

LOYOLA UNIVERSITY CHICAGO
ELPS 459: ORGANIZATION AND GOVERNANCE IN HIGHER EDUCATION
FALL 2011 - Mondays 7:00pm-9:30pm, Corboy Law Center Room 303

INSTRUCTOR INFORMATION

Georgianna L. Martin
Clinical Assistant Professor, Higher Education
1061 Lewis Towers
820 N. Michigan Ave.
Chicago, IL 60611

(Office) 312.915.6463
Email: gmartin@luc.edu
Office Hours: Available by appointment

COURSE OVERVIEW

This course introduces students to the complexities of organization and governance in American higher education. We will examine the social, political, symbolic, structural, and economic challenges resulting from the diversity of institutions and the diversity of constituents in postsecondary education in the United States. Students will be expected to critically explore the ways in which various organizational theoretical models frame our understanding of higher education administration and the players within it.

COURSE OBJECTIVES

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

1. Explain different models of organization and their implications for understanding collegiate institutions;
2. Describe, analyze, and interpret colleges and universities as complex, multidimensional organizations;
3. Describe the diversity of colleges and universities in the United States and understand how this diversity influences governance and decision-making.
4. Explain the concept of governance in the context of higher education and its distinctive shared characteristics and roles of the faculty, the president and administration, and board of trustees in the governance process;
5. Describe and analyze the sources of authority and decision-making processes in collegiate institutions;

6. Review, evaluate, and use current literature and other resources to analyze issues, professional experiences, and other practical applications related to the organization, administration, and governance of higher education institutions;
7. Understand organizational theory and its relevance to educational leadership;
8. Synthesize and apply theory in response to familiar organizational issues;
9. Identify contemporary issues faced by higher education administrators and other governing entities.
10. Reflect individually and interpersonally on the advantages and disadvantages of the organizational framework(s) that informs your understanding, judgment, and decision making in a higher education context.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

A conceptual framework that emphasizes “Professionalism in Service of Social Justice” guides the curricula at Loyola’s School of Education. The Loyola School of Education faculty is dedicated to promoting professionalism in service of social justice by developing students’ service, skills, knowledge, and ethics to improve educational opportunities for all members of society. This course contributes to the realization of this framework by fostering:

- . A culture of service to students, colleagues, classroom peers, and society;
- . Knowledge of the current body of literature on organizations and governance and the ability to critically evaluate new practices and research in the field of higher education (CF1);
- . Skills for analyzing higher education institutions and working with key stakeholders with insight and care;
- . Ethical perspectives that examine the role of equity and professionalism in institutions of higher education;

Loyola’s School of Education also is committed to the value of diversity. This course offers diverse perspectives on organizational theory and governance in American higher education. Students are encouraged to contribute how your own unique life experiences shape your worldview and understandings of the content covered in this course.

COURSE EXPECTATIONS

I expect each of you to take an active role in your learning both inside and outside of the classroom. Taking an active role in your own learning includes, but is not limited to, the following:

- Active participation in classroom discussions and activities
- On-time attendance at all class sessions
- Demonstrating that you have completed the assigned readings by including aspects of the reading in class discussions and written assignments when appropriate
- Contributing thoughtful comments, questions, and examples related to the topics being discussed
- Engaging the course material by asking critical questions or asking for clarification when material is unclear
- Listening to your peers' contributions and respectfully responding when appropriate

Attendance and Course Preparation:

Attendance is essential to the learning process and repeated absences will likely hinder your achievement of the intended course objectives. You have a responsibility to our classroom community to come to class on-time and prepared to engage in all discussions and activities. It is important that you complete all assigned readings prior to class, but it is equally important that you have taken the time and effort to critically read and reflect on the material in order to enhance your own learning and to stimulate high quality classroom discussions. Each of you will be expected to participate in a number of group-based discussions and activities and I ask that you take this role seriously and become a productive colleague and collaborator throughout this course.

Late Assignments:

Assignments are due by the designated day and time specified on the syllabus. Late assignments will only be accepted if a legitimate reason exists (e.g., personal or family illness) or in the case of an emergency. In the event that you need to hand an assignment in late, you should contact me prior to the date the assignment is due to make alternate arrangements.

Cell Phones and Laptops:

If you bring a cell phone to class, please be sure it is either turned off or set to a silent mode prior to the start of class. If you must take or respond to a call during class, then please leave the room as quietly as possible so as not to create a disruption. Texting, instant messaging, and checking e-mail are, of course, not allowed during class as a matter of respect to all members of our classroom community.

Should you be on call as part of your professional or graduate assistantship responsibilities, please advise me before class begins. 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.

Laptop computers and tablets are welcome in class provided they are used to take notes or to view notes or other assigned reading for the course. Browsing the internet, sending e-mail, instant messaging, etc. are not permitted during class.

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/>

TECHNOLOGY

All students are expected to check and use the University-provided e-mail address as the primary mode of communication for this course. If I need to communicate with you regarding course announcements, questions, changes to the schedule, etc. I will do so through your Loyola University e-mail address.

This course uses Blackboard as a tool to manage course readings and other materials not included in the required texts for this course and for online course discussions. Students are expected to have a working knowledge of Blackboard in order to access materials and participate in online course discussion. In addition, the instructor will use a variety of multimedia tools (e.g., video/audio clips, Powerpoint) to illustrate and convey course material through multiple outlets.

DIVERSITY

In this course, students will examine how a distinctive institutional type, history, mission and purpose shape institutions of higher education as well as how diversity provides a context for institutional decision-making. This course encourages learners to consider multiple perspectives related to organization and governance of colleges and universities and the diversity of constituents in higher education.

This course will be taught in a manner that respects the diversity of students and their perspectives. Through course content, activities, and reading materials, the instructor will attempt to provide examples that respect and value a wide variety of perspectives including those of: gender, sexuality, disability, socioeconomic status, ethnicity, race, culture, religion, and age.

REQUIRED READINGS

Altbach, P. G., Gumport, P. J., & Berdahl, R. O. (2011). *American higher education in the twenty-first century: Social, political, and economic challenges*. (Third Edition). Baltimore, MD: The John Hopkins University Press.

Birnbaum, R. (1988). *How Colleges Work*. San Francisco: Jossey-Bass.

Bolman, L.G. & Deal, T.E. (2008). *Reframing Organizations: Artistry, Choice, and Leadership* (Fourth Edition). San Francisco: Jossey-Bass.

In addition to these texts, I have assigned a number of required readings that are available on the Blackboard course website. Students should also seriously consider reading the *The Chronicle of Higher Education* on a regular basis to inform course discussions. Online access to the *Chronicle* can be obtained through Loyola University Libraries.

It is also recommended that students become familiar with the following other salient publications in the higher education field:

- . *Academe*
- . *Change*
- . *About Campus*
- . *Journal of Higher Education*
- . *Review of Higher Education*
- . *Research in Higher Education*
- . *Journal of College Student Development*

COURSE ASSIGNMENTS

You will be expected to complete the following assignments throughout the semester:

1. **PARTICIPATION:** This class is largely dependent on your participation in class discussions, exercises, and other planned activities. Your participation points will be determined by your presence in class (not missing more than one class during the semester), your preparation for class (demonstrating through our discussions that you have carefully read and reflected on the material), and your full engagement in all class discussions, exercises, and activities. You also will be responsible for two additional participation assignments:

a. Case Study Analysis: During weeks 3-7, we will spend part of our class time examining a case study relevant to the particular frame under investigation. I ask that each of you come prepared having read the case and that you reflect on each of the discussion questions following the case. While you will not be required to turn in your reflections, we will spend time in class discussing the case and your successful participation in this aspect of the class will be dependent on reading the case and reflecting on the discussion questions prior to class.

b. Small Group Case Discussion Leader: During the first class period, we will divide the class into 5 groups. Each group will be assigned a particular frame or organizational model. During the week that frame/model is discussed, the corresponding group will be responsible for facilitating a 15-20 minute discussion with the class analyzing the larger case study.

2. **CURRENT EVENT ARTICLE AND IN CLASS DISCUSSION:** During the first class period, each student will sign up for a week of class where you will be responsible for facilitating a 5-10 minute discussion on a current event/issue related to higher education organization and/or governance. Prior to your week, you will identify a relevant article of your choosing from a higher education media source (e.g., *Chronicle of Higher Education* or *Inside Higher Ed*). You will be responsible for forwarding the article on to your classmates so that everyone has an opportunity to read the article prior to class. We will take the first 5-10 minutes of class each week to discuss that week's article. During your assigned week, you will be responsible for facilitating this brief discussion.
3. **CASE STUDY AND PROBLEM SOLVING STRATEGY:** For this assignment, I would like you to complete a case study of the department, division, school, or college/university in which you are employed (you may also analyze a department or university where you were formerly employed, if you prefer). Your paper should include the following:
 - (1) a case study of the department/division/ school/college (hereafter referred to as "unit") and a description of a problem, issue, or event that your chosen unit has encountered (or is currently facing);
 - (2) an analysis of the unit or "problem" from at least two of the organizational models or frames discussed in class; and
 - (3) a proposal for changing or improving the unit or dealing more effectively with the "problem" addressed in the case (see Appendix A for more details). The paper should be between **8-10 pages** in length (not to exceed 10 pages). **Due November 21**
4. **COLLABORATIVE "TEACH US" SESSION:** For this assignment, each of you will form collaborative groups (3-4 people) and develop a teaching session relevant to the topic under discussion that evening. Each teaching session will last approximately 30 minutes (20 minutes of "teaching" and 10 minutes of discussion) and occur during **weeks 9-12**. Other than selecting a topic aligned with the course plan for that evening, I encourage you to be creative in your approach to this assignment. You may also select a relevant reading, film, or other resource for your classmates to review prior to your "Teach Us" session. Any assigned readings should be posted to Blackboard **a minimum of one week** before your group's presentation. There are a variety of topical ideas that you can choose including but absolutely not limited to:
 - a. Presenting on a book, article(s), technical report, documentary, or other relevant information source;

- b. Presenting on a particular newsworthy event that peaks your interest and is aligned with the course topic. For instance, you might choose to investigate a story related to trustees, presidents, faculty, or students and analyze the story from the various organizational lenses discussed in class;
- c. Comparing and contrasting a particular governance structure across a variety of institutional types (public, private, for-profit, community college, etc.);
- d. Presenting a case study of a particular governance structure based on an institution of your choosing. In doing so, you might consider interviewing members of the institution and presenting your results to the class;
- e. Other creative ideas

In addition to these suggested topical ideas, I would encourage you to (a) use a variety of teaching methods, (b) to practice and rehearse prior to your session, and (c) to make your session engaging and interesting for all participants. We will decide upon logistics within the first two weeks of class and all groups will be required to receive approval of their topic from me at least three weeks in advance of their session date. As part of this assignment, you will have the opportunity to assess your experience in the group and the overall group dynamics.

5. **FINAL PAPER: CASE STUDY ANALYSIS (CF1).** For this final assignment, you will need to use all of the course materials (i.e., organization *and* governance readings) we have studied to explain, interpret, and analyze a particular case study in higher education. You will need to link all of your observations to the larger conceptual and theoretical ideas discussed in course readings and draw on evidence from the case study to substantiate your key points. Please limit your analysis to no more than **ten pages**. The case study will be distributed in class on **November 28** and will be due at our final class on **December 5**. As this constitutes a core assessment for the School of Education, you will be required to submit a hard copy (with the case study attached) to me in class as well as an electronic submission to LiveText.

Note: All written work should conform to APA 6th edition guidelines.

GRADING

1. Class Participation	20 points
2. Current Event Article & In Class Discussion	10 points
3. Case Study and Problem Solving Strategy	20 points
4. Collaborative "Teach Us" Session	20 points
5. Final Paper: Case Study Analysis	30 points
<hr/>	
Total	100 points

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

<u>Total Number of Points</u>	<u>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

EVALUATION PROCEDURES

The following criteria will be used to evaluate your work in this course.

Evaluation Criteria:

- Evidence during class discussion and in written assignments that course readings have been completed on time and with thought
- Effective use of relevant literature and its vocabulary and frameworks to support claims
- Balanced and critical discussion of ideas and arguments, with particular attention to underlying values and assumptions
- Original thinking that adds insight
- Consistent, well-prepared class attendance and participation
- On time submission of assignments
- Correct grammar, spelling and punctuation; concise writing

WEEKLY COURSE SCHEDULE

Class # 1 - August 29, 2011 Introduction, Course Overview, and Using Frames to Study Higher Education

Readings Due:


 Bolman & Deal, Chapters 1 & 2

 Birnbaum, Chapter 1

No Class – September 5, 2011 Labor Day

Class #2 – September 12, 2011 Where We've Been, Where We Are, & Where We're Headed: Challenges Facing Colleges & Universities

Readings Due:

 Altbach, P. G. (2011). Patterns of higher education development. In P.G. Altbach, P.J. Gumport, & R.O. Berdahl (eds.) *American higher education in the twenty-first century: Social political and economic challenges* (pp 15-36). Baltimore, MD: The Johns Hopkins University Press.

📖 Geiger, R. L. (2011). The ten generations of American higher education. In P.G. Altbach, P.J. Gumport, & R.O. Berdahl (eds.) *American higher education in the twenty-first century: Social political and economic challenges* (pp 37-68). Baltimore, MD: The Johns Hopkins University Press. [SKIM]

📖 Tierney, W. G. (2004). A perfect storm: Turbulence in higher education. In W. G. Tierney (ed.) *Competing conceptions of academic governance: Negotiating the perfect storm* (pp xv-xxx). *Bb

📖 Collis, D.J. (2004). The paradox of scope: A challenge to the governance of higher education. In W.G. Tierney (ed.) *Competing conceptions of academic governance: Negotiating the perfect storm* (pp 33-76). *Bb

📖 Birnbaum, Chapter 2

📖 Carnegie Classification Website:
<http://www.carnegiefoundation.org/classifications/index.asp> [BROWSE-LOOK UP A COUPLE OF INSTITUTIONS]

Class #3 – September 19, 2011 The Structural Frame: Understanding Colleges & Universities as Bureaucracies

Readings Due:




- 📖 Bolman & Deal, Chapters 3 & 4
- 📖 Birnbaum, Chapter 3 (pp 56-64) and Chapter 5
- 📖 Bess & Dee, Chapter 7 (vol.1) *Bb

Class #4 – September 26, 2011 The Human Resource Frame: Understanding Colleges & Universities as Communities

Readings Due:




- 📖 Bolman & Deal, Chapters 6 & 7
 - 📖 Birnbaum, Chapter 4
 - 📖 Bess & Dee, Chapters 9 & 10 (vol. 1) *Bb
-

Class #5 - October 3, 2011 The Political Frame: Understanding Colleges & Universities as Political Systems




Readings Due:  **Bolman & Deal, Chapters 9 & 10**
 **Birnbaum, Chapter 6**
 **Bess & Dee, Chapter 3 (vol. 2) *Bb**

No Class - October 10, 2011 Mid Semester Break


Class #6 - October 17, 2011 The Symbolic Frame: Understanding Colleges & Universities as Cultures


Readings Due:  **Bolman & Deal, Chapters 12 & 14**
 **Birnbaum, Chapter 7, Chapter 3 (pp. 64-72)**
 **Bess & Dee, Chapter 11 (vol. 1) *Bb**


Class #7 - October 24, 2011 Integrating Systems: Understanding Colleges & Universities as Learning Organizations

Readings Due:  **Bolman & Deal, Chapters 15 & 16**
 **Birnbaum, Chapter 8**
 **Senge, P. M. (1990). Give me a lever long enough...and single-handed I can move the world. *The fifth discipline: The art and practice of the learning organization*. New York: Currency/Doubleday. *Bb**

Class #8 - October 31, 2011 An Introduction to Governance in Higher Education

Readings Due:  **AAUP (2006). *Statement on Government of Colleges and Universities*. *Bb**

 **AGB (2010). *Statement of Board Responsibility for Institutional Governance*. *Bb**

 **Keller, G. (2004). A growing quaintness: Traditional governance in the markedly new realm of U. S. higher education. In W. G. Tierney (ed.) *Competing conceptions of academic governance: Negotiating the perfect storm* (pp. 158-176). *Bb**

📖 Bess & Dee, Chapter 2 (vol. 1) *Bb

📖 Tierney, W. G., & Hentschke, G. C. (2007). Chapter 4. *Understanding the rise of for-profit colleges and universities: New players, different game* (pp. 65-89). Baltimore: Johns Hopkins University Press. *Bb

Assignments Due: Case Study and Problem Solving Strategy

Class #9 – November 7, 2011 Governance: External Stakeholders & Regulators

Readings Due: 📖 Mumper, M., Gladieux, L. W., King, J. E., & Corrigan, M. E. (2011). Chapter 5: The federal government and higher education. In P.G. Altbach, P.J. Gumport, & R.O. Berdahl (eds.) *American higher education in the twenty-first century: Social political and economic challenges* (pp 113-138). Baltimore, MD: The Johns Hopkins University Press.

📖 McGuinness, A. C. (2011). Chapter 6: The states and higher education. In P.G. Altbach, P.J. Gumport, & R.O. Berdahl (eds.) *American higher education in the twenty-first century: Social political and economic challenges* (pp 139-169). Baltimore, MD: The Johns Hopkins University Press.

📖 Harclerod, F. F., & Eaton, J. S. (2011). Chapter 8: The hidden hand: External constituencies and their impact. In P.G. Altbach, P.J. Gumport, & R.O. Berdahl (eds.) *American higher education in the twenty-first century: Social political and economic challenges* (pp 195-224). Baltimore, MD: The Johns Hopkins University Press.

📖 U. S. Department of Education (2006). *A test of leadership: Charting the future of U.S. higher education. A Report of the Commission Appointed by Secretary of Education Margaret Spellings*. Washington, D.C.: Authors. *Bb

Assignments Due: “Teach Us” Group 1

Class #10 – November 14, 2011 Governance: Trustees, Presidents, & Administration

Readings Due:

📖 Duderstadt, J. J. (2004). *Governing the twenty-first century university: A view from the bridge*. In W. G. Tierney (ed.). *Competing conceptions of academic governance: Negotiating the perfect storm* (pp. 137-157). *Bb

- 📖 Freedman, J. O. (2004). Presidents and trustees. In R. G. Ehrenberg (ed.) *Governing academia: Who is in charge at the modern university* (pp. 9-27). *Bb
- 📖 Eckel, P. D., & Kezar, A. (2011). Presidents leading: The dynamics and complexities of campus leadership. In P.G. Altbach, P.J. Gumport, & R.O. Berdahl (eds.) *American higher education in the twenty-first century: Social political and economic challenges* (pp 279-311). Baltimore, MD: The Johns Hopkins University Press.
- 📖 Cohen, M. D. & March, J. G. (1986). Leadership in an organized anarchy. In M. C. Brown II (ed.) *ASHE Reader of Organization and Governance in Higher Education 5th Edition* (pp. 17-35). Boston: Pearson Custom Publishing. *Bb

Assignments Due: "Teach Us" Group 2

Class #11 – November 21, 2011 Governance: Faculty & Students

Readings Due:

- 📖 O'Neil, R. M. (2011). Academic freedom: Past, present, and future. In P.G. Altbach, P.J. Gumport, & R.O. Berdahl (eds.) *American higher education in the twenty-first century: Social political and economic challenges* (pp. 88-110). Baltimore, MD: The Johns Hopkins University Press.
- 📖 Altbach, P. G. (2011). Harsh realities: The professoriate in the twenty-first century. In P.G. Altbach, P.J. Gumport, & R.O. Berdahl (eds.) *American higher education in the twenty-first century: Social political and economic challenges* (pp. 227-253). Baltimore, MD: The Johns Hopkins University Press.
- 📖 Goldrick-Rab, S., & Cook, M. A. E. (2011). College students in changing contexts. In P.G. Altbach, P.J. Gumport, & R.O. Berdahl (eds.) *American higher education in the twenty-first century: Social political and economic challenges* (pp. 254-278). Baltimore, MD: The Johns Hopkins University Press.
- 📖 Rhoades, G., & Rhoads, R. A. (2002). The public discourse of U.S. graduate employee unions: Social movement identities, ideologies, and strategies. *The Review of Higher Education*, 26(2), 163-186. *Bb

Assignments Due: "Teach Us" Groups 3 & 4

Class #12 – November 28, 2011 Governance: Diversity & Change

Readings Due:

- ☰ **Smith, D. G. (2011). The diversity imperative: Moving to the next generation. In P.G. Altbach, P.J. Gumport, & R.O. Berdahl (eds.) *American higher education in the twenty-first century: Social political and economic challenges* (pp. 465-490). Baltimore, MD: The Johns Hopkins University Press.**

- ☰ **Hurtado, S., Milem, L., Clayton-Pederson, A., & Allen, W. (1999). Enacting diverse learning environments: Improving the climate for racial/ethnic diversity in higher education. *ASHE-ERIC Higher Education Reports*, 26(8), 9-54. *Bb**

- ☰ **Kezar, A. (2007). Tools for a time and place: Phased leadership strategies to institutionalize a diversity agenda. *The Review of Higher Education*, 30(4), 413-439. *Bb**

Assignments Due: “Teach Us” Groups 5 &6

Class #13 – December 5, 2011 Governance: Making Sense of it All/Course Wrap Up

Readings Due:

- ☰ **Bolman & Deal, Chapter 21 (Epilogue)**

- ☰ **Tierney, W. G. (2003). Remembrance of things past: Trust and the obligations of the intellectual. *The Review of Higher Education*, 27(1), 1-15.**

- ☰ **Kezar, A., & Eckel, P. (2004). Meeting today’s governance challenges: A synthesis of the literature and examination of a future agenda for scholarship. *The Journal of Higher Education*, 75(4), 391-396.**

Assignments Due: FINAL PAPER DUE – December 5, 2011 by 11:59 p.m.

***Bb** Denotes that reading can be found on course Blackboard site.