

ORGANIZATION AND GOVERNANCE OF HIGHER EDUCATION

HED 4220-2/4220-3

Autumn, 2016

WEDNESDAYS 1-3:20 AND 6:30- 8:50

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COURSE DESCRIPTION

In this course students will acquire a deep understanding of how colleges and universities operate and are governed. Who are the key decision makers? What roles do various constituents, such as board of trustees members, presidents, deans, faculty, staff, and students, play? We will explore how organizational characteristics (the culture and structure of an institution) and various policies (for example, tenure and promotion guidelines and requirements) influence institutional governance.

We will also discuss the ways in which academic communities define their educational purpose as it relates to whom they serve and why they exist, and how this sense of purpose shapes decision making while at times creating institutional tensions. We will explore this contested territory through rich class discussion and analysis of case studies drawn from the annals of higher education. Additionally, we will examine the process of institutional change in colleges and universities, carefully considering why and when change efforts fail or succeed.

Throughout this course, the major theories used to explain the organization and governance of higher education will be used as lenses to understand current and historic phenomena affecting the administration of colleges and universities. ***Of particular concern to this course and woven throughout each class meeting will be discussions about how the organization and governance of higher education institutions either promotes or impedes their efforts to dismantle systems of oppression and fulfill their public purposes.***

Students will learn how to write policy memos, an important skill within higher education and public administration, and will be challenged to act and think like higher education decision makers. The readings each week provide a range of views and theoretical frameworks to understand the topics and issues being considered.

STATEMENT ON TEACHING

As an instructor, I seek to create a classroom space that honors the principles of Inclusive Excellence in which all students feel inclined to bring their expertise, identities, learning,

and experience to bear on the topics we are considering in class. I also seek and welcome student feedback about how the course is going and incorporate this feedback into the course. I have been deeply influenced by Paulo Friere's work *Pedagogy of the Oppressed* (<http://www.pedagogyoftheoppressed.com/author/>) and bell hooks's work *Teaching to Transgress* (<https://academictrap.files.wordpress.com/2015/03/bell-hooks-teaching-to-transgress.pdf>), and have a strong desire to create a classroom space that is liberatory, challenging, and inclusive of the diverse experiences, identities, and expertise students bring to the course. This means that 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 to facilitate the learning of those enrolled 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 one another. In these ways, I view our course as a co-owned and co-created learning experience. To that end, I make available an online, anonymous survey that students may use to offer feedback and make suggestions for the course. ***This survey link will be posted to Canvas the Monday of Week 2 (September 19th) and will remain open for the duration of the course.***

Various learning and teaching styles will be used. I hope to see you be critical and creative in how you present your work. All class sessions will involve discussion of assigned readings; I expect that you be prepared to share in this discussion and have prepared these readings in advance. Group work will also be a large component of this course. Each class member is expected to participate in group discussions, activities, and projects.

Course Objectives

- Develop an understanding of the organization and governance of U.S. higher education.
- Apply basic organizational principles to the practice of administration in higher education.
- Explain and apply basic terms, concepts, theories, and systems used to describe the organization and governance structures of U.S. higher education.
- Articulate how governance is currently being implemented at various institutions of higher education.
- Describe the interplay between higher education governance, administration, and educational politics.
- Identify strengths and limitations of different administrative approaches to governance in higher education.
- Translate organizational and administrative theory into plans for practice to achieve specific organizational policy goals.
- Enhance savvy about acting within and changing organizations and systems.
- ***Critically interrogate governance structures to understand the ways in which they promote or impede equity and the public purposes of higher education.***

Academic Expectations

- Students are expected to arrive to class on time and return promptly from class breaks. Please give me advanced notice if you will be missing class. I may require you to complete an additional assignment or reflection to address what you missed in class.

- Policy memos must include endnotes with references in APA format.
- All assignments must be completed on time and submitted via Canvas. Late papers will receive a maximum of 70%.
- I expect everyone to be fully present for discussions, presentations and activities. **The use of electronic devices in class (laptops, cell phones, iPads, etc.), except to take notes or access readings, is strictly prohibited.**

Required Text: Mortimer, K. P. & O'Brien Sathre, C. (2010). *The Art and Politics of Academic Governance*. Latham, NY: Rowman & Littlefield Publishers, Inc.

COURSE TIMELINE

Week 1 Introduction	
<i>September 14, 2016</i>	<p><i>Agenda</i></p> <ul style="list-style-type: none"> • <i>Higher Education Welcome Event</i> • <i>Introductions and Course Expectations</i> <p>Please note: Our class meeting will be truncated this day as the HED Welcome Event is required for all Organization and Governance students. 4220-2 will meet 1-1:50 pm; 4220-3 will meet 8-8:50.</p> <p style="text-align: center;">Higher Education Welcome Event September 14, 2016, 6-8 pm KRH Commons</p> <p><i>Readings available on Canvas or online:</i></p> <ul style="list-style-type: none"> • Please read the course syllabus in its entirety and prepare one question about the syllabus for the instructor. • Beam, C. (2007, May 16). "You U: How do you start your own university?" <i>Slate</i>. Available: http://www.slate.com/articles/news_and_politics/explainer/2007/05/you_u.html. • Julius, D.J., Baldrige, J.V., & Pfeffer, J. (1999). A memo from Machiavelli. <i>The Journal of Higher Education</i>. 70(2), 113-133.

<p>Week 2</p> <p><i>“Herding Cats”: The Complexities of Academic Governance</i></p>	
<p>September 21, 2016</p>	<p><i>Agenda</i></p> <ul style="list-style-type: none"> • <i>Discussion and thematic analysis of readings and concepts</i> • <i>Discussion of Higher Education Welcome Event</i> • <i>Introduction of key terms, concepts and principles</i> <p><i>Reading from course textbook:</i></p> <ul style="list-style-type: none"> • Mortimer and Sathre, Chapter 1: “The World is Changing Faster than the Governance Structure” (p. 1-20) <p><i>Readings available on Canvas or online:</i></p> <ul style="list-style-type: none"> • Birnbaum, R. (2004). The end of shared governance: Looking ahead or looking back. <i>New Directions for Higher Education, 2004</i>(127), 5-22. • Hartley, M. (2015). Mercy College speech. • Eckel, P., & Kezar, A. (2006). “The challenges facing academic decision making: Contemporary issues and steadfast structures.” In P. Eckel (Ed.), <i>The Shifting Frontiers of Academic Decision Making: Responding to New Priorities, Following New Pathways</i>, 2-14. Westport, CT: Praeger Publishers. • AAUP. (1995). <i>Policy Documents and Reports</i>. Washington, D.C., American Association of University Professors. (p. 177-185) • Larsen, I. M., Maassen, P., & Stensaker, B. (2009). Four basic dilemmas in university governance reform. <i>Higher Education Management and Policy, 21</i>(3), 1-18. DOI: 10.1787/hemp-21-5ksdxgpdnds1
<p>Week 3</p> <p><i>Theories to Understand the Organization and Governance of Higher Education</i></p>	
<p>September 28, 2016</p>	<p><i>Agenda</i></p> <ul style="list-style-type: none"> • <i>Discussion and thematic analysis of readings and concepts</i> • <i>Guest Speaker: Christine Nelson, Assistant Professor, Higher Education, University of Denver</i> <p><i>Readings available on Canvas or online:</i></p>

	<ul style="list-style-type: none"> • Acker, J. (2006). Inequality regimes gender, class, and race in organizations. <i>Gender and Society</i>, 20(4), 441-464. Retrieved from http://www.jstor.org/stable/27640904 • DiMaggio, P. & Rowan, W. (1983). "The iron cage revisited." <i>American Sociological Review</i>, 48(2), 147-160. • 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. Retrieved from http://links.jstor.org/sici?sici=0001-8392%28197203%2917%3A1%3C1%3AAGCMOO%3E2.0.CO%3B2-9 • "Bureaucracy" in Manning, K. (2013). <i>Organizational theory in higher education</i>. New York, NY: Routledge. • Schein, E. H. (2010). Three levels of culture. In <i>Organizational culture and leadership</i>, 23–33. San Francisco, CA: Jossey-Bass. • 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. Retrieved from https://sty.presswarehouse.com/books/BookDetail.aspx?productID=412474
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<p>Week 4</p> <p><i>The Big Bosses: Effective and Ineffective Governing Boards</i></p>	
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<p>October 5, 2016</p>	<p><i>Agenda</i></p> <ul style="list-style-type: none"> • <i>Discussion and thematic analysis of readings and concepts</i> • <i>Case study activity</i> <p><i>Reading from course textbook:</i></p> <ul style="list-style-type: none"> • Mortimer and Sathre, Chapter 3: "The Board: Where Does It Fit in the Art of Academic Governance?" (p. 39-54) <p><i>Reading available on Canvas or online:</i></p> <ul style="list-style-type: none"> • Janis, I. L. (1971). "Groupthink: An early draft." • Author. (2010). <i>AGB statement on institutional governance</i>. Washington, D.C., Association of Governing Boards of Universities and Colleges. • Legon, R., Lombardi, J. V., & Rhoades, G. (2013). <i>Leading the University: The roles of trustees</i>,
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	<p>presidents, and faculty. <i>Change: The Magazine of Higher Learning</i>, 45(1), 24-32.</p> <ul style="list-style-type: none"> • Legon, R. (2014 March/April). 10 Habits of highly effective boards. <i>Trusteeship</i>, 22(2). Retrieved from http://agb.org/trusteeship/2014/3 • Chait, R. (1996). <i>Bristol College</i>. University of Maryland, College Park. <p><i>DUE: Policy Memo for Bristol College</i></p>
<p>Week 5 <i>The College Presidency</i></p>	
<p><i>October 12, 2016</i></p>	<p><i>Agenda</i></p> <ul style="list-style-type: none"> • <i>Discussion and thematic analysis of readings and concepts</i> • <i>Mount St. Mary's College Simulation</i> • <i>Guest speaker: Felecia Commodore, Assistant Professor, Educational Foundations and Leadership, Old Dominion University (confirmed)</i> <p><i>Reading from course textbook:</i></p> <ul style="list-style-type: none"> • Mortimer and Sathre, Chapter 5: President-Provost Governance Relations. (p. 75-90) <p><i>Reading available on Canvas or online:</i></p> <ul style="list-style-type: none"> • Gaudiani, C. (1996). "Developing a vision." In <i>Leadership Transitions: The New College President</i>. J. B. McLaughlin. (Ed.) San Francisco, CA, Jossey-Bass. • Christman, D. & McClellan, R. (2012). Discovering middle space: Distinctions of sex and gender in resilient leadership. <i>The Journal of Higher Education</i>, 83(5), 648-670. DOI: 10.1353/jhe.2012.0035 • 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. Retrieved from http://muse.jhu.edu/issue/2189 • Esters et al. (2016). Effective leadership a toolkit for the 21st-century historically Black college and university president. Philadelphia, PA: Penn Center for Minority Serving Institutions. • Fleming, C. (2010). Faculty expectations for college presidents. <i>The Journal of Higher Education</i>, 81(3), 251-283. Retrieved from https://muse.jhu.edu/article/381392 • Mount St. Mary's College Case Study. Will be uploaded to

	<p>Canvas September 26.</p> <ul style="list-style-type: none"> • Role assignments for Mount St. Mary's College Simulation. Will be uploaded to Canvas September 26. <p><i>Choose one, or more, article(s) from these trade publications:</i></p> <ul style="list-style-type: none"> • Resneck Pierce, S. (2015, September). "How Did You Get Stuck Being a College President?" <i>Inside Higher Ed</i>. Retrieved from https://www.insidehighered.com/views/2015/09/21/essay-challenges-confronting-presidents-and-how-they-can-best-deal-them • Gardner, L. (2016, June). Gay college leaders reflect on barriers, and how far they've come. <i>The Chronicle of Higher Education</i>. Retrieved from http://www.chronicle.com/article/Gay-College-Leaders-Reflect-on/236924 • June, A. W. (2007, February 16). "Presidents: Same Look, Different Decade." <i>The Chronicle of Higher Education</i>. Retrieved from http://www.chronicle.com/article/Presidents-Same-Look/19958/ • Seltzer, R. (2016). Messy breakups make noise. <i>Inside Higher Education</i>. Retrieved from https://www.insidehighered.com/news/2016/08/12/universities-struggle-spate-contested-presidential-ousters <p>DUE: Mount St. Mary's simulation participation.</p>
<p>Week 6 <i>Fiefdoms and their Rulers: Academic Deans</i></p>	
<p><i>October 19, 2016</i></p>	<p><i>Agenda</i></p> <ul style="list-style-type: none"> • <i>Discussion and thematic analysis of readings and concepts</i> • <i>Summit State University activity</i> <p><i>Reading available on Canvas or online:</i></p> <ul style="list-style-type: none"> • Bray, N. (2010). The deanship and its faculty interpreters: Do Mertonian norms of science translate into norms for administration? <i>The Journal of Higher Education</i>, (81)3, 284-316. Retrieved from http://www.jstor.org/stable/40606858 • Buller, J. L. (2007). <i>The Essential Academic Dean: A</i>

	<p><i>Practical Guide to College Leadership</i>. San Francisco, CA. Jossey-Bass. (Chapters 38 and 41.)</p> <ul style="list-style-type: none"> • Gunsalus, C.K. (2006). <i>The College Administrators Survival Guide</i>. Cambridge, MA: Harvard University Press. Chapters 2 and 4. • Jackson, S. (2000). <i>The Lottery and Other Stories</i>. New York: Modern Library: http://www.americanliterature.com/SS/SS16.HTML • 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. • Summit State University case study <p><i>DUE: Student Presentations</i></p>
<p>Week 7 Issues of Equity in the Organization and Governance of Higher Education</p>	
<p><i>October 26, 2016</i></p>	<p><i>Agenda</i></p> <ul style="list-style-type: none"> • <i>Class discussion of readings</i> • <i>Student presentations</i> <p><i>Read all of these articles available on Canvas or online:</i></p> <ul style="list-style-type: none"> • Margolis, E. and Romero, M. (1998). "The department is very male, very white, very old, and very conservative": The functioning of the hidden curriculum in graduate sociology departments. <i>Harvard Educational Review</i>, 68. Cambridge, MA. • Bensimon, E. & Bishop, R. (2012). Introduction: Why "critical?" The need for new ways of knowing. <i>The review of higher education</i>, 36(1), 1-7. Retrieved from https://cue.usc.edu/files/2016/01/Bensimon-Bishop.pdf • Pherwani, S. & Hindus, M. (2014). University of Denver status of faculty of color [PowerPoint slides]. • Kanter, R. (1977). Some effects of proportions on group life: Skewed sex ratios and responses to token women. <i>American Journal of Sociology</i>, 82(5), 965-990. Retrieved from http://www.jstor.org/stable/2777808 <p><i>Read one or more of academic article(s) available on Canvas:</i></p> <ul style="list-style-type: none"> • Minor, J. T. (2004). Decision making in historically Black colleges and universities: Defining the governance context.

	<p><i>Journal of Negro Education</i>, 73(1), 40-52. Retrieved from http://www.jstor.org/stable/3211258</p> <ul style="list-style-type: none"> • Jo, V. (2008). Voluntary turnover and women administrators in higher education. <i>Higher Education</i>, 56(5), 565-582. doi:10.1007/s10734-008-9111-y • Awan, S. (2014). Rebuilding trust in community colleges through leadership, emotional healing, and participatory governance. <i>Community College Enterprise</i>, 20(2), 45-55. • Rivera, L. (2012). Diversity within Reach: Recruitment versus Hiring in Elite Firms. <i>The ANNALS of the American Academy of Political and Social Science</i>, 639(1), 71-90. DOI: 10.1177/0002716211421112 • Jackson, J. (2008). Race segregation across the academic workforce exploring factors that may contribute to the disparate representation of African American men. <i>American Behavioral Scientist</i>, 51(7), 1004-1029. DOI: 10.1177/0002764207312003 <p><i>Choose one, or more, article(s) from these trade publications:</i></p> <ul style="list-style-type: none"> • Haefner, J. (2016, January). Closing the gender gap in academic leadership. <i>Inside Higher Ed</i>. Retrieved from https://www.insidehighered.com/views/2016/01/04/closing-gender-gap-academic-leadership-essay • Lucadamo, K. (2016, May). Designing ways to move beyond diversity on campus. <i>The Huffington Post</i>. Retrieved from http://www.huffingtonpost.com/entry/moving-beyond-diversity-on-campus_us_573b7e3de4b0ef86171c64a2 <p>DUE: Student presentations</p>
<p>Week 8 The Faculty: Navigating Academic Culture</p>	
<p><i>November 2, 2016</i></p>	<p><i>Agenda</i></p> <ul style="list-style-type: none"> • <i>Discussion and thematic analysis of readings and concepts</i> • <i>Guest speaker: Matthew Hartley, Professor, Higher Education, University of Pennsylvania (invited)</i> <p><i>Reading from course textbook:</i></p> <ul style="list-style-type: none"> • Mortimer and Sathre, Chapter 2: Shared Governance, Politics, and the Role of Senates and Unions (p. 21-38) and Chapter 4: <i>Governance of Programs and Curricula</i> (p. 55-

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Read all of these articles available on Canvas or online:

- **O'Meara, K.** (2015). Legitimacy, agency and inequality: Organizational practices for full participation of community-engaged faculty. In M.A. Post, E. Ward, N.V. Longo, J. Saltmarsh (Eds). *Publicly Engaged Scholars: Next Generation Engagement and the Future of Higher Education*. Sterling, VA: Stylus Publishing.
- **Goodwin, C.** (1995). "Some tips on getting tenure." In *The Academic's Handbook*. DeNeef, A.L. and Goodwin, C. (Eds.) Durham, NC. Duke University Press.
- **Chait, R.** (2002). "Why tenure? Why now?" In *The Questions of Tenure*. Cambridge, MA. Harvard University Press: 6-31.
- **Altbach, P.G.** (2009). Academic freedom: A realistic appraisal. *International Higher Education*, 57, 2-5.

Read one, or more, of academic article(s) available on Canvas:

- **AAUP.** (2013). *The Inclusion in governance of faculty members holding contingent appointments*. American Association of University Professors Retrieved from <https://www.aaup.org/inclusion-governance-faculty-members-holding-contingent-appointments-recommendations>
- **Gonzales, L. D.** (2014). Framing faculty agency inside striving universities: An application of Bourdieu's theory of practice. *The Journal of Higher Education*, 85(2), 193-218. doi:10.1353/jhe.2014.0011
- **Jayakumar, U. M., Howard, T. C., Allen, W. R., & Han, J. C.** (2009). Racial privilege in the professoriate: An exploration of campus climate, retention, and satisfaction. *The Journal of Higher Education*, 80(5), 538-563.
- **Sturm, S., Eatman, T., Saltmarsh, J., and Bush, A.** (2011) *Full participation: Building the architecture for diversity and public engagement in higher education (White Paper)*. Columbia University Law School: Center for Institutional and Social Change.
- **Gonzales, L. D., Murukami, E., & Núñez, A. M.** (2013). Latina faculty in the labyrinth: Constructing and contesting legitimacy in Hispanic serving institutions. *The Journal of Educational Foundations*, 27(1/2), 65. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1013719.pdf>
- **O'Meara, K.** (2015). A career with a view: Agentic perspectives of women faculty. *Journal of Higher Education*, 86(3), 331-359.

	<ul style="list-style-type: none"> • Townsend, B. K., & Twombly, S. (2008). Community college faculty: What we need to know. <i>Community College Review</i>, 36(1), 5-24. doi: 10.1177/0091552108319538 • Gonzalez, L. D. & Ordu, E. (2014). Exploring faculty experiences in a striving university through the lens of academic capitalism. <i>Studies in Higher Education</i>, 39(7), 1097-1115, doi: 10.1080/03075079.2013.777401 • Kezar, A. & Bernstein, S. (2016, June). Adjunct professorships hurt students and educators alike. Is it time to abandon tenure? <i>Salon</i>. Retrieved from http://www.salon.com/2016/06/30/adjunct_professorships_are_gutting_higher_education_is_it_time_to_abandon_tenure_partner/ • Griffin, K., Bennett, J. & Harris, J. (2013). Marginalizing merit? Gender differences in Black faculty D/discourse on tenure, advancement, and professional success. <i>The Review of Higher Education</i>, 36(4), 489-512. doi: 10.1353/rhe.2013.0040 <p><i>Read one article from trade publication:</i></p> <ul style="list-style-type: none"> • Jaschik, S. (2016, June). Unintended help for male professors. <i>Inside Higher Ed</i>. Retrieved from https://www.insidehighered.com/news/2016/06/27/stopping-tenure-clock-may-help-male-professors-more-female-study-finds • Vidal-Ortez, S. (2016, September). On being Latina/o in academe. <i>Inside Higher Ed</i>. Retrieved from https://www.insidehighered.com/advice/2016/09/02/experiences-being-latinao-higher-education-essay
<p>Week 9 “Change is Gonna Come” ... or is it?: Governance and Change</p>	
<p><i>November 9, 2016</i></p>	<p><i>Agenda</i></p> <ul style="list-style-type: none"> • <i>Discussion and thematic analysis of readings and concepts</i> • <i>Seneca University activity</i> • <i>Student Presentations</i> <p><i>Reading from course textbook:</i></p> <ul style="list-style-type: none"> • Mortimer and Sathre, Chapter 6: <i>The Governance of Strategic Planning</i> (p. 91-110)

	<p><i>Reading available on Canvas or online:</i></p> <ul style="list-style-type: none"> • Kegan, R. & Lahey, L. L. (2001). "The real reason people won't change." <i>Harvard Business Review</i>, 79(10), 85-92. • Kanter, R. M. (1983). <i>The Change Masters</i>. New York, Simon and Schuster. Chapter 3. (Two parts on Canvas.) • Martinez, M. (2015). An examination of organizational change through Nevada's emerging Hispanic-serving institutions. <i>New Directions For Higher Education</i>, 2015(172), 19-28. doi:10.1002/he.20149 • Orphan, C. & Hartley, M. (2016). "Nothing gold can stay": The unraveling of ideal-centered organizational change on college campuses. (Under review at the <i>Journal of Higher Education</i>) • Seneca University case study <p><i>DUE: Student Presentations</i></p>
<p>Week 10 <i>Conclusions and Takeaways</i></p>	
<p><i>November 16, 2016</i></p>	<p><i>Agenda</i></p> <ul style="list-style-type: none"> • <i>Class discussion of Urban City University</i> • <i>Culminating Simulation Activity</i> <p><i>Reading: Urban City University case study</i></p> <p><i>DUE: Policy Memo for Urban City University; Simulation Participation</i></p>

COURSE ASSIGNMENTS

Three written assignments (policy memos) and one oral presentation are required for the course. Students will also be expected to come to class ready to discuss the readings and case studies being considered.

Three short policy memos (3-5 pages, single spaced)

Critically analyze three cases assigned for class (due the day the case is discussed), or 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 memo to a key person (e.g., to the board chair, president, faculty leader) that ***briefly*** describes the key governance issues at play and formulates detailed advice

regarding how the person (and his/her institution) should respond (or should have responded). Please include concepts from the course readings as appropriate. Think of your role as a consultant—formal or informal—with expertise in higher education.

The major parts of this memo include:

- **Brief** identification of key facts as they relate to the institution and the issue, problem or opportunity.
- Recommendation(s) for specific actions that should be taken and justification for why these are appropriate steps. Recommendations should include details about any constituencies to be consulted, and how and why they should be consulted.
- 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, or theories, and texts well-known in higher education or organizational theory).
- Intentional formatting and structure that frames topics and enables the reader to move quickly through the document.

Some tips for writing memos:

- Include an executive summary.
- The visual layout of the memo is almost 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.
- Avoid repeating 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.
- 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. They should not be vague statements of direction.
- Think carefully about how the local, state, national, global, historical, societal and political contexts have implications for each 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 superlatives or overly flowery language.
- When you make assumptions be certain they are backed by facts and rationale to add real meaning, not just to add to a story.

Please note: *Everyone is required to submit a policy memo for the Bristol College and Urban City University Cases. Students can choose the third case they plan to address through a memo (either one of the class cases or one drawn from the sources listed above).*

TED Talk Exploring Current Issue in Higher Education

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, etc.). Two good places to look for ideas for current issues are *The Chronicle of Higher Education* and *Inside Higher Ed*. 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>.

Student presentations 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. Similar to the requirements for writing memos, students should provide appropriate contextual details and rationale for proposed recommendations to address the issue.

Students are welcome to use visual implements in their presentations (handouts, PowerPoint, Prezi, images, etc.).

Students are required to submit for approval their topic idea to the instructor by Wednesday, October 5th.

GRADING POLICY

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

- Your memos, class group work, and presentations should provide evidence that you have carefully read and thoroughly understand the relevant literature in this course.
- Your memos and presentations should be analytical, not merely descriptive. That is, your memos and presentations should not simply be a recitation of facts. Instead, you should develop a clear and convincing argument or opinion and each assertion you make should be backed by evidence.
- Your memos and presentations should follow the tenets of effective communication: your ideas should be presented in an organized way, correct grammar and spelling (for memos) are expected, and all references must be clearly cited (including information obtained from the internet). Papers should be single-spaced with pages numbered.

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

Graduate work requires a period of adjustment for many students. If you receive a B or lower on your policy memos, I will provide you with detailed feedback and offer the opportunity to rewrite the paper and resubmit it. Only the higher grade will be counted. **Revisions are due by Monday, November 9th, 2016.**

Grades for the course are based on the following:

Policy Memo #1 (3-5 pages):	20%
Policy Memo #2 (3-5 pages):	20%
Policy Memo #3 (3-4 pages):	30%
TED Talk Presentation	20%
Class preparation and participation	10%

Note: The course emphasizes student participation in learning through discussion and small group work. Contributions to class should reveal a substantial familiarity with assigned readings, a capacity to analyze the issues and problems under discussion, and an ability to listen to, incorporate, synthesize, and constructively criticize the comments of others.

Academic Integrity: Any form of academic dishonesty, including plagiarism, in this course will be treated seriously – all work must be your own and the work of others must be properly cited as appropriate. I expect you to comply with the DU Honor Code (www.du.edu/honorcode) on all assignments:

"All members of the University of Denver are expected to uphold the values of Integrity, Respect, and Responsibility. These values embody the standards of conduct for students, staff, faculty, and administrators as members of the University community. These values are defined as:

*Integrity: acting in an honest and ethical manner;
Respect: honoring differences in people, ideas, and opinions;
Responsibility: accepting ownership for one's own conduct."*

More information regarding proper citing and plagiarism can be found in the APA Manual. The website below also provides helpful hints, tools, and exercises in proper citation. http://ori.hhs.gov/education/products/roig_st_johns/index.html

Special Needs: Section 504 of the Rehabilitation Act of 1973 protects anyone with a disability 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. Any student who feels s/he may need an accommodation based on the impact of a disability or medical condition should contact the Disability Services Program to coordinate reasonable

accommodations. They are 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.

Inclusivity Statement: It is expected that our class meetings are supportive environments. A fundamental part of our class work is committing ourselves to fostering an inclusive, anti-oppressive environment where each person takes responsibility for her/his language, actions and interactions. In this course, an anti-oppressive environment means that we work against language, actions, interactions and ideologies that hurt people. There will be class discussions that will be difficult or challenging. We share, as a classroom community, the task of negotiating the dual priorities of authentic free speech and active regard for all others. Thus, it is important that we *listen* to each other about how our words and actions are affecting one another and that we *talk* about a class moment in which something may feel hurtful. Therefore, hate speech of any kind will not be permitted. This includes use of racial, sexual, gender, or abled slurs and personal attacks on other's ideas. We will negotiate other guidelines about classroom discussions throughout the course.

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.