GOVERNANCE, POLICY & ADMINISTRATION IN HIGHER EDUCATION
EDU 492
Spring 2011

Location: 4-131
Date/Time: Wednesdays 4:50-7:30pm
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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.

Course Objectives
- Develop an understanding of organization and governance in higher education.
- Apply basic organizational principles to the practice of administration in higher education.
- 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.
* 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 (either in class or submitted via email by midnight). 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. The University of Rochester’s “Academic Honesty Policy” and related judicial processes is found on pp. 49-
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. By law I cannot ask you if you have a disability. The Office of Disability Services will provide me with guidance for your accommodation after you inform me that you qualify for accommodations.

**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 “course materials”), 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 every reading 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 read in 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 March 23 and paper 2 is turned in by April 20.

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 reflection 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. Each person (with their group) will be responsible for 2 weeks of readings. You will be working with two different groups to accomplish this.

We will begin each class by dividing into groups and spending time answering the reflection questions. Reflection questions must be submitted to Dr. Kiyama no later than noon on the Wednesday your group will be presenting.

4. **Integrative Research Review (literature review) OR TWO additional iTunes U Reaction Papers:**

I’d like for you to think about what will be the most relevant for your learning process, dissertation project, portfolio review and/or practical application. You can either do an integrative research review or two additional iTunes U reaction papers. Please let me know which assignment you are choosing; either will be due April 13th.

*Integrative Research Review:* Prepare an 8-10 page paper on one of the topics, concepts, or theories discussed in class that is relevant to your professional or research interest. If possible, choose a topic that will help with the preparation of your thesis or dissertation. The paper should be an integrative literature review and prepared according to APA style guidelines. Due: April 6th.

5. **Group Organization Analysis Project:** You will pick a partner for this semester-long project. Each group will be assigned a different institutional type based on current Carnegie Classifications (http://www.carnegiefoundation.org/classifications/index.asp?key=791).

   - Group 1: Associates Colleges
   - Group 2: Doctoral-Granting Universities
   - Group 3: Master’s Colleges and Universities
   - Group 4: Baccalaureate Colleges
   - Group 5: Special Focus Institutions
   - Group 6: Tribal Colleges / HBCU’s / Hispanic Serving Institutions

Your group is expected to select one institution outside of the state of New York to serve as the subject of your analysis. After selecting the institution, your group must then select at least two
current governance, administrative or policy issues occurring on the campus. Your goal is to monitor the campus and these issues over the course of the semester (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:**
- February 2: Institution summary due (1 page)
- February 23: Issue summary due (3 pages max)
- March 16: Progress report (3 pages max)
- April 27: Final analysis and recommendations report (15-20 pages)
- April 27: Group presentations (12 minutes max)

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

**Grading**
- Class Participation: 10 points
- iTunes U Reaction Papers: 20 points (10 points each)
- Class Group Presentations: 10 points (5 points each)
- Integrative Research Review: 20 points
- or two additional iTunes U papers
- Group Organization Analysis Project: 35 points
- Group Org Analysis Project Presentation: 5 points

**TOTAL:** 100 POINTS

A = 100 – 94
A- = 90 – 93
B+ = 87 – 89
B = 84 – 86
B- = 80 – 83
C = 70-79
Course Schedule


Recommended: Brown (pp. 451-464): A Memo from Machiavelli (Julius, Baldrige, & Pfeffer)

January 19 – Week 2: Applying Organizational Theory to Higher Education Institutions


See Figure 2.1 (page 24) in Bess & Dee (2008) as an organizational reference.

January 26 – Week 3: Org Theory continued & Colleges & Universities as Organizations

Brown (pp. 74-87): Educational Organizations as Loosely Coupled Systems (Weick).

Brown (pp. 124-136): Evolution of University Organization (Duryea).


February 2 – Week 4: Traditional Administrative & Governance Models


Brown (pp. 117-123): Administrative and Professional Authority (Etzioni).


Brown (pp. 217-223): The Academic Life: Small Worlds, Different Worlds (Clark).

Due: Group Project: Institution Summary (one per group)
February 9 – Week 5: Beyond “the organization”: Personal and Professional Networks


February 16 – Week 6: Beyond Professional Employment & Bureaucracy


February 23 – Week 7: Formal State Systems and Policies


Due: Group Project: Issue Summary (one per group)

March 2 – Week 8: Models of Organizational Functioning I (Culture)


Brown (pp. 271-277): The Organizational Saga in Higher Education (Clark).

Brown (pp. 278-294): The Effect of Institutional Culture on Change Strategies in Higher Education (Kezar & Eckel)

Brown (pp. 328-339): Organizational Culture in Higher Education: Defining the Essentials (Tierney).


March 9 – Week 9: Models of Organizational Functioning II (Leadership)


Brown (pp. 482-491). The Life Cycle of Academic Fads (Birnbaum).

March 16 – NO CLASS – NASPA
Due: Group Project: Progress Report (one per group to be emailed to JMK by midnight)

March 23 – Week 10: Diversity, Equity, and Institutional Leadership


Brown (pp. 295-309): Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice (Hurtado, Milem, Clayton-Pedersen, & Allen)

Brown (pp. 932-965). An Organizational Analysis of Racism in Higher Education (Chesler).

*More readings on Diversity, Race and Gender can be found in Part X and XI in the Brown book.
DUE: iTunes U paper 1

March 30 – Week 11: Institutional Theory and Resource Dependency Theory


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


April 6 – Week 12: Higher Education Organizations Moving Towards the Market

Brown (pp. 737-756). Universities and Markets (Geiger).


Due: Integrative Research Review (or 2 additional iTunes U papers)

April 13 – Week 13: Management Principles, Power, and Politics


Due: iTunes U Reaction Papers must be submitted by this date

April 20 – Week 14: Institutional Change and Critical Organizational Governance

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

Brown (pp. 586-602). Who’s doing it right?: Strategic activity in public research universities. (Rhoades)

Brown (pp. 1061-1082). Understanding Radical Organizational Change (Hinings).

**DUE: iTunes U Paper 2**

_April 27 – Week 15: Class Presentations_

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

*Syllabus is subject to change  
(1.12.11 jmk)*