Land Aknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site

Course Information

Course Code and Term: EDST 565 Summer 2024 B
Course Title: Equity in Higher Education: Organizational Theory and Leadership Practice
Credit Value: 3 units
Course Duration: July 2 to August 9, 2024
Class Times: Tuesdays 4:30 to 7:30 PM and Fridays 9:00 AM to noon
Class Location: Ponderosa Commons Room (PCN) 1215

Contact Information

Instructor: Dr. Arig al Shaibah, PhD, MPA
Email: arig.alshiabah@ubc.ca
Office Hours: by appointment

Focus

This course explores the contemporary challenges and opportunities advancing equity in Canadian institutions of higher education, focusing on the organizational context of higher education institutions and implications on leadership, governance, and accountability for change. The course draws on relevant scholarship in the field as well as the instructor's experiences as a scholar-practitioner and senior administrator championing equity in four research-Canadian universities.

Learning Objectives

Students will have an opportunity to:
- Understand the "case" for equity in HE – the benefits, barriers, and best practices
- Learn about and practice leadership competencies required to advance equity in HE
- Consider the implications of organizational epistemologies/theories on leadership practice
- Consider prevalent governance models and their implications for advancing equity in HE
- Discuss current issues and challenges for equity leadership in HE
- Apply concepts learned to scenarios drawn from contemporary administrative experiences
- Reflect on possibilities for more transformative HE leadership and organizational change

Required Readings – Available Online

All readings are available electronically – through the UBC Library system, posted publically online, or provided as a digital copy (with permisions) by the instructor.

Assignments and Assessment Scheme

10% Class Attendance
15% Five Weekly Brief Writing Submissions (due 24 hours before classes 3, 5, 7, 9, 11)
15% Engagement and Insight in Brief Writing Submissions
15% Self-Assessment of Intergroup Competencies (due by Friday, July 19)
20% In-Class Team Presentation (due classes 6, 8, 10, 12 as scheduled by instructor)
25% Critique and Position Paper (due by Friday, August 16)

Class Attendance (10%)

Students are expected to attend all classes having read the required readings and prepared to participate in group discussions and other interactive components of the course. **Students are expected to make all reasonable efforts to notify the instructor in advance of an absence from a scheduled class. Attendance will earn a student 1% point per class to a maximum of 10%**. There will be no class on July 9.

Weekly Brief Writing Reflections on Class Readings (15%)

It is assumed that students will have completed all the assigned readings and are prepared to discuss them in class. To encourage engagement with the course material, each student is to submit a brief written reflection on the weekly required readings. This brief writing submission will be considered a personal reflection of the main ideas or arguments presented in the assigned readings including the student's reaction (thoughts and feelings) to the ideas and arguments, as well as any questions the readings raise for the student. No further research, beyond the readings for the class, is required to complete each weekly reflection. The writing reflections will serve to focus student thinking and prime students for interactive class discussion, as well as assist the Instructor in assessing student understanding of the material, gauge student feelings towards topics, and identify areas for clarification and follow-up. Writing reflections should be 250 – 500 words long and should use and accessible sans serif font (e.g. 11 or 12 point arial or calibri). **Each writing reflection earns 3% points for a total of 15%.**

Brief Writing Engagement and Insight (15%)

Brief Writings can earn students up to 15% additional grade points depending on the level of engagement and/or insight of the writing reflection. The following rubric will be used by the instructor to assess engagement/insight: slightly engaged and/or insightful = 8-9%; moderately engaged and/or insightful = 9.5-10.5%; fairly engaged and/or insightful = 11-12%; very engaged and/or insightful = 12.5-13.5%; extremely engaged and/or excellent insight = 14-15%.

Self-Assessment of Intergroup Competency (15%)

Using a tool and questionnaire provided by the instructor, students will complete a Self-Assessment of their Intergroup Comptencies and answers a series of self-reflection questions to plan for their continuous learning and capacity-building to lead equitable change.

Team Presentation of Policy Brief (20%)

Students will be expected to collaborate in teams of 2-4 students (depending on size of class) to prepare and present to the class a policy brief on a topic related to several core areas of equity in higher education (See appendix). Students will independently rank their interest in the topics and submit the rankings to the instructor who will review and assign teams accordingly.

The teams will work together to develop a 3-4 page (single spaced) Policy Brief that identifies a higher education equity challenge and recommends interventions to effectively address the challenge, including evidence of the problem, rationale for the choice of interventions, anticipated change (outputs, outcomes or impacts) and how progress will be measured, and possible resource implications of recommended interventions. While teams can use information sourced from class readings and discussions, they will be expected to gather additional information from other relevant academic (e.g., scholarly works, peer reviewed journal articles), professional (e.g., reports, public statistics, etc.), and/or media (e.g., newspaper opinion piece, article in popular magazine, blog post, YouTube video, etc.) sources as they see fit.

Teams should plan for their presentations to be no longer than 40 minutes (20-25 minutes with 15-20 minutes for questions and discussion woven through or after the presentation). Teams will lead the class in an interactive discussion and should prepare two or three guiding questions to facilitate this discussion. Teams are invited to be creative in their use of communication methods and tools to stimulate class disssion. The Policy Brief and a short PowerPoint presentation should be provided to the Instructor 24 hours before the beginning of the class during which the presentation will be delivered.

The group presentation will be assessed as a whole, and each team members will receive the same grade. Marks assigned will be based on the following criteria: thoroughness of the team's preparation on the topic; the relevance to the course objectives; the quality of the presentation; as well as the strength of evidence of the problem, the clarity of the rationale for the choice of interventions/recommendations, the coherence of anticipated benefits and how progress will be measured, and the thoroughess of the identified resource implications.

Critique of the Kalven Report and Position Paper (25%)

Considering the perspectives offered in the Kalven Report, provide a critique (of the drawbacks and/or merits) of the ideas and position presented in the Report and share your perspective and position on the contemporary university's role in "political and social action". Give particular consideration to MacKinnon's cautions for senior officers of the university speaking "on behalf" of the university to present a singular voice and position on a topic that could be perceived to be in the "pursuit of social justice". The critique should be at least 1 page and no more than two pages single spaced and using 11 point Arial font. The Critique is due by Friday, August 16.

Assignment Deadlines

Students are expected to submit the assignments on the dates specified by the instructor. **Deadline extensions will only be granted for exceptional and extenuating circumstances.** Students must make all reasonable efforts to inform the Instructor of the need for an extension in a timely manner. The Instructor reserves the right to deny requests for deadline extensions. Assignments handed in late, without permission granted, may be subject to a **1% penalty** for every day that the assignment is late beyond the deadline specified or explicitly agreed upon. Depending on the individual circumstances, the instructor will negotiate a fair and equitable arrangement for work that is not submitted due to exceptional and extenuating circumstances.

Class Schedule and Required Readings

Week 1: Introduction to Course and Context Setting

Class 1   Leadership and Organizational Change Paradigms
Tuesday, July 2; 4:30 – 7:30 pm

==*The instructor will review syllabus and course expectations and will provide directions on the Team presentation assignment process and deadline for submitting requests.*==

Required Reading **(38 pages)**

1. Capper, C. A. (2019). Introduction and epistemologies of educational leadershp and Organizations. In C.A. Capper, *Organizational theory for equity and diversity: Leading integrated, socially just education,* pp. 1 – 11. Routledge. https://doi.org/10.4324/9781315818610

2. Capper, C. A. (2019). History of organizational theory and equity in the field. In C.A. Capper, *Organizational theory for equity and diversity: Leading integrated, socially just education* (pp. 15 – 31). Routledge. https://doi.org/10.4324/9781315818610

3. Manning, K. (2013). Introduction and Context Setting. In *Organizational theory in higher education,* pp. 1 – 10*.* Taylor & Francis Group, *ProQuest Ebook Central*, https://ebookcentral.proquest.com/lib/ubc/detail.action?docID=1143706.

Class 2   Individual Leadership Capacity for Organizational Change
Friday, July 5; 9:00 am – noon

==*Team presentation assignments established today.*==

Required (6 pages)

1. al Shaibah, A. (2022). Setting the context. In *Building a race-conscious institution: A guide for university leaders enacting anti-racist organizational change*, (pp. 6 – 12). Universities Canada. https://www.univcan.ca/wp-content/uploads/2022/07/UC-2022-Report_Building-a-Race-Conscious-Institution_EN_FINAL.pdf

Optional Reading

1. Capper, C. A. (2019). Critical race theory, Black crit. In C.A. Capper, *Organizational theory for equity and diversity: Leading integrated, socially just education,* pp. 102 – 126. Routledge. https://doi.org/10.4324/9781315818610

Week 2: Paradigms for Equitable and Anti-Racist Leadership and Organizational Change

Class 3   Leadership and Organizational Theories of Change
Tuesday, July 9; 4:30 – 7:30 pm
*Written reflection on Class 3 required readings # 1 – 2 due **by Mon., July 8 at 4:30 pm**.*

Required Reading (32 pages)

1. Capper, C. A. (2019). Individual and organizational identity formation toward social justice. In C.A. Capper, *Organizational theory for equity and diversity: Leading integrated, socially just education,* pp. 215 – 222. Routledge. https://doi.org/10.4324/9781315818610

2. al Shaibah, A. (2023). EDI leadership and change agency in Canadian academe: an analysis of democratic discourses of senior leaders. *Canadian Ethnic Studies, 55*(1), 101 – 124. https://doi.org/10.1353/ces.2023.0004

Class 4   Developing Equity-Minded and Race-Conscious Leaders and Organizations
Friday, July 12; 9:00 am – noon
Class reading and discussion will inform Self-Assessment assignment, due Fri., July 19.

Required (8 pages)

1. al Shaibah, A. (2022). Developing race-conscious organizations. In *Building a race-conscious institution: A guide for university leaders enacting anti-racist organizational change*, (pp. 14 – 22). Universities Canada. https://www.univcan.ca/wp-content/uploads/2022/07/UC-2022-Report_Building-a-Race-Conscious-Institution_EN_FINAL.pdf

2. Ramsey, V.J. & Kantambu Latting, J. (2005). A typology of intergroup competencies. *The Journal of Applied Behavioural Science, 41*(3), 265 – 284. https://doi.org/10.1177/0021886305277974

Week 3: Dedicated and Distributed Leadership

Class 5   The Senior Equity Leader and Equity Office
Tuesday, July 16   4:30 – 7:30 pm
*Written reflection on Class 5 required readings # 1 – 2 due **by Mon., July 15 at 4:30 pm**.*

Required Reading (35 pages)

1. Dua, E. & Bhanji, N. (2017). Shifting terrains: A picture of instititionalization of equity in Canadian universities. In F. Henry, E. Dua, C.E. James, A. Kobayashi, P. Li, H. Ramos, M.S. Smith, *The equity myth: Racialization and Indigeneity at Canadian universities* (pp. 171 – 205). UBC Press.

2. Universities Canada (October 2019). *Equity, diversity and inclusion at Canadian universities: Report on the 2019 national survey*. pp. 20 – 23.

Optional Reading

1. Williams, D.A. & Wade-Golden, K.C. (2013). More than symbolic leadership: The critical role of vertical structure. In *The chief diversity officer: Strategy, structure and change management,* pp. 151 – 202. Sterling, VA: Stylus.

Class 6   Community-Engagement and Shared Governance
Friday, July 19   9:00 am – noon
*Self-Assessment of Intergroup Competency due **at the beginning of this class**.*
Team Presentations

Required Reading (21 pages)

1. Kezar, A. & Matias Dizon, J.P. (2020). Renewing and revitalizing shared governance: A social justice and equity framework. In A. Kezar & J. Posselt, *Higher education administration for social justice and equity: Critical perspectives for leadership,* (pp. 21 – 42). New York: Routledge.

2. UBC Accessibility Committee - UBC Equity & Inclusion Office

Optional Reading

3. Williams, D.A. (2013). Diversity committees, commissions, and task forces. In *Strategic diversity leadership: Activating change and transformation in higher education* (pp. 408 – 437). Taylor & Francis Group. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/ubc/detail.action?docID=3037606.

Week 4: Strategic Planning and Implementation for Organizational Change

Class 7   Efficacy of Institutional Structures and Interventions
Tuesday, July 23   4:30 – 7:30 pm
Written reflection on Class 7 required readings # 1 – 2 due **by Mon., July 22 at 4:30 pm**.

Required Reading (67 pages)

1. al Shaibah, A. (March 25, 2024). The SEO and getting beyond the crisis mode of planning. *The Conversation.*

2. Dua, E. & Bhanji, N. (2017). Mechanisms to address inequities in Canadian universities: The performativity of ineffectiveness. In F. Henry, E. Dua, C.E. James, A. Kobayashi, P. Li, H. Ramos, M.S. Smith, *The equity myth: Racialization and Indigeneity at Canadian universities* (pp. 206 – 238). UBC Press.

Optional Reading

1. Williams, D.A. (2013). Why diversity efforts fail. In *Strategic diversity leadership: Activating change and transformation in higher education* (pp. 163 – 205). Taylor & Francis Group. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/ubc/detail.action?docID=3037606.

Class 8   Operationalizing Plans and Building a Culture of Accountability
Friday, July 26   9:00 am – noon
Team Presentations

Required (11 pages)

1. al Shaibah, A. (2022). Enacting anti-racist organizational change. In *Building a race-conscious institution: A guide for university leaders enacting anti-racist organizational change*, (pp. 23 – 34). Universities Canada. https://www.univcan.ca/wp-content/uploads/2022/07/UC-2022-Report_Building-a-Race-Conscious-Institution_EN_FINAL.pdf

Optional Resource – will be referenced in class

1. UBC's Strategic Equity & Anti-Racism (StEAR) Framework, Equity & Inclusion Office, The University of British Columbia. https://equity.ubc.ca/stear-framework-and-roadmap-for-change/

Week 5: Contemporary Equity Issues and Challenges Part I

Class 9   Diversifying the Professoriate
Tuesday, July 30   4:30 – 7:30 pm
*==Written reflection on Class 9 required readings # 1 – 2 due== **by Mon., July 29 at 4:30 pm**.*

Required Reading (43)

1. Ramos, H., & Li, P.S. (2017). Differences in representation and employment income of racialized university professors in Canada. F. Henry, E. Dua, C.E. James, A. Kobayashi, P. Li, H. Ramos, M.S. Smith, *The equity myth: Racialization and Indigeneity at Canadian universities* (pp. 46 – 64). UBC Press.

2. Özlem, S. & DiAngelo, R. (2017). "We are all for diversity, but…": How faculty hiring committees reproduce whiteness and practical suggestions for how they can change. *Harvard Educational Review, 87(4), 557 – 580.* https://doi.org/10.17763/1943-5045-87.4.557

Optional Reading (5 pages)

3. al Shaibah, A. (2022). Appendix VI. In *Building a race-conscious institution: A guide for university leaders enacting anti-racist organizational change*, (pp. 43 – 47). Universities Canada. https://www.univcan.ca/wp-content/uploads/2022/07/UC-2022-Report_Building-a-Race-Conscious-Institution_EN_FINAL.pdf

Class 10   Managing Campus Equity and Expression Rights
Friday, August 2   9:00 am – noon
*==Critique of the Kalven Report and Position Paper is due== **by Fri., August 16 at 4:30 pm**.*
==Team Presentations==

Required Reading (16 pages)

1. MacKinnon, P. (2017). Making the world a better place: The social responsibility of Canadian universities. In *University commons divided: Exploring debate & dissent on campus* (pp. 90 – 104). Toronto, ON: University of Toronto Press.

2. Kalven, H. et al. (1967). Report on the University's Role in Political and Social Action, https://provost.uchicago.edu/reports/report-universitys-role-political-and-social-action

3. UBC Faculty Association (March 13, 2024). *Departmental statements: FA preserves protection for academic freedom and collegiality at UBC*.

Optional Reading

1. al Shaibah, A. & Poinar, S. (2021). Managing campus expression and equality rights: Contemporary considerations for Canadian universities, *Canadian Journal of Human Rights, 10(1),* 73 – 122.

Week 6: Contemporary Issues and Challenges Part II

Class 11   Measuring Progress
Tuesday, August 6   4:30 – 7:30 pm
*Written reflection on Class 11 required readings # 1 – 2 due **by Mon., August 5 at 4:30 pm**.*

Required (46 pages)

1. Smith, D.G. (2015). Monitoring progress on diversity. In *Diversity's promise for higher education: Making it work, 2nd ed*. (pp. 245 – 270). Johns Hopkins University Press.

2. al Shaibah, A. (2022). Appendix I, II, III. In *Building a race-conscious institution: A guide for university leaders enacting anti-racist organizational change*, (pp. 36 – 39). Universities Canada. https://www.univcan.ca/wp-content/uploads/2022/07/UC-2022-Report_Building-a-Race-Conscious-Institution_EN_FINAL.pdf

Class 12   Data Collection and Analysis
Friday, August 9   9:00 am – noon
Team Presentations

Required (8 pages)

1. al Shaibah, A. (2022). Appendix IV. In *Building a race-conscious institution: A guide for university leaders enacting anti-racist organizational change*, (pp. 40 – 41). Universities Canada. https://www.univcan.ca/wp-content/uploads/2022/07/UC-2022-Report_Building-a-Race-Conscious-Institution_EN_FINAL.pdf

2. Universities Canada (October 2019). *Equity, diversity and inclusion at Canadian universities: Report on the 2019 national survey*. pp. 24 – 29.

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Academic Integrity

UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Students should familiarize themselves with policies for Academic Integrity at UBC. UBC also values an educative approach to academic integrity that seeks to support through education and deepen awareness for students and instructors, as well as an approach to academic misconduct that is fair and effective. If students have any concerns about fair treatment in regards to academic integrity, they may consult with The Office of the Ombudsperson for Students.

Holistic Student Success

Visit Student Services' support and resources to request one-on-one help or explore information on a range of supports and resources including learning strategies, financial aid, immigration advising, health services, counselling, and career advising.

Commitment to Human Rights and a Respectful Environment

In accordance with its Respectful Environment Statement, Student Code of Conduct, Discrimination Policy, and Sexual Misconduct Policy, UBC is committed to fostering working and learning environments that are free from bullying, harassment, discrimination, and violence. Concerns or complaints may be directed to the appropriate offices below: Sexual Violence Prevention & Response Office; Equity & Inclusion Office; or Campus Security.

Academic Accommodations

Students with disabilities seeking academic accommodations are invited to speak directly to the instructor to arrange for appropriate academic accommodations. UBC's Centre for Accessibility determines a student's eligibility for accommodations in accordance with the university's Disability Accommodation Policy LR7. Recognizing the religious and spiritual diversity of the University, UBC also invites students to notify their instructors in advance of any religious holy day they may wish to observe by absenting themselves from class or examination. Instructors will provide opportunity for such students to make up work or examinations missed without penalty, in accordance with UBC's Academic Accommodation for all Students' Religious Observances and for the Cultural Observances of First Nations, Métis, and Inuit Students.

UBC's Equity & Inclusion Office can support students who require advising on appropriate academic accommodations on the basis of a human rights protected characteristic. Where a student requires an academic concession for an unplanned extenuating circumstances not overed by the above mentioned policies (e.g., experience of trauma, death in the family, serious illness, etc.) students are invited to speak to the instructor to explore options for concessions in these extraordinary cases.

Academic Freedom

According to Universities Canada – the national association and voice for Canadian universities,

> Academic freedom is fundamental to the mandate of universities to pursue truth, educate students and disseminate knowledge and understanding. In teaching, academic freedom is fundamental to the protection of the rights of the teacher to teach and of the student to learn.
> Unlike the broader concept of freedom of speech, academic freedom must be based on institutional integrity, rigorous standards for enquiry and institutional autonomy, which allows universities to set their research and educational priorities." (Statement on Academic Freedom, 2011)

Students should familiarize themselves wtih UBC's Senate Policy on Academic Freedom.

Appendix I – Topic Request and Ranking Form for Team Presentations

Student Preferred Name:

Student Last Name:

<u>Policy Brief Topics</u>

Rank the broad topics below on which you would be interested to develop a policy brief with a small team of peers to present to the class. You may feel free to specify details under the broad topic, or you may specify and rank up to two other topics if they do not fall under those listed.

_____ Campus Climate – Building a Culture of Belonging and Thriving

_____ Intergroup Relations and Discourse – Fostering Dialogue across Difference

_____ Nondiscrimination – Ensuring Respectful and Inclusive Environments

_____ Recruitment and Retention – Improving Student Access and Success

_____ Recruitment and Retention – Ensuring Employment Equity and Achievement

_____ Curriculum and Instruction – Promoting Inclusive Teaching and Pedagogy

_____ Leadership Development – Diverse and Diversity Leaderhsip

_____ Research and Inquiry – Integrating EDI in the Research Ecosystem

_____ Other: _____

_____ Other: _____