

Fall 2015

EDAD 6681

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**The University of New Orleans
College of Education and Human Development
Department of Educational Leadership, Counseling and Foundations
Organization & Leadership in Higher Education (EDAD 6681)
Fall, 2015; Education Building, Room 305R
Mondays, 5:00 p.m. to 7:45 p.m.**

Professor: Christopher J. Broadhurst (Chris)

Office: 348-G Education Building

Office Phone: 504-280-6026

Office Hours: Monday and Thursday, 2 to 5 p.m. and by appointment (please schedule with me via email).

Email: cbroadhu@uno.edu (best way to reach me)

Course Description

This course requires students to use different analytical and critical approaches for understanding the complex manner in which American postsecondary education, primarily colleges and universities, are organized, governed, administered, and led. The purposes of the course involve providing an overview of organization including the forms, structures, roles, and functions of higher education and leadership theory including leadership roles, management principles and practices. Topics examined include classic organization theory, traditional administrative and governance models, campus climate and culture, leadership theory and analysis, management principles, institutional change and assessment, race and gender, and governance.

The primary goals of this course are to examine a vast array of theory and literature on higher education governance and leadership and to develop the ability to critically think about colleges and universities as organizations. Upon completion of this course students will be able to:

- Enhance their understanding of the governance of higher education.
- Apply leadership theory to institutional problems and situations in higher education.
- Enhance understanding of the various forms of organizational cultures in higher education.

Conceptual Framework for the College of Education and Human Development

College Mission:

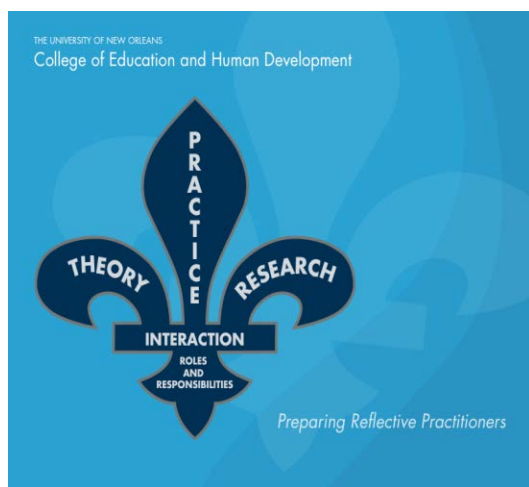
The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships. The unit's purpose is to prepare reflective practitioners who develop, implement, and evaluate effective education and human development programs/services through a program of study grounded in the interaction of theory, practice and research.

Conceptual Framework:

Note: Aspects of this syllabus were adapted from the syllabi of other faculty.

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The role and responsibilities set out the broad domains for developing competencies of teacher candidates viewed through the lens of the theory-practice-research interaction model.

As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



Required Readings

Ehrenberg, R. G. (Ed). (2004). *Governing academia: Who is in charge at the modern university?* Ithaca, NY: Cornell University Press. ISBN-13: 978-0801472824

Berquist, W.H. & Pawlak, K. (2008). *Engaging the Six Cultures of the Academy*. San Francisco: Jossey-Bass. ISBN-13: 978-0787995195

Kezar, A., Contreras-McGavin, M., & Carducci, R. (2006). *Rethinking the “L” word in Leadership: The revolution in higher education*. San Francisco: Jossey-Bass. ISBN-13: 978-0787986773

Additionally, selected articles, documents, and book chapters will be available on the course Moodle website. Please visit the site often to read announcements and access course materials (Power Point presentations, assigned readings, syllabus, etc.). If you're unfamiliar with Moodle, you can find online tutorials at: <http://www.uno.edu/moodle/>. You must have a UNO access account to use our Moodle system. If you need help with your access account, please see the Help Desk: <http://ucc.uno.edu/helpdesk/>. The Moodle login page is: <http://uno.mrooms3.net/>

Course Policies and Expectations

Attendance:

While I realize that life situations occur that prevent students from attending every class, since we are meeting only once per week, students are expected to attempt to be present as much as possible. Students are only able to miss **two** classes without penalty. Each additional absence, regardless of reason, may result in a one half letter grade deduction from your final grade. If you will be absent for any reason (e.g., illness, personal or family issue, religious observance, attendance at professional or scholarly conferences), please inform me as soon as possible.

Classroom Decorum Policy:

Free discussion, inquiry, and expression are encouraged. All individuals, students and instructor alike, are expected to demonstrate courtesy and respect for one another. Behavior that interferes with either teaching or learning is not acceptable. Rude, impolite, or offensive behavior or language will not be tolerated. Students may be barred from participation as a result of behavior that, in the opinion of the professor, is inappropriate or negatively affects the learning/work environment. While the use of laptop computers, iPads, and similar devices as aids in learning are encouraged, please do not inappropriately use such items, including cell phones, during class for non-instructional purposes. Such activity as surfing the web, instant messaging, reading and answering emails, and/or watching videos or listening to music, is unprofessional and considered an affront to the professor and other students in the class. These behaviors will be considered as a lack of engagement on the part of the student and, on the discretion of the professor, may result in a penalty to the class participation grade. In situations of violations of this policy by multiple students, it is the professor's prerogative to ban electronic devices from class.

Expectations for written assignments:

All written assignments are expected to follow to the guidelines and reference formats specified in the Publication Manual of the American Psychological Association 6th edition. An excellent resource for APA style, among others, is the Online Writing Lab (OWL) at Purdue University: <http://owl.english.purdue.edu/owl/>. Every single assignment must be word processed, double-spaced, using 12-point font Times New Roman, and carefully edited and proofread prior to submission. All papers should have a title page, running head, appropriate margins (1 inch) and spacing, headings for sections, proper citations, pagination, and references. Papers not meeting require length or those excessively exceeding the page limit may be given a lower grade. Assignments must not be longer than the specified page limit and additional pages beyond the page limit may not be graded. All written work should be submitted to me via Moodle. Please submit MS Word documents only (not PDF files) so that I may provide feedback using track changes and the comments function. All work submitted for this class must be your own and I reserve the right to upload your assignments to Turnitin.com to check for possible plagiarism. If you would like to improve your writing skills, please contact the UNO Writing Center at 280-7154. The instructor may refer students to the Writing Center. Finally, late work may be penalized up to 5% per day beyond the due date (one-half a letter grade).

Academic Integrity:

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at <http://www.studentaffairs.uno.edu>.

Students with Disabilities:

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>.

Teaching Philosophy and Instructor Responsibilities

My personal teaching philosophy centers on placing a high value on student-focused teaching that harnesses a culture of learning based on diverse viewpoints and academic excellence. I firmly believe that students should learn to embrace diverse opinions, which can partially be achieved by an understanding of the methods and concepts of a variety of academic disciplines. I believe that the classroom is the perfect setting for open discourse and introducing students to a diversity of opinions. Embracing a diversity of opinions not only allows students to consider alternative stances, but helps them learn to evaluate evidence and dissect scholarly arguments. It is a difficult task at times, as students are often hesitant to not only criticize others, but can be paralyzed by their own fear of criticism. I am an ardent supporter of the Socratic Method, as I feel it's open dialogue and discussion engages students, facilitates student learning, and introduces students to the varying viewpoints of their classmates.

One of my primary goals in teaching is to improve students' understanding of the methods of conducting research, enhance their knowledge of current trends, to develop their ability to recognize and construct evidence-based arguments, and to strengthen their ability to write. In pursuing this goal, I feel incorporating the methods and theories of a variety of disciplines will equip student with the proper tools to engage in scholarly research. I want students to focus on developing their own ideas, backed with evidence, to aspire to become a great scholar themselves. Our field is filled with a litany of great scholars-I want students to join those ranks. I feel a good teacher helps awaken their students' awareness of their own potential to contribute to their field's scholarship. While I push students hard to excel, I believe that creating a culture of scholarly creativity in the classroom with assist them in acquiring an expertise in their area.

To become innovative scholars themselves, students must begin their mastery of the material presented in both their courses and own research. By expecting disciplined excellence of students, a good teacher will help them acquire the skills and dispositions needed for their future

professional success. Such mastery often requires repeated exposure to material, which helps ensure that content will not be quickly forgotten. It also requires an in-depth analysis of course readings. While some teachers adhere to a “more is better” approach to assigning course readings, I feel mastery of selected works is not only more beneficial, but will provide students with the scholarly foundations to build upon.

I not only have high expectations for my students, but also myself as an instructor. Students should expect that I will:

- 1) Be prepared for class, read and return your work in a timely manner, and be interested and engaged in your work;
- 2) remember that each of you brings a different background, experience, and perspective to this course
- 3) learn from you and your diverse perspectives;
- 4) meet with you individually or in groups upon request and be available in person, by telephone, and by e-mail.

Assignments

Organization and Governance in the News (10 points):

As a part of the course, students will be exposed to a multitude of organizational and governance issues in higher education. Students will enrich their understanding of organizations by making connections between principles discussed in class and real-world situations. In addition to relating class issues to your own work situation, you can make connections by noting articles in the press about organizational and governance issues. Student should select an article, no older than one year, from either *The Chronicle of Higher Education* or *Inside Higher Ed*. Please note that opinion pieces (e.g., letters to the editor) should not be used for this assignment. Students, on the first night, will select one class period in which you will lead a discussion on an article from the press relating to the content of this course. You should post a link to the article, along with a one to two paragraph abstract of the article, to Moodle by 5pm the Friday before your presentation. NOTE: access to the Chronicle of Higher Education may be difficult off campus-to gain access, you may need to go through the UNO library. Each week we will begin class with a discussion of the news article; you will facilitate this discussion. As such, you should also develop 2-3 questions to facilitate the discussion, which is designed to provoke a collegial discussion of the article as it relates to organization and governance in higher education. As part of this assignment, students are encouraged to sign up for the free email newsletter, *Academe Today*, from *The Chronicle of Higher Education* (<http://chronicle.com/article/Academe-Today/36603/>).

Institutional Case Analysis (75 total points; 25 points each section):

Students will select a higher education organization (such as a college, community college, or university) to analyze using concepts examined in this course to guide your discussion: you will be performing an institutional case analysis of the governance, organizational culture, and leadership of this one college or university. No two students can investigate that same institution. Besides the literature used for the course, students can use an array of sources that include *The Chronicle of Higher Education*, newspapers, reports from various state-level agencies, campus reports/documents, outside scholarly literature (such as a history of the campus), and websites/documents directly related to the college or university in their investigation (in other words, no websites like Wikipedia). You must back up your analysis with facts! The facts are derived from sources (not personal knowledge). This project will involve three separate assignments, each applying the literature from 1 of the 3 books we read to your particular institution. In other words, how does the literature inform the reality of the campus? Each part is worth 25 points and should be written as an individual paper (with a short introduction that provides a roadmap of what will be discussed and a conclusion that provides a short summary) and conform to the expectation for written assignments. Each part should be between 2500 and 3000 words, including any charts, references, etc.

Online Discussion of Institutional Case Analysis (15 total points; 5 points each discussion):

Three times during the semester students will engage in an online discussion of their institutional case analysis. On the appropriate day (when the case analysis is due), each student should post a 2 paragraph summary of their analysis, pointing to one particular insight the readings provided for their institution. Additionally, every student should comment on other students' posts by making connections to their institution. These comments should be well thought out and insightful: do not simply write "I found the same thing with my campus." This assignment should mirror the dialogue of an in-class discussion! Students must post their initial summary by 5 p.m. on the assigned day: you will have 3 days to respond to other posts.

List of Journals and Websites

The following journals and websites may be helpful resources for your assignments this semester:

- History of Education Quarterly
- Journal of Higher Education
- Research in Higher Education
- Review of Higher Education
- Higher Education: Handbook of Theory & Research
- Journal of College Student Development
- About Campus
- NASPA Journal About Women in Higher Education
- Journal of College And Character
- Journal of Student Affairs Research and Practice
- Oracle

- SACSA Journal
- New Directions for Student Services
- New Directions for Higher Education
- New Directions for Institutional Research
- New Directions for Community Colleges
- Community College Journal of Research and Practice
- Chronicle of Higher Education
<http://chronicle.com>
- Inside Higher Education
<http://www.insidehighered.com/>

Grading Rubric

Each assignment will be given a letter grade and an associated point value in accordance with the quality it reflects:

A (90-100% of points) – Excellent/Outstanding. At the high end of the scale, the work at this level is extraordinary, surpasses expectations for the assignment, and is essentially error free. At the low end of the scale, the work is thorough, well-reasoned, and creative. Work is of excellent quality and has minimal errors.

B (80-89% of points) – Good/Very Good. At the high end of the scale, represents strong work for a graduate student that illustrates creativity and is generally thorough and well-reasoned, but evidences a few errors and/or minor conceptual weaknesses. At the low end of the scale, represents sound work for a graduate student that meets the basic objectives of the assignment and demonstrates a general understanding of and application of concepts. Work has some errors and/or conceptual weaknesses.

C (70-79% of points) – Borderline/Adequate. At the high end of the scale, represents adequate work for a graduate student that evidences strengths in some areas, but these are offset by errors or conceptual weaknesses in other areas. At the low end of the scale, weak work for a graduate student. Work just meets the minimal expectations for the assignment, but understanding of salient concepts is somewhat incomplete and work evidences errors in several areas.

D (60-69% of points) – Inadequate. Work fails meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important concepts.

F (Below 60%) – Unacceptable. Work is far below expectations for a graduate student in the course. Work is incomplete, contains copious errors, and disregards important concepts.

Final Grades

A	=	90-100%
B	=	80-89%
C	=	70-79%
D	=	60-69%
F	=	below 60%

Weekly Course Schedule

Week 1	August 24	Introductions, expectations, and setting the stage
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Class Introductions
Course Requirements

Week 2	August 31	Presidents, Trustees, and Internal Governance
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Read: Ehrenberg, pp. 1-67 & 281-284.

Week 3	September 7	Labor Day Holiday
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NO CLASS: Labor Day Holiday

Week 4	September 14	Internal Governance and Organization
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Read: Ehrenberg, 71-161.
Organization and Governance in the News #1

Week 5	September 21	Governance in Practice
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Read: Ehrenberg, 165-232.
Organization and Governance in the News #2

Week 6	September 28	Challenges from Nonprofits
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Read: Ehrenberg, pp. 235-280.
Organization and Governance in the News #3

Week 7	October 5	Collegial and Managerial Cultures
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Read: Berquist, pages 1-71 and 251-260 (complete the Academic Cultures Inventory and bring the results to class).
Organization and Governance in the News #4

Week 8	October 12	Online Discussion #1
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Online Discussion of Institutional Case Analysis #1
Due: Institutional Case Analysis (application of Ehrenberg).

Week 9	October 19	Developmental and Advocacy Cultures
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Read: Berquist, pages 73-145.
Organization and Governance in the News #5

Week 10	October 26	Virtual and Tangible Cultures
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Read: Berquist, pages 147-217.
Organization and Governance in the News #6

Week 11	November 2	Bridging the Gap between Cultures
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Read: Berquist, pages 219-249.
Organization and Governance in the News #7

Week 12	November 9	Online Discussion #2
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Online Discussion of Institutional Case Analysis #2
Due: Institutional Case Analysis (application of Berquist).

Week 13	November 16	Understanding Leadership
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Read: Kezar, pages 1-29.

Week 14	November 23	Rethinking Leadership
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Read: Kezar, pages 31-99.
Organization and Governance in the News #8

Week 15	November 30	Rethinking Higher Education Leadership
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Read: Kezar, 101-176.
Organization and Governance in the News #9

Week 16	December 7	Online Discussion #4
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Online Discussion of Institutional Case Analysis #3
Due: Institutional Case Analysis (application of Kezar).