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Welcome to Leading Change in Private Colleges!

About Gwen Freed

A native of Washington, D.C., I am Chief Development Officer at the Humphrey School of Public Affairs at the University of Minnesota. I have served previously as Vice President for Institutional Advancement at Cornish College of the Arts in Seattle, Vice President for Marketing and Communication at Gustavus Adolphus College in St. Peter, Minnesota, and Executive Director of Wallin Education Partners, a college scholarship and persistence organization in Minneapolis. My writing has appeared in the *Wall Street Journal*, *The Chronicle of Higher Education*, and the *Handbook of Higher Education Theory and Research*. My primary research interests concern governance and leadership, external relations, and organizational identity in higher education. I have taught graduate courses on marketing and fundraising in higher education in the University of Washington's College of Education. An alumna of the Harvard Institute for Educational Management, I hold a Ph.D. in Educational Policy and Administration and a master's degree in Public Affairs from the University of Minnesota, as well as music degrees from The Juilliard School and Oberlin Conservatory.



How to Contact Me

I will visit the course site regularly and will respond promptly to the questions posted in the discussion forums. If you have any private questions or concerns that aren't appropriate for the public forums, I encourage you to contact me directly.

Frequency of site visits: I will generally visit the course site at least five times per week to respond to your messages and postings.

Office Hours: By appointment only

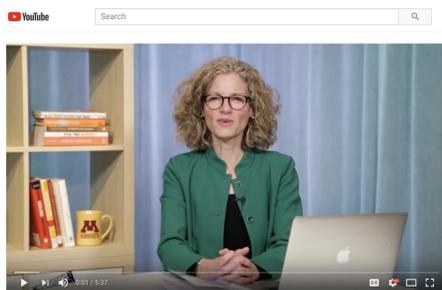
Contact: I prefer the Moodle Dialogue Tool for one-on-one communication.

E-mail: free0303@umn.edu

Phone (emergencies only): XXX-XXX-XXXX

Course Tour

Course Tour Video - <https://www.youtube.com/watch?v=ZAwoCHj55Mw&feature=youtu.be>



Module 1 - Forces Driving Change

Purpose

This module is designed to get us oriented to the course and to develop a learning community. We will begin our exploration of leading change in private colleges by reviewing the external context for change in higher education. Everyone will introduce themselves to the class via Flipgrid video.

Weekly Overview

Upon completion of this module, you will be able to:

- Describe at least six external forces for change in higher education today
- Describe their impact specifically on private colleges
- Identify several ways private colleges are responding, or adapting, to external forces for change

Learning Outcomes

Upon completion of this module, you will be able to:

- Reflect on how change efforts can succeed or fail
- Consider the types of change theories best suited to private colleges

Learning Resources

Required Resources

- [Playlist 1](#)
- McGee, J.(2015). *Breakpoint: The Changing Marketplace for Higher Education*. Baltimore: The Johns Hopkins University Press.
- Weiss, D.H.. (2013). Challenges and opportunities in the changing landscape. *Remaking College: Innovation and the Liberal Arts College*. 25-40.
- Kezar, Adrianna. (2014).*How Colleges Change*. New York: Routledge. Chapter 1

Recommended:

- Ballinger, M. & Perez, N. (2015) *The 20-minute Networking Meeting*. Career Innovation Press.
- Cameron, E., & Green, M. (2012). *Making Sense of Change Management: A Complete Guide to the Models Tools and Techniques of Organizational Change*. Kogan Page. pp. 1 – 10
- Kotter, J. P. (1996). *Leading change*. Harvard Business Press. pp. 1–32
- Kezar, A. (2001). *Understanding and Facilitating Change in Higher Education in the 21st Century*. ERIC Digest. ERIC Clearinghouse on Higher Education.

Learning Activities

Assignments:

- Class Introductions via Flipgrid - Introduce yourself to your classmates with: name, career path, and what you hope to gain from this course. Then tell us about a failed/disappointing organizational change process that you have observed/been involved with. After posting, respond to two peers with commentary on their observations. Please rehearse/organize your response!
- Forum 1 - In this course, we will often explore and discuss today's environment for change in higher education. In this week's reading, Kezar and Weiss write about dynamic forces that call for institutions to adapt and better anticipate future needs. Please identify three forces, and discuss ways that private colleges are responding or could respond. I encourage you to cite examples from your own institution or one that you know well. No need to list references with your comments. During the week, please respond to at least two comments made by others in the class.

Module 2 - Theories and Metaphors for Change

Purpose

In this module, we will familiarize ourselves with some established ways of thinking about change, including schools of thought, theories, and metaphors for change. We will explore ways that organizational learning and positivity can intersect with change. You will post your first of two Change Interview presentations on Flipgrid.

Learning Outcomes

Upon completion of this module, you will be able to:

- Describe 4-6 theories, metaphors, or schools of thought concerning organizational change and how they might be useful in private colleges settings
- Consider the applicability of Kotter's eight-step change process to private colleges today
- Articulate ways that positive organizational psychology may or may not be relevant to change efforts at private colleges.

Learning Resources

Required Resources

- [Playlist 2](#)
- Kotter, J. P. (1996). Leading change. Harvard Business Press. pp. 33 – 145
- Kezar, Adrianna. (2014). How Colleges Change. New York: Routledge. Chapter 2
- Boyce, M. E. (2003). Organizational Learning Is Essential to Achieving and Sustaining Change in Higher Education. *Innovative Higher Education*, 28(2), 119–136.
- Cameron, K. S. (2008). Paradox in Positive Organizational Change. *The Journal of Applied Behavioral Science*, 44(1), 7–24. <https://doi.org/10.1177/0021886308314703>

Recommended:

- Gardner, L. (2017, February 24). Leadership : How to Make Strategic Big Bets. *Chronicle of Higher Education*. pp. A8-A12.
- Appelbaum, S. H., Habashy, S., Malo, J. L., & Shafiq, H. (2012). Back to the future: revisiting Kotter's 1996 change model. *Journal of Management Development*, 31(8), 764-782.

Learning Activities

Assignments:

- Forum 2
 - This week, you have two prompt topic options (take your pick or respond to both).
 - Please comment on John P. Kotter's eight step change process. From a private college standpoint, do you think any steps are particularly useful? Are there any other steps you would add to the list?
 - Consider Kezar's six schools of thought on change. Which do you see applied, and misapplied, most commonly in the private college setting?

- Change Interview 2 Flipgrid
 - Twice during the course you will have an informational interview with someone outside the class who has played a key part in a second-order change process. Using Kezar's multi-theory framework, ask your interviewee about his or her institution's experience with the change. Be prepared to share specifics tied directly to the framework.
 - **Part 1:** Select an interviewee (an private college professional) and conduct a short informational interview on a second-order change process.
 - Questions you might consider asking:
 - What was the type of change?
 - What was the context for the change?
 - What kind of leadership or agency was employed?
 - What was the approach to the change?
 - Was the change successful? Why/why not?
 - **Part 2:** Using Flipgrid, you will then report back to the class. Prepare and dress as you would for a professional presentation! Rehearse what you want to say and dress appropriately; speaking from notes is recommended. Your presentation should be no more than 3 minutes in length and close with a distinct conclusion recapping of your key points.
 - **Part 3:** Respond to two of your peers about their posts. Ask questions, make recommendations.

Module 3 - Types of Change

Purpose

This week, we will explore Kezar's multi-faceted framework for conceptualizing change in today's higher education context, and learn about the role of institutional culture in change. You will submit your Commentary Assignment, reflecting on an example of institutional change from the higher education media, and applying key concepts from the reading so far.

Learning Outcomes

Upon completion of this module, you will be able to:

- Describe in basic terms Kezar's Multidimensional Framework for Understanding Change
- Think about diagnosing needed change types, understanding specific change contexts, and determining which leadership and implementation approaches will be most effective.
- See if any of the organizational cultures in Kezar & Eckel's case studies are familiar from your experiences in private colleges

Learning Resources

Required Resources

- [Playlist 3](#)
- Kezar, Adrianna. (2014). How Colleges Change. New York: Routledge. Chapter 3
- Kezar, A., & Eckel, P. (2002). The Effect of Institutional Culture on Change Strategies in Higher Education: Universal Principles or Culturally Responsive Concepts? *The Journal of Higher Education*, 73(4), 435-460.

Recommended:

- Cameron, K. (1984). Organizational Adaptation and Higher Education. *The Journal of Higher Education*, 55(2), 122-144.

Learning Activities

Assignments:

- Forum 3
 - Please respond to one or both of the following posting options:
 - Change Types. On the basis of Kezar Chapter 3, please do the following: please describe the main goal(s) of a change effort you have experienced or are involved with at the moment. (If you wish, you may return an example you shared via your introductory Flipgrid, or in a previous week's forum). Then, tell us concisely about the scope, levels, focus, and forces involved. Note any associated schools of thought pertinent to these aspects of change.
 - Culture and Change. On the basis of the Kezar and Eckel reading, please

consider Bergquist's four cultures of the academy, and tell us about an institution you know that fits one of the cultural types (negotiating, developmental, collegial, managerial) and why. Tell us how a specific change effort at the institution demonstrated/demonstrates the culture type.

- For these posting options, private college examples are best, but if one does not come to mind, it's alright to cite an example from a public university setting.
- Assignment 3: Commentary
 - Select a change theory theme that is covered in the course material and write a brief commentary related to that theme (~1200 words). Draw on your own experiences within the private college sector and relate that experience to the literature providing ideas for best practices, trends in the field, and/or challenges. [The Chronicle of Higher Education's Opinion](#) section has "Commentary" articles that can serve as models for this assignment.

Module 4 - Depth, Context, Culture, Leadership

Purpose

This module takes us deeper into scope, context, culture, and leadership as they relate to the change process. You will be asked to meet via Google Hangout with the instructor this week to discuss your preliminary ideas for the final assignment: your Change Plan.

Learning Outcomes

Upon completion of this module, you will be able to:

- Specify the difference between first order and second order change, and understand the importance of sensemaking and organizational learning in deep change
- Recognize the institutional and environmental contexts in which change is undertaken
- Imagine grassroots, group-oriented, shared change models in contrast with more traditional, top-down leadership of change

Learning Resources

Required Resources

- [Playlist 4](#)
- Kezar, Adrianna. (2014). How Colleges Change. New York: Routledge. Chapters 4-6

Learning Activities

Assignments:

- Forum 4
 - Please share a specific private or public college change process through the perspective of this week's Kezar readings. Your change example may be drawn from your past or current experience or from an institution you know well. You may also draw from an in-depth news account; *The Chronicle of Higher Education* and *insidehighered.com* have quite a few. Here is one example: <http://www.chronicle.com/article/Chapel-Hill-Replaced-KKK-Name/239609>. Please respond to one or both of the following prompts:
 - To what extent did the change process include sensemaking and/or organizational learning? In your response, please be sure to differentiate between the two types of social cognition.
 - Was the change process driven from the "top down," or from the "bottom up?" Please consider the use of scientific management versus political approaches.

Module 5 - Implementation, Ethics

Purpose

In this module we will consider the notion that change leadership is more a repertoire of dynamic approaches than one single, linear model or method. We will review change implementation and scaling, as well as ethics and values. You will post your second Change Interview presentation on Flipgrid.

Learning Outcomes

Upon completion of this module, you will be able to:

- Begin to apply Kezar's multi-theory approach—analyzing change type, context, agency, and approaches, and corresponding strategies and tactics—to real-life scenarios
- Devise ways to address obstacles and resistance as you mobilize, implement, and institutionalize change, and understand the phenomenon of organizational cynicism
- Expand successful change beyond its original locus
- Maintain, or even strengthen, institutional values through a change process

Learning Resources

Required Resources

- [Playlist 5](#)
- Kezar, Adrianna. (2014). *How Colleges Change*. New York: Routledge. Chapters 7-10.
- Bommer, W. H., Rich, G.A. & Rubin, R.S.. (2005). Changing Attitudes about Change: Longitudinal Effects of Transformational Leader Behavior on Employee Cynicism about Organizational Change. *Journal of Organizational Behavior*, 26(7), 733-753.
- Amis, J., Slack, T., & Hinings, C. R. (2002). Values and Organizational Change. *The Journal of Applied Behavioral Science*, 38(4), 436–465.

Recommended:

- Burke, C. S., Stagl, K. C., Salas, E., Pierce, L., & Kendall, D. (2006). Understanding team adaptation: A conceptual analysis and model. *Journal of Applied Psychology*, 91(6), 1189-1207.

Learning Activities

Assignments:

- Forum 5
 - In this week's Forum, please respond to one or both of the following prompts:
 - Please consider an instance when you've experienced or observed reluctance, opposition, cynicism, or other obstacle(s) to a change initiative. Drawing from Chapter 8 of our course text and/or from this week's reading by Bommer, Rich, and Rubin, please describe the nature of the resistance and suggest what leaders/change agents could have done differently to mitigate it.
 - In Chapter 9 of our course text, Kezar explores how an innovation can

spread from one context into a broader range of settings—especially through social movements, professional and social networks, or communities of practice. Please share an example in which you've experienced or observed such "scaling-up," and comment on the outcome(s).

- Change Interview 5 Flipgrid
 - Twice during the course you will have an informational interview with someone outside the class who has played a key part in a second-order change process. Using Kezar's multi-theory framework, ask your interviewee about his or her institution's experience with the change. Be prepared to share specifics tied directly to the framework.
 - **Part 1:** Select an interviewee (an private college professional) and conduct a short informational interview on a second-order change process.
 - Questions you might consider asking:
 - What was the type of change?
 - What was the context for the change?
 - What kind of leadership or agency was employed?
 - What was the approach to the change?
 - Was the change successful? Why/why not?
 - **Part 2:** Using Flipgrid, you will then report back to the class. Prepare and dress as you would for a professional presentation! Rehearse what you want to say and dress appropriately; speaking from notes is recommended. Your presentation should be no more than 3 minutes in length and close with a distinct conclusion recapping of your key points.
 - **Part 3:** Respond to two of your peers about their posts. Ask questions, make recommendations.

Module 6 - Colleagues, Collaboration

Purpose

This week we will focus on teams, collaboration, and staffing as they relate to change in higher education contexts. You will work on your Change Plan.

Learning Outcomes

Upon completion of this module, you will be able to:

- Identify and diagnose how networks within organization contribute to team performance
- Enumerate 4-6 ways that private colleges can collaborate beyond their campuses for greater institutional and societal benefit
- Articulate how trends in administrative staffing have affected institutions and the U.S. higher education in recent decades

Learning Resources

Required Resources

- [Playlist 6](#)
- Balkundi, P., & Harrison, D. A. (2006). Ties, Leaders, and Time in Teams: Strong Inference about Network Structure's Effects on Team Viability and Performance. *Academy Of Management Journal*, 49(1), 49-68.
- Tobin, E. (2013). The Future of Liberal Arts Colleges Begins with Collaboration. *Remaking College, Innovation and the Liberal-Arts College*.
- Leicht, K. T., & Fennell, M. L. (2008). Who staffs the US leaning tower? Organisational change and diversity. *Equal Opportunities International*, 27(1), 88–106.

Module 7 - Organizational Identity

Purpose

This module explores the related phenomena of organizational identity and systemic diversity in higher education, and their particular ramifications for private colleges. You will work as a group to discuss keys to maintaining or amplifying distinctiveness in the midst of change. Surviving and Thriving group assignment due.

Learning Outcomes

Upon completion of this module, you will be able to:

- Appreciate the assets and attributes that constitute institutional distinctiveness
- Assess and activate organizational identity as a lever for change
- Articulate why distinctiveness at the institutional level matters to the higher education system as a whole

Learning Resources

Required Resources

- [Playlist 7](#)
- Albert, S., Ashforth, B. E., & Dutton, J. E. (2000). Organizational Identity and Identification: Charting New Waters and Building New Bridges. *Academy Of Management Review*, 25(1), 13-17. doi:10.5465/AMR.2000.2791600
- Albert, S., & Whetten, D. (1985). Organizational identity. In J. M. T. Balmer & S. A. Greyser (Eds.), *Revealing the corporation: Perspectives on identity, image, reputation, corporate branding, and corporate-level marketing* (pp. 77–105). New York: Routledge. (Reprinted from *Research in Organizational Behavior*, 7, 263–295.)
- Stensaker, B. (2015). Organizational identity as a concept for understanding university dynamics. *Higher Education*, 69(1), 103–115.
- Mophew, C. (2009). Conceptualizing Change in the Institutional Diversity of U.S. Colleges and Universities. *The Journal of Higher Education*, 80(3), 243-269.
- Eckel, P. D. (2008). Mission Diversity and the Tension between Prestige and Effectiveness: An Overview of US Higher Education. *Higher Education Policy*, 21(2), 175–192.

Recommended

- Diefenbach, T. (2006). Intangible resources: a categorical system of knowledge and other intangible assets. *Journal of Intellectual Capital*, 7(3), 406–420.

Learning Activities

Assignments:

- Forum 7
 - Post your initial response to the prompt by **Wednesday @ 11:55 PM**. Post your response to two peers by **Sunday @ 11:55 PM**.
- Assignment 7: Surviving and Thriving While Maintaining Identity
 - In recent years, there have been news reports of closures and “near-death” experiences suffered by private colleges (e.g. Sweet Briar College, Antioch College, Dowling College, St. Joseph’s College [Indiana]). Common themes among vulnerable institutions include low enrollment, rising costs, challenges raising money, and general organizational devolution.
 - As a group, select an institution that has recently experienced threats to its survival and analyze the forces exerting pressure on the institution and possible change strategies for mitigating those threats.

Your group should turn in a 5-page report that includes the following sections:

- Summarize organizational mission and historic legacy

<ul style="list-style-type: none"> Summarize threats to the institution's viability
<ul style="list-style-type: none"> Identify type(s) of change needed
<ul style="list-style-type: none"> Identify strategies for change that will preserve or enhance institutional distinctiveness

- Your group should work together to research and compile this information with an included works consulted page. You may choose to divide the work in any way your group sees fit, but every group member should contribute equally to both the process and finished product.
- *One group member should compile and submit the 5 page report. *
- A **Surviving and Thriving Forum** and **Google Hangout** link have been provided for you to organize your work with your group. I suggest you meet synchronously at least once to distribute workload evenly. If you encounter issues working with your group, please contact your instructor.

Grading Rubric

	Excellent	Good	Fair	Poor
Inclusion of Competing Perspectives	All facts included are correct and complete; facts complement the argument or reinforce the thesis and are appropriate to the reader's level of understanding.	All facts are correct, mostly complement or reinforce the argument, and are appropriate to the reader's level of understanding.	All major facts are correct but may be missing crucial contextual information or be tangential to the argument or thesis. Generally appropriate for the audience.	At least one, and sometimes more, major facts are incorrect; facts are taken out of context so they are distorted; facts are irrelevant to the argument or inappropriate to the audience.
Conceptual Framework	The points or claims are fully explained and supported. The writer provides helpful examples or details. When necessary, the writer anticipates or refutes counterarguments.	All important points or claims are adequately explained and supported with some extra detail.	Most points or claims are adequately explained and supported but with minimal detail. Some minor points may be left unexplained or unsupported.	Many of the points are unexplained or unsupported, or inadequately explained or supported.
Theoretical Framework	The writer employs	There is some attempt to address	The writer tends to forget the audience	The writer ignores the needs of the

	appropriate word choice, style, and content based on audience and genre. It is clear who the intended reader would be.	the specified audience, but the writer sometimes lapses into an alternate style (for example too academic for a newsletter).	and simply writes about the topic. Overall the language is general or the writer simply writes for the teacher.	audience and the conventions of the genre.
Writing Mechanics	Document is proofread and in APA format. Document should also be read for coherency and syntax.	Document contains minor error (grammar or format errors) but is still comprehensible and well-written.	Document contains multiple significant errors in grammar or syntax that impede the reader's understanding.	Document contains many errors that render it incomprehensible.

Module 8 - Finance, Innovation

Purpose

In this final module, we will differentiate the flow of resources and expenditures at private versus public institutions. We will discuss age-old challenges with innovation in higher education change. And we will wrap up with reflection on lessons learned and new knowledge and skills developed in the class. You will submit your Change Plan.

Learning Outcomes

Upon completion of this module, you will be able to:

- Differentiate the flow of resources and expenditures at private versus public institutions
- Appreciate the differences in governance and institutional control
- Go forward with a repertoire of analytical skills and ways to cultivate and activate agency and collaboration for positive change within and beyond your institution

Learning Resources

Required Resources

- [Playlist 8](#)

- Enarson, H. (1960). Innovation in Higher Education. *The Journal of Higher Education*, 31(9), 495-501.
- Desrochers, D. M., Lenihan, C. M., & Wellman, J. V. (2010). *Trends in college spending 1998-2008: Where does the money come from? Where does it go? What does it buy? A Report of the Delta Cost Project*. Washington, DC: Delta project on postsecondary education costs, productivity, and accountability.
- Hughes, M. (2011). Do 70 Per Cent of All Organizational Change Initiatives Really Fail?. *Journal Of Change Management*, 11(4), 451-464.

Learning Activities

Assignments:

- Assignment 8: Change Plan
 - Your task in this assignment is to create a highly tailored change plan that diagnoses the need for change within an institution and deploys the most effective, targeted strategies and techniques to achieve that change.
 - You will identify a need on an independent college campus that requires change management and leadership. Draw on theoretical perspectives, change models, course readings, discussions, assignments, and feedback from classmates/instructors to develop a change management plan within the private college setting. Your plan should be 6-10 pages in length, but the layout and format will depend entirely upon the form your plan takes.
 - Your change plan is due one week after the last Module (see Course Calendar).
 - Your change plan should include the following components:
 - Identify the most important pressures or catalysts for this change
 - Identify the types of change and change agents that will be needed
 - Discuss “fit” between the change and the organization’s culture
 - Be specific about desired outcomes
 - Consider unintended consequences and how you would deal with them
 - Include resources that the change will require (money, time, training)
 - Cite at least **five** sources that have informed your change, at least **three** of which are drawn from course readings. Use double-spaced APA format for your citations.

Grading Rubric

	Excellent	Good	Fair	Poor
Research and Synthesis	The writer demonstrates a understanding of course materials and outside research with adequate citation. Facts are	The writer demonstrates an understanding of course materials but may struggle with a minor aspect of cited sources. Facts are	The writer demonstrates a partial understanding of course materials and outside research with adequate or wavering citation. Facts are	The writer is unable to demonstrate an understanding of course materials and/or lacks outside research. Facts are only partly or poorly synthesized and do

	synthesized with a solid analysis of needs of the institution.	synthesized with an adequate analysis of the needs of the institution.	synthesized but may not address institutional needs in a nuanced fashion.	not address institutional needs in a nuanced fashion.
Conceptual Framework	The points or claims are fully explained and supported. The writer provides helpful examples or details. When necessary, the writer anticipates or refutes counterarguments.	All important points or claims are adequately explained and supported with some extra detail.	Most points or claims are adequately explained and supported but with minimal detail. Some minor points may be left unexplained or unsupported.	Many of the points are unexplained or unsupported, or inadequately explained or supported.
Theoretical Framework	The writer employs appropriate word choice, style, and content based on audience and genre. Tone is academic-professional.	There is some attempt to address the specified audience, but the writer's tone wavers..	The writer tends to forget the audience and simply writes about the topic. Overall the language is general or the writer simply writes for the teacher.	The writer ignores the needs of the audience and the conventions of the genre.
Writing Mechanics	Document is proofread and in APA format. Document should also be read for coherency and syntax.	Document contains minor error (grammar or format errors) but is still comprehensible and well-written.	Document contains multiple significant errors in grammar or syntax that impede the reader's understanding.	Document contains many errors that render it incomprehensible.



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