LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION

ELPS 459 (001)
ORGANIZATION AND GOVERNANCE IN HIGHER EDUCATION
Spring 2016

Wednesdays, 7:00 – 9:30 pm
Water Tower Campus, School of Communication, Room 013

Instructor: Marian Allen Claffey, PhD
Adjunct Instructor; Associate Provost for Academic Administration,
Loyola University Chicago

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COURSE DESCRIPTION
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, as well as their decision-making and change processes. For the bulk of this course, 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 organizations;
- Critique the aforementioned models in terms of their strengths, weaknesses, and utility as tools for interpreting organizational, management, leadership, and change 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.

**IDEA Course Objectives:** At the end of the semester you will be asked to complete an online course evaluation using the IDEA Course Evaluation System found at: [http://luc.edu/idea/](http://luc.edu/idea/).

The following learning outcomes are considered either essential or important based on the IDEA course rating system:

1. Learning fundamental principles, generalizations, or theories
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
4. Learning how to find and use resources for answering questions or solving problems.
5. 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 ([http://www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)) that emphasizes service, skills, knowledge, ethics and social responsibility—elements emblematic of a Jesuit education and expressed as “Social Action through Education.” This framework is consistent with the design and content of this course, which will challenge you to thoughtfully consider how professional practice in the field of higher education serves to advance the cause 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.

**Diversity:** The School of Education is also committed to the value of diversity. As part of the examination of the diversity of America’s colleges and universities, students will consider not only how an institution’s distinctive history, mission and purpose shape the organization, but also how diversity provides a context for institutional decision-making. This course thus encourages learners to consider the multiple perspectives brought to bear upon organizational phenomena by the diversity of its institutional stakeholders. It is also 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
sharing—and reflecting upon—your professional and life experiences with those of your student colleagues. 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.

**Dispositions:** All students in this course will be assessed across two dispositional areas: professionalism and fairness. The evaluation rubric can be found at the end of Syllabus. The assessments will be conducted at the end of the semester through LiveText.

**Technology:** Your participation in this course assumes not only that you will have regular access to certain web-based technologies (such as LiveText), 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 Sakai, Loyola’s online course management system. Please note that 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.

**Syllabus Addendum:** Information regarding important university policies and resources, including academic honesty, accessibility, the SOE’s conceptual framework, EthicsLine Reporting Hotline, and electronic communication policies and guidelines, may be found at: http://luc.edu/education/syllabus-addendum/.

**REQUIRED TEXTS:** (Available at Follett’s Bookstore, Water Tower Campus):


**ALSO REQUIRED: LIVETEXT**

All degree-seeking students in the SOE are required to subscribe to a web-based course management system known as LiveText. Additional information about LiveText can be found at http://www.luc.edu/education/admission/tuition/course-management-fee/. A subscription to LiveText is required in order to complete the benchmark assessments aligned to Conceptual Framework Standards, accreditation, school-wide and/or program assessments.

**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 your 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 Phones and Laptops: Phones 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. Laptops and tablets are permissible for purposes of both taking and reviewing notes. Recreational web surfing, texting, emailing, etc., during class communicates 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 (3 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, Wednesday, January 27**

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, Wednesday, February 24**

   **Second case study analysis due:**  
   **By 7:00 pm, Wednesday, March 30**

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, Wednesday, April 27**
CLASS SCHEDULE AND OUTLINE

UNIT ONE: THE UNIVERSITY AS AN ORGANIZATION

SESSION 1  Introductions, Course Overview, and Frameworks for Understanding  
01/20/2016

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

Assigned Reading:
- Bolman and Deal, Chapters 1 & 2
- Birnbaum, Chapter 1
- Manning, Chapter 1

Visit & Browse:
- The Carnegie Classification of Institutions of Higher Education  
  http://www.carnegieclassifications.ie.edu
- Office of Institutional Research, Loyola University Chicago  
  http://luc.edu/ir/index.shtml

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

SESSION 2  The Structural Frame: Understanding Colleges and  
01/27/2016  Universities as Bureaucracies

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 & 4
- Birnbaum, Chapter 3 (pp. 56-64) & Chapter 5
- Manning, Chapters 10 & 11
  governance in higher education. In M. C. Brown II (Ed.), Organization and Governance in  
  Higher Education (Fifth Edition) (pp. 132-134, the academic bureaucracy). Boston: Pearson  
  Custom Publishing (SAKAI)
SESSION 3  PART 1: The Systems Frame: Understanding Colleges and Universities
02/03/2016  as Environments and Organisms

Assigned Reading:
- Birnbaum, Chapter 2

SESSION 3  PART 2: The Human Resources Frame: Understanding Colleges and Universities as Communities and Collegiums
02/03/2016 (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 & 7
- Birnbaum, Chapter 4
- Manning, Chapter 4

SESSION 4  The Political Frame: Understanding Colleges and Universities as Arenas of Power and Politics
02/10/2016

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 Feb 24th)

Assigned Reading:
- Bolman and Deal, Chapters 9 & 10, Chapter 11 (225-231 only)
- Birnbaum, Chapter 6
- Manning, Chapter 6 & 7
SESSION 5  The Symbolic Frame: Understanding Colleges and Universities as Cultures
02/17/2016

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
- Manning, Chapters 8 & 9

SESSION 6  The Organizational Justice Frame: Understanding How
02/24/2016 Fairness Perceptions Influence Colleges, Universities and Their Members

DUE: Case Study Analysis (CF1) of Seneca University

Class Activity: The Campus Fairness Scenario

Assigned Reading:


Recommended Reading:

SESSION 7  The Anarchical Frame: Understanding Colleges and Universities as Organized Anarchies
03/02/2016

Class Activities:  -- Garbage Can Decision-Making
                  -- Midterm Course Assessment

Assigned Readings:
- Birnbaum, Chapter 7
- Birnbaum, Chapter 3 (pp. 64-84)
- Manning, Chapters 2 & 3

SESSION 8  NO CLASS (Spring Break)
03/09/2016

SESSION 9  New Science Models: Understanding Colleges and Universities as Learning Organizations
03/16/2016

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

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

Class Activity:  The ‘Great Team’ Exercise

Handout:  Case Study of “Plainfield University” (This is your second written case study analysis, due on March 30th)

Assigned Reading:
- Manning, Chapter 12 & 14
- Birnbaum, Chapter 8
UNIT THREE: COLLEGE AND UNIVERSITY GOVERNANCE

SESSION 10    Governing Boards and Accreditors: Control & Regulation
03/23/2016

Class Activity: Small group analysis of Plainfield University

Assigned Reading:


- Visit and browse the Association of Governing Boards of Universities and Colleges at http://agb.org/

- Visit and browse the Higher Learning Commission at http://hlcommission.org/, specifically:
  - http://hlcommission.org/HLC-Institutions/how-institutions-are-accredited.html
  - http://policy.hlcommission.org/Policies/criteria-for-accreditation.html
  - http://www.hlcommission.org/Peer-Review/peer-reviewers.html

- Visit and browse Loyola University Chicago’s accreditation web page at: http://www.luc.edu/accreditation/index.shtml, specifically the menu items under ‘Accreditation’ on the left side of the landing page.


SESSION 11    Stakeholder Roles & Perspectives
03/30/2016

Due: Case Study Analysis (CFI) of Plainfield University

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

Assigned Reading:

- Manning, Chapter 5


- Policy on Student Participation in Governance at the University of California (2012) http://policy.ucop.edu/doc/2710532/PACAOS-12

SESSION 12  Stakeholder Roles & Perspectives (Continued)
04/06/2016

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

Assigned Reading:


SESSION 13  Format/Topic(s) TBD
04/13/2016

UNIT FOUR: ORGANIZATIONAL CHANGE AND CHALLENGES TO HIGHER EDUCATION

SESSION 14  Making Sense of It All: Using Multiple Models to Manage
04/20/2016  Organizational Change

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

Film: “Declining by Degrees” (Part 2)
Assigned Reading:


SESSION 15 Organizational Change: Current and Emerging
04/27/2016 Challenges to Higher Education

Class Activity: Final gathering & closing conversation (Burrowes Hall, Lake Shore Campus)

Film: “Declining by Degrees” (Part 3)

Assigned Reading:

- Bolman & Deal, Chapters 18 & 19


NOTE: Final Case Study due by 7:00 pm, Wednesday, April 27

EVALUATION

Your work in this course will be evaluated for a letter grade 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;
- Original and insightful interpretations or analyses;
- 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**

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<tr>
<th>Item</th>
<th>Points</th>
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<tr>
<td>Participation and in-class activities</td>
<td>15</td>
</tr>
<tr>
<td>Biographical sketch</td>
<td>5</td>
</tr>
<tr>
<td>Case study 1 (Seneca University)</td>
<td>20</td>
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<tr>
<td>Case study 2 (Plainfield University)</td>
<td>25</td>
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<tr>
<td>Culminating case study</td>
<td>35</td>
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**Higher Education Dispositional Rubric**

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<th>Item</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tr>
<td>Professionalism</td>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
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<td>Student meets all deadlines</td>
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<td>Student attends class and is punctual for all professional obligations</td>
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<td>Student communicates promptly with faculty, supervisors, employers.</td>
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and peers (no longer than 2 business days)

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<th>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</th>
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<td>Student is able to work effectively with peers on assignments</td>
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<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
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<td>Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)</td>
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<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
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<th>Fairness</th>
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<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
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<tr>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
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<td>Student fails to consider the situation of others in making professional decisions and acts inequitably</td>
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<th>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</th>
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<td>Student exhibits active listening skills</td>
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<td>Student is able to accept constructive feedback</td>
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<th>All students can learn</th>
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<td>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
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<td>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
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<tr>
<td>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</td>
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<th>Student is sensitive to cultural differences</th>
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<td>Student respects the diversity of learning styles</td>
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<td>Student uses the framework of social justice in decision making</td>
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