Course Number: EDUC 814
Course Title: Evidence Based Leadership and Decision Making
School/Division: School of Education and Behavioral Sciences
Term: Winter 2025 / January 6 – March 17
Credits: 3

Instructor Name: Dr. Donna Fisher
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Office Hours: M-F after 4 pm and available by appointment
(Optional) Monday Virtual Q & A 4:00-5:00 PM https://meet.google.com/zmb-bayy-dvv

University Course Catalog Description
In order to be effective in today's complex and changing world, leaders must be able to utilize a myriad of sources of information to make well-informed decisions. This course explores concepts around performance measurement, research design, and data analysis that leaders will need to be knowledgeable users and interpreters of data, published research, and program evaluations to make informed evidence-based decisions.

Mission Statement for Doctorate of Education in Organizational Leadership for Adaptation and Change
The program's mission is based on Marianist values and focused on developing strong leaders who use their knowledge and skills to value diversity, promote social justice, and help organizations adapt and change. Drawing on the Marianist Educational Values of formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change, the program builds on a program of leadership that promotes continuous self-reflection and personal growth.

Marianist Values
1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Program Learning Outcomes (PLO)
1. Apply advanced knowledge and competencies of research and evaluation methods utilized by organizations.
2. Utilize advanced knowledge and competencies of leadership and innovation which are grounded in social justice, ethical practices, and cultural awareness.
3. Use advanced knowledge and competencies related to how organizations and the people within them develop.
4. Integrate advanced knowledge and competencies of scholarly behaviors for designing, implementing, evaluating, and communicating research relevant to effective organizations.

Course Learning Outcomes (CLO)
1. Explore principles of decision making that incorporate a sense of self awareness and how one's core values influence actions. (PLO 3)
2. Develop decision making competencies that are grounded in data analysis and evidence-based practice. (PLO 3)
3. Incorporate a universal perspective about decision making practices and its impact. (PLO 3, 4)

Learning Materials

Barends, E. & Rousseau, D. M. (2018). *Evidence-Based Management: How to Use Evidence to Make Better Organizational Decisions*. ISBN: 978-0749483746

Assessment

Assignments	Points
Module 1- **Assignment Playbook Section 1**: Problem Statement and Context	**20**
Module 1- **Class Discussion:** Introduction and Problem Identification	**15**
Module 2- **Assignment Playbook Section 2:** Critical Questions to Guide Analysis	**20**
Module 3- **Assignment Playbook Section 3:** Practitioner Evidence Summary	**20**
Module 3 **Class Discussion:** Practitioner Evidence	**15**
Module 4- **Assignment Playbook Section 4:** Scientific Evidence Summary	**20**
Module 5- **Assignment Playbook Section 5:** Organizational Evidence Summary	**20**
Module 5 **Class Discussion:** Organizational Evidence	**15**
Module 6- **Assignment Playbook Section 6:** Evidence Evaluation	**20**
Module 7- **Assignment Playbook Section 7:** Evidence Synthesis	**20**
Module 7 **Class Discussion:** Aggregate Evidence	**15**
Module 8- **Assignment Playbook Section 8:** Action Plan	**20**
Module 9- **Assignment Playbook Section 9:** Evaluation and Reflection	**20**
Capstone Project Playbook: Final Presentation, Report, or Infographic Summary	**60**
Total	**300**

Late assignments submitted one-day late will receive a 10% deduction and two-days late with a 25% deduction. Unexcused late assignments will not be accepted. If there is an emergency, contact me before the due date of an assignment. No work will be accepted after the last day of the course.

Grading scale

100-93%	A
92-90%	A-
89-87%	B+
86-83%	B
82-80%	B-
79-70%	C
69-0%	F

Course Schedule

Module	Topic	Review/Assignment
Module 1 1/6 – 1/12 due 1/12/2025 11:59PM	**Playbook Section 1**: Problem Statement and Context **Module Focus:** Introduces Evidence-Based Management (EBM) principles and helps students identify a leadership problem to analyze throughout the course. **Discussion** **Focus:** Students will introduce themselves and provide a brief overview of the leadership context and problem they plan to analyze throughout the course.	**Module 1 Overview:** Students establish the foundation of their EBM Decision-Making Playbook by clearly defining their focus, leadership context, and problem while reflecting on how EBDM principles apply to their scenario and their leadership **Reading: Chapter 1** (Evidence-Based Management: The Basic Principles (with Rob Briner). **Assignment Activity:** Students introduce themselves, describe their familiarity with EBM, and identify a specific workplace problem for investigation. **Class Discussion:** Encouraging community-building and allowing students to see the diversity of challenges and contexts their peers are addressing, fostering an understanding of EBDM's broad applicability.
Module 2 1/13 – 1/19 due 1/19/2025 11:59PM	**Playbook Section 2:** Critical Questions to Guide Analysis **Focus:** Framing critical questions to guide the decision-making process.	**Module 2 Overview:** Students set up a research framework by identifying essential questions for evidence gathering, grounded in EBM theory. **Reading: Chapter 2** (ASK: Critical Questions About Assumed Problems and Preferred Solutions). **Assignment Activity:** Develop critical questions for analyzing the identified problem.
Module 3 1/20 – 1/26 due 1/26/2025 11:59PM	**Playbook Section 3:** Practitioner Evidence Summary **Focus:** Gathering insights from practitioners or colleagues. **Discussion** **Focus:** Students share key insights they gathered from practitioner evidence and reflect on how these perspectives informed their understanding of the problem.	**Module 3 Overview:** Students add practitioner insights as the first source of evidence, supported by text-based principles. **Reading: Chapter 3** (ACQUIRE: Evidence from Practitioners). **Assignment Activity:** Conduct interviews or reflect on professional experiences related to the problem. **Class Discussion:** Promotes sharing of real-world experiences and reinforces the value of practitioner evidence in solving workplace challenges.
Module 4 1/27 – 2/02 due 2/02/2025 11:59PM	**Playbook Section 4:** Scientific Evidence Summary **Focus**: Locating relevant academic or industry research.	**Module 4 Overview:** Students add scientific evidence as the second source for analysis, grounded in methods discussed in the text. **Reading**: Chapters: **Chapter 5** (*A Short Introduction to Science*) and **Chapter 6** (*ACQUIRE: Evidence from the Scientific Literature*). **Assignment Activity**: Summarize a study or report related to the problem.

Module	Topic	Review/Assignment
Module 5 2/03 – 2/09 due 2/09/2025 11:59PM	**Playbook Section 5:** Organizational Evidence Summary **Focus:** Using workplace data for problem analysis. **Discussion** **Focus:** Students share key findings from their organizational data analysis and discuss how these findings align with or differ from practitioner insights.	**Module 5 Overview:** Students add organizational data as the third source of evidence, tied to the performance measurement principles in the text. **Reading: Chapter 8** (ACQUIRE: Evidence from the Organization). **Assignment Activity:** Gather and summarize relevant organizational data (e.g., metrics, surveys, or reports). **Class Discussion:** Encourages comparison of data sources and highlights the importance of triangulating evidence to address complex problems effectively.
Module 6 2/10 – 2/16 due 2/16/2025 11:59PM	**Playbook Section 6:** Evidence Evaluation **Focus:** Evaluating the quality, reliability, and biases of all collected evidence.	**Module 6 Overview:** Students critically assess their evidence using EBM principles from the text. **Reading:** Chapters: **Chapter 4** (APPRAISE: Evidence from Practitioners) and **Chapter 7** (APPRAISE: Evidence from the Scientific Literature). **Assignment Activity:** Assess the strengths, limitations, and biases of practitioner, scientific, and organizational evidence.
Module 7 2/17 – 2/23 due 2/23/2025 11:59PM	**Playbook Section 7:** Evidence Synthesis **Focus:** Synthesizing findings from all sources to generate potential solutions. **Discussion** **Focus:** Students discuss how they synthesized evidence from practitioners, science, and organizational data to identify potential solutions.	**Module 7 Overview:** Students transition from evidence collection to solution development, supported by text-based aggregation strategies. **Reading: Chapter 12** (AGGREGATE: Weighing and Pulling Together the Evidence). **Assignment Activity:** Develop a cohesive analysis that integrates all evidence collected. **Class Discussion:** Encourages students to reflect on the integration of diverse evidence sources and facilitates idea-sharing about potential solutions.
Module 8 2/24 – 3/02 due 3/02/2025 11:59PM	**Playbook Section 8:** Action Plan **Focus:** Translating evidence into actionable solutions.	**Module 8 Overview:** Students move from theoretical analysis to practical application using text-based decision-making frameworks. **Reading: Chapter 13** (APPLY: Incorporating the Evidence into the Decision-Making Process). **Assignment Activity:** Create an action plan that details steps to address the problem.
Module 9 3/03 – 3/09 due 3/09/2025 11:59PM	**Playbook Section 9:** Evaluation and Reflection **Focus:** Planning metrics to evaluate the success of the action plan and reflecting on the process.	**Module 9 Overview:** Students prepare to evaluate their solutions and reflect on their growth using text-based evaluation techniques. **Reading: Chapter 14** (ASSESS: Evaluate the Outcome of the Decision Taken). **Assignment Activity:** Develop an evaluation plan and reflect on the EBM process.

Module	Topic	Review/Assignment
Module 10 3/10 – 3/17 due 3/16/2025 11:59PM	**Playbook Section 10;& 1-10:** Capstone Project: Final Summary **Focus:** Finalizing and presenting the EBM Decision-Making Playbook.	**Module 10 Overview:** Students demonstrate mastery of evidence-based leadership through a comprehensive deliverable that integrates course concepts and text-based evidence. **Reading: Chapter 15** (Building the Capacity for Evidence-Based Management). **Capstone Project:** Create a presentation, report, or infographic summarizing their EBDM playbook; and a deep reflection.

May be subject to change based on the dynamics of current events.

Online Course Guidelines
- Our main online learning management system (LMS) platform utilizes Canvas. Please make sure to review the Student Tutorial located on your course dashboard regarding instructions on accessing and submitting materials and assignments. Also, if you have any questions, please make sure to contact me and I can assist you on navigating the course. We will also utilize Zoom or a similar platform for live online class sessions if the need arises.
- Students should communicate with each other using common courtesy, politeness, and appropriate behaviors. Inappropriate behavior, including, but not limited to the following, are unacceptable: bullying in any form, harassment in any form, making demeaning and/or derogatory comments, other aggressive behaviors in-person or virtually and/or other forms of communication.
- Discussion Participation: You will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following properties: Offers a response that is relevant and contributes to moving the discussion forward, transcends simply stating "I agree," and demonstrates in-depth thinking.

Writing Standards
All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:
1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

Academic Honesty
Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the Academic Honesty Policy on the Chaminade University Catalog website.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:
- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:
- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

AI Usage

While AI technologies can be useful tools for research and learning, the Academic Honesty policies apply when using these technologies. The use of AI is not permitted to compose essays or produce content for assignments and exams. Students should give proper credit to sources when using information obtained through AI tools or other sources. It is essential that we uphold academic integrity while fostering a culture of creativity and critical thinking.

Title IX and Nondiscrimination Policy

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the Chaminade University Title IX Office Contact Information and Confidential Resources website.

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: Notice of Nondiscrimination.

Disability Access

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up

to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Credit Hour Policy
This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 40 hours on reading and viewing materials, 60 hours on tasks related to the assignments, 20 hours related to the discussions, 15 hours related to the Presentation and 20 hours on the Final.

Attendance Policy
As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students are expected to attend all classes in which they are registered. The student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

Excused Absences
Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

Unexcused Absences
Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the grade.