

EDLP 288
Advanced Seminar in Educational Leadership
College of Education
Department of Educational Leadership and Policy
Studies
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Course Description

Advanced study of educational leadership with emphasis on emerging management approaches, public policy issues facing higher education, and conflict management skills such as negotiation and collaborative problem solving.

Purpose of the Course

Leaders in higher education must increasingly deal with diversity of interests, conflicts, rapid change, interdependency, and uncertainty in addressing key challenges for educational advancement. In addition institutions of higher education must be effective in dealing with public officials, opinion leaders, and the public on numerous emerging public policy issues. The purpose of this course is to provide higher education leaders with methods and skills they can use to address these challenges effectively to help them be visionary change agents, create collaborative learning communities, engage in reflective practice, ensure diversity and equity, implement research-based practices, and build capacity through leadership development.

The course will mirror the practice. Students will practice using collaborative leadership methods, dialogue, and reflective joint learning during the seminar sessions.

Course Objectives

Students who complete this course will:

1. Be familiar with the public policy challenges facing higher education and with the roles of institutions of higher education in working with policy makers and the public to address these challenges.
2. Understand how to use collaborative methods to enhance problem solving with diverse groups.
3. Be proficient in the use of principled negotiation methods to effectively address conflicts.
4. Be proficient in working with public policy networks and partnerships to achieve higher education goals.
5. Understand the range of leadership styles exhibited by respected higher education leaders, and be able to assess their strengths and weaknesses for effective problem solving.
6. Be proficient at engaging in reflective practice.
7. Be familiar with available resources for future professional development in collaborative leadership and public policy.

Required Readings

Texts

Getting to Yes: Negotiating Agreement without Giving In by Roger Fisher and William Ury. Penguin Books, 1991.

How to Make Collaboration Work by David Straus. Berrett-Koehler, 2002.

The Contrarian's Guide to Leadership by Steven B. Sample. Jossey-Bass, 2002.

Students are encouraged to read Contrarian's Guide to Leadership through out the course.

Articles provided by the Instructor

“Equal Partners, Shared Vision: The Colorado Partnership for Educational Leadership” by Carol A. Wilson in The Collaborative Leadership Fieldbook by David D. Chrislip.

“Collaborative Governance Practices and Democracy” by David E. Booher, National Civic Review, Winter 2004, pp. 32-46.

“Network Structures: Working Differently and Changing Expectations” by Robin Keast et al, Public Administration Review, June 2004, pp. 363-371.

“Public Deliberation: An Alternative Approach to Crafting Policy and Setting Direction” by Nancy Roberts, Public Administration Review, March-April 1997, pp. 124-132.

Course Requirements

This is a highly interactive course focused on collaborative active learning during seminar sessions. The course will include exercises and simulations, group discussion, and lectures. Students will take turns as co-leaders with the Instructor of the seminar discussions. Students will be evaluated on engagement in dialogue, evidence of mastery of the readings, thoughtfulness of reflections, leadership in discussions, and successful completion of simulations and exercises. The emphasis is on quality, not quantity. Participation in the seminar is required for successful completion. Students missing a seminar are responsible for arranging for makeup assignments with the Instructor and arranging for another student to provide them with notes from the session. Sessions that include simulations cannot be made up and hence absence will result in reduction in the grade for participation.

Each student will complete a weekly journal (5 journals) of approximately one page (250 words) reflecting on insights from the readings and seminar discussions and on application of these reflections to the student's personal and professional experiences. These journals will be posted on an Internet Weblog (blog). Internet Weblogs are increasingly an important venue for the discussion of public policy issues. A private discussion community will be established for the course at a commercial Internet provider and students will sign up for a free account to participate in this community. Instructions will be provided at the first seminar. Students are responsible for posting their own reflections, regularly reading the journals of others, and offering comments to other's journals when appropriate. Journals will be evaluated based upon evidence of mastery of readings, thoughtfulness of reflections, creativity of presentation and content, quality of professional writing style, and engagement with course content.

Each student will participate in a team to define an important policy issue for higher education and prepare a written report and oral presentation regarding this issue. The report will define the issue, analyze the various interests and stakeholders regarding that issue, and propose a strategy for how an institution of higher education should provide leadership in addressing the issue. The report might be hypothetical. For example it may be a memo to a college president regarding a strategy for how the college should address the issue. Alternatively it may be a case study. For example it may analyze how a college engaged on a public policy issue and draw lessons from the experience. The reports will be 5 to 10 pages in length and prepared in professional style. The fifteen minute oral presentations will be given during the two final seminar sessions. Every student in the team will receive the same grade for the paper.

Each student will prepare a one page personal leadership assessment essay that summarizes their personal style of leadership, their leadership strengths and challenges, and their goals for their own leadership development, including their goals for the course. The student will also present a short summary of the essay to the seminar. The essay and summary will be evaluated based upon the quality of writing and oral presentation, the clarity of goals, and the insightfulness of the self reflections.

Evaluation

Seminar participation will represent 30 percent of the student's grade. It will be used to evaluate progress toward all seven of the course objectives.

Journals will represent 30 percent of the student's grade. They will be used to evaluate progress toward all seven of the course objectives.

The issue paper will represent 30 of the student's grade. It will be used to evaluate progress toward course objectives 1,2,5,6 and 7.

The personal assessment essay will represent 10 percent of the student's grade. It will be used to evaluate course objectives 5 and 6.

Schedule of Topics

Date	Topics	Readings	Work due
Wed. Oct. 11	Course overview; Policy issues for higher education		
Sat. Oct. 14	Principled negotiation, Distributed/integrative bargaining strategies; Negotiation exercises	Getting to Yes	Leadership self assessment essay
Wed. Oct. 18	Negotiation simulation	How to Make Collaboration Work, pp. 1-34	1 st journal entry
Wed. Oct. 25	Collaborative problem solving methods	How to Make Collaboration Work, pp.35-129	2 nd journal entry
Sat. Oct. 28	Collaborative leadership and public policy; Negotiation simulation	How to Make Collaboration Work, pp. 143-208;	
Wed. Nov. 1	Policy networks and partnerships; Network negotiation simulation	Working with Network Structures article	3 rd journal entry;
Sat. Nov. 4	Policy networks; Case studies in university/community partnerships; Case studies in higher education leadership Guest lecturer: Dr. Judith Innes, UC Berkeley	Colorado Partnership for Educational Renewal case study; Public Deliberation article	Negotiated MOA prepared in seminar
Wed. Nov. 8	Venues for higher education leadership in policy governance	Collaborative Governance article	4 th journal entry; Issue papers & presentations (1/2)
Wed. Nov. 15	Future of higher education leadership in public policy Guest lecturer: Hon. John Laird, Chair, Leg. Budget Com.	Contrarian's Guide to Leadership	5 th journal entry; Issue papers and presentations (1/2)