EDU 492: Governance, Policy & Administration In Higher Education

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Course Description:
This course is intended for students who are 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 purposes of this class is to create a conceptual understanding of higher education organization and governance so that participants can apply multiple theoretic construction to critically examine educational organization functioning and to improve higher education. Students will use course readings, assignments, in class activities and personal reflection to develop the competence to be critical examiners of educational organizational functioning.

Desired Learning Outcomes:
- Develop an understanding of organization and governance of higher education.
- Be able to apply basic organizational principles to the practice of administration in higher education.
- Be able to articulate how governance is currently being implemented in higher education.
- Describe the interplay between higher education governance, administration and educational politics.
- Be able to identify the strength and limitations of different administrative approaches to governance in higher education.
- Be able to translate organizational and administrative theory into plans for practice to achieve specific organizational policy goals.

Instructional Pedagogy and Expectations:
This course is designed to be a learning centered course with each student being responsible for maximizing their own experience. The instructional responsibility is to create a welcome environment for all students where sharing differing views and intellectual intrigue are valued and respected. My commitment is to bring my very best in terms of resources, course organization and facilitation to create a high-quality learning experiencing. I have high expectations of for students as to their (1) preparation for class; (2) engagement with course content; (3) performance on application assignments. I recognize that individuals learn and perform in a variety of ways and as such instructional approaches will be varied as will my appreciation for different learning and performance styles. In addition to this statement of instructional pedagogy and
expectation I have found it useful to articulate the following expectations related to the class.

**Attendance and Missed Class Policy:**
You are expected to be present at all sessions, should you not be able to be present please contact me in advance of class (e-mail is fine). Should you miss class it is my expectation that you submit a one-page reaction/ critique of the assigned readings for the week that you miss. This should be submitted as a blog entry and is not counted in the six blog entries that are graded for points, rather this entry is seen as ensuring you engage in course content for the missed class session. If you miss one class I would expect you do 7 blog entries, if you miss 3 classes I would expect you would do 9 entries for the course.

**Assigned readings:**
All class sessions will involve discussion of assigned readings; it is my expectation that you will have prepared these reading in advance of class.

**Group Activities:**
Part of working in higher education is working with diverse individuals; as such this course will provide a practical forum for developing group functioning skills. Each class member is expected to participate in group discussions, activities and projects that will be a part of each class.

**Assignment:**
All assignments should be submitted on or before the due date. Assignments should be submitted through Blackboard, rather than through e-mail.

**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. 49-52 in the Graduate Bulletin’s

*Regulations and University Policies Concerning Graduate Study* or online at the following location: [http://www.rochester.edu/GradBulletin/PDFbulletin/GradBul06-08forWeb.pdf](http://www.rochester.edu/GradBulletin/PDFbulletin/GradBul06-08forWeb.pdf).

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.

**Required Books:**
Assignments

1. **Reading Reflection/ Reactions** – Each individual must complete 6 different entries into the course Blog that react to class readings throughout the semester. Each blog entry should be between 250 and 350 words in length and written in an academic form with references provided using APA citation. Each entry must be posted before class and react in a critical fashion to the reading assigned for the week (24 points/ 4 points per entry). It is the choice of each student as to what weeks you complete the blog entries, but no entries will be accepted late. In order to have your entry earn points, you must submit it in advance of the class for which the readings are due. (24 Points)

2. **Book Critique** - You will be asked to select a book on higher education governance, management or policy to read and then write a two page double spaced book critique that incorporates class readings. (16 Points Due March 14th)

3. **Class Group Presentation** – There will be five weeks of the semester when pairs of students will present a contemporary higher education administration or policy issue coinciding with the scheduled class topic and readings. It is encouraged that presentations be creative in format and engage the class actively. Class members will provide feedback that will be the basis for each group grade for this project. (15 Points)

4. **Group Organization Analysis Project**: Each group will be assigned a different institutional type based on current Carnegie Classifications (http://www.carnegiefoundation.org/classifications/index.asp?key=791). Your group is expected to select one institution to serve as the subject of your analysis. After selecting the institution, your group must then select at least two current 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 8th: Institution summary due (1 page)
- February 29th: Issue summary due (3 pages max)
- March 21st: Progress report (3 pages max)
- May 2nd: Final analysis and recommendations report (15-20 pages)
- May 2nd: Group presentations (12 minutes max)

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

(25 Points)

5. **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 25\textsuperscript{th} – 20 Points)

**Grading**

1. Reading Reactions 24 points
2. Book Critique (Due March 14\textsuperscript{th}) 16 points
3. Class Group Presentation 15 points
4. Group Organizational Analysis (Final Due May 2nd) 25 points
5. Integrative Research Review (Due April 25\textsuperscript{th}) 20 points

Total 100 points

A = 90 to 100 points
B = 80 to 89 points
C = 70 to 79 points
D = 60 to 69 points
F = 59 points or less
Course Schedule

Class 1.1
January 18, 2012

Topic: Introductions, course overview, and overview of organizational structures in higher education.

Mini-Lecture: Examining the Structure of Higher Education

Class 1.2
January 25, 2012

Topic: Introduction to Organizational Theory

Mini-Lecture: Considering Organizational Theory in Higher Education

Discussion: What are the unique organizational elements of higher education?

Read

Foreward by Edward P. St. John xiv
An Introduction to Organization and Governance in Higher Education xvii
Foundations of the Theory of Organization (p. 3-12)
Central Perspectives and Debates in Organizational Theory (p. 13-35)
The Bases and Use of Power in Organizational Decision Making: The Case of a University (p. 36 – 53)

Class 1.3
February 1, 2012

Topic: Classic Organizational Theory in Higher Education

Mini-Lecture: Loosely Coupled Systems, Professional Bureaucracy and the Garbage Can

Discussion: Machiavelli, Sunzu and Leading in Chaos

Read
The Professional Bureaucracy (p. 54 – 73)
Educational Organizations as Loosely Coupled Systems (p. 74 – 87)
A Garbage Can Model of Organizational Choice (p. 88 – 114)
Administrative and Professional Authority (p. 117- 123)
Evolution of University Organization (p. 124 – 136)


Class 1.4
February 8, 2012

Topic: Traditional Administrative and Governance Models

Mini-Lecture: Loosely Coupled Systems, Professional Bureacracy and the Garbage Can: Operating in a Complex System

Discussion: Machiavelli, Sunzu and Operating in a Complex System

Read


Emerging Developments in Postsecondary Organization Theory and Research: Fragmentation or Integration (p. 153 – 164)
Organizational Concepts Underlying Governance and Administration (p. 165-168)
A Comparison of Private and Public Educational Organizations (p. 169- 192)
American Association of University Professors, American Council of Education, Association of Governing Boards of Universities and Colleges (p.195- 202)


Class 1.5
February 5, 2012

Topic: Traditional Administrative and Governance Models: Part II

Mini-Lecture: The BOT, The Faculty, and Models of Governance

Discussion: What Ever Happened to Faculty Governance?
Read


- The Academic Life: Small Worlds, Different World (p. 217-223)
- The Latent Organizational Functions of the Academic Senate (p. 224-235)
- Statement on Board Responsibility for Institutional Governance (p. 236-243)
- Higher Education Boards of Trustees (p. 244-268)


Class 1.6
February 29, 2012

Topic: Considering Organization AS Culture

Mini-Lecture: Organization as Culture

Discussion: Examining the culture of your organization? What are the formal and informal rules (norms)?

Read


- The Organizational Saga in Higher Education (p. 271-277)
- The effect of institutional culture on change strategies in higher education (p. 278-294)
- Enhancing Campus Climates for Racial/ Ethnic Diversity: Educational Policy and Practice (p. 295-311)
- An Integrative Model of Organizational Trust (p. 310-328)
- Organizational Culture in Higher Education: Defining the Essentials (p. 328-339)

February 22, 2012 – NO CLASS
Class 1.7
March 7, 2012

Topic: Exploring Leadership

Mini-Lecture: Ambiguities of Leadership

Discussion: How do we bring organizational theory to practice in higher education leadership?

Read


- Leadership in an Organized Anarchy (p. 351-370)
- The Ambiguity of Leadership (p. 371-379)
- Symbolism and Presidential Perceptions of Leadership (p. 380-388)
- Organizational Learning and Communities-of-Practice: Toward a Unified View of Working, Learning and Innovation (p. 389-404)


Class 1.8
March 14, 2012

Topic: Management Fads in Higher Education

Mini-Lecture: The Cycle of Fads, or the Persistent Fad of Strategic Planning, or Simply Institutional Isomorophism

Discussion: Examining the strategy at your institutions of interest.

Read


- Three Models of Strategy (p.431-442)
- The Fall and Rise of Strategic Planning (p. 443-450)
- The Life Cycle of Academic Management Fads (p. 482-491)

Class 1.9
March 21, 2012

Topic: Strategy and Structuration

Mini-Lecture: Understanding Gidden’s Ideas of Structuration

Discussion: Addressing the Tensions Between Structure and Agency in Strategic Planning

Read


Performance and Paralysis: The Organizational Context of the American Research University (p. 505-528)
The Role of Shared Governance in Institutional Hard Decisions: Enabler or Antagonist (p. 529-544)
Academic Restructuring: Organizational Change and Institutional Imperatives (p. 545-560)

On Blackboard: Gidden’s on Structuration Theory

Class 2.0
March 28, 2012

Topic: The Emerging Managed Professional In Higher Education

Mini-Lecture: Building on Gidden’s, DiMaggio and Powell

Group 1 Discussion: The Rise of the Higher Education Manager

Read


Managing Productivity in an Academic Institution: Rethinking the Whom, Which, What and Whose of Productivity (p. 576-585)
Who’s Doing it Right? Strategic Activity in the Public Research Universities (p. 586-602)

Class 2.1
April 4, 2012

Topic: Bureaucracy and Higher Education

Mini-Lecture: Examining the Nature of Administrative Behavior

Group 2 Discussion: Reconsidering the Role of Faculty Governance

Read


The Nature of Administrative Behavior in Higher Education (p. 605-624)
A Case of Bureaucratic Accretion: Context and Consequences (p. 656-674)
Adam Smith Goes to College: An Economist Becomes an Academic Administrator (687-700)

Class 2.2
April 11, 2012

Topic: The Markets and Higher Education

Mini-Lecture: Using Principal –Agent Theory In Higher Education

Group 3 Discussion: Leadership at the Top, The Shifting Role of the President and Provost and Activist Governing Board

Read


After Globalization: Emerging Politics in Education (p. 703-712)
Universities and Markets (713-736)
Interests, Information, and Incentives in Higher Education: Principal-Agent Theory and Its Potential Applications to the Study of Higher Education Governance (p. 759-788)

Class 2.3
April 18, 2012
**Topic:** Diversity of Institutional Types

**Mini-Lecture:** Examining the Role and Purpose of Institutional Types (A Return to Institutional Isomorphism)

**Group 4 Discussion:** Diversity in a Time of Fiscal Resource Constraint

**Read**


- Tribal Colleges and Universities in an Era of Dynamic Development (p. 815-829)
- The Historically Black College as Social Contract, Social Capital, and Social Equalizer (p. 830-843)
- Hispanic-Serving Institutions: Myths and Realities (p. 843-855)
- The Confluence of Race, Gender, and Class Among Community College Students: Assessing Attitudes Toward Affirmative Action in College Admissions (p. 855-869)

**Class 2.4**
**April 25, 2012**

**Topic:** Race and Gender in the Academy

**Mini-Lecture:** Reconsidering Structure and Agency in the Context of Race and Gender

**Group 5 Discussion (if needed):** Organizational Culture, Healthy and Infected?

**Read**


- The Emperor Has No Clothes: Rewriting “Race in Organizations” (p. 965-982)
- E Pluribus Unum? Academic Structure, Culture, and the Case of Feminist Scholarship (p. 983-994)
- Deconstructing Organizational Taboos: The Suppression of Gender Conflict in Organizations (p. 995-1013)

**Class 2.5**
**May 2, 2012**

**Topic:** Final Organizational Reflections
**Topic:** Group Presentation on Institutional Research

**Read**


The Invisible Workers (p. 1084-1095)
Balancing Corporation, Collegium and Community (p. 1125-1141)