

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION

ELPS 419 (001): Leadership in Higher Education
Spring 2011

Mondays, 7:00 – 9:30 pm
Water Tower Campus, Corboy Law Center, Room 303

Instructor Information:

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Office Hours Available by Appointment

Description:

This course is designed to provide foundational grounding in leadership theory and research. Specific attention will be paid to the evolution of leadership theory, interdisciplinary conceptualizations of the topic, administrative applications of theory, pedagogy for teaching and learning about leadership, and the leadership development process of college students. Given leadership is a contextually-bound and socially-constructed phenomenon, time will be dedicated to understanding cultural dimensions and considerations. Application of course content to students' roles as professionals in higher education will serve as an on-going theme.

Outcome & Objectives:

Learning Outcome

Students will be able to describe various historical and contemporary perspectives on leadership and their application in higher education, including the influence of gender and culture on leadership development.

Objectives

Upon completion of this course, students will be able to:

1. Understand the theoretical evolution characterizing the study of leadership;
2. Demonstrate competence in the critique and application of leadership theories and models to practice;
3. Understand cultural dimensions of leadership;

4. Identify a conceptualization of leadership consistent with personal life experiences and values;
5. Demonstrate self-efficacy for administrative leadership in the context of higher education (CF 4; CF 6);
6. Understand the role of ethics in the process of leadership (CF 8);
7. Identify the role higher education plays in shaping the leadership development of college students.

Conceptual Framework:

Conceptual Framework

The School of Education at Loyola University Chicago advances a conceptual framework that emphasizes “*Professionalism in Service of Social Justice.*” This framework is consistent with the design and content of this course. Specifically, the course will increase students’ knowledge, skills, ability to serve others, and understanding of ethical principles as they relate to their role as administrative leaders in the context of student affairs and higher education. This is accomplished by examining issues of social construction, their influence on educational practice, and methods for creating learning environments characterized by a culture of social justice and equity.

Diversity

This course approaches the topic of leadership from a constructivist lens grounded in social justice and cultural influences. Particular attention is paid to how historically underrepresented population experience and approach administrative leadership. Students in the course will be introduced to case studies, literature, and research that emphasizes leadership as a tool for empowerment and means to contribute to a diverse and socially just society.

Technology

Technology is integrated into the design and delivery of this course in a variety of ways. The course will rely on Blackboard as an educational tool that connects students and encourages intellectual engagement outside traditional classroom boundaries. Additionally, both course delivery methods and student assignments draw on a range of technological tools with the goal of increasing students’ self-efficacy for using technology as well as enhancing the overall learning experience.

Institutional Policies & Philosophies:

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Reading Materials:

The required texts for this course are available for purchase at the Water Tower Campus Loyola Bookstore or Beck's Bookstore. Please purchase your books as soon as possible as readings will be assigned for the second week of class.

Required Texts

Northouse, P. G. (2009). *Leadership: Theory and practice* (5th ed.). Thousand Oaks, CA: Sage.

* Note that there are multiple editions of this book. You should only purchase the 2009/2010 Fifth edition as the chapters are significantly different.

Recommended Texts

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Additional Readings

Additional readings will be provided in the form of documents accessible via the Blackboard site for this course. A full reference list of these readings is provided at the end of the syllabus. You are not required to print or bring these to class, but are responsible for reading them. The instructor may add additional readings not listed in this syllabus during the course of the semester.

Requirements & Expectations:

Preparation

This course is designed using a traditional seminar format in which much of the learning is emerged from group discussion and student engagement with each topic. As such, preparation through completion of each week's readings as well as thoughtful reflection on the topics are critical not only for each individual's intellectual development, but the group's collective development as well. Readings have been purposefully selected for their relevance to the given topic and contribution to the overall literature. Rather than assigning a bulk of reading, the philosophy employed in this course design is to carefully select significant and important core readings and provide sources for additional reading should students wish to explore the topic further. Given much thought has gone into the readings, students are expected to complete them in advance of each class. Occasional quizzes and reading for meaning activities may be incorporated into the grading structure should evidence emerge that students are not completing the necessary reading. Additionally, as a graduate-level course, class time may not be directed towards dissecting each individual reading, but instead examining themes across reading and conducting critical analysis of content and its application in the context of higher education. Students are encouraged to consider this as they read assigned material.

Participation

Given the seminar format employed in this course design, student participation in discussions and learning activities is critical. However, it is important to note that *how* a student participates is often a function of their particular learning style. Therefore, participation is less about the frequency with which a student engages in class discussion and more about the quality of the contributions. For the purposes of this course, participation is valued in which students build upon one another's comments, provide meaningful connections to practice, share critical observations and insights on a topic, and generally increase the complexity and richness of the discussion. Students are also encouraged to act as gatekeepers to the conversation and encourage the participation of others as well as pose questions to one another. To achieve this, a variety of pedagogical approaches are used to ensure that each individual's preferred learning style is addressed over the course of the semester. A portion of the final grade is dedicated to participation and a rubric is provided that outlines how this will be assessed. Students will receive a mid-semester participation grade as well as feedback to ensure time to adjust their participation levels prior to the end of the semester. The rubric for participation is listed below:

EVALUATIVE DIMENSION	“A” GRADE	“B” GRADE	“C” GRADE	“D/F” GRADE
PROMPTNESS	Routinely arrives on time for class and is prepared to begin at the designated time as well as following any breaks; student does not leave class early	Occasionally late to class, does not return promptly from designated breaks; OR occasionally leaves early	Demonstrates a pattern of lateness or early departure that interferes with course objectives.	Consistently late to class, does not return from breaks in a timely manner, and/ or leaves class early
QUALITY OF CONTRIBUTIONS	Contributions are relevant and routinely integrate course reading and life experiences into the discussion; Arguments are evidenced-based and supported through course content and/ or life experiences	Contributions lean more toward either course readings or life experiences, but are relevant to the conversation; Arguments are generally evidence-based	Contributions are not relevant to the conversation and rarely incorporate course readings; Contributions betray a lack of preparation for class; Arguments are rarely evidence-based	No or minimal contributions or arguments are offered
SIGNIFICANCE OF CONTRIBUTIONS	Contributions add complexity to the conversation and support or build off of others’ contributions	Contributions are generally substantive, but occasionally indicate a lack of attention to what others have shared	Contributions repeat what others have shared and thus do not advance the conversation	No or minimal contributions are offered
GENERAL ENGAGEMENT	Regularly contributes to the class in both large and small group formats; Routinely engaged with course activities and / or discussions	Contributions generally favor either the small or large group; Does not consistently appear engaged in activities and/ or discussions;	Minimal contributions are offered in either the small or large group; Appears disengaged from activities and/ or discussions; Addresses core issues in activities and/ or discussions quickly and shifts to personal conversations or off-topic material	No contributions are offered
GATE-KEEPING	Does not dominate the conversation; Regularly encourages the participation of others by posing questions or asking for other students’ thoughts	Student occasionally encourages the participation of others; recognizes the contributions of others	Dominates the conversation; Does not engage other students in conversation; directs majority of comments to the instructor	No or minimal contributions
LISTENING/ ATTENDING SKILLS	Is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; Actively listens to both peers and instructor; Actively supports peers’ learning processes	Generally considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; typically displays active listening; generally supports peers’ learning processes	Is dismissive (verbally or nonverbally) of others’ feelings and opinions; Display a lack of interest; Does not actively support peers’ learning processes	Inconsiderate of others’ feelings and opinions; Does not actively listen or support others’ learning

Attendance

Graduate-level courses typically meet only once a week, which makes attendance absolutely essential. You must be present to engage fully in the course content. I

understand that sometimes life priorities can make this challenging. *However, the expectation is that you will be present for the full class session each week.* Should you miss a class, arrive late, or leave early, you are responsible for identifying and obtaining missed material from your peers. Please notify the instructor via email prior to the start of class should you need to be absent. Any absence will result in the loss of participation points for that day. Routinely arriving or leaving late will result in the loss of participation points as well.

Civil Discourse

Although deep and meaningful learning often comes as a result of cognitive and emotional dissonance, I firmly believe that transformative learning is the result of compassionate learning communities in which individuals feel both challenged and supported. The underlying expectation of this course is that participants will approach one another with the same ethic of care and developmental concern with which they deal with students. This approach requires a willingness to engage in critical and controversial, but ultimately civil discourse aimed at advancing our individual and collective knowledge. Students are expected to engage in social perspective-taking, a skills that requires both empathy and the ability to acknowledge multiple points of view.

Cell Phones/ On Call

If you bring a cell phone or pager to class, please be sure it is either off or set to a silent mode. Should you need to respond to a call during class, please leave the room in an undistruptive manner. Texting and/ or instant messaging are not allowed during class as a matter of respect to the learning community. Should you be on call as part of professional or graduate assistantship responsibilities, please advise me at the start of the semester. It is also a good idea to have a conversation with your supervisor and staff to help them understand that you are a student and interruptions during class time should be on an emergency basis only.

Email/ Blackboard

Email will be used as the primary mode of correspondence for this course. As such, it is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected. Additionally, Blackboard will be used as a source of continual updates about course material.

APA Style/ Writing

Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6th Edition format. Guidelines for this will be covered at the start of the semester and a handout posted on the Blackboard site. Should papers have significant errors in APA formatting, they will not be accepted as complete. The quality of writing is also of high importance. Students are encouraged to submit drafts of papers to peers for initial feedback. If a student has significant concerns regarding their writing ability, they should consult the University Writing Center (http://www.luc.edu/tutoring/Writing_Center.shtml) for assistance.

Assignments:

The series of assignments identified for this course reflect student feedback on desired course outcomes, personal learning styles, and preferred mode of evaluation. They also create space for students to pursue more depth of study in particular content areas of interest. This is an opportunity to begin developing an area of expertise that connects to your professional goals and may contribute significantly to your educational portfolio or dissertation.

Assignments are due at the time specified in the course syllabus and should be submitted according to the directions provided. Assignments are expected to be turned in on time so please plan appropriately to avoid unnecessary penalties. *Any assignments submitted after the due date will be reduced by a half letter grade. An additional full letter grade reduction will be applied for each 24 hour period after the original time due. Extensions will not be granted.* Note that the instructor will not hunt down missing assignments and it is *your* responsibility to ensure that they turned in by the stated deadlines.

Note that if an assignment fails to follow the instructions provided a grade of zero will be assigned. Students are encouraged to consult with the instructor regarding any questions associated with assignments. Additionally, most assignments will be submitted electronically with clear instructions on how to do so. The instructor will send you a confirmation that your paper has been received within 48 hours. If you do not hear anything from the instructor you should assume that the submission was not received and forward the *original* electronic submission.

NOTE: Students should not exceed the suggested length of assignments as dictated by the full assignment descriptions. Additionally, the suggested length does not include the title page or reference pages.

Reading & Reflection Briefings

Taking the time to read and reflect on the content of this course is critical. Therefore, exercises have been designed to ensure that individuals are provided structured opportunities to process course content, its connection to their lives, meaningfulness to practice, and how content from each session fits together. This takes the format of reading for meaning activities and reflective journaling depending on the week. Use of multiple formats is purposefully designed to both challenge and support your preferred learning style. Full details regarding this assignment are available in the assignments section of the Blackboard site. Learning outcomes for the assignment include:

- The ability to reflect in critical and meaningful ways on content related to leadership development;
- An increased capacity for self-awareness as it relates to course content;
- Demonstrated capacity to link course content to professional practice.

Continuous Case Analysis

This assignment is comprised of two parts. At the start of the semester students will be asked to develop a personal case study of leadership for use in application to various leadership theories. The initial case study should be 3 pages in length and include a separate, resolution sheet (no more than a single page detailing how the situation concluded).

The second component involves a written analysis of a case to be provided to you in class (8 – 10 pages in length). A full description of the assignment is available in the assignments section of the Blackboard site. Learning outcomes for this assignment include:

- The ability to synthesize and explain various theories of leadership;
- The ability to apply ethical principles to professional decision-making;
- The capacity to advance social justice and service through administrative leadership.

Your original case study should be submitted via email along with a copy of the final resolution statement to jdugan1@luc.edu by no later than the start of class on January 31st. The instructor will review each of the cases and provide feedback. You should bring three copies of your case study and final resolution to class each of the next three sessions. The final analysis paper should be submitted via email to jdugan1@luc.edu by no later than 5 pm on Friday, March 4th.

Core Competencies Analysis

This assignment is also comprised of two parts and is designed to help you think critically about core competencies associated with administrative leadership. The first part involves conducting an interview with someone that you identify as exemplifying leadership in student affairs/ higher education administration. A summary paper will then be drafted detailing and analyzing the conversation. Learning outcomes for this assignment include:

- Understanding of how leadership theory is applied to professional practice;
- Recognition of core competencies necessary for successful administrative leadership,
- Demonstrated understanding of skills necessary to engage in leadership with diverse students and colleagues.

You should post the name of the person you would like to interview by the start of class on February 28th in the section of the Blackboard discussion thread that is designated. The paper should be between 8-10 pages in length and submitted by the start of class on March 28th by email to jdugan1@luc.edu in the form of a word document with your last name as the file name. Full assignment details are available via Blackboard.

Leadership Conceptual Framework Development

This paper is designed as an opportunity to integrate theories explored in this course with those from other course work or interest areas to create an integrated conceptual framework. Students will select a particular leadership theory or model to be critically

analyzed in conjunction with another theoretical frame. The secondary frame can come from any coursework relevant to students' interests. Doctoral students are encouraged to select a framework in alignment with their dissertation research or to help them refine their research interests. Learning outcomes associated with this project include:

- The ability to articulate and analyze contemporary theories of leadership;
- Competence in connecting theories of leadership to other theories relevant to the higher education field as a conceptual framework;
- The ability to reflect critically on how a theoretically integrated framework can improve educational practice.

The final paper (8-10 pages in length) is due by 5 pm on March 28th via email submission to jdugan1@luc.edu.

Final Reflective Essay

The final assignment in this class asks you to reflect on your personal definition of leadership, how it connects to course content, and how it translates to practice. Learning outcomes associated with this assignment include:

- The ability to reflect in critical and meaningful ways on course content;
- An increased capacity for self-awareness as it relates to the subject area;
- Demonstrated capacity to link course content to professional practice.

The final paper (3-4 pages in length) is due by the start of class on April 25th via email submission to jdugan1@luc.edu.

Evaluation & Grading:

All coursework and assignments must be completed by the end of the term as grades of incomplete are generally not assigned. The distribution of points is provided below:

Participation	20 points
Briefings	8 points
Original Case Study	5 points
Continuous Case Analysis	25 points
Core Competencies Paper or Leadership Conceptual Framework	30 points
<u>Final Reflection</u>	<u>12 points</u>
Total	100 points

Assignments in this course will be graded according to the rubric provided. *Note that if an assignment fails to follow the instructions provided a grade of zero will be assigned.* Students are encouraged to consult with the instructor regarding any questions associated with assignments:

EVALUATIVE DIMENSION	“A” GRADE	“B” GRADE	“C” GRADE	“D/F” GRADE
Achievement of Specified Learning Outcomes	The assignment demonstrates strong achievement across designated learning outcomes	The assignment demonstrates evidence of meeting the designated learning outcomes	The assignment meets the majority, but not all of the designated learning outcomes	The assignment is not completed, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes
Demonstrated Understanding of Content	Exceptional ability to both synthesize course content and identify similarities and differences between and among content areas	Demonstrates adequate competence in articulating central points of core content	Demonstrates varying degrees of understanding of content with some accurately explained and others missing key points	Assignment is not completed or does not demonstrate accurate or full understanding of content
Complexity of Thought & Creativity	Demonstrates significant complexity of thought as well as creative approaches in both content and structure	Complexity of thought is of adequate depth and elements of creativity are present in work	Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate	Assignment is not completed or lacks complexity of thoughts required for graduate-level work
Sophistication of Application to Practice	Application to practice is accurate, creative, reasonable, and takes into account multiple perspectives and considerations	Application to practice is accurate and adequate	Application to practice varies in accuracy and does not take into account varying perspectives and considerations	Assignment is not completed or application to practice fails to take into consideration higher education and student affairs context
Depth of Critical Analysis	Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and offering substantive interpretations	Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations	Depth of analysis varies greatly and lacks consistent representation of strengths and weaknesses, connections between multiple dimensions of content, and/ or meaningful interpretations	Assignment is not completed or depth of critical analysis is not consistent with requirements of graduate-level work
Appropriate Structure, APA Style, and Grammar	The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or APA style	The final product is well organized and clearly structured with only minimal grammatical and APA style errors	The final product suffers from problems associated with organization and structure and/ or grammatical and APA style errors	Assignment is not completed or final product is poorly organized, structured, and/ or possesses significant grammar and/ or APA style errors

The following point spread will be used to determine the final course grade:

<u>Total Points Earned</u>	<u>Final Grade</u>
100 – 94	A
93 – 90	A-

89 – 87	B+
86 – 84	B
83 – 80	B-
79 – 77	C+
76 – 74	C
73 – 70	C-
69 – 60	D
59 – 0	F

Sequence/ Weekly Calendar:

DATE	TOPIC	ASSIGNMENT DUE
January 24 th	Introduction to Leadership in Higher Education	Print and bring a copy of the syllabus and assignment descriptions to class
January 31 st	Why Leadership & Evolving Conceptualizations <ul style="list-style-type: none"> ▪ Northouse (pp. 1-14) ▪ Kezar et al., 2006 (pp. 1-30) [BB] ▪ Astin & Astin, 2000 (pp. 1-31, 50-68) [BB] ▪ Eagly & Chin, 2010 [BB] Extended Reading: <ul style="list-style-type: none"> ▪ Burns, 1977 [BB] ▪ Heifetz, 2010 [BB] ▪ Rost, 1991 [BB] ▪ Astin & Astin, 2000 (32-49, 69-86) [BB] 	Draft of Case Study Due
February 7 th	Industrial Theories & Approaches <ul style="list-style-type: none"> ▪ Northouse (pp. 15-27, 69-80, 89-98, 125-136, 147-158) ▪ Ayman & Korabik, 2010 [BB] 	Reading Briefing Due Bring Copies of Case Analysis to Class
February 14 th	Post-Industrial Theories & Approaches <ul style="list-style-type: none"> ▪ Komives & Dugan, 2010 [BB] ▪ Northouse (pp. 171-190, 205-225) ▪ Kezar et al., 2006 (pp. 31-70) [BB] Extended Reading: <ul style="list-style-type: none"> ▪ Avolio & Gardner, 2005 [BB] ▪ Greenleaf, 2007 [BB] 	Reflection Briefing Due Bring Copies of Case Analysis to Class

February 21 st	<p>Theories of College Student Leadership</p> <ul style="list-style-type: none"> ▪ Wagner (2009) [BB] ▪ Cilente (2009) [BB] ▪ Komives et al., 2007 (chapter 3) [BB] ▪ Kouzes & Posner, 2007 (pp. 3-44) <p>Extended Reading:</p> <ul style="list-style-type: none"> ▪ Posner, 2004 [BB] ▪ Astin, 1996 [BB] 	<p>Reflection Briefing</p> <p>Bring Copies of Case Analysis to Class</p> <p>Case Study for Analysis Paper Distributed in Class</p>
February 28 th	<p>Ethics & Leadership</p> <ul style="list-style-type: none"> ▪ Fried, 2010 [BB] ▪ Northouse (pp. 377-395) ▪ Kellerman, 2004 [BB] ▪ Lipman-Blumen, 2005 [BB] <p>Extended Reading:</p> <ul style="list-style-type: none"> ▪ Genovese & Rioux, 2010 [BB] ▪ Preskill & Brookfield, 2009 (chapter 3) [BB] 	<p>Reading Briefing Due</p> <p>Post name of person you wish to interview to Blackboard discussion thread.</p> <p>Case Analysis Due By 5 pm on Friday, March 4th</p>
March 7 th	<p>NO CLASS SPRING BREAK</p>	
March 14 th	<p>Women & Leadership</p> <ul style="list-style-type: none"> ▪ Rhode & Kellerman, 2007 [BB] ▪ Eagly & Carli, 2007 Chapter 1 [BB] ▪ Sanchez-Hucles & Davis, 2010 [BB] ▪ Carli & Eagly, 2007 [BB] ▪ Eagly & Carli, 2007 Chapter 10 [BB] <p>Read two of the following:</p> <ul style="list-style-type: none"> ▪ Clayborne & Hamrick, 2007 [BB] ▪ Vasquez & Comas-Díaz, 2007 [BB] ▪ Hall et al., 2007 [BB] ▪ Kawahara et al., 2007 [BB] ▪ Kidwell et al., 2007 [BB] ▪ Banks & Mona, 2007 [BB] ▪ Baker & Greene, 2007 [BB] <p>Extended Reading:</p> <ul style="list-style-type: none"> ▪ Sanchez-Hucles & Sanches, 2007 [BB] ▪ Caldwell-Colbert & Albino, 2007 [BB] 	<p>Reading Briefing Due</p>

March 21 st	<p>Cultural Considerations in Leadership</p> <ul style="list-style-type: none"> ▪ Hoppe, 1998 [BB] ▪ Northouse (pp. 335-361) ▪ Bordas, 2010 (chapter 89) [BB] ▪ Ospina & Foldy, 2009 [BB] ▪ Kezar, 2000 [BB] <p>Extended Reading:</p> <ul style="list-style-type: none"> ▪ Pittinski, 2010 [BB] ▪ Fassinger et al., 2010 [BB] ▪ Kohn, 2010 (Chapter 60) [BB] ▪ Curry, 2010 (Chapter 62) [BB] 	Reading Briefing Due
March 28 th	<p>NO CLASS ACPA</p>	Core Competencies OR Leadership Conceptual Framework Due
April 4 th	<p>Leadership Efficacy & Development</p> <ul style="list-style-type: none"> ▪ Hannah et al., 2008 [BB] ▪ Komives et al., 2006 [BB] ▪ NCLP (2004) [BB] ▪ Day et al., 2009 (chapter 2) [BB] <p>Extended Reading:</p> <ul style="list-style-type: none"> ▪ Komives et al. (2005) [BB] 	Reflection Briefing Due
April 11 th	<p>Research on College Student Leadership</p> <ul style="list-style-type: none"> ▪ Dugan, 2011 [BB] <p>Read three of the following: (update list)</p> <ul style="list-style-type: none"> ▪ Cress et al., 2001 [BB] ▪ Dugan, Bohle et al. (in press) [BB] ▪ Dugan, del Castillo et al. (in press) [BB] ▪ Dugan & Komives, 2010 [BB] ▪ Kezar & Moriarty, 2000 [BB] ▪ Arminio et al., 2000 [BB] ▪ Renn & Bilodeau, 2005 [BB] ▪ Renn, 2007 [BB] ▪ Boatwright & Egidio, 2003 [BB] ▪ Posner, 2009 [BB] ▪ Smart et al., 2002 [BB] ▪ McCormick et al., 2002 [BB] 	Reflection Briefing Due

April 18 th	Implications of Research on Program Design <ul style="list-style-type: none"> ▪ Owen, 2011 [BB] ▪ Munin & Dugan, 2011 [BB] ▪ Haber, 2011 [BB] ▪ Roberts, 2003 [BB] ▪ Dugan & Komives, 2007 [BB] <p>Extended Reading:</p> <ul style="list-style-type: none"> ▪ CAS, 2009 [BB] ▪ ILA, 2009 [BB] ▪ Zimmerman & Oster-Burkhardt, 1999 [BB] 	Discussion Briefing Due
April 25 th	Wrap-Up/ Future of Leadership <ul style="list-style-type: none"> ▪ Preskill & Brookfield, 2009 (chapter 9) [BB] 	Final Reflective Essay Due
May 2 nd	NO CLASS FINALS WEEK	

[BB]: Indicates reading can be found on the Blackboard site
Northouse: Refers to the book: *Leadership: Theory and practice*.

Extended Readings: These readings are not required for the course, but provided for you via the BlackBoard site. Doctoral students are encouraged to treat these materials as required readings given their centrality to the overall literature and the degree to which you will need to cite them in future work.

Full Readings Reference List:

- Arminio, J. L., Carter, S., Jones, S. E., Kruger, K., Lucas, N., Washington, J., et al. (2000). Leadership experiences of students of color. *NASPA Journal*, 37, 496-510.
- Astin, H. S. (1996, July-August). Leadership for social change. *About Campus*, 4-10.
- Astin, A. W., & Astin, H. S. (2000). *Leadership reconsidered: Engaging higher education in social change*. Battle Creek, MI: W. K. Kellogg Foundation.
- Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the roots of positive forms of leadership. *The Leadership Quarterly*, 16, 315-338.
- Ayman, R., & Korabik, K. (2010). Why gender and culture matter. *American Psychologist*, 65, 157-170.
- Baker, N. L., & Greene, B. (2007). Lesbian women and leadership: Which comes first? In J. L. Chin, B. Lott, J. K. Rice, & J. Sanchez-Hucles (Eds.), *Women and leadership: Transforming visions and diverse voices*. Malden, MA: Blackwell Publishing.
- Banks, M. E., & Monda, L. R. (2007). Leadership and collaboration among women with disabilities. In J. L. Chin, B. Lott, J. K. Rice, & J. Sanchez-Hucles (Eds.), *Women and leadership: Transforming visions and diverse voices*. Malden, MA: Blackwell Publishing.
- Boatwright, K. J., & Egidio, R. K. (2003). Psychological predictors of college women's leadership aspirations. *Journal of College Student Development*, 44, 653-669.
- Bordas, J. M. (2010). Inclusive leadership. In R. A. Couto (Ed.), *Political and civic leadership: A reference handbook* (pp. 794-803). Thousand Oaks, CA: Sage.
- Burns, J. M. (1978). *Leadership*. New York: Harper & Row.

- Caldwell-Colbert, A. T., & Albino, J. E. N. (2007). Women as academic leaders: Living the experience from two perspectives. In J. L. Chin, B. Lott, J. K. Rice, & J. Sanchez-Hucles (Eds.), *Women and leadership: Transforming visions and diverse voices*. Malden, MA: Blackwell Publishing.
- Carli, L. L., & Eagly, A. H. (2007). Overcoming resistance: The importance of leadership style. In B. Kellerman, & D. L. Rhode (Eds.), *Women and leadership: The state of play and strategies for change* (pp. 127-148). San Francisco, CA: Jossey-Bass.
- Cilente, K. (2009). An overview of the social change model of leadership development. In S. R. Komives, W. Wagner, & Associates (Eds.), *Leadership for a better world: Understanding the social change model of leadership development* (pp. 43- 78). San Francisco, CA: Jossey-Bass.
- Clayborne, H. L., & Hamrick, F. A. (2007). Rearticulating the leadership experiences of African American women in midlevel student affairs administration. *NASPA Journal*, 44, 123-146.
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