LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION

ELPS 459: Organization & Governance in Higher Education
Spring 2015 Course Syllabus
Wednesday, 7 – 9:30 p.m.
Water Tower Campus, Corboy Law Center room L09
Sakai: https://sakai.luc.edu/

Instructor Information
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Doctoral Candidate, Higher Education
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Office: Variable
Office Hours by Appointment

Course Description & Overview
Higher education is currently faced with great challenges and growing skepticism from the public. In particular, the increasingly entrenched national neoliberal regime and culture have reshaped how the public and the state consider and approach issues of affordability, diversity, and access—all key components to understanding educational justice. Higher education is being confronted with a growing list of questions, such as:

- What is the value of a college education?
- Will I be able to afford college, or be able to pay off the loans if I graduate?
- Who has access to higher education and who makes those decisions?
- Who is controlling our universities?

These questions are shaping the terrain of the public debate and policymaking in higher education. But, is this market-driven approach to evaluating higher education the best way to advance social justice and the common good?

We will reframe the discourse to consider current problems and the future of higher education in this class, by asking our own questions. I offer four general questions to start our semester-long dialogical journey.

Question 1: What’s the point? What is the purpose of higher education? The mission of the U.S. higher education system has evolved over time. What should it be in today’s rapidly changing world?

Question 2: Who benefits? To whom and to what should higher education serve and be accountable? Is it simply just another industry, or is it a public good? Who should benefit, directly and indirectly, from this admirable American enterprise?

Question 3: “The system is unjust, broken, corrupt, and needs to be changed.” OK, how do we change it? How are priority issues determined and by whom? Through what process and to what ends do we change the system of higher education in the U.S.? How will changes be implemented? How do we know selected changes will lead to desired outcomes?
Question 4: How can we be the (scholar-)leaders we’ve been waiting for? In many ways, the U.S. system of higher education is faced with an identity crisis and crossroads. Do we paradoxically sit in the perceived safety of the Ivory Tower to observe and write on this critical moment, simply for the rewards of scholarly recognition and personal career advancement? The academic life can too easily pacify us from being engaged in social justice struggles, even when these battles are before us.

We face a moment that calls for engaged, rigorous, and timely scholarship. As scholar-leaders, we should not be confined by a discourse framed by narrow questions. We must intentionally lead a broader, more inclusive and reflexive dialogue that can result in a revitalization of higher education. We need innovative and principled leadership to rise up and bring sound, moral reasoning and evidence to the chaotic public forum.

How do we take the tools we gain in graduate school to identify and engage in the important higher education debates of our day? How do we assert our expertise and create interventions that advance socially just solutions in the tumultuous public discourse shaping policy decisions? At the heart of this course are contemplations of (em)power(ment), politics, and policymaking in higher education. The course is designed so class members are familiarized with these three key constructs in the research literature and in practice. Students will learn to be engaged scholars, who draw from experiential and scholarly knowledge to assert a social justice perspective into ongoing debates.

Brave Space and Diversity

This course will explore the many ways in which the diversity of institutional types, group and individual identities and experiences shape the field and profession of student affairs. Over the last half-century, social, political, and economic changes have resulted in an ever-increasing diversity of students, faculty, and administrators within higher education, which is characterized by a complex diversity of institutional types and missions. While enriching the cultural and intellectual environment on campuses, demographic and social changes bring both challenges and opportunities for the field of student affairs and student affairs professionals to address the range of students’ educational and developmental needs. Students in this course will explore and reflect on how diversity and social justice shape their identities as scholars and practitioners.

This course will not operate under the traditional notion of a safe space as most of us are accustomed. Instead, we will utilize the term Brave Space. Education is not always a safe activity and in many instances, learning requires us to be uncomfortable in our previously held thoughts, ideas, and ways of understanding and knowing. In times of challenge and discomfort, we often have a “defensive tendency to discount, deflect, or retreat from a challenge” (Arao & Clemens, 2013, p. 135). These are the moments when we must be meta-cognitive about the ways we are experiencing a situation. Bravery in learning requires us to instead engage in genuine dialogue on social justice. Arao and Clemens (2013) wrote, “that authentic learning about social justice often requires the very qualities of risk, difficulty, and controversy that are defined as incompatible with safety. These kinds of challenges are particularly unavoidable in participant groups composed of target and agent group members. In such settings, target and agent group members take risks by participating fully and truthfully, though these risks differ
substantially by group membership and which identities hold the most salience for a given participant at a given time (p. 139).” Indeed, in traditional safe spaces, we might ask, “Who is this space safest for?” This classroom will be a place where we discuss topics of organization and governance with care, respect, openness, support, and bravery. With that in mind, we will spend some time at the beginning of the first class defining how our Brave Space will operate.

**Expectations**

Learning is a shared and communal process of dialogue. Within this learning community and its spaces (i.e. classroom, Sakai, email, etc.), I expect us all to respect the diversity of knowledge assets – experiential, intellectual, and cultural – present and represented. Accordingly, students are expected to:

- Critically read all assigned readings prior to each class, and come to class with questions.
- Be in attendance and fully present during class.
- Be fully engaged in the progression and development of the class.
- Actively engage in small and large group discussions in class and online in a thoughtful, informed, and professional manner.

**Course Objectives**

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

1. Describe and critique organizational models and theoretical frameworks for understanding complex systems and institutions in higher education.
2. Demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field (CF 1).
3. Consider issues of accountability and sources of authority in higher education.
4. Grapple with significant contemporary challenges, questions, and issues in the governance and leadership of postsecondary institutions.
5. Articulate a personal philosophy and theory of power, politics, and/or policymaking in higher education.
6. Effectively and civilly engage in public dialogue and debates on politics, power, and policy in higher education, both orally and in written forms, by drawing from a wide range of research and one’s personal philosophy.
7. Propose potential strategic solutions, supported by evidence, for current pressing challenges facing higher education and the public sphere.
8. Identify and acknowledge personal biases in public debates on higher education; and reflect on the values underlying these predispositions.

**IDEA Objectives for Faculty Information Form**

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Learning to analyze and critically evaluate ideas, arguments, and points of view

**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
The School of Education at Loyola University Chicago advances a conceptual framework that emphasizes “Professionalism in Service of Social Justice.” This framework is consistent with the design and content of this course. This course will challenge students to engage in critical self-reflection about their professional identity and the role that the field of student affairs can play in the advancement of social justice.

Technology
Technology is integrated into the design and delivery of this course in a variety of ways. The course will rely on Sakai as an educational tool to engage students outside of the classroom setting. Additionally, both course delivery methods and student assignments draw on a range of technological tools with the goal of increasing students’ self-efficacy for using technology as well as enhancing the overall learning experience.

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.

Institutional Policies

Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demand 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 that 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. Returning 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) - EthicsLine Reporting Hotline
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/ethicsline

Required Course Readings

Recommended Text

Additional policies
Cell Phones/ On Call
If you bring a cell phone or pager to class, please be sure it is either off or set to a silent mode. Should you need to respond to a call during class, please leave the room in an undisturbing manner.
manner. Texting and/or instant messaging are not allowed during class as a matter of respect to the learning community.

Should you be on call as part of professional or graduate assistantship responsibilities, please advise me at the start of the semester. 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.

**Laptops and Internet Usage**
Laptops and tablets are permissible for purposes of both taking and reviewing notes as well as to search for online resources that may contribute to the class dialogue. Instant messaging, e-mailing, etc., during class communicates disrespect to the rest of the class community, and are not permitted.

**Email/Sakai**
Email will be used as the primary mode of correspondence for this course. It is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected. Additionally, Sakai may be used as a source to update the class about course material and to distribute notices about class.

**APA Style/Writing**
Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. Moreover, an inherent goal of this class is to prepare students to be scholars or scholar-practitioners. All papers should be submitted in APA 6th edition format.

Key provisions are that papers should be 12 point Times New Roman font, double-spaced, with one-inch margins. Should papers have significant errors in APA formatting, they will not be accepted as complete. The quality of writing is also of high importance. You are strongly encouraged to submit drafts of papers to peers for initial feedback. If you have significant concerns regarding your writing ability please consult the University Writing Center (http://www.luc.edu/tutoring/Writing_Center.shtml) for assistance.

**Evaluation and Grading**
It is your responsibility to complete and turn in assignments by the time specified in the course syllabus and in the manner specified in the directions provided. Assignments are expected to be turned in on time so please plan appropriately to avoid unnecessary penalties. Students are encouraged to consult with the instructor regarding any questions associated with assignments. NOTE: The suggested length does not include the title page or reference pages.

**Dispositions**
Additionally, the Higher Education Program will be assessing all students according to the rubric of professional dispositions attached to the end of this syllabus. These dispositions: professionalism, fairness, and the belief that all students can learn, are indicators of growth for different levels in the program.
Assignments
The assignments for this course were create with the understanding that you all have many competing activities, interests, and requirements in the final semester of your program. Therefore, the assignments for this course are a “create-your-own-adventure” of sorts. In essence, you will decide what type of projects you want to complete for the course as well as when you want to turn them into me (within some basic boundaries).

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<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Participation and attendance</td>
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<td>Engaged Scholarly Discussion (ESD)</td>
<td>30</td>
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<td>Individual Paper</td>
<td>40</td>
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<td>Reflection Paper</td>
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<td>Group Project Paper</td>
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Deadlines
Aside from the ESD, the deadlines for assignments in this course are flexible. Therefore, you have the option to turn in each project when you choose. Please note though that some paper options do require more time to conceptualize and complete and you will also continue to learn more knowledge throughout the course of the semester. I have structured the papers in a way that is probably most logical to match the deadlines, but the choice is ultimately up to you. You just need to have one paper emailed to me by each of the deadlines listed. The three deadlines for the project are: February 18, March 25, and April 29.

Participation and attendance- 30pts
Because your participation in class is integral to the success of the course, please notify me in advance if for some substantial reason you will be unable to attend class. If you miss more than two class sessions over the semester, you will only be eligible for a maximum final grade of “B” in the course.

Engaged scholarly discussion (ESD) – 30pts
During the first class, each student will sign up for a class session where the student (or two students) will be responsible for leading a 45-60 minute discussion on a current event/issue/question related to that day’s assigned readings.

DUE: At least 48 hours prior to the class session: Identify one relevant cultural artifact (e.g. Youtube video, music clip, blog post, current event, etc.) OR one article from a reputable news media source (e.g. Chronicle of Higher Education, Inside Higher Ed, Diverse Issues in Higher Education, NY Times, Washington Post, etc.) published within the last year. Along with the artifact/article, include a brief description of why you selected the artifact/article along with 2 or 3 questions related to the topic for the class to consider.

All students are also expected each week to read and respond to the week’s postings on the Sakai site, by 12 noon on the day of the respective class meeting; responses are expected to draw connections to the weekly readings.
To post to the class Sakai website, go to “Forums,” click on “Engaged Scholarly Discussion,” and “Start a New Conversation.”

Learning outcomes for this assignment include:

- Demonstrate an understanding of a current body of literature and critically evaluate new practices and research in the field
- Draw from a wide range of research to effectively and civilly engage in public dialogue and debates related to contemporary organization and governance issues in higher education.

Individual Paper 7-10 pages max– 40pts
Choice 1: Policy Analysis paper
Choice 2: Policy Creation paper

Choice 1: Policy Analysis Paper
Policies are created for a variety of reasons. For instance, the increase in media attention to sexual assaults and rapes on college campuses has administrators in a furor creating policies to address these societal atrocities. Other relevant examples include paying athletes, creating queer student groups/services, militarization of campus police, among others. On a large scale, in 2013, President Obama created the “Obama Plan” a comprehensive, yet vague plan for the future of higher education accountability. For this assignment, you are to identify a national, state, local, or campus policy and analyze it utilizing the readings from class, as well as other relevant readings from other courses. An example is examining how the Obama Plan forwards a neoliberal political state that privileges certain groups over others and supports individual success rather than community uplift. Or, you may examine how a policy related to the removal of a student group does not reflect the original mission of the university.

Be sure to situate your policy within a certain context (e.g., institutional, departmental), present a brief review of the policy, offer your analysis, outline implications of this policy, and lastly, explicate some more feasible alternatives. You will probably want to include an appendix that presents the original your policy in full among other relevant documents.

Choice 2: Policy Creation Paper
HESA administrators and faculty are often called upon to create policy for a wide array of pressing college issues from drinking on campus to internship requirements, among many others. These policies should reflect institutional mission, vision, values, strategic plans, as well as department mission and goals.

Be sure to situate your policy within a certain context (e.g., institutional, departmental), present a brief review of the policy, offer your analysis, and outline implications of this policy. You will probably want to include an appendix that describes your policy in full among other relevant documents. Your appendix does not count in your page limit.

Learning outcomes for these assignments include:
• Students will identify and analyze key components of policy and how those components interact with the greater university structures.
• Students will identify policy implications that affect diverse constituent groups across a range of issues.
• Students will conceptualize alternative policy opportunities related to a chosen topic area.

Reflection Paper, 5 pages max – 40pts
This course addresses four key concepts: power, privilege, politics, and policy. For many, these notions can elicit a range of images and emotions.

In this brief self-reflective essay, address the following questions:
1. How do power and privilege affect the way that decisions are made in organizations?
2. In what ways do politics influence policy and decision-making in higher education?
3. What feelings do these four concepts elicit for you and your personal career development?

You are encouraged to share anecdotes of observations and experiences in this essay.

Learning outcome for this assignment include:
• Students will begin articulating a personal philosophy and theory of privilege, power, politics, and/or policymaking in higher education.

Group Project Paper, 15-20 pages – 60pts
Choice 1: Organizational analysis
Choice 2: Original Conceptual/Theoretical Framework
Choice 3: Your pick. Meet with Dian during Week 2 to discuss

Choice 1: Organizational Analysis
You and your group will act as a consulting team tasked with improving the organization and governance structures of college campuses in the Chicagoland area. Your job is to identify a campus office at LUC or otherwise and complete an organizational analysis in order to improve their ability to meet stated mission and goals. Alternatively, you may identify a pressing issue on a campus (e.g., DREAM Act policy, queer programming funding, faculty diversity) and present a comprehensive problem statement and proposed solution to this issue. This analysis must include the following components:
1. Introduction
2. Problem Statement
3. Literature Review
   a. What does the research say about this problem/programs?
   b. What does it NOT say? What are the gaps?
   c. Conceptual framework you are working from
4. Campus Overview
5. Organizational structure of office/policy being analyzed
   a. Key constituents
   b. Description utilizing frameworks
6. Proposed Solution statement
a. Integrating research internal to support argument
b. Integrating external research to support argument

7. Proposed implementation plan and impact
   a. Implementation timeline
   b. Involvement in implementation
   c. Expected impact of plan

To complete this project completely, you must:
1. Interview at least 2 key constituents who have deep knowledge about the topic you are analyzing. These constituents would likely be those who work in the office you are analyzing.
2. Interview at least one person who would be affected by the change you propose.
3. Review institutional/department documents such as mission statements, past programming schedules, or strategic plans. These artifacts should be cited in your paper when making your argument.
4. Read additional outside research to support your argument, proposed changes, and to support your expected impact statement.

Learning outcomes for this assignment include:
1. Demonstrate an understanding of a current body of literature and critically evaluate new practices and research in the field (CF 1).
2. Describe and critique organizational models and frameworks for understanding complex systems and institutions in higher education.
3. Draw from a wide range of research to effectively and civilly engage in public dialogue and debates related to contemporary organization and governance issues in higher education.
4. Generally assess institutional contexts of governance and decision-making.
5. Propose potential strategic solutions, supported by evidence, for current pressing challenges facing higher education and the public sphere.

*Choice 2: Original Conceptual or Theoretical Framework*

Utilizing the theories in this course with those from other courses you have taken create an integrated conceptual framework. Select a particular organizational theory as your main theory. Choosing a second theory from another course or relevant interest, construct a new original conceptual framework or theory. Basically, you will strengthen the applicability of one theory with another theory. You may, and are encouraged to, integrate more than two theories.

For instance, you might strengthen our understandings of the political framework with that of Critical Race Theory and Weber’s Social Action Theory to better understand how people of color are able to enact their agency within a political organization. The choice is yours.

When organizing this paper, you may wish to find a conceptual framework from an academic journal that you enjoyed and utilize that as a format (e.g., Giroux, 2002). There typically isn’t a “correct” format for conceptual frameworks however.

Learning outcomes for this assignment include:
1. The ability to articulate and analyze contemporary theories of organization and governance.
2. Competence in connecting theories of organization and governance to other theories relevant to the higher education field as a conceptual framework.
3. The ability to reflect critically on how a theoretically integrated framework can improve educational practice.

**Final Note** I have constructed many of these assignments to highlight the vast amounts of knowledge and experience you all hold within yourselves. I **highly** encourage you to take the feedback I provide you after each assignment to rework your papers into manuscripts you can submit to the *Journal of Critical Scholarship on Higher Education and Student Affairs*, LUC’s very own student-run journal. The work you do in here will have direct applicability to the scope of that journal and the journal is doing all it can to highlight the work of our graduate students. I encourage you to examine the journal’s website and conceptualize your projects with an intention to submit edited projects for publication.
<table>
<thead>
<tr>
<th>Date</th>
<th>Today’s Context: Events Problematizing Higher Education Organization and Governance</th>
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<tbody>
<tr>
<td>January 14</td>
<td>Syllabus overview</td>
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<td>Defining the brave space</td>
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Readings [Sakai]:
- Sexual Assault
- DREAM Act
- Higher Education Reauthorization Act
- Athletics
- Police State
- Merit in Admissions
- Campus protests
- Giroux (2002)

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<tr>
<th>Date</th>
<th>Understanding Higher Education: The Essentials</th>
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<td>January 21</td>
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Readings:
- *Higher Education in America*, Introduction and Chapter 1
- *American Higher Education in the 21st Century*, Chapter 5-6

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<td>January 28</td>
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Readings:
- *American Higher Education in the 21st Century*, Chapter 3, 12, 16
- Bragg (2001) [Sakai]

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<th>Date</th>
<th>Organizational Contexts and Frameworks</th>
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Readings:
- *How Colleges Work*, Chapter 2 [Sakai]
- *Organizational Theory in Higher Education*, Chapters 1-11, skim cases

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Readings:
- *Organizational Theory in Higher Education*, Chapters 12-18, skim cases

Optional:
- Holvino (2010)
- Acker (2006)

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<th>Public’s Perception (Jodi Koslow Martin)</th>
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Reading:
- *College unbound: The future of higher education and what it means for students*, Introduction, Chapter 1-6

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<th>Date</th>
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Readings:
- *How Colleges Change*, Preface and Part 1

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<th>Date</th>
<th>SPRING BREAK and ACPA- No Class</th>
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Readings:
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<tr>
<td>March 18</td>
<td>NASPA - No Class</td>
<td><strong>How Colleges Change</strong>, Chapters 3, 4, 5  &lt;br&gt;Kezar, A. (2008) [Sakai]</td>
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<tr>
<td>April 22</td>
<td>Revisiting today’s context</td>
<td><strong>Higher Education in America</strong>, Part V  &lt;br&gt;<strong>Higher Education for the Public Good</strong>, Chapter 18 [Sakai]  &lt;br&gt;<em>College unbound: The future of higher education and what it means for students</em>, Chapter 7-9</td>
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References


Evaluative Dimension | “A” Grade | “B” Grade | “C” Grade | “D/F” Grade |
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Promptness | Arrives on time for class and is prepared to begin at the designated time as well as following any breaks; does not leave early | Occasionally late to class, does not return promptly from designated breaks; OR occasionally leaves early/ is absent | Demonstrates a pattern of lateness, absence, or early departure that interferes with course objectives | Consistently late to class, does not return from breaks in a timely manner, leaves class early, and/ or is frequently absent |
Quality of Contributions | Contributions are relevant and routinely integrate course reading and life experiences into the discussion; Arguments are evidenced-based and supported through course content and/ or life experiences | Contributions lean more toward either course readings or life experiences, but are relevant to the conversation; Arguments are generally evidence-based | Contributions are not relevant to the conversation and rarely incorporate course readings; Contributions betray a lack of preparation for class; Arguments are rarely evidence-based | No or minimal contributions or arguments are offered |
Significance of Contributions | Contributions add complexity to the conversation and support or build off of others’ contributions | Contributions are generally substantive, but occasionally indicate a lack of attention to what others have shared | Contributions repeat what others have shared and thus do not advance the conversation | No or minimal contributions are offered |
General Engagement | Regularly contributes to the class in both large and small group formats; Routinely engaged with course activities and / or discussions | Contributions generally favor either the small or large group; Does not consistently appear engaged in activities and/ or discussions | Minimal contributions are offered in the small or large group; Appears disengaged from activities and / or discussions; Addresses core issues in activities and / or discussions quickly and shifts to personal conversations or off-topic material | No contributions are offered |
Gate-Keeping | Does not dominate the conversation; Regularly encourages the participation of others by posing questions or asking for other students’ thoughts | Student occasionally encourages the participation of others; recognizes the contributions of others | Dominates the conversation; Does not engage other students in conversation; directs majority of comments to the instructor | No or minimal contributions |
Listening/ Attending Skills | Is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of | Generally considerate (verbally and nonverbally) of appropriately expressed | Is dismissive (verbally or nonverbally) of others’ feelings and opinions; Does not actively listen or support others’ |
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<td>others; Actively listens to both peers and instructor; Actively supports peers’ learning processes</td>
<td>feelings and opinions of others; typically displays active listening; generally supports peers’ learning processes</td>
<td>opinions; Displays a lack of interest; Does not actively support peers’ learning processes</td>
<td>learning</td>
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