

EDLR 5108: Leadership Challenges in Student Affairs
Wednesdays, 4-6:30 pm

Instructor: Lee Burdette Williams
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Office hours: By appointment, though I'm in most days between 8 am and 6 pm.

Course objectives:

Leadership in higher education is a much-talked-about but often poorly-practiced phenomenon. Active and thoughtful participation in this class should allow students, at its completion to:

1. Identify, understand and articulate different leadership styles and strategies in general and in the context of higher education
2. Recognize the role of student affairs leadership in the management of higher education
3. Begin to develop an intentional approach to one's own leadership in professional settings

What I think: "Leadership" is an elusive concept. This class will not provide a simple menu, a recipe, a laundry list, or other construction that will tell you, the students, what leadership is. I doubt I could provide such a thing, even if I wanted to. What I hope for us is that throughout this semester, we will explore the concept of leadership, through readings, discussions, observations and thought, through conversations with one another and with people in "leadership" positions, and at the end of the semester, arrive at some understanding of leadership, i.e., what are the essentials of an effective leader?

Readings:

The Chronicle of Higher Education (weekly)

Clement, Linda M. and Rickard, Scott T. (1992). Effective Leadership in Student Services: Voices from the Field. San Francisco: Jossey-Bass.

Kezar, Adrianna J., Carducci, Rozana, Contreras-McGavin, Melissa (2006). Rethinking the "L" Word in Higher Education: The Revolution on Leadership. ASHE Higher Education Report. Hoboken: Wiley Periodicals.

Bolman, Lee G. and Deal, Terrence E. (1995). Leading with Soul. San Francisco: Jossey-Bass.

Selected Readings (available on HuskyCT)

An additional text of your choosing (see assignment info on HuskyCT)

Films:

Shackleton (viewed before Sept 10)

Norma Rae (viewed before Sept 24)

Assignments:

1. *Three journals/reflections on observations* of leadership (or lack of it) in popular culture (e.g., politics, business, television, film) and/or in your immediate vicinity (worksites, etc.): These should be approximately 1000-1200 words in length (about 3 typed, single-spaced pages) and submitted on line to me by 5 pm on the date indicated on the schedule, via our HuskyCT website. You don't need to worry about APA or citations, but please proof your work. The first two of these reflections should address the following:
 - a. A description of the leadership example you are discussing (enough that I can understand it whether or not I'm familiar with it)
 - b. Application of theory or other angles we have either discussed in class or read.

The third and final one should be your "leadership covenant." Using what you have learned and observed in class and in the readings, you will develop a personal "covenant" that will outline your strategies for providing effective leadership in the workplace throughout your career.

Together, these comprise 25% of your grade. They'll be graded on a 4-point scale:

4=absolutely stellar thinking, application and writing

3=very good in these three areas

2=okay, but not really graduate-level thinking and writing

1=you need to do this again

Group A: Chelsea, Marisa, John, Ravi

Group B: Stephanie, Christine, Erin, Liz

Group C: Kevin, Kenny, Pat, Adam

Group D: Kate, Kendra, Rita, Jeff

2. *Questions of the week:* On certain weeks, two of you will come to class with questions from the readings (which can include something from the Chronicle, but if so, please notify your classmates so they will definitely read that story) and facilitate a discussion of at least 20 minutes based on these questions.

This will count as part of your **participation** grade, which is 25% of your total grade. Other contributions to your participation grade will be your level of engagement with these discussions, your ability to bring the readings and real-life situations to class for examples and discussion, your promptness and your full presence. We will also have two classes involving guest speakers, and your engagement with these speakers will also contribute to (or detract from) your participation grade.

3. *Final Paper: Practical Applications of Leadership Literature:* This paper will require you to read one current (since 2004) text in the leadership/management literature. You may choose this text yourself, but I will approve the choice. You will then conduct an interview with a professional staff member on this campus using concepts from this text. More information about this assignment can be found elsewhere.
4. *Group Project: Understanding Student Leadership Complexity:* Your group will choose a specific population of minority students (a group identified by race, ethnicity, sexual orientation, religion; a “minority” at UConn and other PWIs) and, using the current literature in higher education, student affairs and related fields, write an annotated bibliography and present your findings to the class. More information about this assignment can be found elsewhere.

Course Assignments—ALL ASSIGNMENT SPECIFICATIONS ON HUSKYCT

Assignment	Date Due	Grade points
1. Reflections	Throughout the semester	25
2. Q of the W; Participation	Throughout semester	25
3. Final Paper	Sept 17, Oct 8, Dec 3	25
4. Group project	Nov 5 or Nov 12	25
TOTAL		100

Grading Scale

Grade points	Letter grade
100 —94.00	A
93.99—90.00	A-
89.99—87.00	B+
86.99—83.00	B
80.00—82.99	B-

Grade points	Letter grade
79.99—77.00	C+
76.99—73.00	C
70.00—72.99	C-
69.99—60.00	D
0.00—59.00	F

Academic Integrity: Student behavior shall be consistent with conduct delineated in the University of Connecticut statement on *Academic Integrity in Graduate Education and Research* contained in the May 2001 edition of the University of Connecticut *Responsibilities for Community Life: The Student Code*. Students are responsible for the

understanding: (a) forms of academic and scholarly misconduct described in the statement, and (b) procedures to be followed by an instructor, the Graduate School, and a student in the event of alleged misconduct.

Reasonable Accommodations: The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodation are invited to make their needs and preferences known as soon as possible. Please contact either a course instructor or the Center for Students with Disabilities if you feel you may be qualified.

Observance of Religious Holidays: After reviewing the syllabus carefully, please contact me if you foresee a conflict between the due date for a major assignment and your religious observations.

This syllabus represents my best effort to plan a semester. The nature of my work, and of life in general, means that sometimes unexpected things happen. I would like, therefore, to reserve the right to make minor adjustments, including adding and/or subtracting some of the readings. I'll consult with the class about changes in a timely manner whenever possible.