to teach college students the mindsets and skills needed to engage in constructive dialogue. You should have received an email with the log in information.

Read: *American Higher Education in the Twenty-first Century*, Chapter One: "The Ten Generations of American Higher Education"

January 24th:

Chapter Three: "Academic Freedom: Past, Present, and Future"

Chapter Four: "Harsh Realities: The Professoriate in the Twenty-First Century"

Chapter Six: "The Intersecting Authority of Boards, Presidents, and Faculty: Toward Shared Leadership"

January 31st:

Chapter Eleven: "Financing American Higher Education: Reconciling Institutional Financial Viability and Student Affordability"

Chapter Twelve: "Extending Opportunity, Perpetuating Privilege: Institutional Stratification amid Educational Expansion"

February 7th:

Read: *How to Run a College*

Chapter Four: "Advancement"

Chapter Six: "Student Life"

Chapter Seven: "Athletics"

February 14th:

Read: *American Higher Education in the Twenty-First Century*

Chapter Thirteen: "The Diversity Imperative: Moving to the Next Generation"

Chapter Fourteen: "Homing in on Learning and Teaching: Current Approaches and Future Directions for Higher Education Policy"

February 21st:

Read: *Reframing Academic Leadership*
Part I and Part II (pp. 1 to 99)

February 28th:

Read: *Reframing Academic Leadership*
Part III and Part IV (pp. 139-243)

March 6th: EXAM I

March 13th: SPRING BREAK

March 20th:

Read: Read: *Reframing Academic Leadership*
Part V (pp. 263-313)

March 27th:

Read: *Portraits in Leadership*
Chapter One: "Introduction:
Chapter Two: "The University as a Complex Organization"
Chapter Three: "Leadership"

April 3rd:

Chapter Four: "Prologue to the Cases"
Chapter Five: "The Berkeley Quaker"
Chapter Six: "The Catcher from Dallas, North Carolina"

April 10th:

Chapter Seven: "God, Country, Notre Dame, and Father Ted"
Chapter Eight: "Lenny, Lefty, and Chancellor Slaughter"
Chapter Nine: "Bowen's Beautiful Mind"

April 17th:

Chapter Ten: Hann Holborn Gray: "The Second Woman"
Chapter Eleven: "Lessons, Conclusions, and Implications"

April 24th: EXAM II

Additional source materials:

Students are also encouraged to examine various university websites and current issues of *The Chronicle of Higher Education* and insidehighereducation.com for material in support of paper topics.