



## **EDUC 813 Course Syllabus**

3140 Waiialae Avenue - Honolulu, HI 96816

[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** EDUC 813

**Course Title:** Leading Across Cultures

**School/Division:** School of Education and Behavioral Sciences

**Term:** Fall 2022 / October 3 – December 12

**Credits:** 3

**Instructor Name:** Dr. Mary Therese Perez Hattori

**Email:** mary.hattori@chaminade.edu

**Office Hours:** Available by appointment

### **University Course Catalog Description**

Leadership in a multicultural context with a focus on aspects of culture that inform leadership praxis. Topics of study include ontology, epistemology, and axiology – ways of being, ways of knowing, and values – that provide a foundation for intercultural competence. Dimensions such as individualism vs. collectivism, how knowledge is defined and obtained, reciprocity, and primacy of place will be explored in terms of their impact on leadership.

### **Mission Statement for Doctorate of Education in Organizational Leadership for Adaptation and Change**

The program's mission is based on Marianist values and focused on developing strong leaders who use their knowledge and skills to value diversity, promote social justice, and help organizations adapt and change. Drawing on the Marianist Educational Values of formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change, the program builds on a program of leadership that promotes continuous self-reflection and personal growth.

### **Marianist Values**

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

### **Program Learning Outcomes (PLO)**

1. Apply advanced knowledge and competencies of research and evaluation methods utilized by organizations.
2. Utilize advanced knowledge and competencies of leadership and innovation which are grounded in social justice, ethical practices, and cultural awareness.
3. Use advanced knowledge and competencies related to how organizations and the people within them develop.
4. Integrate advanced knowledge and competencies of scholarly behaviors for designing, implementing, evaluating, and communicating research relevant to effective organizations.

### **Course Learning Outcomes (CLO)**

1. Define and apply principles of culturally responsive, culturally sustaining leadership, social justice issues in the areas of organizational leadership. (PLO 1, 2, 3)
2. Examine culture as an important factor in leadership, measurement, and organization development. (PLO 2, 3)
3. Reflect on culture as an aspect of one's own leadership praxis. (PLO 2)
4. Articulate goals and plans to achieve them with regards to one's own leadership. (PLO 2, 3)

## Learning Materials

- Textbook: Culturally Responsive Leadership in Higher Education Promoting Access, Equity, and Improvement Edited by Lorri J. Santamaría and Andrés P. Santamaría
- Other learning materials will be provided.

## Assessment

Assignments	Max Points
Three community-building discussion posts, 5 points each	15
Three brief papers reflecting on and applying concepts from readings, 15 points each	45
Worksheets on authentic leadership which allow you to apply concepts into your own life and professional work	10
Outline and Slide Show file (not a live or recorded presentation) about your aspirations and commitments as a leader in a multicultural environment and your preliminary plans to achieve those goals. Outline is worth 5 points, slide show file is worth 25 points	30
<b>Total</b>	<b>100</b>

Late assignments submitted one-day late will receive a 10% deduction and two-days late with a 25% deduction. Unexcused late assignments will not be accepted after. If there is an emergency, make sure to contact me before the due date of an assignment. No work will be accepted after the last day of the course.

## Grading scale

100-90%	A
89-80%	B
79-70%	C
69-0%	F

## Schedule

Wk	1st day of week	Topic(s)	Readings	Other activities
1	Monday, October 3, 2022	Getting to know each other and the course site and course expectations	Syllabus, Culturally Sustaining Leadership, A Pacific Islander's Perspective, The Role of Research in this Course	Discussions: Introduction
2	Monday, October 10, 2022	Understanding terminology: culture, culturally responsive, culturally sustaining	Culturally Sustaining Leadership; Chapter 1: The Urgent Call for Culturally Responsive Leadership in Higher Education	Discussions: Metaphor; Paper - Reflection on Culture/Culturally Responsive, Culturally Sustaining Experiences
3	Monday, October 17, 2022	Institutional culture and equity and access issues in the academy that impact leadership	Chapter 2: Unpacking Institutional Culture to Diversify the Leadership Pipeline and <b>ONE of the following chapters:</b> Chapter 3: Applied Critical Leadership and Sense of Belonging or Chapter 5: Women of Color and Applied Critical Leadership	Discussions: Metaphor peer response

4	Monday, October 24, 2022	Brief on Indigenous Research; Culturally Responsive, Culturally Sustaining Leadership in Practice	Indigenous Research Methodology (provided by Instructor); Chapter 8: Together to the Table, Applying Critical Leadership in Cross-Cultural, International Research	Paper: Organizational Cultures - applying principles of culturally sustaining leadership to your organization; closer look at self & organization (questions from Ch2)
5	Monday, October 31, 2022	Indigenous Research; Culturally Responsive, Culturally Sustaining Leadership in Practice	Chapter 9: "Do Not Assume We Know" Perspectives of Pacific Island First in the Family Students	
6	Monday, November 7, 2022	Authentic Leadership Development	Chapter 11: Transition to Leadership	Worksheets on authentic leadership development
7	Monday, November 14, 2022	Institutionalized Culturally Responsive Leadership Implementation for Social Justice and Equity	Chapter 12: Smashing the Glass Ceiling, Accountability of Institutional Policies and Practices to Leadership Diversity in Higher Education	
8	Monday, November 21, 2022	Institutionalized Culturally Responsive Leadership Implementation for Social Justice and Equity	Chapter 13: From Ideas to Actions Institutionalizing Diversity, Social Justice, and Equity Efforts	Paper: Authentic leadership development
9	Monday, November 28, 2022	Culturally Responsive Measurement and Evaluation: Who decides what data tell our stories? Who decides what stories to tell?	Chapter 14: Social Justice Leadership Silos to Synergies	Outline of final presentation due
10	Monday, December 5, 2022	Leadership commitments: What are your leadership goals and plans?	Professor will provide readings (developmental evaluation, indigenous statistics, indigenous research protocols)	Presentation: Leadership commitments; applying learning to specific contexts

May be subject to change based on the dynamics of current events. Other learning materials are provided in the course modules on Canvas.

### Online Course Guidelines

- Our main online learning management system (LMS) platform utilizes Canvas. Please make sure to review the Student Tutorial located on your course dashboard regarding instructions on accessing and submitting materials and assignments. Also, if you have any questions, please make sure to contact me and I can assist you on navigating the course. We will also utilize Zoom or a similar platform for live online class sessions if the need arises.
- Netiquette Guidelines: Students should communicate with each other using the same common courtesy, politeness, and appropriate online behaviors as we would in a face-to-face environment: a) Respect the opinions of others and their right to disagree; b) Keep replies and comments focused on the relevant topic; d) Post discussions and assignments in a timely fashion so that others can have sufficient time to review and reply.
- Discussion Participation: You will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following properties: Offers a different and unique, but relevant, perspective; contributes to moving the discussion and analysis forward; transcends simply stating "I agree," and demonstrates some reflective in-depth thinking.

## **Writing Standards**

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

## **Academic Honesty**

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

## **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

## **Disability Access**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full

participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

### **Attendance Policy**

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students are expected to attend all classes in which they are registered. The student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

#### **Excused Absences**

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

#### **Unexcused Absences**

Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the grade.