Organization & Governance in Higher Education
ELPS 459; 001 – Spring 2019 – Wednesdays 7:00 PM-9:30 PM
Maguire Hall, Room 340, Water Tower Campus

Instructor: Demetri L. Morgan, Ph.D.
Email: dmorgan6@luc.edu
Office Location: Lewis Towers, 111 E Pearson Street, – 1140
Office Hours: Wednesdays 2:00–4:00 PM; By appointment: https://dmorgan6.youcanbook.me/

COURSE DESCRIPTION

Given all the challenges and scrutiny that higher education institutions are grappling with, the ability to understand, navigate, and lead organizational change efforts is a critical skill-set for educators working in higher education. This course illuminates issues related to organizational change by exploring aspects of organizational theory and academic governance that influence the ways in which colleges and universities operate.

At its core, organizational change is about power, mission, and culture. Thus, course content will unpack how various constituents (e.g., board of trustee members, presidents, deans, faculty, staff, and students) gain access to power; enact or detract from institutional aims, and how these components are shaped by the institutional culture while also reshaping the culture. Furthermore, the course will investigate how competing interpretations of an institution's mission, structure (both physical and organizational), and policies (e.g., academic freedom) also play in to organizational change efforts. Throughout, the course will consider the role of globalization, federal and state governments, and the non-profit/philanthropic sector as these forces relate to issues of organizations and academic governance.

Readings for the course will serve as the foundation for rich in class discussion and exercises intended to help unearth key concepts and illuminate practical applications of course content. Course assignments are intended to reinforce concepts and spur creativity in the application of theoretical material and perspectives. Additionally, course assignments are meant to bolster student’s abilities to analyze and synthesize academic and popular data sources as well as to strengthen professional and academic writing and oral communication skills.

LEARNING OUTCOMES

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

- Identify and explain how fundamental issues of shared governance in college and university settings influence institutional change.
- Describe and evaluate how different institutional stakeholders contend with issues of power, power, and culture
- Contrast and classify variations in shared governance across institutional type (e.g., size, region, etc.), institutional control (e.g. public vs private), and mission (e.g., broad access, community college, etc.).
- Integrate and utilize organizational theory, literature, and experiential knowledge to develop stances and proposals for and against organizational change efforts.
- Articulate and substantiate assessments of shared governance issues relevant to various communities within an institution both verbally and in written form
Policies

School of Education Conceptual Framework: Social Action through Education
The School of Education at Loyola espouses a guiding framework that is the “foundation to the School of Education Conceptual Framework Standards”. You can read more about the framework here: http://www.luc.edu/education/mission/. Given this course’s emphasis on understanding social justice in higher education through critically exploring governance and organizational challenges that perpetuate oppression this course promotes and coincides with the SOE’s conceptual framework particularly as it pertains to diversity given the learning outcomes of the course stated above.

Professional Dispositions
As a student in and soon to be graduate of the School of Education, you are expected to demonstrate growth on certain professional dispositions in each course and over your time in the School. These professional dispositions include Professionalism, Inquiry, and Social Justice. These dispositions coincide with the learning outcomes of the course and are assessed using a rubric located as an addendum to this syllabus and on LiveText*. Specifically, this course takes up issues of social justice and professionalism through course topics and discussions about how to operate as a stakeholder in higher education environments. You are expected to monitor your dispositional growth throughout the semester and eventually assess your growth towards the end of the semester. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

*LiveText: All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: (http://www.luc.edu/education/admission/tuition/course-management-fee/).

IDEA Objectives for This Course
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page. The related objectives for this course are:

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to apply knowledge and skills to benefit others or serve the public good
- Developing skill in expressing oneself orally or in writing

Email/Sakai
Email will be the primary means of communication between you and us, and your classmates outside of class time. Please be prompt in responding to emails – no more than 48 hours should lapse before emails are returned or acknowledged. Also, the Sakai site for this course will be used extensively. If you are unfamiliar/uncomfortable with course management software like Sakai please peruse the following website to help acquaint yourself: http://www.luc.edu/itrs/sakai/sakai-student-tutorials.shtml

ELS 459, 001 – Spring 2019
Cell Phones / Technology
It is our expectation and initial assumption that if you are using a cell phone, laptop, or other tech device that you are doing so in the service of helping you engage more fully in the class. That being said, if these devices become a distraction and begin to detract from the learning environment, this policy may be revised.

Writing Expectations/APA Style
The ability to write effectively and efficiently is a key skill that graduates of graduate programs should develop. As such, we hope that you hone your ability to write in different styles and to different audiences while in this program. For this course, the expectation is that all papers (are):
- Typed
- Submitted in APA 6th Edition Format for in-text citations and reference section
- Use 12 point Times New Roman Font
- Double-spaced
- Have one-inch margins
- Assignment Naming Convention: “Title of Assignment LastNameFirstName”

If you think you may need assistance with your writing or wish to consult someone about your papers before you turn them in for grading please visit: (http://www.luc.edu/writing/)

Syllabus Addendum
The information below can also be found here: www.luc.edu/education/syllabus-addendum/. Information found on the link supersedes the information below as it may be updated or changed during the course of the semester. However, we have included the information below so that you have access to the spirit of this important information without the use of a computer.

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 (http://www.luc.edu/education/resources/academic-policies/academic-integrity/)
Additional Academic Policies and Procedures (http://www.luc.edu/education/resources/academic-policies/)

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 the Services for Students with Disabilities web site (http://www.luc.edu/sswd/index.shtml).

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 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. EthicsLine Reporting Hotline (https://secure.ethicspoint.com/domain/media/en/gui/34712/index.html)

**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.

- School of Education Cyberbullying Policy (PDF) (http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)
- School of Education Netiquette Guidelines (PDF) (http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf)
- University Policies and Guidelines (http://www.luc.edu/its/itspoliciesguidelines/index.shtml)

**Basic Needs & Security**
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students CARE Team for support (https://www.luc.edu/dos/services/coordinatedassistance/resource/education-care/). Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I am aware of.

**READING MATERIALS**
*You are expected to complete all of the assigned reading before class each week. Please take notes or highlight meaningful passages and come to class with questions and reflections that you can contribute to the class discussion.*

**Required Texts**

**Recommended Texts**
Additional Readings
Additional readings in the form of book chapters, articles, etc., will be posted on Sakai in corresponding weeks. You are not expected to print these readings for each class but you are expected to read them and take notes.

COURSE ESSENTIALS & EXPECTATIONS

Classroom Engagement
Engagement in class is defined as having completed the readings and coming to class prepared with notes, questions, and reflections that will contribute to a vibrant class dialogue. Engagement in class is being aware of the quality, quantity, and appropriateness of your contributions and pushing yourself to strike a fitting balance. Engagement is also actively listening to your peers, managing your emotions, and practicing self-care before, during, and after class sessions. This is no easy task and something we will work towards every class session as a learning community. The important takeaway is that you give your best effort every class and improve your engagement level every class.

Attendance
Class attendance is essential to your learning and development, so you are expected to be on-time to every class session this semester. If you know you have to miss class, please let Norma know with as much advance notice as possible. This class observes university defined holidays but there may be days that are significant to your religion or faith practice that are not observed university-wide. Please make Norma aware of those days and she will work with you to accommodate your needs.

Late Assignments
All assignments should be submitted on announced dates by the announced time. Late assignments will not be accepted unless arrangements have been made with Norma.

COURSE ASSIGNMENTS

Discussion Leaders
For each class session, a pair of students will be responsible for a brief written summary (no more than 2 pages) and three to four discussion questions that reach across all of the readings from that week. Students will have 30 minutes in total to design a learning experience for their colleagues. The purpose of this assignment is to help facilitate thoughtful discussion of topics. Your facilitated learning experience should foster deep understanding of the central themes (power, mission, and cultural) and critical issues highlighted by the readings.

You should post your written summaries to Sakai by 11:59 PM the day before your group is responsible to lead the discussion. There will be a dedicated folder in the resources section on Sakai. We will begin these discussion groups on the third week of class.

Pairs and dates will be selected during our first class.

Governance Memo
The purpose of this assignment is for you to gain experience assessing and responding to governance issues within an institutional setting where 1) you do not have all the information, 2) time is limited, and 3) there are competing demands. There are two options for this assignment: a written memo or voice thread presentation. Your task is to:
• Imagine you are a higher education consultant with expertise in higher education governance issues.
• Find a governance issue described in an article from the Chronicle of Higher Education, Inside Higher Education, or similar publication (please append a copy of the article to your memo).
• Write a memorandum or create a voice thread presentation to a key institutional stakeholder (e.g., faculty senate president) that:
  o Describes the governance issue at play including how the issues are viewed from different vantage points
  o Argues for a particular response or policy that clearly addresses and ideally advances the interest of the stakeholder you are writing to
  o Suggests and outlines steps for implementation of your policy
  o Provides and addresses critiques of your recommendation
• Format the memo or presentation in a way that accentuates important information and allows the audience to move through it quickly (i.e. use bullet points, italics, bolding, and other formatting tools).
• Be sure to integrate literature from the course (and other courses if applicable) into your recommendation and suggested steps for implementation.
• No longer than 5 pages or 10 minutes
• Due: By the start of class on Week 5/6 & Week 11/12 [Each student will select one due date from week 5/6 and one from week 11/12. Sign-ups will take place online]

Final Assignment - Create Your Own Case Study (CYOCS)
The purpose of this assignment is to hone your ability to assess an administrative or academic unit, apply theory to practice, and write in a clear and convincing fashion. Similar to the case studies in the Manning (2018) book or ones we will go over in class, you will research, create, and then write up a case study that you then respond to.

• In light of your academic/career goals, select at least one person to interview that works in an administrative or academic unit of interest to you.
• Use the interview to ascertain an organizational or governance challenge that the administrative or academic unit is facing.
• Write a narrative describing all of the relevant issues in the case. This should include:
  o Background/historical information significant to the unit
    • Purpose of the unit
    • Mission / values / strategic plan
    • Budgets or funding strategies
    • Relevant macro-policies
  o Institutional context
    ▪ Key stakeholders
      • Personnel
      • Competing units
      • Complementary Units
    ▪ Organizational structure
    ▪ Prevailing culture of the unit
    ▪ Relevant policies and procedures
  o Identify and narrate important decision points, providing evidence in the narrative that might help a reader reach a conclusion.
o Provide 3-5 annotated references that might be useful in helping someone respond to the case.

• Following the format and instructions of the governance memo, choose a stakeholder from your case and write a memo or create a voice thread presentation that responds to the issues you identified. Be sure to think about what organizational theories or literature might be useful for helping someone think through the complexities of your case and how to resolve the tensions or challenges.

• Write a reflective essay about what you learned from putting the case together. Be sure to think about what organizational theories or literature covered in the course might be useful for helping someone think through the complexities of your case. Also, include issues that challenged you and areas you would like to explore further.

• 15-20 pages

• Students may form pairs to work on this assignment

• You are required to meet with me during the 2nd or 3rd week of class to discuss this assignment.

• This is an assignment that you should be working on throughout the semester, do not put this off.

• Between weeks 7-10, you have the option of turning in an outline or summary (no longer than two pages) of the case narrative to get brief feedback.

• Due: April 26, 2019 – 5:00 PM

Assignment Points
Discussion Leaders: 20
Governance Memo 1: 20
Governance Memo 2: 20
Create Your Own Case Study: 40
Total: 100

*A note about grades: An “A” denotes the combination of the extraordinary and on time completion of submitted assignments, demonstrated engagement during class sessions, and evidence of growth and development on the stated learning outcomes. This is done to reward students who choose to go above and beyond my and their expectations on course assignments. High-quality, professional, reflective and timely work/engagement in class is expected and will merit grades in the “B” range. Since this class is highly driven by your effort and organization you will have numerous opportunities to evaluate yourself and dialogue with me about the grades you receive.

Course Outline & Weekly Readings

*Indicates reading is found on Sakai

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC &amp; GUIDING QUESTIONS</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1:</td>
<td>Course Introduction</td>
<td>• Manning (2018) Chapter 1</td>
</tr>
<tr>
<td>JANUARY 16</td>
<td>Context Setting</td>
<td>• *Birnbaum (1988) Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• *If Higher Education Were A Public Good...</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
</tbody>
</table>
| WEEK 3: JANUARY 30| Org: Collegium | Gov: Boards of Trustees  
  - What macro issues/forces influence academic governance?  
  - Who are boards of trustees and what do they really do?  
  - Why are boards not more diverse? |
| WEEK 4: FEBRUARY 6 | Org: Cultural | Gov: The College Presidency  
  - Who are college presidents and what do they really do? |
<p>| WEEK 5: FEBRUARY 13 (JOINT CLASS) | Org: Institutional Theory | |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Organization</th>
<th>Gov: Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 6:</strong></td>
<td><strong>February 20</strong></td>
<td>Feminist &amp; Gendered</td>
<td>Provosts, Deans, &amp; Academic Managers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Who are institutional middle managers?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- What do they really do?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Organization</th>
<th>Gov: Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 7:</strong></td>
<td><strong>February 27</strong></td>
<td>Organized Anarchy</td>
<td>Provosts, Deans, &amp; Academic Managers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Mehl (1997)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Park (1996)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Van Alstyne (1971)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Altbach (2009)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Kezar &amp; Sam (2011)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Kezar, Lester, &amp; Anderson (2006)</td>
</tr>
</tbody>
</table>
- Is shared governance effective and/or efficient?

### WEEK 8: MARCH 6/7 (NO CLASS)

<table>
<thead>
<tr>
<th>WEEK 9: MARCH 13</th>
<th>Org: Political</th>
<th>Gov: Diversity, Equity and Academic Governance I</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 10: MARCH 20</td>
<td>Org: Spiritual</td>
<td>Gov: Diversity, Equity, and Academic Governance II</td>
</tr>
</tbody>
</table>
| WEEK 11: MARCH 27| Academic Governance and Organizational Change I | **• Manning (2018) Chapter 8**  
**• *Kezar (2008)***  
**• *Bastedo (2012) Chapter 8** |
| WEEK 12: APRIL 3 | Academic Governance and Organizational Change II | **• *Responding to Campus Protests: A Practitioner Resource***  
**• *Institutional Responses to Sexual Violence: What Data From a Culture of Respect Program Tell Us About the State of the Field***  
**• *Background & Summary of the Education Department's Proposed Title IX Regulations***  
**• *U.S. Departments of Education and Justice Release Joint Guidance Related to Transgender Students and Title IX***  
**• *DACA Students, “Sanctuary Campuses,” and Institutional or Community Assistance*** |
|                   | Internal Levers | **• *Minor & Tierney (2005)***  
**• *Hartley (2003)***  
**• *Shaw (2016)*** |
<table>
<thead>
<tr>
<th><strong>WEEK 13: APRIL 10</strong></th>
<th>Student Affairs &amp; Organizational Change I</th>
<th>• Manning, Kinzie, &amp; Schuh (2014) Chapters 4-6</th>
</tr>
</thead>
</table>
| **WEEK 14: APRIL 17** | Student Affairs & Organizational Change II | • Manning, Kinzie, & Schuh (2014) Chapters 7-8  
• Baker & Blissett (2017) |
| **WEEK 15: APRIL 24** | Wrap Up & Reflection                      |                                             |
## School of Education Dispositions Rubric

<table>
<thead>
<tr>
<th></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></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>
</tr>
<tr>
<td></td>
<td>Student meets all deadlines</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student attends class and is punctual for all professional obligations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student is able to work effectively with peers on assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student adequately addresses feedback provided on coursework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills/Attributes</td>
<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Fairness</strong></td>
<td>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</td>
<td>Student demonstrates the ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates the ability to understand the situations of others and responds in an appropriate, proactive manner</td>
</tr>
<tr>
<td></td>
<td>Student exhibits active listening skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student is able to accept constructive feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>All students can learn</strong></td>
<td>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
<td>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
<td>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</td>
</tr>
<tr>
<td></td>
<td>Student is sensitive to cultural differences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student respects the diversity of learning styles</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student uses the framework of social</td>
<td></td>
<td></td>
</tr>
<tr>
<td>justice in decision making</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>