

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

### **Syllabus and Class Schedule**

#### **Spring 2026**

**Professor:** Dr. Ronald A. Crutcher

**Class Details:** Mondays  
3:00-5:40 pm  
Jepson Room 102

**Office:** Boatwright Library Administrative Wing, Suite 019

**Email:** [rcrutche@richmond.edu](mailto:rcrutche@richmond.edu)

**Office hours by appointment:** Please contact Ms. Joy Caporale at [jcaporal@richmond.edu](mailto: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)	10%
Exam I	30%
Exam II	30%
Final Project (7-10 pages)	30%

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#### **Spring 2026 (continued)**

#### **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 21<sup>st</sup> Century: Social, Political, and Economic Challenges, 5<sup>th</sup> Edition*. Baltimore, Md.: Johns Hopkins University Press, 2023

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#### **Spring 2026 (continued)**

#### **Required Books:**

Daniel-Tatum, B. *College Leadership in Turbulent Times: Peril and Promise*. New York, NY: Basic Books, 2025

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

#### **Optional Reading**

Cole, Eddie R. *The Campus Color Line: College Presidents and the Struggle for Black Freedom*. Princeton, NJ: Princeton University Press, 2020

### **CLASS SCHEDULE AND READING ASSIGNMENTS**

#### **January 12<sup>th</sup>:**

Prior to the first class meeting you will be expected to complete Lessons 1 through 6 of the *Constructive Dialogue Perspectives*, a program designed to teach college students the mindsets and skills needed to engage in constructive dialogue across differences. You should have received an email with a link to the program.

Many of you are probably already familiar with some of the concepts presented in this program. However, I want the entire class to complete the program, so that we are all on the same page. We will complete the Peer-to-Peer Activities in class.

**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 19<sup>th</sup>: (MLK Holiday: Class will not meet, but you should be prepared to discuss these chapters on January 26<sup>th</sup>)**

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

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#### **Spring 2026 (continued)**

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

#### **January 26<sup>th</sup>:**

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

(Discussion Facilitated by Group I)

#### **February 2<sup>nd</sup>:**

Lessons 5 and 6 of *Perspectives*

Chapter 12: "Financing American Higher Education," pp. 313-337

Chapter 8: "College Finances 101," in *College Leadership in Turbulent Times: Peril and Promise*

Guest: David Hale, Executive Vice President and Chief Operating Officer at UR

(Facilitated by Group II)

#### **February 9<sup>th</sup>**

*The Campus Color Line: College Presidents and the Struggle for Black Freedom:*

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

Chapter Three: "Segregation is Immoral": University Systems and Bureaucratic Resistance"

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#### **Spring 2026 (continued)**

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

(Facilitated by Group III)

#### **February 16<sup>th</sup>:**

*College Leadership in Turbulent Times: Peril and Promise:*

Introduction

Chapter One: "The Dean with the ABC Agenda"

Chapter Two: "Who's Afraid of DEI-and Why?"

Chapter Three: "Free Speech in the Time of War"

(Facilitated by Group IV)

*College Leadership in Turbulent Times: Peril and Promise:*

ChaptersFour: Who's in Charge, Really? Understanding Shared Governance"

Chapter Five: "Presidents, Protests, Police, and Politics"

Chapter Six: "Managing Risks: Campus Safety and Mental Health"

#### **February 23<sup>rd</sup>**

*College Leadership in Turbulent Times: Peril and Promise:*

Chapter Seven: "Walking on the Edge of a Cliff"

Chapter Nine: "The Time Has Now Come": The End of Affirmative Action

(Facilitated by Group V)

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#### **Spring 2026 (continued)**

**Week of February 23<sup>th</sup>: Review Session for Exam I TBD**

**March 2<sup>nd</sup>: EXAM I**

**March 9<sup>th</sup>: SPRING BREAK**

**March 16<sup>th</sup>:**

*College Leadership in Turbulent Times: Peril and Promise:*

Chapter Ten: "Disruption at the Door?"

Chapter Eleven: "Reasons for Joy"

Beverly Daniel-Tatum, President Emeritus of Spelman College: Guest President

**March 23<sup>th</sup>:**

*The New College President: How a Generation of Diverse Leaders in Changing Higher Education:*

Chapter One: "The Great Resignation Presents a Great Opportunity"

Chapter Two: "Jeffrey Bullock: Pastor/President"

Chapter Three: "Waded Cruzado: The Power of Imaginative Leadership"

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

Guest President (TBA)

**March 30<sup>th</sup>:**

*The New College President: How a Generation of Diverse Leaders in Changing Higher Education:*

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

Chapter Six: "Robert Jones: From the Fields Where Character Grows"

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#### **Spring 2026 (continued)**

Chapter Seven: “Kwang-Wu Kim: The College for Creatives”

Chapter Eight: “Mary Marcy: The Intentional Leader”

Guest President: President Michael Roth, Wesleyan University

#### **April 6<sup>th</sup>:**

*The New College President: How a Generation of Diverse Leaders in Changing Higher Education:*

Chapters Nine: “Recruiting Exceptional Leaders: A Forensic Approach”

Afterward: “The Next Generation of Exceptional Leaders”

Guest President (TBA)

#### **Week of April 6<sup>th</sup>: Review Session for Exam II TBD**

**April 13<sup>th</sup>:** Exam II

#### **April 20<sup>th</sup>:**

Readings from Jeff Selingo

Guest President

**April 30<sup>th</sup> from 9 a.m. to 12 p.m. presentation of final group projects**