

ORGANIZATION AND GOVERNANCE OF HIGHER EDUCATION

HED 4220-1/4220-2

Winter, 2019

WEDNESDAYS 1-4:20 PM AND 6:00-9:20 PM

TEACHER OF RECORD

Cecilia M. Orphan, Ph.D.

Assistant Professor, Higher Education

Morgridge College of Education

University of Denver

cecilia.orphan@du.edu

Office Hours: Tuesdays 3:00 – 5:00 pm and by appointment

Pronouns: she, her, hers

TEACHING INTERNS

Lesley N. Sisaket, M.S.

Ph.D. Student, Higher Education

lesley.sisaket@du.edu

Pronouns: she, her, hers

Sarabeth Morofsky, M.P.S.

Ed.D. Student, Higher Education

sarabeth.morofsky@du.edu

Pronouns: she, her, hers

COURSE DESCRIPTION

Students enrolled in this course will acquire a nuanced understanding of how colleges and universities are governed. Key questions guiding this course will be: Who has the power to make decisions on college campuses? What roles do various constituents, such as board members, presidents, deans, faculty, staff, chief diversity officers, and students play, and how reflective are these individuals of the broad diversity of U.S. higher education? How does the larger social/political context in the U.S. affect how institutions are governed? What does academic governance reveal about power, privilege and oppression? We will explore how organizational characteristics (the culture, history and structure), positionalities and identities, and policies (for example, tenure and promotion, shared governance, and academic freedom) influence the ability of institutions to dismantle systemic oppression, promote opportunity for all stakeholders, and strengthen democratic life. Throughout this course, traditional, normative theories and emerging, critical theories will be used to examine the organization and governance of higher education.

We will also discuss the ways in which institutions define their educational purpose as it relates to whom they serve and why they exist, and how this sense of purpose permeates decision making while at times creating tensions and exposing instances in which espoused purpose fails to match reality. We will explore this contested territory through class discussions, activities, and case studies drawn from the annals of higher education.

Students will learn how to write administrative memos, an important skill within higher education and public administration, and be challenged to act, communicate and think like administrators. Weekly readings provide a range of views and theoretical frameworks to understand the topics and issues being considered while exploring the diversity of institutional types in which academic governance takes place in the U.S.

Note: This syllabus was developed collaboratively with scholars across the country interested in bringing more criticality into the study and teaching of the organization and governance of higher education.

COURSE CATALOG ENTRY

Study of theoretical perspectives and empirical research drawn from the social sciences related to higher education organizations and governance with an emphasis on application of theory and practice.

SIGNIFICANT LEARNING OUTCOMES

- I. Identify key terms, positions, principles and structures associated with the organization and governance of higher education
- II. Articulate how governance is implemented at various institution types, including those institutions that often escape examination and yet educate large proportions of historically marginalized students (e.g., community and technical colleges, HBCUs, HSIs, tribal colleges and universities, regional comprehensive universities, etc.)
- III. Understand the broader social/political contexts in which higher education exists and how these contexts affect the governance of higher education
- IV. Interrogate how power, privilege and positionalities involved in organization and governance promote or impede institutional ability to dismantle systemic oppression, and strengthen educational opportunity and democratic life
- V. Understand and critique traditional and normative theories used to examine the organization and governance of higher education
- VI. Understand and critique emerging and critical theories used to understand the organization and governance of higher education
- VII. Synthesize research and theory about the organization and governance of higher education to analyze governance opportunities and challenges in the real world
- VIII. Develop individualized skills, dispositions, knowledge and styles that promote effective governance, inclusivity and the public purposes of higher education

STATEMENT ON TEACHING

As an instructor, I teach from a place of love for students. I seek to co-create with students a classroom space that honors the principles of Inclusive Excellence in which all participants feel inclined to bring their expertise, identities, learning, and experience to bear on the topics we are considering in class. I care deeply about student learning and development. I have been strongly influenced by Paulo Friere's work *Pedagogy of the Oppressed* and bell hooks's work *Teaching to Transgress*, and I have a desire to co-create with students a classroom space that is liberatory, challenging, and inclusive of the diverse experiences, identities, and expertise students hold. I am interested in helping students cultivate the skills, efficacies, and expertise necessary for engaging in research and leadership within higher education so that they may enact their roles effectively while dismantling systemic oppression, recognizing power, privilege and oppression, and promoting the public purposes of higher education.

I do not think of myself as the sole expert in the course or as a sage on the stage. Instead, I view myself as a guide on the side helping facilitate the learning of those in the class. I firmly believe that I have as much to learn from students as I have to teach them, and that students have much to teach and learn from one another. In these ways, I view our course as a co-owned and co-created learning experience. I seek and welcome student feedback about the course and incorporate this feedback into the course. To that end, I will make available an anonymous survey link for students to provide feedback about the course during Week 4.

COURSE READINGS AND SUPPORTING MATERIALS

All readings and supporting materials are posted to Canvas or available online. Please read the syllabus carefully and note which resources are posted to Canvas and which are available online. There are no assigned course textbooks. The readings for HED 4220 are in a variety of formats (e.g., scholarly journal articles, book chapters, policy briefs, opinion-editorial pieces, podcasts, documentaries), and are selected to cover an array of

topics that advance understanding about academic administration. As the field of academic administration lends itself to debate, the readings and in-class discussions are intended to represent a variety of viewpoints, cultural identities, and interests. Indeed, we will take class time to debate various administrative approaches we are considering.

COURSE TIMELINE

The following table describes each week's topic, readings, activities and agenda, and assignments, and the corresponding learning outcomes pursued (E.g., SLOI corresponds with Desired Learning Outcome I listed above).

Week's Theme	Agenda and Activities	Readings	Assessments	Assignments
<p>Week 1: Introduction to Organization and Governance and Institutional Types</p>	<ul style="list-style-type: none"> • Introductions and setting course ground rules • Native Land Acknowledgement • Syllabus overview • Introductory discussion – institutional types and their purposes [SLOI, SLOII] • 1 minute paper 	<p>Beam, C. (2007, May 16). “You U: How do you start your own university?” <i>Slate</i>. Retrieved from: http://www.slate.com/articles/news_and_politics/explainer/2007/05/you_u.html. [SLOI]</p> <p>Crazy Bull, C. (2015, May 2). An act of sovereignty: Governing tribal higher education. <i>Journal of American Indian Higher Education</i>, 26(4). Retrieved from http://tribalcollegejournal.org/an-act-of-sovereignty-governing-tribal-higher-education/. [SLOI, SLOII, SLOIII, SLOIV]</p> <p>Orphan, C. (2018). <i>Why regional comprehensive universities are vital parts of U.S. higher education</i>. Boston, MA: Scholars Strategy Network. Retrieved from: https://scholars.org/brief/why-regional-comprehensive-universities-are-vital-parts-us-higher-education. [SLOI, SLOII, SLOIII]</p> <p>Jenkins, R. (2017, June 27). Pressing our advantage. <i>The Chronicle of Higher Education</i>. Retrieved from https://www.chronicle.com/article/Pressing-Our-Advantage/240401. [SLOI, SLOII, SLOIII]</p> <p>Garcia, G. A., Ramirez, J. J., Patrón, O. E., & Medina, Ø. (2017, December 3). Reframing Hispanic Serving Institutions (HSIs): A counterstory of a “Latinized” institution in the Midwest [Policy brief]. Retrieved from https://cmsi.gse.upenn.edu/sites/default/files/Gina%20Garcia%20research%20brief%20%28r2%29.pdf. [SLOI, SLOII, SLOIII, SLOVI, SLOVIII]</p>	<ul style="list-style-type: none"> • Student participation rubric [SLOVII, SLOVIII] 	<ul style="list-style-type: none"> • Read the course syllabus in its entirety and prepare one question for the teacher about the syllabus. • Organization and Governance Profile [SLOVIII] • 1-minute paper [SLOI, SLOII]

		<p>Minor, J. T. (2004). Decision making in historically Black colleges and universities: Defining the governance context. <i>Journal of Negro Education</i>, 73(1), 40-52. [SLOI, SLOII, SLOIV]</p>		
<p>Week 2: Normative and Traditional Theories Used to Understand Organization and Governance</p>	<ul style="list-style-type: none"> • Discussion of normative and traditional theories and theory gallery walk [SLOI, SLOV] • Administrative Memo writing workshop [SLOI, SLOVIII] • ePortfolio presentation [SLOVIII] • 1-minute paper 	<p>Nguyen, B. M. D. (2018). Starting with theory. <i>A Community of Higher Ed Scholars: The Official Blog of AERA Division J</i>. Retrieved from: http://aeradivisionj.blogspot.com/2018/01/starting-with-theory.html?utm_source=feedburner&utm_medium=email&utm_campaign=Feed%3A+ACommunityOfHigherEdScholars+%28A+Community+of+Higher+Ed+Scholars%29. [SLOV, SLOVI, SLOVIII]</p> <p>Gonzales, L.D., Kanhai, D. & Hall, K. (2018). Reimagining and retooling organizational theory for the critical study of higher education, in M.B. Paulsen (Ed.). <i>Higher education: Handbook of theory and research</i>, 33. New York, NY: Springer Publishing. [SLOV, SLOVI, SLOVII]</p> <p>Garcia, G. A. (2015). Using organizational theory to study Hispanic-Serving Institutions (HSIs): An imperative research agenda. In A. M. Nuñez, S. Hurtado, & E. Calderón Galdeano (Eds.), <i>Hispanic-Serving Institutions: Advancing research and transformative practices</i>. New York: Routledge. (eBook available on DU Libraries website). [SLOV, SLOVII]</p> <p>Cohen, M. D., March, J. G., & Olsen, J. P. (1972). A garbage can model of organizational choice. <i>Administrative Science Quarterly</i>, 17(1), 1-25. [SLOI, SLOV]</p>	<ul style="list-style-type: none"> • Student participation rubric [SLOVII, SLOVIII] 	<ul style="list-style-type: none"> • 1-minute paper [SLOI, SLOII]
<p>Week 3: Critical and Emerging Theories Used to Understand</p>	<ul style="list-style-type: none"> • Guest speaker: Patty Hickman, Assistant Director of Career Services, 	<p>Orphan, C. & O'Meara, K. (2015). Next generation engagement scholars in the neoliberal university. In M. Post., E. Ward., N.V. Longo, J. Saltmarsh (Eds.), <i>Publicly Engaged Scholars</i>. Sterling, VA: Stylus Publishing, LLC. [SLOI, SLOIII, SLOIV, SLOVI]</p>	<ul style="list-style-type: none"> • Student participation rubric [SLOVII, SLOVIII] 	<ul style="list-style-type: none"> • 1-minute paper [SLOI, SLOII]

<p>Organization and Governance</p>	<p>University of Denver (invited) [SLOVVIII]</p> <ul style="list-style-type: none"> • Discussion of critical and emerging theories and theory gallery walk [SLOVI, SLOVII] • 1 minute paper 	<p>Kezar, A. & Lester, J. (2010). Breaking the barriers of essentialism in leadership research: Positionality as a promising approach. <i>Feminist Formations</i>, 22(1), 163-185. [SLOI, SLOIII, SLOIV, SLOV, SLOVI]</p> <p>Iverson, S. D. (2007). Camouflaging power and privilege: A critical race analysis of university diversity policies. <i>Educational Administration Quarterly</i>, 43(5), 586-611. [SLOI, SLOIV, SLOVI, SLOVIII]</p> <p>Ospina, S., & Foldy, E. (2009). A critical review of race and ethnicity in the leadership literature: Surfacing context, power and the collective dimensions of leadership. <i>The Leadership Quarterly</i>, 20(6), 876-896. [SLOI, SLOIV, SLOVI]</p>		
<p>Week 4: Shared Governance – Aspirations and Realities</p>	<ul style="list-style-type: none"> • Jeopardy Game exploring Shared Governance [SLOI, SLOII, SLOIII, SLOIV, SLOVII, SLOVIII] • Discussion of Case Study and readings [SLOI, SLOII, SLOIII, SLOIV, SLOVII, SLOVIII] • 1-minute paper 	<p>AAUP. (1966). <i>Statement on government of colleges and universities</i>. Washington, DC: Association of University Professors. Retrieved from: https://www.aaup.org/report/statement-government-colleges-and-universities. [SLOI, SLOII, SLOVIII]</p> <p>Ratsoy, E. & Bing, Z. (1999). Student participation in shared governance. <i>The Canadian Journal of Higher Education</i>, 29(1), 1-26. [SLOI, SLOIV]</p> <p>Higher Education Student Association. (2018, November 8). Higher Education Student Association Statement Prepared for “Morgridge Gathering for Healing, Sensitivity, and Learning”.</p> <p>Davenport, E. (2015). Unionization and shared governance at Historically Black Colleges and Universities. <i>Thought and Action</i>, 39-54. [SLOI, SLOII, SLOIV]</p> <p>Kezar, A. & Fries-Britt, S. (2018). <i>Speaking truth and acting with integrity: Confronting challenges of campus racial climate</i>. Read Executive Summary. Washington, DC:</p>	<ul style="list-style-type: none"> • Student participation rubric [SLOVII, SLOVIII] • Administrative Memo Rubric 	<ul style="list-style-type: none"> • Washington and Lee University Administrative Memo [SLOI, SLOII, SLOIV, SLOVII, SLOVIII] • 1-minute paper [SLOI, SLOII]

		<p>ACE. Retrieved from: https://www.acenet.edu/news-room/documents/speaking-truth-and-acting-with-integrity.pdf. [SLOI, SLOII, SLOIII, SLOIV, SLOVII, SLOVIII]</p> <p>Lucey, C. (2002). Civic engagement, shared governance, and community colleges. <i>Academe</i>, 88(4), 27-31. [SLOI, SLOII, SLOIII, SLOIV]</p> <p>CASE STUDY: Washington and Lee University: “Race, history and Robert E. Lee.” [SLOVI, SLOII, SLOVIII, SLOIV, SLOVIII]</p>		
<p>Week 5: Social and Political Contexts</p>	<ul style="list-style-type: none"> • Discussion of Case Study and readings [SLOI, SLOIII] • Debate: Colleges should ignore external social/political context vs. colleges should pay attention to social/political context [SLOIII, SLOVII, SLOVIII] • TED Talks TED Talks [SLOVII, SLOVIII] • 1-minute paper 	<p>Mortimer and Sathre, Chapter 1: “The World is Changing Faster than the Governance Structure” (p. 1-20), in <i>The Art and Politics of Academic Governance</i>. Latham, NY: Rowman & Littlefield Publishers, Inc. [SLOI, SLOIII]</p> <p>Partelow, L. & Wolgin, P. E. (2018). The Trump Administration’s harsh immigration policies are harming school children. Washington, DC: Brookings Institution. Retrieved from: https://www.americanprogress.org/issues/education-k-12/news/2018/11/30/461555/trump-administrations-harsh-immigration-policies-harming-schoolchildren/. [SLOIII]</p> <p>Shaw, C. & Ward, L. (2014). Dark thoughts: Why mental illness is on the rise in academia. <i>The Guardian</i>. [SLOIII]</p> <p>This American Life. My effing First Amendment. 60 minute podcast. Retrieved from: https://www.thisamericanlife.org/645/my-effing-first-amendment. [SLOIII]</p> <p>Coons, C., Booker, C., Schatz, B., Harris, K., Murphy, C. & Baldwin, T. (2018, December 3). Letter regarding <i>U.S. News and World Report</i> rankings. Retrieved from: https://www.coons.senate.gov/imo/media/doc/US%20News</p>	<ul style="list-style-type: none"> • Student participation rubric [SLOVII, SLOVIII] • TED Talk grading rubric [SLOVII, SLOVIII] 	<ul style="list-style-type: none"> • 1-minute paper [SLOI, SLOII] • TED Talks [SLOVII, SLOVIII]

		<p>%20Letter%20Dec%203%202018.pdf. [SLOIII]</p> <p>CASE STUDY. Message regarding university policies on freedom of expression and our transgender community. University of Denver. [SLOII, SLOIV, SLOVII, SLOVIII]</p>		
<p>Week 6: Effective and Ineffective Boards of Trustees</p>	<ul style="list-style-type: none"> • Mount St. Mary’s College Simulation and discussion of the readings [SLOI, SLOIV, SLOVII, SLOVIII] • TED Talks [SLOVII, SLOVIII] • 1-minute paper 	<p>Janis, I. L. (1971). “Groupthink: An early draft.” [SLOIV, SLOV, SLOVI, SLOVIII]</p> <p>Sagaria, M. (2002). An exploratory model of filtering in administrative searches: Toward counter-hegemonic discourses. <i>Journal of Higher Education</i>, 73(6), 677-710. [SLOI, SLOIV, SLOVII]</p> <p>Association of Governing Boards. (2017). <i>AGB board of directors statement on shared governance</i>. Washington, DC: Author. [SLOI, SLOIV]</p> <p>Legon, R. (2014 March/April). 10 Habits of highly effective boards. <i>Trusteeship</i>, 22(2). Retrieved from http://agb.org/trusteeship/2014/3 [SLOI, SLOIV, SLOV, SLOVIII]</p> <p>CASE STUDY: Mount St. Mary’s College. [SLOIV, SLOVII, SLOVIII]</p>	<ul style="list-style-type: none"> • Student participation rubric [SLOVII, SLOVIII] • TED Talk grading rubric [SLOVII, SLOVIII] 	<ul style="list-style-type: none"> • 1-minute paper [SLOI, SLOII] • TED Talks [SLOVII, SLOVIII]
<p>Week 7: College Presidency and Provostship</p>	<ul style="list-style-type: none"> • Videos of Michael Sorrell, President, Paul Quinn College, and Adam Bush, Provost, Provost, College Unbound [SLOI, SLOII, SLOIII, SLOIV, SLOVII, SLOVIII] • TED Talks 	<p>Bullard, E. A. (2013). <i>Queer leadership: A phenomenological study of the experiences of out gay lesbian higher education presidents</i>. Read Chapter 4. Unpublished dissertation, Colorado State University. [SLOI, SLOIII, SLOIV]</p> <p>Bouck, E. & Peller, J. (2018). <i>The keys to quality: Reforming higher education accreditation policy</i>. Washington, DC: Higher Learning Advocates. Retrieved from: https://higherlearningadvocates.org/wp-content/uploads/2018/05/Accreditation-Reform-Brief-FINAL.pdf. [SLOI, SLOVIII]</p>	<ul style="list-style-type: none"> • Student participation rubric [SLOVII, SLOVIII] • TED Talk grading rubric [SLOVII, SLOVIII] 	<ul style="list-style-type: none"> • 1-minute paper [SLOI, SLOII] • TED Talks [SLOVII, SLOVIII]

	<p>[SLOVII, SLOVIII]</p> <ul style="list-style-type: none"> • Discussion of Case Study and readings [SLOI, SLOII, SLOIII, SLOIV, SLOVIII] • 1-minute paper 	<p>Smith, M. P. (2017). <i>The mis-engagement of higher education: A case for liberation engagement at Historically Black Colleges and Universities</i>. Philadelphia, PA: Center for Minority Serving Institutions, University of Pennsylvania. [SLOI, SLOII, SLOIII, SLOIV, SLOVIII]</p> <p>Kelly, M. L. (2011). <i>Next in line: Women chief academic officers, their experiences and career aspirations</i> (Order No. 3455418). Read pp. 61-89. Unpublished dissertation, University of Pennsylvania. [SLOIV, SLOVIII]</p> <p>Thunder, D. H. H. I. (2015). Fostering the intellectual and tribal spirit: The role of the chief academic officer. <i>Tribal College, 26</i>(4), 34-37. [SLOIV, SLOVIII]</p> <p>CASE STUDY: Beyond a President’s Worst Fears, a Mob With Torches Arrived; When White Supremacists Descend, What can a College President Do? [SLOVII, SLOVIII]</p>		
<p>Week 8: Midlevel Administrators</p>	<ul style="list-style-type: none"> • Guest Lecture: Dr. Leslie Gonzales, Associate Professor, Educational Administration, Michigan State University, Wednesday, February 27, 4:00-6:00 pm, KRH Commons 	<p>Pritchard, A. & McChesney, J. (2018). <i>Focus on student affairs, 2018: Understanding key challenges using CUPA-HR Data</i>. CUPA-HR. Retrieved from: https://www.cupahr.org/wp-content/uploads/Student_Affairs_Report.pdf. [SLOI, SLOIV, SLOVII, SLOVIII]</p> <p>Hammond, J. S., Keeney, R. L., & Raiffa, H. (2001). The hidden traps in decision making. In <i>Harvard Business Review on Decision Making</i> (pp. 143-167). Boston, MA: Harvard Business School Press. [SLOI, SLOIV, SLOV, SLOVII, SLOVIII]</p> <p>Buller, J. L. (2007). <i>The essential academic dean: A practical guide to college leadership</i>. San Francisco, CA. Jossey-Bass. (Chapters 38 and 41.) [SLOI, SLOIV, SLOVII, SLOVIII]</p>	<ul style="list-style-type: none"> • Quiz: Week 8 Readings 	<ul style="list-style-type: none"> • Quiz: Week 8 Readings

		<p>Langan, A. (2018). Female managers and gender disparities: The case of academic department chairs. Retrieved from: https://scholar.princeton.edu/sites/default/files/alangan/files/langan_jmp_current.pdf. [SLOIV, SLOVII, SLOVIII]</p> <p>Parker, E. T. (2015). Read Chapter Six in <i>Exploring the establishment of the office of the chief diversity officer in higher education: A multisite case study</i>. Unpublished dissertation, University of Iowa. [SLOII, SLOIV, SLOVII, SLOVIII]</p>		
Week 9: The Faculty	<ul style="list-style-type: none"> • TED Talks [SLOVII, SLOVIII] • Faculty/Student Activity and discussion of the readings [SLOI, SLOIV, SLOVI SLOVII] • 1-minute paper 	<p>Özlem, S. & DiAngelo, R. (2017). “We are all for diversity, but ...”: How faculty hiring committees reproduce Whiteness and practical suggestions for how they can change. <i>Harvard Educational Review</i>, 87(4), 557-580. [SLOI, SLOIV, SLOVI]</p> <p>AAUP. (2012). Accommodating faculty members who have disabilities. <i>Bulletin of the American Association of University Professors</i>, 98, 30-42. [SLOI, SLOIV, SLOVIII]</p> <p>O’Meara, K., Templeton, L. & Nyunt, G. (2018). Earning professional legitimacy: Challenges faced by women, underrepresented minority, and non-tenure-track faculty. <i>Teachers College Record</i>, 120, 1-38. [SLOI, SLOIV, SLOVI SLOVIII]</p> <p>Orphan, C. & Reynolds, C. (2018). From impostor to infiltrator: Leveraging working-class funds of knowledge to negotiate and change academic culture. Chapter in <i>Leaps of faith: Stories from working class scholars</i>. Charlotte, NC: Information Age Publishing. [SLOI, SLOIII, SLOIV]</p> <p>Altbach, P.G. (2009). Academic freedom: A realistic appraisal. <i>International Higher Education</i>, 57, 2-5. [SLOI, SLOIII]</p>	<ul style="list-style-type: none"> • Student participation rubric [SLOVII, SLOVIII] • TED Talk grading rubric [SLOVII, SLOVIII] 	<ul style="list-style-type: none"> • 1-minute paper [SLOI, SLOII] • TED Talks [SLOVII, SLOVIII]

<p>Week 10: Conclusions and Takeaways</p>	<ul style="list-style-type: none"> • Misty College Role Play [SLOI, SLOIV, SLOVII, SLOVIII] • Misty College debrief, discussion of reading and course conclusions [SLOI, SLOII, SLOIII, SLOIV, SLOV, SLOVI, SLOVII, SLOVIII] 	<p>Garcia, G. A. (2017). Decolonizing Hispanic-serving institutions: A framework for organizing. <i>Journal of Hispanic Higher Education</i>, 1-16. [SLO1-SLOVIII]</p>		<ul style="list-style-type: none"> • Administrative Reflective Letter [SLOII, SLOIII, SLOIV, SLOV, SLOVII, SLOVIII]
--	--	---	--	--

COURSE EXPECTATIONS

The Teaching Team expects that you will be critical and creative in how you present your work and expertise. All class sessions will involve discussion of assigned readings; we invite students to share in this discussion and complete readings in advance. Each student is invited to participate in group discussions, activities, and projects. You will be evaluated on the professionalism and integrity with which you engage your peers as well as the experts and leaders we interact with in class. We will use readings, activities, discussions, and group activities to achieve the course's significant learning outcomes. The goal of each session is to strengthen your ability to understand, evaluate and participate in the organization and governance of higher education.

A graduate program holds high expectations for written work, communication, and professional conduct. The expectation of this course is that students will be present and fully engaged during class exercises and discussions, which means that they are free of technological distractions. Not only do these distractions contribute to a student's inattentiveness, research has shown that they make it difficult for others to focus. Therefore, the following expectations are in effect during class. Students should familiarize themselves with these expectations and understand that when they are not actively engaged in class, their learning and their fellow students' learning will be affected, as will their participation grades.

- All assignments must be completed on time and submitted via Canvas or presented in person during class. Late papers will receive a maximum of 70% and are only accepted up until three days after the assignment is due unless the teacher of record and student make alternative arrangements.
- Students are expected to arrive to class on time and return promptly from class breaks.
- Turn off all mobile devices or switch them to silent mode during in-class meetings. The use of electronic devices is restricted to notetaking and accessing course-related content and when the teacher has granted permission for their use during an exercise.
- Text messaging or sending email during in-person class are inappropriate.
- If you have an emergency that requires being accessible by phone during an in-class meeting, notify the Teacher of record before class.
- Be respectful of your classmates and minimize distractions.
- Your participation grade will be evaluated based on your adherence to these course expectations, particularly with regard to your use of technology.

The Teacher of Record is available to meet as needed to assist students in meeting the expectations described.

COURSE ASSIGNMENTS

Two written assignments (one administrative memo and one reflection paper), a quiz, and one oral presentation are required for the course. **All written assignments should be submitted to Canvas.** Students will also be expected to come to class prepared to discuss the readings and case studies, and actively and thoughtfully participate in activities, simulations and roleplay exercises.

1. Washington and Lee University Administrative Memo, 25 points, Due: Wednesday, January 30, before class.

Write a memo to a key decision maker (e.g., to the board chair, president, student leader, faculty leader, etc.) that ***briefly*** describes the key governance issues at play in the Washington and Lee University case and offer detailed advice regarding how the person (and their institution) should respond (or should have responded). You are required to include at minimum 10 course reading citations in your memo and at least one theory we considered weeks 2 or 3. **Hint:** The readings assigned Week 4 will be helpful in crafting your memo. How should the key person understand the issues at play through the lens of the theory/theories you selected for analysis? You are acting as a practical and theoretical consultant with expertise in higher education desperately

needed by this decision maker. (4-5 pages, single spaced, references should be made using endnotes, **not in-text citations**).

The memo should reflect the following best practices:

- **Brief** identification and analysis of key facts as they relate to the institution and the issue, challenge or opportunity. Do not repeat key facts from the case, instead frame their meaning. This might be achieved through the inclusion of 3-4 short bullets, defining trends or pointing out inter-relationships.
- Intentional formatting and structure that frames issues and enables the reader to move quickly through the document.
- Consideration of how this issue interacts with the institution's ability to promote equity as well as its mission and purpose.
- Concluding statement/call to action that convincingly argues for the urgency of the issue and the rightfulness of your recommendations (should be 50-100 words long).
- An executive summary (no more than 400 words) on the first page of the memo.
- The visual layout of the memo is as important as its content. Think about how the layout on the page affects the reader's ease in reading and understanding the recommendations offered in the memo. You are writing for two readers: the executive who will only read the executive summary and then skim the headings/visuals, and the staff member who will read in detail the substance of the memo.
- You are required to include at least two visuals (table, graph, chart, image, etc.) that you have designed in your memo.
- Canva.com is a potentially useful resource for formatting memos.
- Get to the point ... don't bury the lead. The first or second section should let the reader know where you are headed. Specific recommendations do not have to come only at the end.
- Recommendations should have detail about who, what, where, when and how your recommendations will be implemented. They should not be vague statements of direction, but a specific, actionable list of steps to take. If a staff member were to receive this memo, they would know exactly whom to involve in implementing your recommendations, how they should be implemented, what should be done, how they will be funded, when they should take place, and why they are appropriate given the issues at play.
- Justification and rationale for your chosen recommendations (can be derived from the specifics of the case, the case's resemblance to institutional peers, course texts, theories, and well-known scholarship in higher education).
- Think carefully about how the local, state, national, global, historical, societal and political contexts have implications for the case.
- Adjectives should be chosen carefully to add precision to the understanding of the point being made, not just as a way to add extra words to the memo. Avoid passive voice, superlatives, overly flowery language, and demonstrative pronouns.
- When you make assumptions, be certain they are backed by facts and rationale to add real meaning, not just to add to a story.

Rewrites: Graduate work requires a period of adjustment for many students. If you receive a B (i.e., 86%) or lower on your administrative memo, I offer the opportunity to rewrite and resubmit your memo. Only the higher grade will be counted. The rewrite will be due Monday, March 4th.

2. Quiz: Week 8 Readings, 10 points, Due: Wednesday, February 27.

Week 8 students will complete a 10-question multiple choice quiz about the readings. The quiz questions will be available for Section 1 at 2-3 pm on Wednesday, 2/27; and for Section 2 at 8-9 pm on Wednesday, 2/27. There will be no makeups or retakes for the quiz. The quiz is open book and open notes but must be completed independently.

3. Administrative Reflective Letter, 30 points, Due: March 13, 2019, at 11:59 pm.

Imagine that you are preparing for your first senior administrative position as a president, provost, dean, chief diversity officer, chief civic engagement officer, or chief student affairs officer. Select the institution type at which you will be employed and write yourself a letter reflecting on the kind of administrator you plan to be.

In the letter, describe the principles and values you will embody in your role, the goals you will enact for your institution, the constituent groups you will work with, and the theory/theories that will influence the way you lead your institution. Acknowledge aspects of the social/political context in which your institution exists (explored Week 5) and describe how, as a leader, you will help your institution navigate this external context while advancing the mission and purpose of your institution. Also describe how you will leverage the power inherent in your position to promote equity on campus, and how you will authentically lead in light of your social and cultural identities. Include at least 15 course citations that demonstrate your familiarity with the institutional type and senior administrative position you have selected, the theories you are using, and the external context in which your institution exists. (3-4 single spaced pages, 12-point font, normal margins, reference should be made using endnotes, not in-text citations).

Guiding questions to consider:

- What will be my purpose as an administrator?
- How will my social and cultural identities and positionality affect the way I enact my role? How will I remain authentic in my role?
- How will I leverage the privileges I have due to my identities and positions to promote equity on my campus?
- How will I respond when challenges or norms within the institution attempt to push me from my center and authentic self? How will I come back to the core values, principles and goals I possess while remaining authentic?
- As an administrator, what do I want my legacy be?
- Who will be the key constituent groups I will need to consult and work with in my role? How will I engage these constituent groups?
- What will my administrative style be?
- What principles and values do I want to demonstrate in my role? How will campus stakeholders know that I am upholding these values and principles?
- How will I contribute to equity on campus?
- How will I enact the institution's unique mission?
- What kind of supervisor do I want to be? How will I encourage the people I supervise to promote equity and the purpose and mission of our institution?
- How will theory and prior research inform the way I enact my role?
- How will I apply course concepts, theories and experiences to my role?

Imagine this letter will serve as a reminder to you during your tenure as a senior administrator. You will return to this letter regularly and reflect on how well you are fulfilling the goals you set for yourself, being authentic and embodying your values.

3. TED Talk Exploring Current Issue in Higher Education, 25 points, varying due dates.

Students will make 10-minute presentations about a current issue in higher education (for example, the hiring of contingent faculty, scandals currently or historically facing colleges and universities, funding of public higher education, changing student demographics, racism on college campuses, etc.). Three places to look for current issues are *The Chronicle of Higher Education*, *Education Dive: Latest Education News*, and *InsideHigherEd*.

Students should reference TED Talks to gain a sense of the style and structure of short, informative and argumentative speeches: <https://www.ted.com/talks>.

TED Talks should include a brief description of the problem or issue, an explanation of how this issue relates to academic governance issues drawn from the course readings and discussions, and recommendations about how the campus/higher education should respond to the issue. Students are also urged, where appropriate, to connect the issues they are considering to the major theories we are considering in class and the social/political contexts in which these issues take place. Similar to the requirements for writing memos, students should provide appropriate contextual details and rationale for proposed recommendations to address the issue and describe the equity and democratic issues at play. Students are welcome to use visual implements in their presentations (handouts, PowerPoint, Prezi, images, etc.).

An ideal itinerary for a TED Talk is: 1 minute introduction; 4 minute description of the problem/issue/topic of the talk; 4 minute description of recommendations; 1 minute conclusion and call to action.

Students are required to submit their topic to the teacher for approval by Wednesday, January 30th.

4. Participation, 10 points, due each class except Weeks 8 and 10.

Participation will be measured by individuals' contribution toward the community's significant learning outcomes. Specifically, students will evaluate their individual participation in discussions and activities. Participation can take a variety of forms (e.g., asking questions, initiating and/or furthering discussion in large, small and dyadic groups, written discourse). This conception of participation as contribution embeds the assumption that all course activities will be completed, performed, and assessed as fully as possible by individual participants. **Students are required to embody the principles of Inclusive Excellence in their course assignments, interactions with the teaching team and fellow students, guest speakers, and during activities.** Students will assess their own participation at the conclusion of each class and will assign themselves up to 1 point for each class.

Note: The Teacher of record reserves the right to reassess a student's participation and assign a grade differing from that of a student's self-assessment if they do not follow the guidelines laid out in the Course Expectations section of the syllabus.

GRADING POLICY

Grades for student work will be determined by the following criteria:

- Your contributions (written and oral) evidence your careful reading and thorough understanding of course readings.
- Your contributions (written and oral) evidence that you are considering how you will incorporate course concepts into your own practice.
- Your contributions should be analytical, not merely descriptive. That is, your memos, letter and presentation should not simply recite facts. Instead, you should evidence a clear and convincing argument and each assertion you make should be backed by evidence and defensible rationale.
- Your memos, final reflective memo and presentations should follow the tenets of effective communication: your ideas should be presented in an organized way, correct grammar and spelling (for memo and final reflection paper) are expected, and all references must be clearly cited (including information obtained from the internet).
- Student performance on the quiz.

Grading Scale

A: 4.0 = 93-100
A-: 3.7 = 90-92
B+: 3.3 = 87-89
B: 3.0 = 83-86
B-: 2.7 = 80-82
C+: 2.3 = 77-79
C: 2.0 = 73-76
C-: 1.7 = 70-72
D+: 1.3 = 67-69
D: 1.0 = 63-66
D-: 0.7 = 60-62
F: 0.0 = 59 & below

Grades for the course are based on the following:

Assignment	Percentage of Final Grade	Points	Due Date
Washington and Lee Administrative Memo	25%	25	1/30/2019
TED Talk	25%	25	Varying
Week 8 Readings Quiz	10%	10	2/27/2019
Administrative Reflective Letter	30%	30	3/13/2019
Class Participation Rubric	10%	10	Weeks 1-7 and 9 students will assess their own participation; The Teacher of Record will assign participation points for Week 8 and 10

FOOD AND HOUSING SECURITY

As a student, I often had to choose between eating or buying textbooks and paying rent. I urge any student who faces challenges securing food or housing to visit the University of Denver food pantry, located in the Center for Sustainability, Towers North, on the 1st floor. The food pantry is open to everyone with a DU ID. To learn the hours of the food pantry, please email: sustainability@du.edu. Short term emergency loans are available to students who are experiencing temporary financial hardship. To learn more about these loans, visit this website: <https://www.du.edu/bursar/debt/emergency.html>. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course should contact the Office of Student Outreach & Support in the Division of Campus Life & Inclusive Excellence to get connected to the appropriate resources. Furthermore, please notify me if you are comfortable doing so. This will enable me to provide any resources that I may possess.

MENTAL HEALTH AND WELLBEING

Fifty percent (50%) of graduate students experience anxiety or clinical depression, and 10% have contemplated suicide at some point during their studies (Flaherty, 2018). If you are experiencing mental health challenges, you are not alone and it is of the utmost importance that you seek professional support. There is no shame or stigma in getting the support you need. As a student, I benefited from the support of mental health professionals. Fortunately, the University of Denver offers robust supports for the mental health of graduate students. Please see below for additional information. Counseling Services is here to support your transition to DU and through other transitions in your life, as well as to support your development and growth. Our services are all confidential and no information is released to anyone without your written consent except in the case of a life-threatening emergency, or when it is otherwise required by law. Please browse through this section of the

HCC website to learn about the counseling services we offer. If you would like to initiate counseling services, you may drop in to our same-day access services (without any scheduled appointment) between 2-4 pm, M-F; call us at 303-871-2205; or schedule a brief screen online at MyHealth: https://myhealth.du.edu/login_directory.aspx. Students can benefit from different types of therapy, ranging from individual counseling to group counseling with licensed professionals. Graduate and doctoral students can also gain valuable experience by working closely with staff members through training and professional development programs.

Flaherty, C. (2018, December 6). "A very mixed record on grad student mental health." *InsideHigherEd*. Retrieved from: https://www.insidehighered.com/news/2018/12/06/new-research-graduate-student-mental-well-being-says-departments-have-important?utm_source=Inside+Higher+Ed&utm_campaign=3c9db74085-DNU_WO20181203_NEW_COPY_01&utm_medium=email&utm_term=0_1fcbc04421-3c9db74085-234529445&mc_cid=3c9db74085&mc_eid=14c5120e35.

GENDER NEUTRALITY

This course supports preferred gender pronoun use and self-identification. As the course includes group work and in-class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect.

STUDENTS WITH (DIS)ABILITIES/MEDICAL NEEDS

Section 504 of the Rehabilitation Act of 1973 protects anyone with a (dis)ability from being excluded or discriminated against in the classroom. If you have a documented disability, please let me know as soon as possible so that we can set up the best learning environment for you. By law I cannot ask you if you have a disability. If you qualify for academic accommodations because of a disability or medical issue please submit a Faculty Letter to me from Disability Services Program (DSP) in a timely manner so that your needs may be addressed. DSP is located on the 4th floor of Ruffatto Hall; 1999 E. Evans Ave. 303.871. / 2372 / 2278/ 7432. Information is also available on line at <http://www.du.edu/disability/dsp>; see the Handbook for Students with Disabilities.

HONOR CODE/ ACADEMIC INTEGRITY

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of violating the Academic Misconduct policy, refer to the University of Denver website on the Honor Code (www.du.edu/honorcode). See also <http://www.du.edu/studentconduct> for general information about conduct expectations from the Office of Student Conduct.

This course includes the use of VeriCite to assess written assignments for originality and to reinforce best practice for using and citing the work of others. Students acknowledge by taking this course that papers may be subject to submission to VeriCite. Students also acknowledge and consent that their papers will be included in a secure repository strictly for comparison to papers submitted in the future, in order to protect their own intellectual property and to deter plagiarism by others. Reports generated by VeriCite will be available to students for review and to enable revision.

UNIVERSITY WRITING CENTER

The University Writing Center provides online writing support for any student who is enrolled in an online course, traveling on DU business, or studying abroad. To make an appointment, call 303-871-7456, or go to MyWeb / Student / Writing Center.

Like our face-to-face consultations, these free, 40-minute online sessions are collaborative and non-evaluative, meaning that the consultants' goals are to work with you to see your writing clearly and develop new strategies

and habits for improving as a writer in light of your specific assignments, goals, and needs. These sessions are synchronous: you and the consultant will work in an online Google Doc, using the highlighting, commenting, and chat features to communicate. Please note that online consultants do not pre-read papers, proofread, or correct citations for you.

Online appointments are available during our regular hours (Sunday-Monday, including evening hours on many days, from the first day of classes through the second day of finals). Please visit our website at www.du.edu/writing/writingcenter/ for hours and additional information.

INCLUSIVE LEARNING ENVIRONMENTS

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

TITLE IX

Gender violence can happen to anyone regardless of race, class, age, appearance, gender identity, or sexual orientation. The University of Denver is committed to providing an environment free of discrimination on the basis of sex (gender), including sexual misconduct, sexual assault, relationship violence, and stalking. [The Center for Advocacy, Prevention and Empowerment \(CAPE\)](#) provides programs and resources to help promote healthy relationships, teach non-violence and equality, and foster a respectful and safe environment for all members of the University of Denver community. All services are confidential and free of charge.

For assistance during business hours, call 303-871-3853 and ask to speak to the Director of CAPE. After hours, please call the Emergency & Crisis Dispatch Line at 303-871-3000 and ask to speak to the CAPE advocate on call.

ONLINE AND WEB-SUPPORTED CLASS

It is your responsibility to procure reliable, readily-accessible Internet service and technology in order to fulfill course expectations. I am under no obligation to accept late assignments or waive required tasks (e.g., discussion participation) due to lack of online access or malfunctioning computer hardware. Please consider identifying an alternative Internet source in case of technical problems. [Look here for a list of computer labs on the DU campus](#). Computer support is available from the [University Technology Support \(UTS\) Help Center](#).

RESEARCH SUPPORT

The University Libraries Research Center (<https://library.du.edu/services/index.html>) answers research questions seven days a week by phone, email, in-person, chat/IM or text. One-on-one research consultations in the Anderson Academic Commons are also available on a drop-in basis or by appointment. Consultations help students at any stage of the research process, from refining a topic, to finding books and articles, to creating a bibliography. The Research Center can also assist students with finding images, audio recordings, and videos for course projects. Telephone and Zoom video consultations are also available by request for distance students. Ask a question or make an appointment by calling 303-871-2905 or visiting <http://libraryhelp.du.edu>. Over 99%

of the students who have visited the Research Center report they would recommend the Research Center to a friend or classmate.

HONOR CODE/ACADEMIC INTEGRITY

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of violating the Academic Misconduct policy, refer to the University of Denver website on the Honor Code (www.du.edu/honorcode). See also <http://www.du.edu/studentconduct> for general information about conduct expectations from the Office of Student Conduct.

RELIGIOUS HOLIDAYS ACCOMODATION

University policy grants students excused absences from class or other organized activities or observance of religious holy days, unless the accommodation would create an undue hardship. You must notify me by the end of the first week of classes if you have any conflicts that may require an absence. It is your responsibility to make arrangements with me in advance to make up any missed work or in-class material.