

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

Syllabus and Class Schedule

Spring 2025

Professor: Dr. Ronald A. Crutcher

Class Details: Mondays

3:00-5:40 pm

Jepson Room 120

Office: Boatwright Library Administrative Wing, Suite 019

Email: rcrutche@richmond.edu

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 reviewed and then discussed within the context of case studies of several pivotal presidents. Additionally, these theories and concepts will be applied to a final group 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 and discussion facilitation)	15%
Exam I	30%
Exam II	30%

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Learning Objectives:

Following review and discussion of the social, political, and economic challenges facing higher education in the twenty-first century, 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

Students will closely examine the case studies of exemplary presidents to learn how theories and concepts apply to institutional contexts. In addition, students will craft the design of a new university by simulating the role of the university's founding president and the top presidential cabinet members, respectively. This will be a group project and 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 to ten 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) increased knowledge about how twenty-first century universities operate as well as the challenges facing them; (b) a clear understanding of how theories and concepts of leadership apply to the role of

university president; (c) understanding how universities are designed and developed; (d) improved strategic thinking and moral reasoning; and (e) 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, 5th Edition*. Baltimore, Md.: Johns Hopkins University Press, 2023

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Required Books:

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:

MacTaggart, T.J. and Wilson-Oyelaran, E.B. *The New College President: how a Generation of Diverse Leaders Is Changing Higher Education*. Baltimore, Md. : Johns Hopkins University Press, 2024

CLASS SCHEDULE AND READING ASSIGNMENTS

January 13th:

Prior to the first class meeting you will be expected to complete Lessons 1 and 2 of the *Constructive Dialogue Perspectives*, a program designed to teach college students the mindsets and skills needed to engage in constructive dialogue across differences.

We will complete the Peer-to-Peer Activity in class. You should have received an email with a link to the program.

Read: *American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges:*

Chapter One: *American Higher Education in the Twenty-first Century*, Chapter One: "The Ten Generations of American Higher Education," pp. 3-36

Chapter Four: "Harsh Realities: The Professoriate in the Twenty-First Century," pp.94-118

January 20th: (MLK Holiday: Class will not meet, but you should be prepared to discuss these chapters on January 27th)

Read: *American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges:*

Chapter Two: "Academic Freedom: Its Historical Development, Current State, and Future Challenges," pp. 37-67

Chapter Sixteen: "Boards, Administrators, and Faculty: Collaborating Necessarily in New Ways," pp. 424-448

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January 27th:

Complete Lessons 3 and 4 of *Perspectives*

Read: *American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges:*

Chapter Thirteen: "Extending Opportunity, Perpetuating Privilege: Institutional Stratification amid Educational Expansion," pp. 343-369

Chapter Fourteen: "A Critical Race Analysis of Racism in US Higher Education," pp. 370-395

Chapter Five: "Teaching that Supports Students' Academic Learning: Implications for Higher Education Practice, Policy, and Leadership," pp. 119-143

(Facilitated by Group I)

February 3rd:

Complete Lessons 5 and 6 of *Perspectives*

Read: *The Campus Color Line* (there is a link for this book on the Blackboard site under "Assignments"):

Introduction

Chapter One: "This is a Good Movement": Black Presidents and the Dismantling of Segregation

Chapter Seven: "A Truly Influential Role": College Presidents Develop Affirmative Action Programs

(Facilitated by Group II)

February 10th

Read: *Reframing Academic Leadership*
Part I and Part II (pp. 1 to 138)

(Facilitated by Group III)

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February 17th:

Read: *Reframing Academic Leadership*
Part III and Part IV (pp. 138-243)

(Facilitated by Group IV)

February 24th:

Read: *Reframing Academic Leadership*
Part V (pp. 243-317)

(Facilitated by Group V)

Week of February 24th: Review Session for Exam I TBD

March 3rd: EXAM I

March 10th: SPRING BREAK

March 17th:

Read: *Portraits in Leadership*

Chapter One: "Introduction:

Chapter Two: "The University as a Complex Organization" Three: "Leadership"

Chapter Four: "Prologue to the Cases"

(Facilitated by Group I)

March 24th:

Guest: President Michael Roth , Wesleyan University

Read: *The New College President: How a Generation of Diverse Leaders is Changing Higher Education* (the link is on Blackboard under "Assignments")

Chapter One: The Great Resignation Presents a Great Opportunity

Chapter Four: Mary Dana Hinton: Leadership as Love in Action

Chapter Five: Freeman Hrabowski, III: Achieving Inclusivity and Excellence

(Facilitated by Group II)

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March 31st:

Guest President: TBA

Chapter Five: "The Berkeley Quaker"

Chapter Six: "The Catcher from Dallas, North Carolina"

(Co-facilitated by Group III)

April 7th:

Guest President: President Emeritus Freeman Hrabowski (3:00 p.m. to 4:00 p.m.)

Chapter Seven: "God, Country, Notre Dame, and Father Ted"

Chapter Eight: "Lenny, Lefty, and Chancellor Slaughter"

(Co-facilitated by Group IV)

Week of April 14th: Each group to schedule a meeting with Dr. Crutcher to review and discuss the outline for your final project

April 14th:

Guest President: TBA

Chapter Nine: "Bowen's Beautiful Mind"

Chapter Ten: Hanna Holborn Gray: The Second Woman"

Chapter Eleven: "Lessons, Conclusions, and Implications"

(Facilitated by Group V)

Week of April 14th: Review Session for Exam II TBD

April 21st: EXAM II

Ms. Trent will administer student evaluations at the end of the class meeting.

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.

April 28th: Final Project Presentations from 9 to 12 p.m. in Jepson Room 120