The University of Central Florida
Department of Educational Research, Technology and Leadership
Higher Education & Policy Studies (HEPS)
Fall 2009

EDH 7631, Managing Change, Conflict & Stability in Higher Education
TA 301 (Sept. 18, only; thereafter Education Complex 208)

Faculty
Dr. Rosa Cintrón
Associate Professor
Education Complex, 206K
407-823-1248 or 542-6385
rcintron@mail.ucf.edu

Meeting dates and times
September 18-19-20; 25-26-27; October 9-10
Fridays (4:30pm-8:30pm); Saturdays (8:30am-4:30pm); Sundays (1:00pm-5:00pm)

Office Hours
Wednesdays: 12 noon-2:00 pm—first come-first serve; basis; other hours by appointment; only.

Course Description
*On Change
- It is not the strongest species that survives, nor the most intelligent, but the ones who are most responsible to change (Charles Darwin, 1859).
- It therefore seems imperative that everyone concerned about US higher education recognizes two things: that the society has been going through revolutionary changes and that new, outside forces will require educators to rethink and redesign some of their operations...Change in higher education can no longer be incremental. It must be fundamental and structural (George Keller, 2008).

*On Conflict
- The hottest places in Hell are reserved for those who in times of great moral crises maintain their neutrality (Dante Alighieri, 1321).
- Presidents must still accept that some discussions with board members will be difficult, but as long as courage is valued over friendship, they should recruit new trustees aggressively and unapologetically (James Martin, James E. Samels & Associates, 2009).
*On Stability
- True stability results when presumed order and presumed disorder are balanced. A truly stable system expects the unexpected, is prepared to be disrupted, and waits to be transformed (Tom Robbins, b. 1936).

I have provided these quotes as a preamble to our topic in order to illustrate the complexity of the scholarship we have at hand. The three constructs under study change, conflict and stability, defy one simple definition. Defy our tendency to describe phenomena in term of a single variable. Defy practices based on a set of well-known and tied strategies. Therefore, if you like to know specific answers to these formulas (1) stability=∫(0 conflict, 0 change) (2) change=conflict (3) change ≠ conflict, then you may be frustrated to discover how much of this literature is debatable and uncertain. The goal of this class is to familiarize you with a basic outline of a pendulum experienced by colleges and universities—a pendulum between stability and instability; conflict and harmony; change and permanency.

**Required Texts**

**Recommended Text**

**Online Resource**
Change management 101
http://home.att.net/~nickols/change.htm

**Objectives**
- To develop a general knowledge of the theory and practice on conflict, change and stability.
- To become familiar with the scholarly literature and the gaps in the study of these concepts.
- To examine the complexity of the contemporary issues surrounding this topic and to recognize enduring enigmas and future dilemmas.
- To develop perspective on the future of higher education with particular appreciation to the trends that may force change, conflict and/or stability.
Course Requirements

Active Participation. This participation-based doctoral course relies on group interaction, discussion and non-interrupted attendance. Given that active and informed class participation is an essential part of this class, I expect collaborative dialogues and proactive learning. Students are also expected to have reviewed the assigned material in advance in order to have an interaction characteristic of serious doctoral-level work, intellectual curiosity and discipline. In order to ensure your active participation, you are to develop 2 essay questions-statements per assigned reading. Provide in bullet format the 3-4 main points that you think should be elaborated upon when answering these items; provide the page number where the information appears. NOTE: (1) Starting with session 1 bring me a hard copy of your essays—put the material on my desk before I start class and (2) I will select essays from this pool to craft the midterm, and (3) These essays will become part of the pool for Comps.

Notice that I have selected some videos from YouTube. These are brief and illustrative presentations of an understanding of change/conflict available to the general population. Watch these before coming to class and ask yourself if the mundane interpretation being portrayed aligns with the academic understanding of theory and praxis. BEWARE: (1) No incompletes will be given in this class except for major emergencies. Incompletes will not be granted because you needed more time, competing responsibilities, computer problems, etc. (2) I take participation VERY seriously and you will lose points if you are not an active participant in classes and (3) You are responsible for the assigned material not discussed in class. (Points= 10)

Conflict/change on campus. For every session, each class member will make a brief oral presentation on a current conflict or change at a college or university. This report or news will be drawn from The Chronicle of Higher Education. Students will prepare a 5-minute presentation emphasizing some of the questions stated on the last page of this syllabus. Power Point presentations are not allowed. Be prepared to present starting our first session. (Points= 10)

Co-Teachers, Co-Students. This section is based on the concept of self-directed learning as the most powerful way in which adults learn. Self-directed learning has been described as "a process in which individuals take the initiative, with or without the help of others," to diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes (Knowles, 1975). Thus, each one of you will be assigned to co-teach a session of this course. Personally, my philosophical belief is that students learn the most when they are able to be responsible for their own learning and are provided spaces to construct meaning to the 'stuff taught within the wall of the classroom'—especially when they engage in dialogue with their peers (Hmelo-Silver, 2003). Within this conceptualization of teaching, I am both a co-teacher...
and co-student. Even though I have provided you with an e-document to present, this is only a platform to assist you in searching for other resources. At the end of your co-teaching, you should present the class with four other resources in this area, which you found on the Internet. At least one of the resources must be a scholarly piece. BEWARE: Although individual students will be responsible for co-teaching on particular days, we are all responsible to review the assigned document. The student can only co-teach and facilitate if we have a basic understanding of his/her presentation. It is important to have our laptop available for these sections—so that as the student is co-teaching we can have the resource available on the computer screen. Prepare yourself for 2-3 hours of co-teaching. Remember: you are not teaching alone—the rest of us are your co-teachers and co-students! Thus, involve or engage us through questions, case studies, other e-documents (i.e., Google, YouTube, Foratv, Hulu), etc. (Points= 20)

**Comprehensive essay.** Analyze a conflict/change in a college or university using the principles discussed in class or in any of the resources presented. This conflict/change will be a detailed elaboration and critique of one of the news items you presented under the category, Conflict/change on campus (see above). Notice that you are required to submit draft #2 and the Final Examination (your final draft of the comprehensive essay) to Turnitin.com before submitting it to me. It is your responsibility to become knowledgeable on the use of Turnitin. YOU MUST COMPLETE THIS TRAINING BY CLASS SESSION 4. The structure of this manuscript follows that of a typical research paper and it should be 7-10 pages long. In summary, the criteria for grading are: (a) Organization and Development of Ideas; (b) Writing Quality and Soundness of Analysis, and (c) Accurate Formatting, Referencing, and Style. During the course of the semester, I will randomly call students to make a very brief presentation (1-3 minutes) on the state of this task. [Points= Draft #1 (4 pts.); Draft #2 (7 pts.); Draft #3 (4 pts.). Total= points 15].

**Objective Tests.** There will be two tests. The midterm is a take-home and it will be based on the essay—questions you will be creating after completing each of the assigned readings. I recommend for you meet as a group to compare notes and/or to outline your midterm. This type of collaboration encourages the development of a community among all students in HEPs and has the potential to produce the best intellectual pieces. It also models the best strategy to study for Comps. The Final Examination will be your Comprehensive essay. (Points= Midterm 20; Final 25)

**Translation of Points**

| 100-90=A | 89-80=B | 79-70=C | 69-60=D | 59 and less=F |

**Academic Integrity and Ethics**
As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University’s Rules of Conduct (see http://www.osc.sdes.ucf.edu/).

Disability Access Statement
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, FC 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Turnitin.com (I refer to Turnitin as Tii)
In this course we will utilize turnitin.com, an automated system that instructors can use to quickly and easily compare each student’s assignment with billions of web-sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report (an index) from turnitin.com that states if and how another author’s work was used in the assignment. These indices do not reflect Turnitin’s assessment of whether a paper has or has not been plagiarized. Originality Reports are simply a tool to help find sources that contain text similar to submitted papers. The decision to deem any work plagiarized must be made carefully, and only after in depth examination of both the submitted paper and suspect sources in accordance with the standards of the class and institution where the paper was submitted.

For a more detailed look at this process, including training on how to use this system visit http://www.turnitin.com
YOU MUST COMPLETE THIS TRAINING BY CLASS SESSION 4.

After you access Turnitin:
The ID number for this class is 2841843
The Class Enrollment password is ‘change’
Click on EDH 7631
The index which will be used as standard for your Research Project is 10%
Internet Usage
You will be expected to have daily access to the internet and email, since I may be emailing you about assignment updates, additions and changes. If you do not have an UCF email account, get one now! If you do not own a computer, there are computers accessible to you in all UCF’s computer labs, and most computer labs have computers connected to the internet. For further information on computer labs, please see the following website: http://registrar.sdes.ucf.edu/weg/quick_find/computer_labs/

H1N1 (Swine) Flu
Individuals who have flu-like symptoms have a major responsibility in preventing transmission to others. If you have flu-like symptoms, the CDC recommends you ‘remain at home until at least 24 hours after [you] are free of fever (100 degrees F, 37.8 C) or signs of a fever without the use of fever-reducing medications.’ For continuing updates, visit: www.hs.sdes.ucf.edu.

Protocol on the use of all digital or electronic devices
I am aware that most of us utilize our cell phones for a variety of purposes—from personal to business to social and even spiritual. These devices are as ubiquitous as the air we breathe (and for some of us as critical to our survival). However, I am sure that you also understand that cell phones ringing in class or text messaging while we are teaching and learning are just rude and distracting actions. Thus, when there is an unusual occasion of an emergency or anticipated emergency that requires immediate attention (e.g., you are on-call in Housing; a family member is at ICU), carry your cell phone to class on vibrate mode. Plain and simple: refrain from using any digital or electronic devices in my classroom. This protocol applies to any device that makes or receives phone calls, leaves messages, sends text messages, surfs the Internet, or downloads and allows for the reading of and responding to email.

**After much intellectual conflict (!) I find myself breaking my own rules about laptop use in my classroom. The ones of you who have taken my classes before know that I have not permitted this gadget in my room ever. However, the theme of this class has given me much to think about regarding my role as faculty…One of the areas I have resisted is the incorporation of any type of cyber-whatever into my teaching. Therefore, I have searched the Internet for classroom resources and have designed a syllabus dependent on these resources. The syllabus also reflects my understanding of the impact of the digital world upon the relationship teaching-learning. Moreover, it is a little indication of my willingness to adapt to change (even if microscopic and way below the curve of many others!). Crescat scientia, vita excolatur (let knowledge increase, let life be perfected—motto of the Univ of Chicago).
Appreciation and Credit

Significant parts of this syllabus are based on the ideas of highly esteemed colleagues:
Dr. Sandi Astin, University of California
Dr. Marvin Peterson and Associates, University of Michigan

References
### Course Outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Co-teacher, Co-student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td></td>
</tr>
<tr>
<td><em>Introduction to change and conflict</em></td>
<td>Cintrón</td>
</tr>
<tr>
<td><em>Colleges and universities as complex organizations</em></td>
<td>Cintrón</td>
</tr>
<tr>
<td>Required Reading:</td>
<td></td>
</tr>
<tr>
<td>Keller, Chapters 1</td>
<td>All</td>
</tr>
<tr>
<td>YouTube: What is change?</td>
<td>All</td>
</tr>
<tr>
<td><strong>Session 2</strong> (Football game at 7:30 pm)</td>
<td></td>
</tr>
<tr>
<td>The paradox of change: Change is difficult to initiate,</td>
<td>Cintrón</td>
</tr>
<tr>
<td>but it is always occurring</td>
<td></td>
</tr>
<tr>
<td>Required Reading:</td>
<td></td>
</tr>
<tr>
<td>Keller, Chapters 2 &amp; 3</td>
<td>All</td>
</tr>
<tr>
<td>YouTube: What is change? Episode 2</td>
<td>All</td>
</tr>
<tr>
<td>Change management in hard times:</td>
<td></td>
</tr>
<tr>
<td><strong>Session 3</strong></td>
<td></td>
</tr>
<tr>
<td>Contemporary issues in managing change:</td>
<td>Cintrón</td>
</tr>
<tr>
<td>Why change (transformation) efforts fail</td>
<td></td>
</tr>
<tr>
<td>Required Reading:</td>
<td></td>
</tr>
<tr>
<td>Keller, Chapter 4</td>
<td>All</td>
</tr>
<tr>
<td>YouTube: What is change? Episode 3</td>
<td>All</td>
</tr>
<tr>
<td>Four change management strategies</td>
<td></td>
</tr>
</tbody>
</table>

Comprehensive Essay. Provide a 1-page essay on your topic with a minimum of 1 reference. Email to ALL; Subject Heading: Your name, Essay-Draft #1.
Session 4

The planning of change

Required Reading:
Martin, Samels & Associates, Chapters 1 thru 3

Changing someone else's behavior

http://home.att.net/~nickols/changing.htm

Completion of Turnitin training

Session 5

Conflict as structure and conflict as process

Required Reading:
Martin, Samels & Associates, Chapters 4 thru 7

You Tube: Corporate Combat

Resolving conflict between graduate students and Faculty

http://www.umsl.edu/continuinged/education/mwr2p06/pdfs/B/Brockman_DeJonghe_Resolving_Conflict_Between_Graduate_Students_and_Faculty.pdf

The organization that changes itself

http://74.125.47.132/search?q=cache:cUDCuFhVhYsJ:www.franciscan.edu/home2/Content/dean/PAPERS/Inovation%2520and%2520change/1050.pdf+the+organization+that+changes+itself&cd=1&hl=en&ct=clnk&qci=us


Comprehensive Essay. Provide a 2-page essay on your topic with a minimum of 2 references. Email to ALL; Subject Heading: Your name, Essay-Draft #2 (Beware: this draft must be submitted to Turnitin).

Session 6

Assessment of conflict: How successful leaders think

Required Reading:
Martin, Samels & Associates, Chapters 8 & 9

Comment [K1]: The pdf format of this document gives a server error. This is the HTML version of this document.
YouTube: Stressful day at the office

Cont’ next page

Ivory Towel Overhaul

Felix


Distribution of midterm

Session 7

Employee Motivation

Cintrón

Required Reading:

Martin, Samels & Associates, Chapters 10 & 11

ALL

Balancing agility and stability in higher education

Mark

Google Videos:

occ2007 day 3 diana oblinger

Comprehensive Essay. Provide a 3-page essay on your topic with a minimum of 3 references. Email to ALL: Subject Heading: Your name, Essay-Draft #3.

Session 8

Final Thoughts, Conclusions

Cintrón

Required Reading:

Martin, Samels & Associate, Chapters 12 thru 16

All

A test of leadership: Charting the future of US Higher Education

Pam

http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/pre-pub-report.pdf

Midterm due

Due: October 10

Email your midterm to me as an attachment no later than 11:30 PM. On the subject line of the email write: Your name, Change Midterm 09. HINT: Plan for technology not to be kind to you on Oct 10. Even more, plan for Mother Nature not to be kind to you on Oct 10. Thus, plan to submit your paper before Oct 10. My experience tells me that on Oct 10, the power of technology and Mother Nature will not be your kind and usual friends!
Comprehensive Essay on Change or Conflict in Higher Education

Guidelines for Analysis

The Topic
Problem or Issue Statement. A brief and concise presentation of the problem and/or concern related to your topic. To ensure that I find the sentence that you think is the thesis, please bold or highlight your thesis statement in some way. A thesis includes a statement of what the paper is about (subject) and shapes the reader's understanding of that topic.

Significance and Justification. Explain why the topic is an important area of investigation; why does your issue deserve or merit attention?

Theoretical Framework
Argue for a theory to better understand and the efforts that did prove (or not) to be successful.

Literature Review
Provide a brief summary of the scholarship and research that explains the problem you are presenting. You must provide:
(a) the historical context of the problem (i.e., when, how and why did the problem emerge; who were the key figures or legislative initiatives)
(b) the present or contemporary status quo of your topic (i.e., the challenges of today);
(c) the future of the issue under discussion (i.e., trends and gaps)
Your review should be at the highest levels of analysis. That is, you build arguments steps by steps. Your analysis should be engaging, systematic and rigorous.

Conclusions and Recommendations
The paper should end with a conclusion that draws together your points into a coherent whole. The conclusion should be more than a summary that just restates your points. This is not the place to introduce new ideas or concepts.

References
In the narrative of your work, do not cite work that you have not read and in your reference list do not list references that you have not used in the text of your paper.
Your final paper will follow the order outlined above, but note that the first three pages should be: Title page, Table of Contents and Abstract.
As you write your paper, keep in mind these questions:
--by the way, these should be the questions guiding our readings and discussions--

What is at the heart of the change or conflict reported?
Who initiated the change or conflict? What is the impetus?
What role does (should) the president (or other positional leaders) play in the change, conflict or stability?
What values guide the change or conflict? Change/Conflict to what end?
What was the status of the policy, activity, or program prior to the change or conflict?
What were the justifications for change?
What were the sources of conflict? What internal and external forces were at play? In our opinion, are the external forces a threat or an opportunity?
How is organizational culture related to change and conflict? How do values and belief systems related to change and conflict?
How will these forces require administrators, faculty, staff and/or students to rethink and redesign some of their operations (policies, practices, curriculum, etc)?
What are the most common sources of resistance? What are the common sources of resistance to change, how do they operate, and can they be manipulated (changed)?
Who are the key actors? Who has remained silent or neutral?
What process guided the change or conflict? What were the assumptions?
Has the change or conflict resulted in incremental or fundamental modification?
How does one determine the best strategies and tactics for change in a particular environment or context? How will the change be communicated to the campus community?
When undergoing transformation is it best to focus the efforts on cultural or structural changes?
What theory could be used to help us understand the situation?
What aspects of theory seemed to be ‘settled?’ Where are the continuing uncertainties and ambiguities?
How do we begin to bridge the gap between researchers and practitioners with regard to change and conflict?
How do we begin to study change and conflict beyond the institutional level, so that applicability can be made across the system of higher education?
Where does the issue stand today—resolved; not resolved?
How does it relate to Higher Education?
How does it relate to EDH 7631?
So what, now what?
The following are examples of essay questions-statements:

Martin, Samels and Associates propose that stressed colleges and universities are defined by five basic vulnerability factors. Your essay should (1) define a stressed college (2) discuss the five factors of vulnerability and (3) select the factor which you considered the most resistant to change. Why? (Example based on chapter 1)

In the book *Turnaround*, Reesor, LaNasa and Long argue that Student Affairs represents a paradox as a stressed institution. That is, although this unit provides leadership in many ‘critical paths out of vulnerable circumstances’ frequently it is ‘viewed as an add-on rather than a core function.’ Explain the paradox and propose some best practices to curtail fragility, including a brief discussion on how to avoid at-risk environments. (Example based on chapter 7)

The following are examples of the types of news from the Chronicle of Higher Education that you could select to present on the session, Conflict/Change on campus and that could serve as the basis for your Comprehensive Essay and Final Paper.

*Faculty Members at 2-Year College in Md. Vote No Confidence in President*

*By Paul Fain*

Professors at Montgomery College voted no confidence late Thursday in Brian K. Johnson, president of the prominent Maryland community college since 2007. About half the college’s full-time faculty members overwhelmingly passed a resolution criticizing Mr. Johnson’s leadership and alleging that he has consistently skipped important meetings and events.

*Calvin College Professors Troubled by Trustee Edict Against Gay Advocacy*

Many faculty members at Calvin College are raising concerns about academic freedom and shared governance at their institution after its Board of Trustees last week issued a memo saying it was unacceptable for faculty and staff to advocate homosexuality and same-sex marriage, the *Grand Rapids Press* reports. About 130 of the institution’s 300 faculty members met this week to discuss the memo, with some expressing concern about academic freedom and how it the policy from the top down with little faculty input. The institution is affiliated with the Christian Reformed Church, which regards homosexual acts as sinful.