LDST 390-02 LEADERSHIP AND THE FUTURE OF HIGHER EDUCATION
Spring 2014
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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 project devoted to designing a new university in which students play a role in crafting the mission, values, and organizational framework. The course will be conducted as a seminar with classroom discussion and small group projects.

Requirements: Class participation, two exams, and one 7-10 page paper, each contributing 25% toward the final grade.

Learning Objectives: Students will learn how theories and concepts of leadership apply to the role of university president. Students will learn how presidents achieve and maintain legitimacy, how they help shape plans and guide operations, how they make decisions, and how they influence the long-term evolution of their universities. Each student will delve into the case study of a single presidency to learn how theories and concepts apply to one institutional context. In addition, students will help craft the design of a new university by simulating the role of the university’s founding president, enabling students to apply their learning about presidents and universities to future circumstances. This project will require a blend 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.

Principal Readings:

In addition, students will search university websites and articles in the Chronicle of Higher Education and insidehighered.com for class exercises and term papers.
ASSIGNMENTS

Jan 13  Bornstein Chapters 1-9  The Academic Presidency Under Siege; The Decade of the 1990s—A Time of Testing; Millennial Requirements for Leadership Legitimacy; The Presidency: Calling, Corporate Executive Role, Job; Theories of Legitimacy; Factors in Presidential Legitimacy; Threats to Presidential Legitimacy; Strategies for Gaining and Maintaining Legitimacy; A Fund-raiser’s Quest for Legitimacy
Jan 20 MLK Day
Jan 27 Bornstein Chapters 10-12  The Impetus for Change: Crisis, Niche, Quality; The Context for Change; Factors in Achieving Legitimate Change
Feb 3 Bornstein Chapter 13-15 Threats to Change Legitimacy; Strategies for Legitimate and Successful Change; A President’s Quest for Institutional Repositioning
Feb 10 Bornstein Chapters 16-18 Presidential Succession and Legitimacy; Factors in Succession Legitimacy; Threats to Succession Legitimacy
Feb 17 Bornstein Chapters 19-20 Strategies for Succession Legitimacy; A President’s Exploration of the Timing, Grace, and Legitimacy of Exit
Feb 24  FIRST EXAM
Mar 3 Sample Chapters 1-3  Thinking Gray, and Free; Artful Listening; Experts: Saviors and Charlatans
Mar 17 Sample Chapters 4-6  You Are What You Read; Decisions, Decisions; Give the Devil His Due
Mar 24 Sample Chapters 7-9 Know Which Hill You’re Willing to Die On; Work for Those Who Work for You; Follow the Leader
March 31 Sample Chapters 10-11  Being President Versus Doing President; The University of Southern California: A Case Study in Contrarian Leadership
March 31  PAPER DUE
April 7 Padilla Chapters 1-4  Introduction; The University as a Complex Organization; Leadership; Prologue to the Cases
April 14 Padilla Chapters 5-7  The Berkeley Quaker; The Catcher from Dallas, North Carolina; God, Country, Notre Dame, and Father Ted
April 21 Padilla Chapters 8-11  Lenny, Left, and Chancellor Slaughter; Bowen’s Beautiful Mind; Hanna Holborn Gray: The Second Woman; Lessons, Conclusion, and Implications
April 21  SECOND EXAM
Awarding of Credit

To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.

http://registrar.richmond.edu/services/policies/academic-credit.html

Disability Accommodations

Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.

http://studentdevelopment.richmond.edu/disability-services/policies.html

Honor System

The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.”

http://studentdevelopment.richmond.edu/honor/

Religious Observance

Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.

http://registrar.richmond.edu/planning/religiousobs.html