ORGANIZATION AND GOVERNANCE OF HIGHER EDUCATION
HED 4220
Autumn 2013

Location: KRH 204
Date/Time: Tuesdays, 7:00 – 9:20pm

Instructor: Judy Marquez Kiyama, Ph.D.
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Course Description
This course is intended for students pursuing an advanced degree in higher education or a related area. Students in this course will explore organization, administration, and policy associated with higher education governance. The purpose of this class is to create a conceptual and theoretical understanding of higher education organization and governance so that multiple lenses may be applied when critically examining the functioning of educational organizations. Students will use course readings, assignments, and in class activities to develop the competence to be critical examiners of educational organizational functioning. Throughout this course we will address the following questions:

• How does organization and governance differ across institutional types?
• What theoretical lenses help institutional actors interpret environments and events in complex and evolving organizations to address problems and meet the needs and change of a diverse array of constituents?
• What organizational elements come together for organizations to change and sustain changes?
• What policies influence the ways in which institutional actors participate in governance systems?

Course Objectives
• Develop an understanding of organization and governance in higher education.
• Apply basic organizational principles to the practice of administration in higher education.
• Explain and apply basic terms, concepts, theories, and systems used to describe the organization and governance structures of higher education in the U.S.
• Articulate how governance is currently being implemented at various institutions of higher education.
• Describe the interplay between higher education governance, administration, and educational politics.
• Identify strengths and limitations of different administrative approaches to governance in higher education.
• Translate organizational and administrative theory into plans for practice to achieve specific organizational policy goals.
• Enhance academic savvy about acting within and changing organizations and systems.

Academic Expectations
* Students are expected to arrive to class on time and return promptly from class breaks. Please give me advanced noticed if you will be missing class.
* If you are missing class, please arrange an outside reflection assignment and/or Skype session to allow for maximum participation.
* All papers must be typed and double-spaced with 1-inch margins on all sides (size 12 font).
Papers must follow stylistic guidelines recommended by the *Publication Manual of the American Psychological Association*.  
* All assignments must be completed on time and submitted via Blackboard. Late papers will receive a maximum of 70%.
* Please refrain from the use of electronic devices in class (laptops, cell phones, blackberries, ipads, etc.) except to use your laptop/ipad to take notes or for readings. Playing on the internet or texting will not be tolerated.
* The goal is not to agree, it is about hearing and exploring divergent perspectives and contributions.

**Academic Integrity:** Any form of academic dishonesty, including plagiarism, in this course will be treated seriously – all work must be your own and the work of others must be properly cited as appropriate. I expect you to comply with the DU Honor Code (www.du.edu/honorcode) on all assignments:

"All members of the University of Denver are expected to uphold the values of Integrity, Respect, and Responsibility. These values embody the standards of conduct for students, staff, faculty, and administrators as members of the University community. These values are defined as:

- **Integrity:** acting in an honest and ethical manner;
- **Respect:** honoring differences in people, ideas, and opinions;
- **Responsibility:** accepting ownership for one’s own conduct."

More information regarding proper citing and plagiarism can be found in the APA Manual. The website below also provides helpful hints, tools, and exercises in proper citation.
http://ori.hhs.gov/education/products/roig_st_johns/index.html

**Instructional Pedagogy:** This course is designed to be a learner centered course with each student responsible for maximizing their own experience. The instructional responsibility is to create a welcoming environment where sharing of difference views, opinions, critiques, and expertise are valued and respected. Various learning and teaching styles will be utilized and I hope to see you also be critical and creative in how you present your work. All class sessions will involve discussion of assigned readings; I expect that you are prepared to share in this discussion and have prepared these readings in advance. Group work will also be a large component of this course. Each class member is expected to participate in group discussions, activities, and projects.

**Special Needs:** Section 504 of the Rehabilitation Act of 1973 protects anyone with a disability from being excluded or discriminated against in the classroom. If you have a documented disability, please let me know as soon as possible so that we can set up the best learning environment for you. By law I cannot ask you if you have a disability. Any student who feels s/he may need an accommodation based on the impact of a disability or medical condition should contact the Disability Services Program to coordinate reasonable accommodations. They are located on the 4th floor of Ruffatto Hall; 1999 E. Evans Ave.303.871 / 2372 / 2278 / 7432. Information is also available on line at http://www.du.edu/disability/dsp; see the Handbook for Students with Disabilities.

**Inclusivity Statement:** It is expected that our class meetings are supportive environments. A fundamental part of our class work is committing ourselves to fostering an inclusive, anti-oppressive environment where each person takes responsibility for her/his language, actions and interactions. In this course, an anti-oppressive environment means that we work against language, actions, interactions and ideologies that hurt people. There will be class discussions that will be difficult or challenging. We share, as a classroom community, the task of negotiating the dual priorities of authentic free speech and active regard for all others. Thus, it is important that we *listen* to each other about how our words and actions are affecting one another and that we *talk* about a class moment in which something may feel hurtful.
Therefore, hate speech of any kind will not be permitted. This includes use of racial, sexual, gender, or abled slurs and personal attacks on other’s ideas. We will negotiate other guidelines about classroom discussions throughout the course.

**Required Books**

Readings for the course other than required texts (located under “content”), course syllabus, and assignment overviews will be available on Blackboard.

iTunes U readings, podcasts, and movie clips are available on the iTunes Store website.

**Assignments**

1. **Class Participation:** The success of this class will be greatly influenced by the level of participation of all class members. Every student must come to each class having thoroughly read the readings and be prepared to discuss at length those readings, their insights, and their implications. Half of your participation points will be assigned as a result of feedback provided from your group members.

2. **iTunes U / Media Podcast Reaction Papers (2):** These five page papers are meant to help you apply the literature, concepts, and theories from class to a current issue presented on iTunes U. It will be left up to you to select the issue/podcast/video and to the select the readings from which you conceptually analyze and react to the issue. I expect you to share your thoughtful and critical reactions by incorporating at least one concept or theory from the literature. It is suggested that you browse iTunes U regularly as you can complete this assignment at any time as long as paper 1 is turned in by October 8 and November 5.

3. **Class Group Work/ Readings: Due – sign up**
The readings for this course have been selected to provide a foundation for the topics we will engage together during the semester. You are expected to do the readings and be intellectually present in the classroom.

For each class session, one group will be responsible for developing an oral summary (no more than 10 minutes), a brief written summary (no more than 2 pages) and three to four discussion questions that reach across all of the readings. The purpose of this assignment is to help facilitate thoughtful discussion of topics. Your summaries and reflection questions should foster deep understanding of the central themes and critical issues highlighted by the readings. You should post your written summaries to Blackboard by 5pm on the day your group is responsible for the readings. The discussion questions should be emailed directly to Dr. Kiyama by 5pm on the day your group is responsible for the readings. We will begin these discussion groups on September 24.

4. **Group Organization Analysis Project:** You will work in groups of four for this quarter-long project. Each group will be assigned a different institutional type based on current Carnegie Classifications: [http://classifications.carnegiefoundation.org/descriptions/basic.php](http://classifications.carnegiefoundation.org/descriptions/basic.php). (NOTE: If you click on the different classifications and then again on the specific categories it will take you to a list of institutions in that category.)
Group 1: Associates Colleges  
Group 2: Baccalaureate Colleges  
Group 3: Master’s Colleges and Universities  
Group 4: Doctorate Granting Universities  
Group 5: Special Focus Institutions  
Group 6: Tribal Colleges  
Group 7: HBCUs or Hispanic Serving Institutions

Your group is expected to select one institution outside of the state of Colorado to serve as the subject of your analysis. After selecting the institution, your group must then select at least two current governance, organizational, or policy issues occurring on the campus. Your goal is to monitor the campus and these issues over the course of the quarter (via the institution’s website, school newspaper, policy reports, white papers, iTunes U, etc.) and provide a thoughtful and critical analysis and recommendation report to their governing body (i.e. board of trustees, board of regents, etc). Your analysis and recommendation report must be informed by the literature and theories that are covered during this course.

Important dates:
- September 17: Institution summary due (1 page)
- October 1: Issue summary due (3 pages max)
- October 22: Progress report (3 pages max)
- November 12: Final analysis and recommendations report (15-20 pages)
- November 12: Group presentations (10 minutes max)

*note: Only the final report and presentation will be graded. Guidelines for the final report will be provided separately.

Grading
- Class Participation 15 points
- iTunes U Reaction Papers 20 points (10 points each)
- Class Group Discussion 20 points
- Group Organization Analysis Project 35 points
- Group Org Analysis Project Presentation 10 points

TOTAL: 100 POINTS

A: 4.0 = 93-100
A-: 3.7 = 90-92
B+: 3.3 = 87-89
B: 3.0 = 83-86
B-: 2.7 = 80-82
C+: 2.3 = 77-79
C: 2.0 = 73-76
C-: 1.7 = 70-72
D+: 1.3 = 67-69
D: 1.0 = 63-66
D-: 0.7 = 60-62
F: 0.0 = 59 & below
Course Schedule

Week 1: September 10 – Introduction to Course and Overview of Terms, Concepts, & Principles


- Assign discussion groups and Org Analysis Groups

Week 2: September 17 – Colleges & Universities as Organizations; Org Theory; Social Systems Theory


- Due: Institution summary (1 page)

Week 3: September 24 – Models of Organizational Functioning I: Culture


Week 4: October 1 – Models of Organizational Functioning II: Leadership


• Due: Issue summary (3 pages)

Week 5: October 8 - Beyond “the Organization”: Personal and Professional Networks


• Due: iTunes U Paper 1

Week 6: October 15 – Beyond Professional Boundaries & Bureaucracy


Week 7: October 22 – Formal State Systems and Policies


- **Due: Progress report (3 pages max)**

**Week 8: October 29 – Institutional Theory, Resource Dependency Theory, & Academic Capitalism**

Chapter 6 in Birnbaum: The Political Institution: Competing for Power and Resources. pp. 128-150.


**Week 9: November 5 - Organizational Decision Making and Change: Principles, Power, and Politics**


Chapter 9 in Birnbaum: Effective Administration and Leadership in the Cybernetic Institution. pp. 201-230.


- **Due: iTunes U Paper 2**

**Week 10: November 12 - Class Presentations**

- **Due: Group Project: Final Analysis and Recommendations Report (one per group)**

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This syllabus was constructed based on ideas and previous courses taught by Dr. Gary Rhoades, Dr. Andrew Wall, and Dr. Cheryl Lovell. I appreciate that I was able to use their syllabi as a guide.

*Syllabus is subject to change
(September 2013 jmk)