

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION**

**ELPS 459 (001)
ORGANIZATION AND GOVERNANCE IN HIGHER EDUCATION
Fall 2011**

**Thursdays, 7:00 – 9:30 pm
Lake Shore Campus, Dumbach Hall 117**

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COURSE OVERVIEW

This course introduces students to a critical examination of the organization and governance of American higher education, including practical considerations associated with the administration and management of postsecondary institutions and their decision-making processes. Students will be expected to consider the ways in which various organizational models frame our understanding of higher education administration. Management issues—drawn from the literature on organizational studies and organizational behavior, academic governance, leadership, and current issues in higher education—will be explored. Students will also explore the diversity of America’s colleges and universities in order to better understand how distinctive mission and purposes provide a context for institutional decision-making. Finally, this course will introduce students to research in organizational justice, the role of justice and fairness in higher education, and implications for professional practice in postsecondary settings.

COURSE LEARNING OUTCOMES

This course is intended to help you:

- Explore and describe key features of different organizational models/metaphors as frameworks for understanding colleges and universities as complex institutions;
- Critique the aforementioned models in terms of their strengths, weaknesses, and utility as tools for interpreting organizational, management, and leadership issues;
- Appreciate the diversity of American colleges and universities and understand how diversity influences governance and decision-making;

- Identify key participants in campus governance and the roles they play in college and university administration;
- Recognize significant contemporary issues faced by those responsible for governance and administration in higher education;
- Review, evaluate and use current higher education literature to analyze contemporary issues and associated professional practice in the organization and governance of colleges and universities;
- Reflect on the organizational framework or 'lens' that informs—both positively and negatively—your individual understanding, judgment, and decision-making processes.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

Curricula in Loyola's School of Education (SOE) are guided by a conceptual framework that emphasizes service, skills, knowledge and ethics—elements emblematic of a Jesuit education and expressed as the development of “professionals in service of social justice.” The SOE's conceptual framework also provides the foundation for an explicit set of eight standards by which the School evaluates its performance in developing ethical professionals whose work contributes to the cause of social justice. This particular course formally addresses **Conceptual Framework Standard 1 (CF1)**: demonstrated understanding of a current body of literature and ability to critically evaluate new practices and research in the field.

The School of Education is also committed to the value of diversity. It is my hope that this course will strengthen your respect for diversity via: the free exchange of ideas and points of view in our class discussions; the exploration of multiple perspectives on organizational theory; the examination of diverse institutional types and diverse institutional stakeholders; and by reflecting upon—and sharing—your professional and life experiences with those of your student colleagues.

INSTITUTIONAL POLICIES

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/>

Diversity: As part of the examination of the diversity of America's colleges and universities, students will consider not only how a distinctive institutional history, mission and purpose shapes an organization, but also how diversity provides a context for institutional decision-making. This course also encourages learners to consider the multiple perspectives brought to bear upon organizational phenomena by the diversity of institutional stakeholders. Finally, this course will introduce students to research in organizational justice, the role of justice and fairness in higher education, and the implications for professional practice in college and university settings.

Technology: Your participation in this course assumes not only that you will have regular access to certain web-based technologies, but that you possess an adequate level of proficiency in the use of those technologies or, at the very least, a willingness to learn. Specifically, the syllabus for this course, class assignments, reading materials, announcements, and opportunities for discussion, among other elements, are posted on Blackboard, Loyola's on-line course management system. Additionally, all students are required to subscribe to an additional web-based course management system known as LiveText. Additional information about LiveText is available from the Dean's Office in the School of Education. Finally, students are responsible for obtaining and regularly accessing a Loyola student e-mail account, which is frequently the best way to inform you of information relevant to this class that is new, interesting or unexpected.

REQUIRED TEXTS (Available at Follett's Bookstore, Lake Shore Campus):

- Birnbaum, R. (1988). How colleges work: The cybernetics of academic organization and leadership. San Francisco: Jossey-Bass.
- Bolman, L.G. & Deal, T. E. (2008). Reframing organizations: Artistry, choice, and leadership (Fourth Edition). San Francisco: Jossey-Bass.

- Brown II, M.C. (Ed.). (2010). Organization and Governance in Higher Education (Sixth Edition). Boston: Pearson Learning Solutions.

RECOMMENDED TEXT (Available in limited quantity at Follett’s Bookstore, LSC):

- Morgan, G. (2006). Images of organization (Third Edition). Thousand Oaks, CA: Sage.

TEACHING STRATEGIES

In this class we will use a variety of instructional processes, most of which I hope you will find informative, illuminating, and engaging. As a proponent of constructivist learning theory, I believe that the ‘best’ learning happens in the type of supportive social setting where we can actively engage in dialogue with one another. It is in the process of sharing with one another—our assumptions, values, beliefs, experiences, perspectives, and questions—that we come to rich and lasting forms of knowing. I consider myself to be a learner in this course along with you and look forward to what you have to teach me. At the same time, however, I see the teaching-learning process as a shared responsibility and take seriously my responsibility to come to class prepared. In turn, I will have the same expectation of you.

To facilitate your learning in this course I plan to use the following:

- Readings from the required and recommended texts;
- Readings from higher education and organization behavior literature;
- Course handouts and case studies;
- Selected film clips to illustrate or illuminate theoretical concepts;
- One or more documentary films on higher education;
- Facilitated in-class discussion (in both large and small groups);
- Guest speaker(s)
- Lectures by the instructor.

CLASSROOM EXPECTATIONS

Participation and Preparation: Because I believe so strongly that our conversations with one another in this class represent learning opportunities, class participation is required.

Understandably, some of you might prefer an arrangement where “the word” comes from authoritative sources (like the instructor). Be that as it may, this course is structured with heavy emphasis on student participation. You are not, however, expected to arrive at ultimate, completely worked out conclusions before the course ends. You are expected to have grappled rigorously and personally with the subject in a way that has meaning for you. Most of your participation will take the form of both large and small group discussions. I remind you that good, productive discussions are predicated upon respectful listening and informed thinking. Informed thinking assumes that you have come to class prepared to thoughtfully discuss that evening’s readings. Because your participation is of paramount importance, regular attendance at class sessions is expected. **Your class participation will count for 15% of your grade.**

Written Work/Apa Style

Your written work should conform to the requirements of the Publication Manual of the American Psychological Association, 6th Edition. (If you are a Higher Education major and don’t own a copy of this manual, I highly recommend it to you. Treat yourself to the soft-cover,

spiral-bound edition!) All written work should be typed and double-spaced, using a 12-point font, 1” margins, and numbered pages. Your papers may be submitted either in paper format in class on the date assigned, or e-mailed directly to me as an attached document prior to the start of class on the date assigned. As a matter of fairness to all students, penalties for late submissions will be assessed.

A Note About Cell Phones and Laptops: Cell and smartphones should be turned off or set to “vibrate” mode to minimize disruptions. If, in an emergency, you must take a call, please step outside the classroom to do so. Of course, no texting or retrieving e-mail during class. Laptops and tablets are permissible for purposes of both taking and reviewing notes. Surfing the web, instant messaging, e-mailing, etc., during class communicate disrespect to the instructor and to your student colleagues.

COURSE ASSIGNMENTS

Your final grade for this course will be determined by, among other things, how well you complete the following assignments:

1. **AUTOBIOGRAPHICAL SKETCH** – You are asked to prepare a brief (2 to 4 page) autobiographical sketch which should include a) an overview of your educational and professional experiences to date; and b) a description of your experiences with some key organizations of which you have been a member. What was your role and how were you involved in the organization? Why did these organizations have meaning for you? What metaphors best characterize these organizations for you? How did your experiences with these organizations influence—for better or worse—your perspectives on organizational life? What significant learning has taken place? I encourage you to be ‘analytically creative’ in your reflective response.

Autobiographical sketch due:

By 7:00 pm, Thursday, September 8

2. **CASE STUDY ANALYSIS (CF1)** – For this assignment, you are asked to prepare two written analyses of two different case studies in higher education. The cases will be distributed in class and are due 2 weeks from the date of distribution. Each analysis, which should be no more than 4-5 pages in length, must make use of two relevant organizational frameworks studied in class to describe and interpret the organizational phenomena presented in the case. In your analysis of the organizational issues and practices embedded in each case, you will want to clearly derive your observations and interpretations from the theoretical frameworks, models and concepts discussed in class, citing relevant research and literature from the course readings. You will also want to use evidence from the case to argue your key claims. Because this assignment constitutes a core assessment for the School of Education, you are required to submit to me a hard copy of your paper, as well as an electronic submission to LiveText.

First case study analysis due:

By 7:00 pm, Thursday, October 6

Second case study analysis due:

By 7:00 pm, Thursday, November 10

3. **CASE STUDY AND PROBLEM SOLVING STRATEGY** – In this culminating course assignment, I will ask you to conduct an organizational case study of a unit in a higher education setting. The unit should be an office, department, or division—situated within a college or university—where you are currently employed, or with which you have had considerable experience, if you are currently unemployed. (With the instructor’s permission, you may also select a unit in which you were previously employed.) Your case study must identify an organizational issue or problem within the unit that warrants attention and a recommendation. The issue may be either a new issue recently encountered by or within the unit, or an ongoing problem that calls for resolution or improvement. Your analysis must contain the following elements: 1) contextual information relevant to understanding the unit, such as description and background on the unit and its members, and current status or relevant recent events; 2) a description of the issue or problem that you’ve identified; 3) an analysis of the unit and/or problem using no more than three organizational models or metaphors studied in class; 4) a proposal for change or improvement; and 5) a reflection on your own learning from this assignment. Much more detail on this 12 to 15-page paper will be forthcoming in class.

Culminating case study paper due: By 7:00 pm, Thursday, December 15

CLASS SCHEDULE AND OUTLINE

PART ONE: THE UNIVERSITY AS AN ORGANIZATION

SESSION 1 Introductions, Course Overview, and Frameworks for Understanding 09/01/11

Class Activity: Metaphors of colleges and universities as complex organizations.

Assigned Reading:

- Bolman and Deal, Chapters 1 and 2
- Birnbaum, Chapter 1
- Brown II, M.C., Lane, J. E., & Zamani-Gallaher, E.M. (2010). Canonical and emergent scholarship on organization and governance in higher education: An introduction to the sixth edition. In M. C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp. xvii-xxvi). Boston: Pearson Learning Solutions.
- Chafee, E. E. (2010). Organizational concepts underlying governance and administration. In M.C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp. 165-168). Boston: Pearson Learning Solutions.

Visit & Browse:

- The Carnegie Classification of Institutions of Higher Education
<http://www.carnegiefoundation.org/classifications/>
- <http://classifications.carnegiefoundation.org/descriptions/>

Recommended Reading:

- Morgan, Chapters 1 and 10

PART TWO: FRAMEWORKS, MODELS AND METAPHORS
“A Way of Seeing Is a Way of Not Seeing”

SESSION 2 The Structural Frame: Understanding Colleges and Universities as Bureaucracies
09/08/11

DUE: By 7 pm, Autobiographical Sketch

Film Clips: To illustrate the benefits of structure: “The Fugitive”

Handout: “The Case of Frontier State University”

Assigned Reading:

- Bolman and Deal, Chapters 3 and 4
- Bolman and Deal, Chapter 17 (pp. 341-360 only)
- Bolman and Deal, Chapter 19 (pp. 397-403 only)
- Birnbaum, Chapter 3 (pp. 56-64) and Chapter 5
- Baldrige, J.V., Curtis, D.V., Ecker, G.P., & Riley, G.L. (1977). Alternative models of governance in higher education. In M. C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp. 202-207 only). Boston: Pearson Custom Publishing.

Recommended Readings:

- Morgan, Chapter 2
- Mintzberg, H. (1979). The professional bureaucracy. In M.C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp. 54-73). Boston: Pearson Custom Publishing.

SESSION 3 PART 1: The Systems Frame: Understanding Colleges and Universities as Environments and Organisms
09/15/11

Assigned Reading:

- Birnbaum, Chapter 2
- Weick, K. (1976). Educational organizations as loosely coupled systems. In M.C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp. 74-87). Boston: Pearson Custom Publishing.

Recommended Reading:

- Morgan, Chapter 3: Nature intervenes: Organizations as Organisms.

SESSION 3 PART 2: The Human Resources Frame: Understanding Colleges and Universities as Communities and Collegiums
09/15/11
(continued)

Film Clip: To illustrate human needs in the workplace: “Office Space”

Class Activity: Small group analysis of Frontier State University

Assigned Reading:

- Bolman and Deal, Chapters 6 and 7
- Bolman and Deal, Chapter 17 (pp. 360-363 only)
- Bolman and Deal, Chapter 19 (pp. 403-405 only)
- Birnbaum, Chapter 4
- Baldrige, J.V., Curtis, D.V., Ecker, G.P., & Riley, G.L. (1977). Alternative models of governance in higher education. In M. C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp. 208-209, university collegium). Boston: Pearson Custom Publishing.

Recommended Reading:

- Downey, J. (1996). Balancing corporation, collegiums, and community. In M. C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp. 1142-1148). Boston: Pearson Custom Publishing.

**SESSION 4 The Political Frame: Understanding Colleges and Universities as
09/22/11 Arenas of Power and Politics**

Film Clips: To illustrate ethical abuses of power: “Enron—the Smartest Guys in the Room”

Handout: Case Study of “Seneca University” (This is your first written case study analysis assignment, due on Oct. 6th)

Assigned Reading:

- Bolman and Deal, Chapters 9 & 10, Chapter 11 (229-235 only)
- Bolman and Deal, Chapter 17 (pp. 363-367 only)
- Bolman and Deal, Chapter 19 (pp. 405-407 only)
- Birnbaum, Chapter 6
- Baldrige, J.V., Curtis, D.V., Ecker, G.P., & Riley, G.L. (1977). Alternative models of governance in higher education. In M. C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp. 209-216, political model, leadership & summary). Boston: Pearson Custom Publishing.

Recommended Reading:

- Morgan, Chapter 6

**SESSION 5 The Symbolic Frame: Understanding Colleges and Universities as
09/29/11 Cultures**

Film Clip: To illustrate the benefits and hazards of campus culture: “The Paper Chase”

Class Activities: --Cultural Heroes Exercise: What do heroes do for us?
--Small group analysis of Seneca University

Assigned Reading:

- Bolman and Deal, Chapters 12-13

- Bolman and Deal, Chapter 17 (pp. 367-372 only)
- Bolman and Deal, Chapter 19 (pp. 407-409 only)
- Clark, B. R. (1972). The organizational saga in higher education. In M. C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp. 271-277). Boston: Pearson Custom Publishing.
- Masland, A.T. (1985) Organizational culture in the study of higher education. In M. C. Brown II (Ed.), ASHE Reader of Organization and Governance in Higher Education 5th Edition (pp. 145-152). Boston: Pearson Custom Publishing. (BLACKBOARD)
- Tierney, W. G. (2010). Organizational culture in higher education: Defining the essentials. In M. C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp. 328- 339). Boston: Pearson Learning Solutions.

Recommended Reading:

- Lane, J. E. & Brown II, C. M. The importance of acknowledging context in institutional research. In M. C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp. 340-347). Boston: Pearson Learning Solutions.
- Morgan, Chapter 5

**SESSION 6 The Organizational Justice Frame: Understanding How
10/06/11 Fairness Perceptions Influence Colleges, Universities
and Their Members**

DUE: Case Study Analysis (CF1) of Seneca University

Class Activity: The Campus Fairness Scenario

Assigned Reading:

- Claffey, M.A. (2008) *What's Fair is Fair: Understanding College Student Perceptions of Campus Justice*. (Doctoral dissertation, Loyola University Chicago, United States – Illinois). Chapter II – Review of the Literature, pages 28-63. Available from ProQuest Dissertations and Theses database. (UMI No. AAT 3313138) at:
<http://proquest.umi.com/pqdweb?index=0&sid=2&srchmode=1&vinst=PROD&fmt=6&stартpage=-1&clientid=31822&vname=PQD&RQT=309&did=1529625871&scaling=FULL&ts=1251484944&vtype=PQD&rqt=309&TS=1251484955&clientId=31822&cfc=1>
- Cropanzano, R., & Greenberg, J. (1997). Progress in organizational justice: Tunneling through the maze. In C. L. Cooper & I. T. Robertson (Eds.), International review of industrial and organizational psychology (pp. 317-372). New York: Wiley (BLACKBOARD). [Focus your reading on pages 317- 342.]
- Bies, R.J. (2001). Interactional (in)justice: The sacred and the profane. In J. Greenberg & R. Cropanzano (Eds.), Advances in organizational justice (pp. 89-118). Stanford, CA: Stanford University Press (BLACKBOARD).
- Rousseau, D. M., & McLean Parks, J.(1992). The contracts of individuals and organizations. In L. L. Cummings & B. M. Staw (Eds.), Research in organizational behavior, Vol. 15 (pp. 1-

43). Greenwich, CT: JAI Press. (BLACKBOARD) [Focus your reading on pages 1 - 12 and 28 – 37.]

Recommended Reading:

- Morrison, E. W., & Robinson, S. L. (1997). When employees feel betrayed: A model of how psychological contract violation develops. Academy of Management Review, 22(1), 226-257. (BLACKBOARD).

**SESSION 7 The Anarchical Frame: Understanding Colleges and Universities as
10/13/11 Organized Anarchies**

Class Activity: Garbage Can Decision-Making

Assigned Readings:

- Birnbaum, Chapter 7
- Birnbaum, Chapter 3 (pp. 64-84)
- Cohen, M.D. & March, J.G. (1986) Leadership in an Organized Anarchy. In M. C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp. 351-370). Boston: Pearson Custom Publishing.

**SESSION 8 Integrating the Systems and Symbolic Frames: Understanding
10/20/11 Colleges and Universities as Learning Organizations**

DUE (from the Instructor): Feedback & Grade for Case Study Analysis of Seneca University

Film clip: “Drive: The Surprising Truth about What Motivates Us”

Class Activities: -- The ‘Great Team’ Exercise
-- Midterm Course Assessment

Handout: Case Study of “Plainfield University” (This is your second written case study analysis, due on Nov. 10th)

Assigned Reading:

- 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. (BLACKBOARD)
- Brown II, J. S. (1997). On becoming a learning organization. About Campus, 1(6), 5-10. (BLACKBOARD)

Recommended Reading:

- Morgan, Chapter 4

SESSION 9 NO CLASS. (Mandatory accreditation meeting for the instructor.)
10/27/11

PART THREE: COLLEGE AND UNIVERSITY GOVERNANCE

SESSION 10 Governing Boards and Accreditors *or* How did we get here
11/3/11 **and where are we going?**

Class Activity: Small group analysis of Plainfield University

Assigned Reading:

- Association of Governing Boards of Universities and Colleges (2010). Statement on board responsibility for institutional governance. In M.C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp. 236-243). Boston: Pearson Learning Solutions.
- Duryea, E.D. (1973). Evolution of university organization. In M.C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp. 124-136). Boston: Pearson Learning Solutions.
- Ehrenberg, R. G. (2010). Adam Smith goes to college: An economist becomes an academic administrator. In M. C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp.687-699). Boston: Pearson Learning Solutions.
- Hermalin, B. E. (2010). Higher education boards of trustees. In M. C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp.244-255). Boston: Pearson Learning Solutions.

SESSION 11 Faculty, Administrators, Students, Staff and Shared Governance
11/10/11 ***or* Who's in charge here?**

Due: Case Study Analysis (CF1) of Plainfield University

Film: To introduce current and emerging governance challenges in higher education:
"Declining by Degrees" (Part 1)

Assigned Reading:

- American Association of University Professors, American Council on Education, Association of Governing Boards of Universities and Colleges. Statement on government of colleges and universities (2010). In M. C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp.195-201). Boston: Pearson Learning Solutions.
- Clark, B. R. (2010). The academic life: Small worlds, different worlds. In M. C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp.217-223). Boston: Pearson Learning Solutions.

- Szekeres, J. (2010). The invisible workers. In M. C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp. 1084-1095). Boston: Pearson Learning Solutions.
- Policy on Student Participation in Governance at the University of California (2008) <http://www.ucop.edu/ucophome/coordrev/ucpolicies/aos/uc120.html>

SESSION 12 Listening to Stakeholder Voices
11/17/11

Guest **John Pelissero, Ph.D., Provost and Professor of Political Science,**
Speaker: **Loyola University Chicago**

Assigned Reading:

- Birnbaum, R. (1989). The latent organizational functions of the academic senate. In M. C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp.224-235). Boston: Pearson Learning Solutions.
- Dancy II, T. E. (2010). When and where interests collide: Policy, research, and the case for managing campus diversity. In M. C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp.896-908). Boston: Pearson Learning Solutions.
- Dey, E. L. & Hurtado, S. (2005). College students in changing contexts. In P. G. Altbach, R.O. Berdahl, & P.J. Gumport (eds.), American higher education in the twenty-first century: Social, political, and economic challenges (pp. 315-339). Baltimore, MD: The John Hopkins University Press. (BLACKBOARD).

SESSION 13 NO CLASS: THANKSGIVING VACATION
11/24/11

Due (from the Instructor): Feedback & Grade for Case Study Analysis of Plainfield University

PART FOUR: ORGANIZATIONAL CHANGE AND CHALLENGES TO HIGHER EDUCATION

SESSION 14 Understanding and Analyzing Current and Emerging Challenges to Higher Education
12/1/11

Film: “Declining by Degrees” (Part 2)

Assigned Reading:

- Birnbaum, R. (2000). The life cycle of academic management fads. In M. C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp.482-491). Boston: Pearson Learning Solutions.
- Eckel, P. D. (2010). The role of shared governance in institutional hard decisions: enabler or antagonist? In M. C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp.529-544). Boston: Pearson Learning Solutions.
- Gumport, P. J. (2010). Academic restructuring: Organizational change and institutional imperatives. In M. C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp.545-560). Boston: Pearson Learning Solutions.

**SESSION 15 Making Sense of It All: Using Multiple Models to Analyze College and
12/08/11 University Organization and Governance**

Class Activity: Final gathering & closing conversation (Burrowes Hall)

Film: “Declining by Degrees” (Part 3)

Assigned Reading:

- Cheldelin, S. I. (2000). Handling resistance to change. In A. Lucas (Ed.), Leading academic change: Essential roles for department chairs (55-73). San Francisco: Jossey-Bass.
(BLACKBOARD)
- Julius, D. J., Baldrige, J. V., & Pfeffer, J. (2010). A memo from Machiavelli. In M. C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp.451-464). Boston: Pearson Learning Solutions.
- Simsek, H. (1997). The power of symbolic constructs in reading change in higher education. In M. C. Brown II (Ed.), Organization and Governance in Higher Education (Sixth Edition) (pp.1125-1141). Boston: Pearson Learning Solutions.

NOTE: Final Case Study due by 7:00 pm, Thursday, December 15

EVALUATION

Your work in this course will be evaluated based on the following criteria:

- Consistently active engagement in class discussions and activities, grounded in adequate preparation for class, i.e, completed assigned readings on time and with care;
- Effective use of relevant literature—its vocabulary and frameworks—to support both oral and written claims;
- Critical exploration and discussion of ideas and arguments presented in the readings, with particular emphasis on underlying values and assumptions;
- Critical and respectful discussion of ideas and arguments presented by classmates;
- Evidence in class discussion and in writing of effective integration of theory and professional practice;
- On-time submission of assignments;
- Quality of writing, including grammar, spelling, punctuation, as well as clarity of thought.

As previously noted, all work should conform to APA guidelines.

GRADING PROTOCOL

| <u>Item</u> | <u>Points</u> |
|---------------------------------------|---------------|
| Participation and in-class activities | 15 |
| Biographical sketch | 5 |
| Case study 1 (Seneca University) | 20 |
| Case study 2 (Plainfield University) | 25 |
| Culminating case study | <u>35</u> |
| | 100 |

| <u>Total Points Earned</u> | <u>Final Grade</u> |
|----------------------------|--------------------|
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 60-69 | D |
| 0-59 | F |