# Course Description

An exploration of research models for continuous improvement, transforming higher education, leadership for strategic change, and models for delivering academic programs and services.

# University Learning Outcomes (ULO)

* **ULO1**: Knowledge of Human Cultures and the Physical and Natural World
* **ULO2**: Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning
* **ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others. (ULO1, 4)
* **PLO2:** Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice. (ULO1, 2, 4)
* **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. (ULO3, 5)
* **PLO4:** Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information. (ULO2, 4)
* **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. (ULO1, 2, 4)
* **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. (ULO3, 4, 5)
* **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information. (ULO1, 2, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Explain how leadership guides and empowers strategic change in higher education.
* **CLO2:** Explain how emergent and future trends are effecting and transforming the delivery of academic programs and services.
* **CLO3:** Analyze models for improving the effectiveness and/or transforming the mission of American higher education.
* **CLO4:** Analyze complex educational issues with a focus on outcome oriented administrative action.

# Student Expectations

Students are expected to:

* ask probing and insightful questions related to course content.
* make meaningful and relevant connections and application to their own learning process.
* be productive and contributing members of class discussions.

# Required Course Materials

Delbanco, A. (2013). *College*: *What it was, is, and should be*. Princeton, NJ: Princeton University Press.

ISBN: 978-0691158297

Selingo, J. J. (2015). *College (un)bound: The future of higher education and what it means for students*. Boston: Houghton Mifflin Harcourt.

ISBN: 978-1477800744

Wildavsky, B., Kelly, A. P., & Carey K. (eds), (2011). *Reinventing higher education: The promise of innovation*. Cambridge, MA: Harvard Education Press.

ISBN: 978-1934742877

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Competing Purposes of Colleges | 30 |  |
| Discussion: Levers for Change | 30 |  |
| **Week 2** |  |  |
| Discussion: Technology and Productivity | 30 |  |
| Discussion: Colleges and Economic Pressure | 30 |  |
| Assignment: Case Study: Faculty Consultation | 60 |  |
| **Week 3** |  |  |
| Discussion: College and the Disparity of Wealth and Opportunity | 30 |  |
| Discussion: Student Loan Forgiveness | 30 |  |
| Discussion: Case Study: Collegiate Learning Assessment | 60 |  |
| **Week 4** |  |  |
| Discussion: Case Study: The Math Store | 30 |  |
| Reading Journal: Week Four Check-in | 60 |  |
| Assignment: Disruptive Forces Wiki | 60 |  |
| Presentation: Generational Differences in Higher Education | 60 |  |
| **Week 5** |  |  |
| Discussion: Changing the Goals of Higher Education | 30 |  |
| Discussion: Changing Role of Faculty | 30 |  |
| Assignment: Force Field Analysis | 60 |  |
| **Week 6** |  |  |
| Discussion: Changing the University | 30 |  |
| Reading Journal: Week Six Check-in | 60 |  |
| Reflective Essay Draft/Peer Feedback | 50 |  |
| **Week 7** |  |  |
| Discussion: Universal Higher Education | 30 |  |
| Assignment: Reflective Essay Critique | 100 |  |
| Assignment: Final Reflective Essay | 100 |  |
| **Total Points** | **1000** |  |

# Course Schedule

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| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| **Week One: How Can Institutions Expand Their Mission While Maintaining Quality?** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate between various models of assessing educational outcomes in higher education. | | CLO1, CLO3 | |
| * 1. Explain how change tends to occur in higher education. | | CLO1, CLO2 | |
| * 1. Explain how changing social values and attitudes affect how colleges operate and their goals. | | CLO2, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200–250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100–150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). | | N/A | N/A |
| **Lecture: Considering American Higher Education**  In this course, we will examine the recent changes in American higher education, and will consider both the near- and far-term likely changes yet to occur. In each case, we’ll want to focus on the implications of these changes for college and university leaders and we’ll want to consider the leadership challenges presented by these possible or even likely scenarios.  **View** “Considering American Higher Education,” available via Blackboard [X:XX].  **Post** any comments or questions to the Week One General Discussion Board. | | 1.2, 1.3 |  |
| **Week One Reading**  **Read** the following chapters in *College: What It Was, Is and Should Be* (Delbanco):   * Ch. 1: What is College For? * Ch. 2: Origins   **Read** the following chapters in *Reinventing Higher Education* (Wildavsky):   * Introduction * Ch. 1: Barriers to Innovation in U.S. Higher Education   **Post** any comments or questions to the Week One General Discussion Board. | | 1.1, 1.2, 1.3 |  |
| **Video: Higher Education at the Crossroads**  **View** “Higher Education at the Crossroads,” available at YouTube [54:15]: <https://www.youtube.com/watch?v=Geu12q7I3Jg>  **Post** any comments or questions to the Week One General Discussion Board. | | 1.2, 1.3 |  |
| **Reading Journal Preparation**  A large part of this course involves becoming conversant with the ongoing topics of interest and controversy in education. To that end, you will be asked to keep a reading journal and record your thoughts over the length of this course.  **Read** articles from the following media outlets daily:   * Inside Higher Ed: <https://www.insidehighered.com/> * The Chronicle of Higher Education (weekly): <http://www.chronicle.com/> * The higher education section of Education News: <http://www.educationnews.org/category/higher-education/> * Top Higher Education News briefs published by the American Council on Education: <http://www.acenet.edu/news-room/Pages/Todays-Top-Higher-Education-News.aspx>   This is not an exhaustive list; it’s just a starting place. You should also search other public media (professional and popular) for higher education-related articles.  **Submit** 3 journal entries per week each week from now through the end of Week Four (12 entries total) to the Week Four Check-In journal. Your instructor will review, grade, and provide feedback on these entries at the close of Week Four.  **Submit** 3 journal entries per week each week during Weeks Five and Six (6 entries total) to the Week Six Check-In journal. Your instructor will review, grade, and provide feedback on these entries at the close of Week Six.  Each of your Journal entries must:   * include the publication information and link to an article you read * briefly note, describe, and/or summarize the issue(s) the article addresses * analyze implications for future trends in higher education * report the number of hours and minutes spent reading, analyzing, and reporting on the article. | | 1.2, 1.3 |  |
| **Upcoming Assignment: Reflective Essay**  In Week 6, you will be writing a reflective essay in which you:   * analyze the current state of higher education and assess the likelihood of either evolutionary or revolutionary change. * identify who will be involved in either supporting or resisting change. * describe what you think may be realistic change outcomes over the next 20 years.   **Take** notes and bookmark important readings to facilitate the completion of this assignment in Week Six. | | 1.1, 1.2, 1.3, 7.1, 7.2 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  Note: A recorded lecture will be made available to those who are unable to attend the live session. | | n/a | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Competing Purposes of Colleges**  In discussing the traditional purposes of colleges, Delbanco quotes a 19th-century student who begs of college, “[S]how me how to think and how to choose.” Wildavsky and others suggest that the quality of American higher education is challenged by less-traditional expectations; they suggest that these emerging societal expectations and the challenges they present may affect the overall quality of higher education.  **Respond** to the following question in the “Competing Purposes of Colleges” discussion forum by Thursday:   * Compare and contrast Delbanco’s analysis with that of Wildavsky et al. Take a position on which author (D, Ch 1 / W, Intro) best addresses this week’s unit topic.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.1, 1.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Levers for Change**  Brewer & Tierney identify five “levers for change” in American higher education.  **Respond** to the following question in the “Levers for Change” discussion forum by Thursday:   * Choose one of the “levers for change” and explain how you have seen it (or portions of it) applied in a specific college or university.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.1, 1.2, 1.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  | **2 hours** |

# Faculty Notes

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then use the questions that come up in the first part of the week to tailor the live Adobe Connect class session scheduled in the later part of the week. That one-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording should be posted to the course page so any student who misses the session can review it later in the week.

Note: It is the instructor’s choice as to what day they will schedule the Adobe Connect live session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

**Wiki Assignments:** Before the course begins, set up all Wiki assignments in Blackboard. Setup instructions are located in the weekly faculty notes in each weak a Wiki is used.

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| Week Two: How Can Academic Productivity Be Meaningfully Boosted? | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe barriers to boosting academic productivity. | | CLO2, CLO3 | |
| * 1. Explain strategies for boosting academic productivity. | | CLO2, CLO3, CLO4 | |
| * 1. Analyze the vocational and professional factors which lead to the conception of academia as “an ivory tower.” | | CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Two Reading**  **Read** the following chapters in *College: What It Was, Is and Should Be* (Delbanco):   * Ch. 3: From College to University   **Read** the following chapters in *Reinventing Higher Education* (Wildavsky):   * Ch. 2: Old School: Four-Hundred Years of Resistance to Change * Ch. 3: Creative Paths to Boosting Academic Productivity   **Read** the following chapters in *College (un)bound* (Selingo):   * Ch. 1: The Great Credential Race   **Post** any comments or questions to the Week Two General Discussion Board. | | 2.1, 2.2, 2.3 |  |
| **Resources: Technology and Education**  **View** “How Is Technology Transforming Education?” available on YouTube [2:21]: <https://youtu.be/UYk91jzv1jg>  **Post** any comments or questions to the Week Two General Discussion Board. | | 2.1, 2.2, 2.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Technology and Productivity**  **Respond** to the following question in the “Technology and Productivity” discussion forum by Thursday:   * Since most faculty today teach as they have been taught, describe three ways that colleges and universities can meaningfully use technology to boost academic productivity.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Colleges and Economic Pressure**  **Respond** to the following question in the “Colleges and Economic Pressure” discussion forum by Thursday:   * Brian Kelly stated, “Colleges seem immune to the pressures facing every other sector of the economy.” Identify two examples of this and discuss why each may be problematic.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 2.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Reading Journal: Week Two Check-in**  You should read the following media outlets daily (unless otherwise indicated):   * Inside Higher Ed: <https://www.insidehighered.com/> * The Chronicle of Higher Education (weekly) <http://www.chronicle.com/> * The higher education section of Education News: <http://www.educationnews.org/category/higher-education/> * Top Higher Education News briefs published by the American Council on Education: <http://www.acenet.edu/news-room/Pages/Todays-Top-Higher-Education-News.aspx>   **Maintain** your personal reading journal by completing the following:   * Record the name and link to each article you read. * Briefly note, describe, and/or summarize the issue(s) presented in each article. * Analyze implications for future trends in higher education. * Report the number of hours and minutes spent reading, analyzing, and reporting on the article.   **Submit** your completed journal, showing no less than 12 daily entries. | | CLO1, CLO2, CLO3, CLO4 | Daily journal = reflection and response = **1 hour** |
| **Assignment: Case Study: Faculty Consultation**  **Read** the Week Two Case Study: Faculty Consultation.  **Submit** a one-page narrative in which you:   * describe what additional information the VPAA should seek to evaluate the first two of these problems. * describe at least two possible acceptable alternative responses to the faculty senate officers.   **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. [EST] on Sunday. | | 2.1, 2.2 | Paper = narrative and response =  **30 minutes** |
| **Total** |  |  | **3.5 hours** |

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| Week Three: What are the Problems and Solutions to the Economics of Higher Education? | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the advantages and disadvantages of various approaches to addressing the increasing costs of higher education. | | CLO1, CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Three Reading**  **Read** the following chapters in *College: What It Was, Is and Should Be* (Delbanco):   * Ch. 4: Who Went? Who Goes? Who Pays?   **Read** the following chapters in *College (un)bound* (Selingo):   * Ch. 2: The Customer Is Always Right * Ch. 3: The Trillion-Dollar Problem   **Post** any comments or questions to the Week Three General Discussion Board. | | 3.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: College and the Disparity of Wealth and Opportunity**  **Respond** to the following question in the “College and the Disparity of Wealth and Opportunity” discussion forum by Thursday:   * Delbanco suggests that colleges and universities have largely “been reinforcing more than ameliorating the disparity of wealth and opportunity in American society.” How does Selingo’s perspective about “Selling Financial Aid” and “Employment Data that Doesn’t Add Up” support (or does not support) Delbanco’s position?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Student Loan Forgiveness**  **Respond** to the following question in the “Student Loan Forgiveness” discussion forum by Thursday:   * What’s right and/or what’s wrong about the concept of providing student loan forgiveness (in part or in whole) for individuals who work full-time in national interest public service jobs after college graduation? In what ways does such a program help resolve the cost/price problem?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Case Study: Collegiate Learning Assessment**  **Respond** to the following question in the “Case Study: Collegiate Learning Assessment” discussion forum by Thursday:   * Keeping in mind the question that organizes this week’s activity (“What are problems and solutions to the economics of higher education?”), explain your argument in support or against (a) the English Department proposal, and (b) whether there are broader lessons to be learned about President Heath’s comment, “Dropping [the test] is something you can only do from a position of strength—when you’re doing well, not something you do when you’re struggling to do well.”   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  | **3 hours** |

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| Week Four: What is Disrupting American Higher Education Today? | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the disruptive forces in American higher education today. | | CLO2, CLO4 | |
| * 1. Analyze the leadership approaches to responding to disruptive forces in higher education. | | CLO1, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Four Reading**  **Read** the following chapters in *College (un)bound* (Selingo):   * Ch. 4: The Five Disruptive Forces That Change Higher Education Forever * Ch. 5: A Personalized Education * Ch. 6: The Online Revolution   **Post** any comments or questions to the Week Four General Discussion Board. | | 4.1, 4.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Case Study: The Math Store**  **Read** the Week Four Case Study: The Math Store.  **Respond** to the following question in the “Case Study: The Math Store” discussion forum by Thursday:   * Keeping in mind the question that organizes this week’s activity (“What is disrupting higher education today?”), explain your thoughts on “The Math Store” and your suggestions about how the VPAA should proceed after the conclusion of this meeting.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 4.1, 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Reading Journal: Week Four Check-In**  Remember to submit3 journal entries per week each week during weeks One through Four (12 entries total) to the Week Four Check-In journal. | | CLO1, CLO2, CLO3, CLO4 | Daily journal = reflection and response = **1 hour** |
| **Assignment: Disruptive Forces Wiki**  **Identify** at least two disruptive forces relevant in higher education today. For each force, add one entry/row to the “Disruptive Forces” wiki. Each entry/row should:   * Include your name in the first column (so your instructor knows it’s your entry) * Identify the force (you may need to give it a name) in the second column. * Briefly describe the force in the third column. * Explain what can be done to adapt to the force in the last column.   You must add a total of two (or more) entries/rows no later than 11:59 p.m. [EST] on Thursday. | | 4.1, 4.2 | Wiki assignment = research, analysis, reaction, brainstorming = **1 hour** |
| **Presentation: Generational Differences in Higher Education**  As an administrator at a small private college, a friend—the principal of the local middle school—has asked you to be the speaker at an upcoming parent association meeting. She has asked you to talk about how college is different today than when the students’ parents attended, and how it is likely to be different by the time these kids reach college.  **Create** a 7–10-slide PowerPoint presentation for this session; be sure to include detailed speakers’ notes or provide a soundtrack with the presentation.  **Post** your presentation in the “Generational Differences” discussion board no later than 11:59 p.m. [EST] on Thursday.  **Review** the presentations of other students.  **Comment** with constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts no later than 11:59 p.m. [EST] on Sunday. | | 4.1, 4.2 | Presentation = Research, synthesis, reflection, comments =  **2 hours** |
| **Total** |  |  | **6 hours** |

# Faculty Notes

**Disruptive Forces Wiki:** A Wiki has been created for this assignment. However, you must populate the Wiki with the table provided below. Students can then add their replies to each row. Please complete the following steps to populate the Wiki:

1. Navigate to *Course Tools* 🡪 *Wikis*.
2. Click on the Wiki for this assignment.
3. Enter the assignment title in the *Name* field.
4. Copy-paste the following table into the content area, then click *Submit*:

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| --- | --- | --- | --- |
| **Student Name** | **Force** | **Description** | **What can be done?** |
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| Week Five: How Do Faculty Interests and Expanding Enrollment Affect Students? | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain how student access to instructors has changed over the years. | | CLO1, CLO2 | |
| * 1. Analyze factors which influence the state of student engagement and enrollment adjustments. | | CLO1, CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Five Reading**  **Read** the following chapters in *College: What It Was, Is and Should Be* (Delbanco):  Ch. 5: What is to be done?  **Read** the following chapters in *Reinventing Higher Education* (Wildavsky):   * Ch. 3: Creative Paths to Boosting Academic Productivity * Ch. 4: Rethinking the Professoriate   **Post** any comments or questions to the Week Five General Discussion Board. | | 5.1, 5.2 |  |
| **Resources: Faculty and the University**  **Read** “The Professoriate Reconsidered: A Study of New Faculty Models.” Adrianna Kezar, Daniel Maxey, & Elizabeth Holcombe. Published by the Delphi Project on the Changing Faculty and Student Success, University of Southern California, 2015: <http://www.uscrossier.org/pullias/wp-content/uploads/2015/10/Professoriate-Reconsidered-final.pdf>  **Review** “Adapting by Design: Redesigning the Faculty’s Role.” Handouts from a presentation at American Association of Colleges and Universities meeting, 2016: <http://www.uscrossier.org/pullias/wp-content/uploads/2016/01/FINAL-Handout-for-NTTF-AACU-Preso-1.15.16.pdf> | | 5.1, 5.2 |  |
| **Resources: Force Field Analysis**  To complete your case study this week, you’ll be asked to complete a force field analysis. A force field analysis is a method of thinking about various factors that affect change in a situation. Usually these factors are divided into driving forces and restraining forces. Driving forces are factors which push for the change to occur, while restraining forces are factors which would tend to prevent the change from occurring.  The following links will help you set up and complete your force field analysis:   * “Force Field Analysis,” available from Iowa State University: <http://www.extension.iastate.edu/communities/force-field-analysis> * “Force Field Analysis,” available from Mind Tools: <https://www.mindtools.com/pages/article/newTED_06.htm> * “Force Field Analysis,” available from Ohio Literacy Resource Center: <http://literacy.kent.edu/eureka/strategies/force_field_analysis.pdf> | | 5.2 |  |
| **Upcoming Assignment: Reflective Essay**  In Week 6, you will be writing a reflective essay in which you:   * analyze the current state of higher education and assess the likelihood of either evolutionary or revolutionary change. * identify who will be involved in either supporting or resisting change. * describe what you think may be realistic change outcomes over the next 20 years.   Take some time to arrange your notes and readings to facilitate writing this assignment. | | 1.1, 1.2, 1.3, 7.1, 7.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Changing the Goals of Higher Education**  Delbanco, Ehrenberg, and Osterman each identify changes (actual and anticipated) in higher education as it continues to move from service to the economic/social elite to universal access. In the first week’s video we heard reference to one policy-maker’s goal for higher education: “To make individuals privately happy and publicly useful.”  **Respond** to the following questions in the “Changing the Goals of Higher Education” discussion forum by Thursday:   * How have the developments cited in this week’s assigned text readings either contributed to or inhibited achievement of this stated goal? * What are the obvious and subtle links between your discussion of the first question and the materials presented in the Delphi project materials?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 5.1, 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Changing Role of Faculty**  **Respond** to the following questions in the “Changing Role of Faculty” discussion forum by Thursday:   * Search for and locate an article that discusses the changing role of faculty (or a proposed change in the role of faculty). Post a link to this story. * Then, write a critical review summarizing the article and arguing for or against the author’s position. Support your argument with this and previous weeks’ assigned readings.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 5.1, 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Force Field Analysis**  Considering this week’s topic (“How do faculty interests and expanding enrollment affect students?”), the Week Five Case Study, and your professional academic experience, think about how you would proceed to introduce and garner support/approval for the implementation of an online advising program.  **Construct** a \*Force Field Analysis for this project. If you are unfamiliar with Force Field Analysis, a good and simple explanation can be found at: <https://www.mindtools.com/pages/article/newTED_06.htm>.  **Write** a 250–500-word narrative explaining your analysis, including who, how, and when you would get others on board with your plan.  **Submit** your assignment to your instructor via Blackboard. | | 5.2 | Assignment: Analysis and justification =  **1 hour** |
| **Total** |  |  | **3 hours** |

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| Week Six: How Can Emerging Models of Higher Ed Impact Traditional Institutions? | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain how emergent models of higher education pressure traditional institutions and models of education. | | CLO1, CLO3, CLO4 | |
| * 1. Differentiate between the factors, risks, and pressures involved in supporting evolutionary and revolutionary change in higher education. | | CLO1, CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Six Reading**  **Read** the following chapters in *College (un)bound* (Selingo):   * Chapter 7: The Student Swirl * Chapter 8: Degrees of Value   **Read** the following chapters in *Reinventing Higher Education* (Wildavsky):   * Ch. 6: For-Profit Sector Innovations in Business Models and Organizational Cultures * Ch. 7: What Online Learning Can Teach Us About Higher Education   **Post** any comments or questions to the Week Six General Discussion Board. | | 6.1, 6.2 |  |
| **Resources: Redesigning the University**  **View** the “Redesigning the University - Lessons from Games” series:   * “Redesigning the University- Lessons from Games: Part 1” [7:51]: <https://www.youtube.com/watch?v=bE8xZ__FlfE> * “Redesigning the University - Lessons from Games: Part 2” [6:47]: <https://www.youtube.com/watch?annotation_id=annotation_214125&feature=iv&src_vid=bE8xZ__FlfE&v=-2TM2wI-bqs> * “Redesigning the University - Lessons from Games: Part 3” [8:11]: <https://youtu.be/biDCDEW_JJw>   **Post** any comments or questions to the Week Six General Discussion Board. | | 6.1, 6.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Changing the University**  **Respond** to the following question in the “Changing the University” discussion forum by Thursday:   * Hentschke, Selingo, and Stokes each discuss some significant change in the development of American higher education models. The video “Redesigning the University” suggests a more radical model. Discuss your thoughts on the degree to which American higher education will be forced to change its operational model(s).   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.1, 6.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Reading Journal: Week Six Check-In**  Remember to submit3 journal entries per week each week during weeks Five and Six (6 entries total) to the Week Six Check-In journal. | | CLO1, CLO2, CLO3, CLO4 | Daily journal = reflection and response = **1 hour** |
| **Reflective Essay Draft/Peer Feedback**  Together we have considered several perspectives on the current and predicted state of American higher education. Several of these perspectives have been those of notable and thoughtful higher education leaders; several have been the result of either historical or trend-analysis research. Not surprisingly, some of the perspectives examined were quite the opposite of others. Now, it’s your turn to weigh in using the knowledge and perspective you’ve acquired during the term of this course.  **Write** a 750–1250-word essay in which you:   * analyze the current state of higher education and assess the likelihood of either evolutionary or revolutionary change. * identify who will be involved in either supporting or resisting change. * describe what you think may be realistic change outcomes over the next 20 years.   **Submit** your draft to the Reflective Essay Draft/Peer Feedback forum by 11:59 p.m. [EST] on Thursday.  **Review** your instructor-assigned partner’s draft and respond with suggestions for revision and improvement by 11:59 p.m. [EST] on Sunday. | | 1.1, 1.2, 1.3, 6.1, 6.2, 7.1, 7.2 | Reflective essay = research, reflection, response=  **1 hour** |
| **Total** |  |  | **3 hours** |

# Faculty Notes

**Reflective Essay Draft:** Please assign each student a partner and communicate partner assignments via a post in the forum or a class announcement by the beginning of this week.

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| Week Seven: The Future of American Higher Education | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain considerations educational leaders should consider in future focused planning. | | CLO1, CLO2, CLO4 | |
| * 1. Explicate a vision for the future of higher education. | | CLO1, CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Seven Reading**  **Read** the following chapters in *College (un)bound* (Selingo):   * Ch. 9: The Skills of the Future * Ch. 10: Why College?   **Read** the following chapters in *Reinventing Higher Education* (Wildavsky):   * Ch. 8: The Mayo Clinic of Higher Education * Conclusion   **Post** any comments or questions to the Week Seven General Discussion Board. | | 7.1, 7.2 |  |
| **Resources: Additional Resources**   * “The Future of Higher Education in America,” available on YouTube [1:16:19]: <https://youtu.be/vw_Ey9Oip9g> | | 7.1, 7.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Universal Higher Education**  **Respond** to the following question in the “Universal Higher Education**”** discussion forum by Thursday:   * Many politicians and policy-makers speak of universal access to low-cost higher education. Selingo argues that we’d be better served by “an expanded notion of what constitutes an education after high school.” Delbanco does not make a direct reference to this issue, but if he did, what might he say? What do you believe?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 7.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Reflective Essay Critique**  In last week’s Reflective Essay Draft/Peer Feedback assignment, you provided constructive feedback to your instructor-assigned partner on how to improve his/her reflective essay. Now you have an opportunity to critique that same essay; that is, to respond with your own opinion on this issue.  **Write** a 250- to 400-word critique of your instructor-assigned partner’s Reflective Essay. Your critique should:   * Briefly summarize your partner’s position: What is the conclusion he/she draws? What arguments/evidence is presented to support that conclusion? * Explain whether you agree or disagree with your partner’s position and provide a rationale as to why or why not.   **Submit** your assignment to your instructor via Blackboard. Note:Only your instructor will be able to view your critique. | | 7.1, 7.2 | Reflective essay response = research, reflection, response=  **1 hour** |
| **Assignment: Final Reflective Essay**  **Revise** your reflective essay based on the feedback provided by your partner in the Reflective Essay Draft/Peer Feedback forum.  **Submit** your final draft to your instructor no later than 11:59 p.m. [EST] on Sunday. | | 1.1, 1.2, 1.3, 6.1, 6.2, 7.1, 7.2 | Reflective essay = research, reflection, response=  **2 hours** |
| **Total** |  |  | **3 hours** |

# Breakdown of Academic Instructional Equivalencies

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 2 hours |
| Supplemental | 1 hour |
| **Week 2** |  |
| Required | 3.5 |
| Supplemental |  |
| **Week 3** |  |
| Required | 3 hours |
| Supplemental |  |
| **Week 4** |  |
| Required | 6 hours |
| Supplemental |  |
| **Week5** |  |
| Required | 3 hours |
| Supplemental |  |
| **Week 6** |  |
| Required | 3 hours |
| Supplemental |  |
| **Week 7** |  |
| Required | 3 hours |
| Supplemental | 1 hour |
|  |  |
| **Total Required Hours** | 23.5 |
| **Total Supplemental Hours** | 2 |
| **Total Hours** | 25.5 |