

Oakland University
Department of Organizational Leadership
Leading Effective Organizations
EL 6685
CRN 12734

Thandi Sulé, PhD

E-mail: sule@oakland.edu

Class Time: Tuesday 5:30

COURSE DESCRIPTION

This course is designed to help students enhance their understanding of higher education through a review of institutional types, cultures, leadership roles and administrative issues. By way of presentations, reflective writing assignments and dialogue sessions, students will explore roles and responsibilities for leadership in various higher education contexts.

COURSE OBJECTIVES

1. Demonstrate knowledge of institutional types within higher education
2. Demonstrate understanding of the function and role of various units within a college
3. Understand the governance structure within colleges
4. Describe various administrative issues facing leaders in higher education.

REQUIRED BOOKS AND MATERIALS

Weingartner, R. (2011) *Fitting form to function*. New York, NY. Rowman & Littlefield Publishers

Bolman, L. & Gallos, J. (2011). *Reframing academic leadership*. San Francisco, CA. Jossey Bass

Readings as assigned Articles, chapters, online readings as assigned.

PERFORMANCE ASSESSMENT

Class Participation

Aligned with critical pedagogy, this course is highly reliant on your participation.

In order to realize this student-centered approach, you must be accountable to your peers and committed to your scholarly development. Thus, learning via dialogue, readings, group activities and individual presentations comprise the weekly class format.

Written Assignments

Unless otherwise noted, all papers must follow the formatting, referencing and style of the *Publication Manual for the American Psychological Association 6th Edition*. Proper citations provide evidence for an argument and allow the reader to identify or become familiar with the work of various writers. It is also good prevention against plagiarism. You will be penalized for not using APA format for grammar, references, citations, tables/charts and style (e.g. margins).

Assignments Due Dates

Assignments must be submitted two ways: email and paper copy. Please email assignments by the start of class AND submit a hard copy in class.

When emailing assignments, use your LAST NAME in the subject heading along with the week number. Turning in an assignment late will **negatively affect your grade including being marked down by a full grade.**

Class Attendance

It is understood that there are various legitimate reasons (e.g. illness) for lateness, absences and leaving early. However, please understand that you will not fully benefit from the class with repeated absences. Class participation is based on attendance, active participation in class dialogue, presentations and timely submission of assignments. Missing **more than one class can negatively affect your grade.**

Class Lateness

After 15 minutes from the start of class, you will be considered late. See Participation Rubric Below.

Oakland University Grade Equivalences

4.0-3.6 = A; 3.5-3.0 = B; 2.9-2.0 = C

Classroom and University Policies

Classroom Behavior

1. Academic conduct policy. All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. Following are some examples of academic dishonesty:
 - a. ***Cheating***. This includes using materials such as books and/or notes when not authorized by the instructor, copying from someone else's paper, helping someone else copy work, substituting another's work as one's own, theft of exam copies, falsifying data or submitting data not based on the student's own work on assignments or lab reports, or other forms of misconduct on exams.
 - b. ***Plagiarizing the work of others***. Plagiarism is using someone else's work or ideas without giving that person credit; by doing this, students are, in effect, claiming credit for someone else's thinking. Both direct quotations and paraphrases must be documented. Even if students rephrase, condense or select from another person's work, the ideas are still the other person's, and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one's own work is plagiarism.
 - c. ***Falsifying records*** or providing misinformation regarding one's credentials.
 - d. ***Unauthorized collaboration*** on computer assignments and unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one's own.

For more information, review OU's [Academic Conduct Regulations](https://www.oakland.edu/deanofstudents/policies/). (Link to Academic Conduct Regulations: <https://www.oakland.edu/deanofstudents/policies/>)

2. Behavioral Code of Conduct. Appropriate behavior is required in class and on campus. Disrespectful, disruptive and dangerous behavior are not conducive to a positive learning environment and may result in consequences. Core Standards for Student Conduct at OU includes
 - a. **Integrity.** See academic conduct policy points above.
 - b. **Community.** Policies regarding disruptive behavior, damage and destruction, weapons, and animals.
 - c. **Respect.** Policies regarding harassment, hazing, and sexual misconduct (Link to Sexual Misconduct policy: <https://www.oakland.edu/policies/health-and-safety/625/>)
 - d. **Responsibility.** Policies regarding alcohol, drugs, and other substances

See the **Student Code of Conduct** for details. (Link to Student Code of Conduct:

<https://www.oakland.edu/deanofstudents/student-code-of-conduct/>)

ASSIGNMENT NARRATIVE

Class Participation

Class participation consists of class attendance and active engagement in class sessions via dialogue with peers and presenters.

Reflection Papers (No reaction papers due on the week of your Institutional Type Paper/Presentation)

To ensure that you think critically about the readings, you are assigned short reflection papers. The papers should be written according to the following guidelines:

1. Place your name, date and session week at the top of the paper.
2. At the end of your paper, include **at least two questions**.

REFLECTION PAPER RUBRIC

| Components | Fair | Good | Excellent |
|--|--|--|--|
| Summary of main points of each reading | Narrative demonstrates minimal integration and summary of the readings. | Narrative demonstrates adequate integration of readings and identification of central ideas | Narrative demonstrates excellent integration of readings and identification of central ideas |
| Assessment of the main ideas of the readings | Narrative demonstrates minimal reflection on the readings; minimal use of empirical evidence, professional experience and examples | Narrative demonstrates adequate reflection on the readings; adequate use of empirical evidence, professional experience or other discourse to express reaction to the readings | Narrative demonstrates excellent critical thinking on the readings; clever integration of empirical evidence, professional experience or other discourse to express reaction to the readings. Shows originality of thought |
| Application to professional practice or scholarly agenda | Narrative demonstrates minimal ability to apply concepts/issues to professional practice and/or scholarly agenda. | Narrative demonstrates adequate application of concepts/issues to professional practice and/or scholarly agenda. | Narrative demonstrates excellent application of concepts/issues, professional practice and/or scholarly agenda. |
| Structure and Organization | Writing is unclear and thoughts are not well organized | Writing is mostly clear, concise and organized. Thoughts are mostly expressed in a logical manner | Writing is very clear, concise and organized. Thoughts are expressed in a logical manner |
| Grammar, References (APA) and other guidelines | There are numerous grammar and APA errors; Paper does not reflect guidelines | There are minimal grammar and APA errors. Adequate reflection of guidelines | There are no more than one grammar and APA errors; Follows guidelines |

Mid-Semester Presentation

Higher Education Law/Practice

You will research and present findings on an assigned law or policy that affects higher education.

1. When and why was it created?
2. Who is affected by it?
3. What are the different aspects of the law/practice?
4. How is it carried out on in higher education or how does (and/or did) affect higher education?
5. What overall change *is (or was) expected* to happen based on the law/practice?
6. Describe a change in the law or practice?
7. What are the debates or critiques of the law/practice?
8. Describe at least one real life case based on the law/practice?

Final Paper Announcement

The announcement of your topic is an opportunity for you to begin thinking about your paper. It should include one paragraph explaining the issue and why you selected it. You should be able to connect your topic choice to the course readings and presentations. Your announcement should also include a list (APA reference format) of at least 6 peer-reviewed journal articles and books that you plan to include in your research paper.

Final Paper

Pecha Kucha Presentation and Note Pages

Course Topics

- I. Critical Leadership
- II. Critical Leadership: Epistemology and Reframing
- III. Organizational Analysis
- IV. Reframing Leadership
- V. Mid-Semester Presentations
- VI. Community Colleges
- VII. For-Profit Colleges
- VIII. Strategies and Challenges
- IX. Student Presentations