

**HESA 671: Introduction to Higher Education and Student Affairs Leadership**  
**Spring 2017**  
**Wednesdays 5:30 – 8:30 pm**  
**McKee 423**

Dr. Leah J. Reinert  
Higher Education & Student Affairs Leadership  
College of Education and Behavioral Science

### **Course Overview**

This course focuses on enhancing students' understanding of leadership in diverse higher education organizations. Moreover, students will critically examine a broad range of theories, concepts, practice, and issues relevant to leadership, including but not limited to: professional ethics, promoting inclusion, group dynamics, and managing crisis. Participants will further develop a personal leadership philosophy and articulate how various models and theories interface with their values and practice.

### **Course Objectives**

As a result of active participation in this course, participants will:

- Identify and manage institutional, individual, and group dynamics.
- Critique complex leadership models readily applied in HESA practice.
- Engage in interactive activities, group work, and processing for the purpose of advancing their writing skills and application of theory.
- Assess their personal leadership and supervision views, values, skills, potential, and philosophy.

### **Required Texts**

Kuk, L., & Banning, J. H. (2016). *Student affairs leadership: Defining the role through an ecological framework*. Sterling, VA: Stylus.

Ruben, B., De Lisi, R., & Gigliotti, R. A. (2017). *A guide for leaders in higher education: Core concepts, competencies, and tools*. Sterling, VA: Stylus.

### **Suggested Text**

American Psychological Association. (2009). *Publication manual for the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Instructor has discretion to change this syllabus.  
Students will be notified in advance of any changes made.

## Teaching Philosophy

Collaboration is fundamental to effective learning and teaching processes. The student has a tremendous responsibility for their learning engagement and process, as does the teacher. The relationship must be one of reciprocity wherein each stakeholder both provides and absorbs teaching and learning. While the student must realize their agency in the learning process, it is equally important for myself as an instructor to realize my role in translating my passion for equity, equality, diversity, and social justice in a way that facilitates that knowledge and understanding is integral to learning. Transparency, honesty, and integrity are important to my philosophy of teaching. My lessons and facilitation of class will encompass this philosophy as directly as possible. As I believe education to rely heavily on social justice ideals and reciprocity, I understand that my teaching and teaching philosophy will evolve as I learn and grow. Students have as much to teach me as I have to teach them and I encourage my teaching to be one of mutual respect rather than relying heavily on authoritative methods. Overall, I am committed to connecting my passion for higher education and Student Affairs to quality teaching and learning. I aim to connect my passion for equity, equality, diversity, and social justice to effective teaching to help students feel prepared to face the ever changing landscape of higher education and the increasing diversity of students who enroll in higher education institutions.

## Course Expectations

In order for us to have a truly collaborative classroom learning environment, it is important that students come to class having actively read the required material and are prepared to actively participate in class discussions. Actively reading requires reading critically, considering the content and questions it produces, and thinking about connections to other readings and the course content generally. Active participation requires students to actively engage with the discussions in class and with their peers through engagement with the readings, active listening, and engaged dialogue. Being prepared prior to the beginning of each class is integral to effective participation and learning.

## Classroom Climate

This course relies heavily on engaged discussion, which requires participation from all members. Due to the range of topics that we will discuss in this class, each of us must pay attention to the language that we use, the intentions behind our words, and the effect our words have on others. Specifically, we must avoid deliberately using language that demeans others. Further, it is important to be reflective of our own experiences and how those experiences might cloud our perspectives and therefore be open to learning from others' perspectives.

## Course Policies

**Attendance.** I expect students to attend all scheduled classes, to arrive on time, and to stay until class is dismissed. While absences may arise due to religious observations and emergencies or situations outside of your control, only religious observation absences will be excused. Missing more than two classes and/or tardiness will result in a letter grade reduction to your final grade. If you miss a portion of class, you will be marked

absent for that portion of the class. For instance, if you miss one half of the class time you will be marked as absent for one half of a class. If you miss portions of classes that add up to one class period, you will be marked as having one full absence and so on.

If you must miss a class, notify me in advance as soon as possible. I advise you to contact a classmate for review of what was covered in the class you miss. In a course that relies heavily on constructive dialogue and a diversity of perspectives, it is integral that all students show up, on time, to each class.

Students will not be penalized because of observation of their religious beliefs. If you are not able to attend class due to your participation in religious observances, please inform me as soon as possible via email.

**Plagiarism.** Activities that violate academic integrity undermine the quality and diminish the value of educational achievement. Cheating on papers, tests or other academic works is a violation of University rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to: plagiarism or other forms of academic dishonesty (e.g., acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work or turning in the same paper for credit in two 3 credit courses without authorization). This includes students who aid and abet, as well as those who attempt such behavior. The penalty for academic dishonesty is an F letter grade for the course and/or additional sanctions as permitted under University policy. If you are unsure of how to properly paraphrase or cite a source in APA style, please seek assistance.

**Disability.** Reasonable accommodations will be afforded to all students with any kind or form of disability or impairment that impedes their ability to succeed in this course. Any student requesting disability accommodations for this class must inform the instructor giving appropriate notice. Students should contact Disability Support Services to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**Technology.** I ask that all students refrain from any cell phone usage and texting during class. Cell phones should be powered down or silenced and should not be seen during class time. If your phone is out during class time, you will lose participation points for the class period. Please leave your phones out of sight during class time.

For this course, I ask that laptop use be restricted to use for referring to readings or notes on readings. Tablets can be used for readings and note taking. I will rescind permission to use laptops or tablets in class if use of them is abused.

Research has shown that taking notes by hand is far superior to taking them on a computer. Laptops and tablets are also known to be distractions for both the user and others in the classroom. Finally, since this class relies most heavily on discussion and note taking will be most important outside of class when reading the required texts, use of

these devices for note taking is not necessary. The following links highlight my reasoning for limiting use of laptops.

Curzan, A. (2014, August 25). Why I'm asking you not to use laptops. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/>

NPR. (2016, April 17). Attention, students: Put your laptops away. Author. Retrieved from <http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>

Holstead, C. E. (2015, March 4). The benefits of no-tech note taking: A year after banning students from taking notes on laptops, a professor reports on the results. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/The-Benefits-of-No-Tech-Note/228089/>

## Writing and Assignments

**APA.** All scholarly and reflective writing must follow the 6th edition of the APA manual. All papers and writings should have 1" margins, size 12 Times New Roman font, and be double-spaced. Proof reading and peer review is encouraged to ensure the highest level of work you are able to achieve. If you need assistance with your writing you are encouraged to visit the UNC Writing Center (<http://www.unco.edu/english/wcenter/>).

**Assignments.** Assignments must be submitted by 11:59 pm on the due date, unless otherwise stated. All assignments must be submitted as a Word Document file. Late work will not be accepted unless you have prior approval from me. For approved late work, one letter grade will be reduced for each day it is late.

## Grading

Total points: 100

|            |            |            |
|------------|------------|------------|
| 93-100 = A | 80-82 = B- | 67-69 = D+ |
| 90-92 = A- | 77-79 = C+ | 63-66 = D  |
| 87-89 = B+ | 73-76 = C  | 60-62 = D- |
| 83-86 = B  | 70-72 = C- | 0-59 = F   |

\*While grades and GPA do matter, you are encouraged to focus more on developing and enriching your understanding and knowledge of the course content, scholarly research, and your graduate education.

## Evaluation Criteria

Work earning an “A” will be exceptional work that exceeds expectations, is free of grammatical and style errors, is thoughtfully organized and clear in its message or argument, and reflects critical thinking. Further, “A” level work will incorporate material from the course and effectively highlight learning comprehension. For two points of extra credit, send me, via email, a picture of a cartoon character by January thirtieth. Earning an “A-” may be a result of minor deductions from the above areas. Work earning a “B” will be quality work highlighting comprehension of the topic or subject, inclusion of course material, and clarity and organization in the writing. “B” level work might include some grammatical, style, or formatting errors but the writing will not be seriously disrupted by these errors. A “B-” grade may be a result of greater disruption in the writing from errors. Working earning a “C” will be acceptable work but include weakness in organization, style, comprehension of the material, clarity in the argument or writing, and grammatical, style or formatting errors that disrupt the clarity of the writing.

### Grading Break-Down

|   |           |
|---|-----------|
| <b>Participation</b>                                      | 20 points |
| <b>Personal Leadership Philosophy Paper</b>               | 20 points |
| <b>Successful Leadership Guide</b>                        | 30 points |
| <b>Group Leadership Assessment Presentation and Paper</b> | 30 points |

### Assignments

#### Participation (20 points)

To help facilitate dialogue, further enhance the co-construction of knowledge, and encourage critical and engaged reading of the assigned readings, each week you are to bring with you two questions or discussion prompts based on the readings. You will turn these in to me at the conclusion of each class and be expected to help facilitate discussion using your questions or prompts. Please bring a printed copy (either typed or legibly hand-written) of your questions or prompts to each class to submit to me. The 20 participation points will include the questions and/or discussion prompts, your active reading and participation in class, and adherence to course policies.

#### Personal Leadership Philosophy Paper (20 points)

In a 3-5-page paper, define what the concept of leadership means to you and describe your leadership philosophy. Identify areas of strength, opportunities for growth, and examples of a time when you have been in a leadership role. To help guide your leadership philosophy and assess your strengths and opportunities for growth you should use ACPA/NASPA’s Professional Competencies Rubrics’ leadership competency rubric located on pages 19-21 found here: [https://www.naspa.org/images/uploads/main/ACPA\\_NASPA\\_Professional\\_Competency\\_Rubrics\\_Full.pdf](https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competency_Rubrics_Full.pdf)

Included in your paper should be a diagram/illustration that shows the primary concepts or components of your leadership philosophy. You will share the diagram/illustration with the class in a 5-minute presentation in class on February 8th.

**Due February 1<sup>st</sup> at 11:59 pm**

### **Successful Leadership Guide (30 points)**

Each student will be assigned one of the environmental influence of leadership engagement examples from Kuk and Banning part II (cultural environment, social environment, physical environment, political/legal environment, and ethical environment) to develop a guide for how leaders in student affairs and higher education can be successful within the environment. You are to create this guide to include relevant literature and case study examples in a 5-10-page paper. Creativity is encouraged, meaning you could include tables, graphs, diagrams, drawings, etc. that reinforces or supports your message/guide.

**Due April 5<sup>th</sup> at 11:59 pm**

### **Group Leadership Assessment Presentation and Paper (30 points)**

In groups, you will identify a case or situation of a leadership issue in higher education and student affairs. Consider pulling from an issue that is from the past five years. In an 8-10-page paper, consider the challenges, responsibilities, and context of the leader and the issue and evaluate and assess the leader's behavior, decisions, non-decisions, and performance. What did they do right? What would you suggest they do differently? You should include appropriate literature in your evaluation and connect how this particular case is situated in issues or concerns currently facing higher education and student affairs leaders broadly. In addition to the paper, your group will create a 15-minute presentation highlighting the case/leader you chose and why, the situation or dilemma faced, and your evaluation and assessment. Creativity, again, is encouraged.

**Due April 26<sup>th</sup> at 5:30 pm**

## Course Schedule

### **1/11 Week 1: Introduction, Syllabus, Overview**

### **1/18 Week 2: Leadership in Higher Education and Student Affairs: An Overview**

Ruben et al. (2017). Part I (pp. 3-66)

Eddy, P. L., & VanDerLinden, K. E. (2006). Emerging definitions of leadership in higher education: New visions of leadership or same old “hero” leader? *Community College Review*, 34(1), 5-26.

Stringer, J. (2009). The political environment of the student affairs administrator. In G. S. McClellan, & J. Stringer (Eds.), *The handbook of student affairs administration* (pp. 425-446). San Francisco, CA: Jossey-Bass.

### **1/25 Week 3: Opportunities and Challenges in Academic Leadership**

Bolman, L. G., & Gallos, J. V. (2011). *Reframing academic leadership*. San Francisco, CA: Jossey-Bass. (pp. 3-15)

Marcelis Fochtman, M. (2011). High-achieving women: Navigating multiple roles and environments in academic and student affairs. In P. A. Pasque, & S. Errington Nicholson (Eds.), *Empowering women in higher education and student affairs: Theory, research, narratives, and practice from feminist perspectives* (pp. 815-103). Sterling, VA: Stylus.

Nididffer, J. (2003). From whence they came: The contexts, challenges, and courage of early women administrator in higher education. In B. Ropers-Huilman (Ed.), *Gendered futures in higher education: Critical Perspectives for change* (pp. 15-34). New York, NY: State University of New York Press.

Smith, B. L., & Hughey, A. W. (2006). Leadership in higher education—its evolution and potential: A unique role facing critical challenges. *Industry and Higher Education*, 20(3), 157-163.

### **2/1 Week 4: Leadership Concepts and Competencies**

Ruben et al. (2017). Part II (pp. 67 – 166)

**Personal Leadership Philosophy Paper due at 11:59 pm**

### **2/8 Week 5: Introduction to the Ecology of Student Affairs Leadership**

Kuk & Banning (2016). Part I (pp. 1-46)

**2/15 Week 6: Environmental influences of Leadership Engagement**

Kuk & Banning (2016). Part II (pp. 47-126)

**2/22 Week 7: Reframing Leadership Challenges**

Bolman, L. G., & Gallos, J. V. (2011). *Reframing academic leadership*. San Francisco, CA: Jossey-Bass. (pp. 47-126)

**3/1 Week 8: Inclusion and Social Justice in Leadership**

Brown, B. (2006). Shame resilience theory: A grounded theory study on women and shame. *Families in Society: The Journal of Contemporary Social Services*, 87(1), 43-52.

Ferber, A. L. (2015). With so many problems, where do we begin? Building a toolbox for change. In K. De Welde, & A. Stepnick (Eds.), *Disrupting the culture of silence: Confronting gender inequality and making change in higher education* (pp. 303-318). Sterling, VA: Stylus.

Sanchez-Hucles, J. V., & Davis, D. D. (2010). Women and women of color in leadership: Complexity, identity, and intersectionality. *American Psychologist*, 65(3), 171-181.

Stewart, D. L. (2016). It matters who leads them: Connecting leadership in multicultural affairs to student learning and development. *About Campus*, 21(1), 21-28.

Young, K., Anderson, M., & Stewart, S. (2015). Hierarchical microaggressions in higher education. *Journal of Diversity in Higher Education*, 8(1), 61-71.

**3/8 Week 9: Inclusion and Social Justice in Leadership**

Fassinger, R. E., Shullman, S. L., & Stevenson, M. R. (2010). Toward an affirmative lesbian, gay, bisexual, and transgender leadership paradigm. *American Psychologist*, 65(3), 201-215.

Gardner Jr., L., Barrett, T. G., & Pearson, L. C. (2014). African American administrators at PWIs: Enablers of and barriers to career success. *Journal of Diversity in Higher Education*, 7(4), 235-251.

Hoffman, G. D., & Mitchell, T. D. (2016). Making diversity “everyone’s business”: A discourse analysis of institutional responses to student activism for equity and inclusion. *Journal of Diversity in Higher Education*, 9(3), 277-289.

Kezar, A. (2010). Faculty and staff partnering with student activists: Unexplored terrains of interaction and development. *Journal of College Student Development*, 51(5), 451-480.

Lugg, C. A., & Tooms, A. K. (2010). A shadow of ourselves: Identity erasure and the politics of queer leadership. *School Leadership & Management*, 30(1), 77-91.

### **3/15: Spring Break and NASPA – NO CLASS**

### **3/22 Week 10: NO CLASS Because Comps**

### **3/29 Week 11: Leading, Supervising, Mentoring**

Emotional Intelligence in Leadership and Social Justice – Higher Ed Live video

<https://www.youtube.com/watch?v=JjVx-leEzAE>

Buller, J. L. (2013). Positive academic leadership: How to stop putting out fires and start making a difference. San Francisco, CA: Jossey-Bass. (pp. 3-42)

Malone, D. M. (2016). Stepping back but not out: Creating options, opportunities, and outlets for alternate work scenarios. *About Campus*, 21(4), 22-27.

Welkener, M. & Gross, K. E. (2011). What are the risks and benefits associated with allowing students to fail if learning results? In P. M. Magolda & B. Baxter Magolda (Eds.), *Contested issues in student affairs: Diverse perspectives and respectful dialogue* (pp. 103-121). Sterling, VA: Stylus.

### **4/5 Week 12: Transformational Leadership**

Astin, A. W., & Astin, H. S. (n.d.). Principles of transformative leadership. Retrieved from [https://www.naspa.org/images/uploads/kcs/SLPKC\\_Learning\\_Reconsidered.pdf](https://www.naspa.org/images/uploads/kcs/SLPKC_Learning_Reconsidered.pdf) (pp. 8-16)

Ruthkosky, P. J. (2013). A multiperspective analysis on developing and maintaining trust in senior student affairs leadership. *Journal of Student Affairs Research and Practice*, 50(2), 171-188.

Shields, C. M. (2010). Transformative leadership: Working for equity in diverse contexts. *Educational Administration Quarterly*, XX(X), 1-32.

### **Successful Leadership Guide due at 11:59 pm**

### **4/12 Week 13: Applied Tools for Leadership and Organizational Effectiveness**

Ruben et al. (2017). Part III Chapters 11, 12, 13, 15, & 17

### **4/19 Week 14: Future of Student Affairs Leadership**

Kuk & Banning (2016). Part III (pp. 127-182)

Shupp, M. R., & Arminio, J. L. (2012). Synergistic supervision: A confirmed key to retaining entry-level student affairs professionals. *Journal of Student Affairs Research and Practice, 49*(2), 157-174.

**4/26 Week 15: Presentations and Wrap-up**

**Group Leadership Assessment Presentation & Paper due at 5:30 pm**

| Week | Date    | Topic  | Assignments and Readings  |
|------|---------|--|---|
| 1    | Jan. 11 | <b>Introduction, syllabus, overview</b>                                |   |
| 2    | Jan. 18 | <b>Leadership in Higher Education and Student Affairs: An Overview</b> | Ruben et al. (2017) p. 3-66<br>Eddy & VanDerLinden (2006)<br>Stringer (2009)  |
| 3    | Jan. 25 | <b>Opportunities and Challenges in Academic Leadership</b>             | Bolman & Gallos (2011)<br>Marcelis Fochtman (2011)<br>Nidiffer (2003)<br>Smith & Hughey (2006)  |
| 4    | Feb. 1  | <b>Leadership Concepts and Competencies</b>                            | Ruben et al. (2017) part II p. 67-166<br><br><b>Personal Leadership Philosophy Paper due at 11:59 pm</b>  |
| 5    | Feb. 8  | <b>Introduction to the Ecology of Student Affairs Leadership</b>       | Kuk & Banning (2016) part I 1-46  |
| 6    | Feb. 15 | <b>Environmental Influences of Leadership Engagement</b>               | Kuk & Banning (2016) part II p. 47-126  |
| 7    | Feb. 22 | <b>Reframing Leadership Challenges</b>                                 | Bolman & Gallos (2011) p. 47-126  |
| 8    | Mar. 1  | <b>Inclusion and Social Justice in Leadership</b>                      | Brown (2006)<br>Ferber (2015)<br>Sanchez-Hucles & Davis (2010)<br>Stewart (2016)<br>Young, Anderson, & Steward (2015)   |
| 9    | Mar. 8  | <b>Inclusion and Social Justice in Leadership</b>                      | Fassinger, Shullman, & Stevenson (2010)<br>Gardner, Barrett, & Pearson (2014)<br>Hoffman & Mitchell (2016)<br>Kezar (2010)<br>Lugg & Tooms (2010)                                       |
|      | Mar. 15 | <b>Spring Break – No Class</b>   |   |
| 10   | Mar. 22 | <b>No Class because comps</b>  |   |
| 11   | Mar. 29 | <b>Leading, Supervising, Mentoring</b>                                 | Emotional Intelligence in Leadership and Social Justice – Higher Ed Live video<br><a href="https://www.youtube.com/watch?v=JjVx-leEzAE">https://www.youtube.com/watch?v=JjVx-leEzAE</a> |

|           |         |  |   |
|-----------|---------|--|---|
|           |         |  | Buller (2013)<br>Malone (2016)<br>Welkener & Gross (2011)   |
| <b>12</b> | Apr. 5  | <b>Transformational Leadership</b>                                   | Astin & Astin (n.d)<br>Ruthkosky (2013)<br>Shields (2010)<br><br><b>Successful Leadership Guide due at 11:59 pm</b> |
| <b>13</b> | Apr. 12 | <b>Applied Tools for Leadership and Organizational Effectiveness</b> | Ruben et al. (2017) part III chapters 11, 12, 13, 15, & 17  |
| <b>14</b> | Apr. 19 | <b>Future of Student Affairs Leadership</b>                          | Kuk & Banning (2016) part III 127-182<br>Shupp & Arminio (2012)   |
| <b>15</b> | Apr. 26 | <b>Presentations and Wrap-up</b>                                     | <b>Group Leadership Assessment Presentation &amp; Paper due at 5:30 pm</b>  |